Welcome

SACSCOC Review Team Members:

Wayne Community College (WCC) is one of the oldest of the 58 community colleges in the North Carolina Community College System. Through the decades, the College has established a reputation for quality programs and services leading to associate degrees, certificates, and diplomas that prepare students for promising careers or transfer to four-year colleges and universities. Thousands more students have entered the College to increase their literacy proficiency, improve workplace skills, and participate in a variety of lifelong learning or cultural activities and events.

Wayne Community College, through its partnerships with local government, educational entities, and business and industry, is a catalyst for economic and workforce development, social equity, and personal enrichment in Wayne County and the eastern region of North Carolina.

The College's dedicated faculty and staff are committed to student success and work daily to assist students in achieving their educational goals. As a first-generation college student and graduate of WCC, I understand the challenges facing many of our students and I want to foster a commitment to student success and institutional quality.

On behalf of the Board of Trustees of Wayne Community College, the faculty and staff, and the students, I thank you for your participation in this review process.

Sincerely,

Patricia Pfeiffer, Ed.D
Interim President

Wayne Community College
Fifth-Year Interim Report

Contact Information

Wayne Community College
3000 Wayne Memorial Drive
Goldsboro, N.C. 27534
Phone: 919-735-5151 (*Main Switchboard*)

<u>**College Administrators**</u>

Dorothy Moore
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SACSCOC Liaison
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Technical Support

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By signing below, we attest that **Wayne Community College** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: **September 1, 2021**

Accreditation Liaison

Dorothy Moore
Associate Vice President of Institutional Effectiveness / Chief of Staff

Signature

Dorothy P. Moore

Chief Executive Officer

Dr. Patty Pfeiffer
Interim President

Patty Pfeiffer

Signature

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Part II:
"Institutional Summary Form Prepared for SACSCOC Reviews"
(***Applicable to all institutions***)

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GENERAL INFORMATION

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Name of Institution Wayne Community College

Name, Title, Phone number, and email address of Accreditation Liaison

Dorothy Moore
Accreditation Liaison
Associate Vice President of Institutional Effectiveness / Chief of Staff
Office: 919-739-7010
Email: dpmoore@waynecc.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Ken Jones
Director, Office of Communications
Office: 919-739-7027
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IMPORTANT:

Accreditation Activity *(check one)*:

☐   Submitted at the time of Reaffirmation Orientation
☐   Submitted with Compliance Certification for Reaffirmation
☐   Submitted with Materials for an On-Site Reaffirmation Review
☒   Submitted with Compliance Certification for Fifth-Year Interim Report
☐   Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐   Submitted with Merger/Consolidations/Acquisitions
☐   Submitted with Application for Level Change

Submission date of this completed document: September 1, 2021

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EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

☒ Diploma or certificate program(s) requiring less than one year beyond Grade 12
☒ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
☐ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
☐ Professional degree program(s)
☐ Master's degree program(s)
☐ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
☐ Doctoral degree program(s)
☐ Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

☒ Occupational certificate or diploma program(s)
☒ Occupational degree program(s)
☒ Two-year programs designed for transfer to a baccalaureate institution
☐ Liberal Arts and General
☒ Teacher Preparatory
☐ Professional
☐ Other (Specify) _____

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│ **GOVERNANCE CONTROL**   │
│   │
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Check the appropriate governance control for the institution:

☐   Private *(check one)*

    ☐   Independent, not-for-profit

    Name of corporation OR
    Name of religious affiliation and control: _____

    ☐   Independent, for-profit *

    If publicly traded, name of parent company: _____

☒   Public state * *(check one)*

    ☐   Not part of a state system, institution has own independent board

    ☐   Part of a state system, system board serves as governing board

    ☒   Part of a state system, system board is super governing board, local governing board has delegated authority

    ☐   Part of a state system, institution has own independent board

*   ***If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.***

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│   INSTITUTIONAL INFORMATION FOR REVIEWERS               │
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1. History and Characteristics

Mission Statement
Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

History and Characteristics
Wayne Community College is located in the coastal plains region of eastern North Carolina, an hour southeast of Raleigh and within 100 miles of North Carolina's Crystal Coast. Wayne County is one of the leading agricultural areas in North Carolina and is home to Seymour Johnson Air Force Base's, 4th Fighter Wing and 916th Air Refueling Wing. The population of the county is approximately 125,000. The ethnic diversity of Wayne County is reflected in WCC's curriculum population which consists of 54% Caucasian, 22% African American, 17% Hispanic, 2% Asian and 5% other. The average student age is 23 with females representing 63% of the population. WCC's main campus is located in Goldsboro, the county seat of Wayne County, and includes eleven instructional buildings on 156 acres. The College also utilizes facilities at the Wayne Executive Jetport, Seymour Johnson Air Force Base, and one local high school.

Wayne Community College was chartered by the North Carolina State Board of Education by the authority of the General Assembly as one of the 58 public institutions of the North Carolina Community College System. The College was originally established on April 3, 1958 as the Goldsboro Industrial Education Center. The Charter was certified on December 7, 1967 by the Director of the Department of Community Colleges and the Chairman of the State Board of Education of North Carolina.

Wayne Community College's 2019-2020 annual unduplicated enrollment was 4,101 curriculum students; 5,361 workforce continuing education students; and 654 students in multiple academic levels. The College offers 47 Associate Degree programs, 20 Diploma programs, and 98 Certificate programs, for a total of 165 academic programs. WCC has 298 full-time employees (faculty and staff). The College's budget for 2020-21 was $41,935,671.

Wayne Community College was fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1970 and was reaffirmed in 1974, 1986, 1995, 2006, and 2016. Wayne Community College's peer institutions based upon full-time equivalency (FTE) are: Alamance Community College, Caldwell Community College and Technical Institute, Coastal Carolina Community College, Johnston Community College, and Sandhills Community College.

2. List of Degrees

The following table represents Wayne Community College's degrees, diplomas, and certificates, as well as the number of graduates in the 2020-21 academic year.

Table 1: WCC Degrees, Diplomas, and Certificates

Wayne Community College		
Degrees, Diplomas, and Certificates	**Curriculum Code**	**Number of Graduates 2020-21 (Graduation Year = Summer 2020, Fall 2020, Spring 2021)**
College Transfer Degrees		
Associate in Arts	A10100	157
Associate in Engineering	A10500	9
Associate in General Education	A10300	3
Associate in General Education – Nursing	A1030N	1
Associate in Science	A10400	67
Associate in Arts in Teacher Preparation (*new program*)	A1010T	0
Associate in Science in Teacher Preparation (*new program*)	A1040T	0
Associate Degrees		
Accounting and Finance	A25800AF	25
Agribusiness Technology	A15100	2
Applied Animal Science Technology	A15280	5
Artificial Intelligence and Automation Programming (*pending SACSCOC approval - to be implemented Fall 2021*)	A25590A	0
Associate Degree Nursing	A45110	38
Automotive Systems Technology ATEP	A60160M	10
Automotive Systems Technology GM-ASEP	A60160G	2
Aviation Systems Technology **	A60200	9
Business Administration	A25120	28
Business Administration/Operations Management	A25120G	6
Cloud Technology	A25590D	0
Collision Repair and Refinishing Technology	A60130	6
Computer-Integrated Machining	A50210	7
Criminal Justice Technology	A55180	7
Criminal Justice Technology - Forensic Science	A5518C	0
Cybersecurity	A25590S	4
Dental Hygiene	A45260	22
Early Childhood Education Career Track	A55220CT	12
Early Childhood Education Licensure Transfer Track	A55220L	0
Early Childhood Education Non-Licensure Transfer Track	A55220N	0
Emergency Management Technology	A55460	3
Forest Management Technology	A15200	13
Funeral Service Education (*new program*)	A55260	0

Program	Code	Count
Game and Automation Programming (*new program*)	A25450P	0
Game Art & Animation (*new program*)	A25450A	0
Human Services Technology	A45380	13
Industrial Systems Technology	A50240	6
IT Business Support	A25590I	10
Mechanical Engineering Technology	A40320	8
Mechatronics Engineering Technology	A40350	6
Medical Assisting	A45400	11
Medical Laboratory Technology	A45420	3
Medical Office Administration	A25310	22
Network Management	A25590N	3
Office Administration	A25370	8
Public Safety Administration (*new program*)	A55480	0
Risk Management & Insurance (*new program*)	A25800RM	0
Simulation and Game Development (*now called Game and Automation Programming and Game Art and Animation*)	A25450	14
Software Development	A25590C	3
Sustainable Agriculture	A15410	2
Swine Management Technology	A15150	3
Turfgrass Management Technology	A15420	4
Total Degree Programs	**47**	552
Diplomas		
Accounting & Finance	D25800	18
Air Conditioning, Heating, and Refrigeration Technology	D35100	6
Automotive Systems Technology	D60160	14
Aviation Systems Technology - Airframe **	D60200A	5
Aviation Systems Technology - Powerplant **	D60200P	7
Business Administration	D25120	35
Collision Repair and Refinishing Technology	D60130	4
Computer-Integrated Machining	D50210	12
Dental Assisting	D45240	21
Game and Automation Programming	D25450P	0
Game Art & Animation	D25450A	0
Industrial Systems Technology	D50240	4
IT Business Support	D25590I	14
Medical Office Administration	D25310MO	10
Medical Office Administration/Medical Coding	D25310	19
Nursing/Practical	D45660	15
Office Administration	D25370	9
Pharmacy Technology	D45580	10
Simulation and Game Development (*now called Game and Automation Programming and Game Art and Animation*)	D25450	8
Turfgrass Management Technology	D15420	0
Welding Technology	D50420	16
Total Diploma Programs	**20**	227
Certificates		
A+Fundamentals	C25590AF	9
Accounting/Bookkeeping	C25800	30

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Agribusiness Technology	C15100	4
Air Conditioning, Heating, and Refrigeration Technology- Comfort Cooling	C35100CC	6
Air Conditioning, Heating, and Refrigeration Technology- Heat Pump	C35100HP	8
Air Conditioning, Heating, and Refrigeration Technology- Heating Technology	C35100HT	7
Application Development	C25590AD	4
Applied Animal Science Technology	C15280	18
Artificial Intelligence *(pending SACSCOC approval - to be implemented Fall 2021)*	C25590AI	0
Artificial Intelligence and Automation Programming *(pending SACSCOC approval - to be implemented Fall 2021)*	C25590AP	0
Basic Law Enforcement Training **	C55120	18
Business Administration	C25120	34
Business Administration/Operations Management	C25120G	5
Business Administration/Operations Management- Process Improvement	C25120GP	5
Business Apps	C25590BA	10
Business Support	C25590BS	13
Chatbot Development *(to be implemented Fall 2021)*	C25590CB	0
Collision Repair Estimating (*new certificate*)	C60130E	0
Collision Repair and Refinishing Technology	C60130	7
Computer-Integrated Machining – Basic Machining	C50210A	6
Computer-Integrated Machining – CNC Operator	C50210C	11
Computer-Integrated Machining – CNC Programming	C50210D	10
Computer-Integrated Machining – Computer-Aided Manufacturing	C50210F	9
Computer-Integrated Machining – Coordinate Measuring Machine	C50210E	12
Computer-Integrated Machining – Intermediate Machining	C50210B	12
Computer Programming	C25590CP	5
Criminal Justice Technology - Correctional Services Management	C55180P	7
Criminal Justice Technology - Forensic Science	C5518CF	1
Criminal Justice Technology – Management	C55180	6
Cyber Crime Fundamentals *(to be implemented Fall 2021)*	C25590FC	0
Cyber Defense	C25590CD	5
Cyber Firewall *(to be implemented Fall 2021)*	C25590CF	0
Cybersecurity Analyst *(to be implemented Fall 2021)*	C25590CA	0
Cybersecurity Concepts* (Cybersecurity, IT Business Support, and Network Management)	C25590CC	9
Cybersecurity Operations* (Cybersecurity and Network Management) *(to be implemented Fall 2021)*	C25590CO	0
Database Support	C25590DS	1
Early Childhood Administrator's	C55220A	15
Early Childhood	C55220B	29
Early Childhood Special Needs	C55220C	7
Emergency Management - Emergency Medical Services Management	C55460E	4

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Emergency Management - Fire Services Management	C55460F	4
Emergency Management - Law Enforcement Management	C55460L	1
Emergency Management – Management	C55460M	5
Emergency Management - Public Safety	C55460P	5
Ethical Hacker *(to be implemented Fall 2021)*	C25590EH	0
Forest Management Technology - Wildlife	C15200W	9
Hardware/Software Support	C25590HS	10
Industrial Automation	C50240IA	6
Industrial Systems	C50240	7
Industrial Systems Technology - Industrial Controls	C50420IC	1
Industrial Systems Technology – Mechanical Systems	C50240MS	5
Infant/Toddler Care	C55290	20
Java Programming	C25590JP	4
Java Programming for AI *(to be implemented Fall 2021)*	C25590JA	0
Level Design for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450L	8
Machine Learning *(to be implemented Fall 2021)*	C25590ML	0
Marketing	C25120MK	10
Math Foundation for AI *(to be implemented Fall 2021)*	C25590MF	0
Mechanical Engineering Technology – Drafting	C40320A	7
Mechanical Engineering Technology – Engineering Technology	C40320C	6
Mechanical Engineering Technology – Tool Design Certificate	C40320B	7
Mechatronics Engineering Technology	C40350A	6
Medical Assisting	C45400	1
Medical Office Administration	C25310MO	23
Medical Office Administration/Dental Office	C25310D	10
Medical Office Administration/Medical Insurance	C25310MI	30
Medical Office Administration/Scribe	C25310MS	27
Mobile Game Development* (Game Art & Animation and Game & Automation Programming)	C25450MG	10
Mobile Web Development	C25590MW	6
Modeling and Animation	C25450MA	6
Natural Resource	C15200B	9
Network Support	C25590NU	10
Network Systems* (Cloud Technology, Cybersecurity, and Network Management)	C25590NY	14
Office Administration	C25370	26
Office Administration / Legal Assistant	C25370LA	4
Office Administration/Microsoft Applications	C25370MA	27
Operating Systems Support	C25590OS	9
Penetration Testing *(to be implemented Fall 2021)*	C25590PT	0
Production for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450PN	8
Programming for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450PG	7
Project Management	C25120PM	3
Python for Network Admin* *(Cybersecurity and Network Management)* *(to be implemented Fall 2021)*	C25590PN	0

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Python Programming for AI *(to be implemented Fall 2021)*	C25590PA	0
Quality Assurance for Simulation and Game Development	C25450Q	4
Secure Communications *(to be implemented Fall 2021)*	C25590SC	0
Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450	9
Sustainable Agriculture	C15410	3
Systems and Hardware Support* (*Artificial Intelligence and Automation Programming, Cloud Technology, Cybersecurity, IT Business Support, Network Management, and Software Development*)	C25590H	34
Systems Support	C25590S	18
Transportation Technology	C60160	12
Turfgrass Management Technology	C15420	12
Virtualization Support* (*Cloud Technology and Network Management*)	C25590VS	9
Virtualization Technologies* (Cloud Technology and Network Management)	C25590VT	9
Web Development	C25590WD	6
Web Programming	C25590WP	6
Welding Technology	C50420WT	18
Welding Technology – MIG Welding	C50420MG	17
Welding Technology – Stick Welding	C50420S	17
Welding Technology – TIG Welding	C50420TG	18
Windows Operating Systems	C25590WO	10
Total Certificate Programs	**98**	880
Total Programs	**165**	1,659
* = Certificates listed under multiple Associate Degrees in catalog		
** = programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in curriculum standards		

Non-Credit Programs

In addition to curriculum program offerings, Wayne Community College offers non-credit English Language Acquisition (ELA) classes. These classes focus on group conversation, grammar and writing instruction, reading comprehension, civics, and employment skills.

The table provided below indicates the progression of students served by ELA. Student progress is measured by pre- and post-test scores using an evaluation process through the North Carolina Community College System (NCCCS) called Measurable Skills Gain (MSG). When a student scores high enough on an approved post-test to place into a higher educational functioning level than the student's pre-test, the student demonstrates MSG. Students who complete ELA courses and subsequently enroll in post-secondary education (PSE) are considered MSG-PSE students.

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Table 2: ELA Student Progress

July 1, 2019 – June 30, 2020 (Academic Year)	
412	Number of Students Served
120	Number of Students Demonstrating Progress (MSG)
6	Number of Students Demonstrating Progress (MSG – Postsecondary Education)
30.6%	Students Demonstrating Progress

3. Off-Campus Instructional Locations and Branch Campuses

Table 3: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers *50% or more* of its credit hours for a diploma, certificate, or degree.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes	Date of SACSCOC *approval letter*	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Charles B. Aycock High School	5460 Hwy 117 N Pikeville, N.C. 27863	April 11, 2013	Fall 2013	Computer-Integrated Machining	Received approval to close this OCIS on 8/13/2021
Eastern Wayne High School	1135 New Hope Road Goldsboro, N.C. 27534	April 11, 2013	Fall 2013	Building Science (Certificate)	Received approval to close this OCIS on 8/13/2021
Goldsboro High School – Wayne School of Engineering	700 North Herman Street Goldsboro, N.C. 27530	April 11, 2013	Fall 2010	Drafting (Certificate); Mechanical Engineering Technology (Certificate)	Active
Rosewood High School	900 Rosewood Road Goldsboro, N.C. 27530	March 3, 2014	Fall 2013	Applied Animal Science Technology (Certificate)	Received approval to close this OCIS on 8/13/2021
Seymour Johnson Air Force Base (SJAFB) Education Center	1520 Goodson Street Seymour Johnson AFB, N.C. 27531	Site approved in 2006 decennial	1974	Associate in General Education; Associate in Arts; Associate in Science	Active

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Southern Wayne High School	124 Walter Fulcher Road Dudley, N.C. 28333	January 8, 2015	Spring 2015	Agribusiness Technology (Certificate)	Received approval to close this OCIS on 8/13/2021
Spring Creek High School	4340 Indian Springs Road Seven Springs, N.C. 28575	April 11, 2013	Fall 2012	Sustainable Agriculture (Certificate)	Received approval to close this OCIS on 8/13/2021
Transportation Academy – Wayne Community College	3000 Wayne Memorial Drive Goldsboro, N.C. 27533	December 5, 2012	Spring 2013	Transportation (Certificate)	Received approval to close this OCIS on 8/13/2021
Wayne Executive Jetport	240 Aviation Drive NE Pikeville, N.C. 27863	Site approved in 2006 decennial	1968	Aviation Systems Technology (Degree)	Active

Table 4: Off-campus instructional sites - at which the institution offers _**25-49%**_ of its credit hours for a diploma, certificate, or degree.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC _letter accepting notification_	Date Implemented _by the institution_	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Not Applicable					

Table 5: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC *approval letter*	Date Implemented *by the institution*	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Not Applicable					

Wayne Community College does not have any branch campus locations.

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4. Distance and Correspondence Education

Wayne Community College was initially approved to offer distanced education June 21, 2001.

The following table provides a listing of all Wayne Community College degrees, diplomas, and certificates indicating distance education components.

Table 6: WCC's Approved Distance Education Programs

Degrees, Diplomas, and Certificates	Curriculum Code	50% or more of the credit hours are delivered through distance education modes	Synchronous Technology	Asynchronous Technology	Synchronous & Asynchronous (Both)
College Transfer Degrees					
Associate in Arts	A10100	X			X
Associate in Engineering	A10500	X			X
Associate in General Education	A10300	X			X
Associate in General Education – Nursing	A1030N	X			X
Associate in Science	A10400	X			X
Associate in Arts in Teacher Preparation	A1010T	X			X
Associate in Science in Teacher Preparation	A1040T	X			X
Associate Degrees					
Accounting and Finance	A25800AF	X		X	
Agribusiness Technology	A15100				
Applied Animal Science Technology	A15280	X		X	
Artificial Intelligence and Automation Programming (*pending SACSCOC approval - to be implemented Fall 2021*)	A25590A	X		X	
Associate Degree Nursing	A45110	X			X

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Program	Code				
Automotive Systems Technology ATEP	A60160M				
Automotive Systems Technology GM-ASEP	A60160G				
Aviation Systems Technology **	A60200				
Business Administration	A25120	X		X	
Business Administration/Operations Management	A25120G	X		X	
Cloud Technology	A25590D	X		X	
Collision Repair and Refinishing Technology	A60130				
Computer-Integrated Machining	A50210				
Criminal Justice Technology	A55180	X			X
Criminal Justice Technology - Forensic Science	A5518C	X			X
Cybersecurity	A25590S	X		X	
Dental Hygiene	A45260	X			X
Early Childhood Education Career Track	A55220CT	X		X	
Early Childhood Education Licensure Transfer Track	A55220L	X		X	
Early Childhood Education Non-Licensure Transfer Track	A55220N	X		X	
Emergency Management Technology	A55460	X		X	
Forest Management Technology	A15200				
Funeral Service Education	A55260	X		X	
Game and Automation Programming	A25450P	X		X	
Game Art & Animation	A25450A	X		X	
Human Services Technology	A45380	X			X
Industrial Systems Technology	A50240				
IT Business Support	A25590I	X		X	
Mechanical Engineering Technology	A40320				
Mechatronics Engineering Technology	A40350				
Medical Assisting	A45400	X			X
Medical Laboratory Technology	A45420	X			X
Medical Office Administration	A25310	X		X	
Network Management	A25590N	X		X	
Office Administration	A25370	X		X	

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Program	Code				
Public Safety Administration	A55480	X			X
Risk Management & Insurance	A25800RM	X		X	
Software Development	A25590C	X		X	
Sustainable Agriculture	A15410				
Swine Management Technology	A15150				
Turfgrass Management Technology	A15420				
Total Degree Programs	**47**				
Diploma					
Accounting & Finance	D25800	X		X	
Air Conditioning, Heating, and Refrigeration Technology	D35100				
Automotive Systems Technology	D60160				
Aviation Systems Technology - Airframe **	D60200A				
Aviation Systems Technology - Powerplant **	D60200P				
Business Administration	D25120	X		X	
Collision Repair and Refinishing Technology	D60130				
Computer-Integrated Machining	D50210				
Dental Assisting	D45240	X			X
Game and Automation Programming	D25450P	X		X	
Game Art & Animation	D25450A	X		X	
Industrial Systems Technology	D50240				
IT Business Support	D25590I	X		X	
Medical Office Administration	D25310MO	X		X	
Medical Office Administration/Medical Coding	D25310	X		X	
Nursing/Practical	D45660	X			X
Office Administration	D25370	X		X	
Pharmacy Technology	D45580	X	X		
Turfgrass Management Technology	D15420				
Welding Technology	D50420				
Total Diploma Programs	**20**				

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Certificate					
A+Fundamentals	C25590AF	X		X	
Accounting/Bookkeeping	C25800	X		X	
Agribusiness Technology	C15100				
Air Conditioning, Heating, and Refrigeration Technology-Comfort Cooling	C35100CC				
Air Conditioning, Heating, and Refrigeration Technology-Heat Pump	C35100HP				
Air Conditioning, Heating, and Refrigeration Technology-Heating Technology	C35100HT				
Application Development	C25590AD	X		X	
Applied Animal Science Technology	C15280				
Artificial Intelligence *(to be implemented Fall 2021)*	C25590AI	X		X	
Artificial Intelligence and Automation Programming *(to be implemented Fall 2021)*	C25590AP	X		X	
Basic Law Enforcement Training **	C55120				
Business Administration	C25120	X		X	
Business Administration/Operations Management	C25120G	X		X	
Business Administration/Operations Management-Process Improvement	C25120GP	X		X	
Business Apps	C25590BA	X		X	
Business Support	C25590BS	X		X	
Chatbot Development *(to be implemented Fall 2021)*	C25590CB	X		X	
Collision Repair Estimating	C60130E				
Collision Repair and Refinishing Technology	C60130				
Computer-Integrated Machining – Basic Machining	C50210A				
Computer-Integrated Machining – CNC Operator	C50210C				
Computer-Integrated Machining – CNC Programming	C50210D				
Computer-Integrated Machining – Computer-Aided Manufacturing	C50210F				

Computer-Integrated Machining – Coordinate Measuring Machine	C50210E				
Computer-Integrated Machining – Intermediate Machining	C50210B				
Computer Programming	C25590CP	X		X	
Criminal Justice Technology - Correctional Services Management	C55180P	X			X
Criminal Justice Technology - Forensic Science	C5518CF	X			X
Criminal Justice Technology – Management	C55180	X			X
Cyber Crime Fundamentals *(to be implemented Fall 2021)*	25590FC	X		X	
Cyber Defense	C25590DC	X		X	
Cyber Firewall *(to be implemented Fall 2021)*	C25590CF	X		X	
Cybersecurity Analyst *(to be implemented Fall 2021)*	C25590CA	X		X	
Cybersecurity Concepts* *(Cybersecurity, IT Business Support, and Network Management)*	C25590CC	X		X	
Cybersecurity Operations* *(Cybersecurity and Network Management) (to be implemented Fall 2021)*	C25590CO	X		X	
Database Support	C25590DS	X		X	
Early Childhood Administrators	C55220A	X		X	
Early Childhood	C55220B	X		X	
Early Childhood Special Needs	C55220C	X		X	
Emergency Management - Emergency Medical Services Management	C55460E	X		X	
Emergency Management - Fire Services Management	C55460F	X		X	
Emergency Management - Law Enforcement Management	C55460L	X		X	
Emergency Management – Management	C55460M	X		X	
Emergency Management - Public Safety	C55460P	X		X	
Ethical Hacker *(to be implemented Fall 2021)*	C25590EH	X		X	
Forest Management Technology - Wildlife	C15200W				

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Hardware/Software Support	C25590HS	X		X	
Industrial Automation	C50240IA				
Industrial Systems	C50240				
Industrial Systems Technology – Mechanical Systems	C50240MS				
Infant/Toddler Care	C55290	X		X	
Java Programming	C25590JP	X		X	
Java Programming for AI *(to be implemented Fall 2021)*	C25590JA	X		X	
Level Design for Simulation and Game Development* (*Game Art & Animation and Game & Automation Programming*)	C25450L	X		X	
Machine Learning *(to be implemented Fall 2021)*	C25590ML	X		X	
Marketing	C25120MK	X		X	
Math Foundation for AI *(to be implemented Fall 2021)*	C25590MF	X		X	
Mechanical Engineering Technology – Drafting	C40320A				
Mechanical Engineering Technology - Engineering Technology	C40320C				
Mechanical Engineering Technology – Tool Design Certificate	C40320B				
Mechatronics Engineering Technology	C40350A				
Medical Assisting	C45400	X			X
Medical Office Administration	C25310MO	X		X	
Medical Office Administration/Dental Office	C25310D	X		X	
Medical Office Administration/Medical Insurance	C25310MI	X		X	
Medical Office Administration/Scribe	C25310MS	X		X	
Mobile Game Development* (*Game Art & Animation and Game & Automation Programming*)	C25450MG	X		X	
Mobile Web Development	C25590MW	X		X	
Modeling and Animation	C25450MA	X		X	
Natural Resource	C15200B				
Network Support	C25590NU	X		X	

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Network Systems* (*Cloud Technology, Cybersecurity, and Network Management*)	C25590NY	X		X	
Office Administration	C25370	X		X	
Office Administration / Legal Assistant	C25370LA	X		X	
Office Administration/Microsoft Applications	C25370MA	X		X	
Operating Systems Support	C25590OS	X		X	
Penetration Testing *(to be implemented Fall 2021)*	C25590PT	X		X	
Production for Simulation and Game Development* (*Game Art & Animation and Game & Automation Programming*)	C25450PN	X		X	
Programming for Simulation and Game Development* (*Game Art & Animation and Game & Automation Programming*)	C25450PG	X		X	
Project Management	C25120PM	X		X	
Python for Network Admin* (*Cybersecurity and Network Management*) *(to be implemented Fall 2021)*	C25590PN	X		X	
Python Programming for AI *(to be implemented Fall 2021)*	C25590PA	X		X	
Secure Communications *(to be implemented Fall 2021)*	C25590SC	X		X	
Simulation and Game Development* (*Game Art & Animation and Game & Automation Programming*)	C25450	X		X	
Sustainable Agriculture	C15410				
Systems and Hardware Support* (*Artificial Intelligence and Automation Programming, Cloud Technology, Cybersecurity, IT Business Support, Network Management, and Software Development*)	C25590H	X		X	
Systems Support	C25590S	X		X	
Transportation Technology	C60160				
Turfgrass Management Technology	C15420				
Virtualization Support* (*Cloud Technology and Network Management*)	C25590VS	X		X	

Virtualization Technologies* (*Cloud Technology and Network Management*)	C25590VT	X		X	
Web Development	C25590WD	X		X	
Web Programming	C25590WP	X		X	
Welding Technology	C50420WT				
Welding Technology – MIG Welding	C50420MG				
Welding Technology – Stick Welding	C50420S				
Welding Technology – TIG Welding	C50420TG				
Windows Operating Systems	C25590WO	X		X	
Total Certificate Programs	**98**				
Total Programs	**165**				
* = Certificates list under multiple Associate Degrees in catalog					
** = programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in curriculum standards					

5. Accreditation

    (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Wayne Community College is accredited by only one U.S. Department of Education-recognized institutional accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which accredits WCC to award associate degrees. The most recent review by SACSCOC occurred in 2016 when the Commission on Colleges reaffirmed WCC's accreditation. Wayne Community College has maintained its accreditation by the Southern Association of Colleges and Schools Commission on Colleges since January 1, 1970.

Several of Wayne Community College's programs are currently accredited by federally approved external accrediting agencies. Each program is subject to review by the organization specific to its discipline and each program is currently in good standing with the respective agency. Information pertaining to these accreditations is provided in the table below. Programs accredited by the U.S. Department of Education are referenced with an asterisk.

Table 7: Program Accreditation

Program	Accrediting Agency	Date of Last Review	Date of Next Review	Status
Associate Degree Nursing / Practical Nursing* (accredited since 02/01/2008)	Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC)	2021	Spring 2021	Will have final Commission decision in October 2021
Dental Hygiene* (accredited since 12/07/1967)	American Dental Association, Commission on Dental Accreditation of the American Dental Association (CODA)	April 2021	December 31, 2027	Approval with reporting requirements
Dental Assisting* (accredited since 07/18/1964)	American Dental Association, Commission on Dental Accreditation of the American Dental Association (CODA)	April 2021	December 31, 2027	Approval without reporting requirements
Associate Degree Nursing / Practical Nursing	North Carolina Board of Nursing (NCBON)	2021	2029	Recommended for continued

				full approval status
Automotive Systems Technology	National Automotive Technician Education Foundation	2016	2022	NATEF certified
Aviation Systems Technology	Federal Aviation Administration	1971	Indefinitely	Compliant
Basic Law Enforcement Training	North Carolina Department of Justice Criminal Justice Standards Division	2019	February 21, 2024	No deficiencies - accreditation renewed
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	March 2016	July 2020 / Postponed due to COVID-19 (NAEYC Site Visit extended Spring 2021)	Compliant
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2016	2025	Continued accreditation
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2016	2021	No outstanding concerns from site visit; Formal notification of accreditation status will be provided in October 2021

Programs accredited by DOE recognized agencies

(2) If SACSCOC is not your primary accreditor for access to US Department of Education (USDE) Title IV funding, identify which accrediting agency serves that purpose.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is Wayne Community College's primary accreditor.

(3) List any USDE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list

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any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

Wayne Community College's programs are currently in good standing with their respective accrediting agency. No USDE recognized agency has terminated the institution's accreditation. Wayne Community College has not voluntarily withdrawn its accreditation from a USDE recognized agency.

(4) Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE to the institution.

Wayne Community College has not had any instances of failing to notify SACSCOC or other accrediting agencies of new membership with an accrediting body; withdrawal of membership from an accrediting body; termination of accreditation by an agency; or sanction by another accrediting agency. All programs are currently in good standing with their respective accrediting agencies.

6. **Relationship to the U.S. Department of Education**
Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

The College has not been faced with any limitations, suspensions or termination by the U.S. Department of Education in regards to its administration of student financial aid or its financial aid programs. Similarly, the College has no limitations or restrictions by the North Carolina State Education Assistance Authority in regards to its administration of state financial aid. Wayne Community College is in good standing with the Department of Education.

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Part III: Fifth-Year Compliance Certification

5.4   Qualified Administrative / Academic Officers

6.1   Full-time Faculty *(CR)*

6.2.b.   Program Faculty

6.2.c.   Program Coordination

8.1   Student Achievement *(CR)*

8.2.a.   Student Outcomes: Educational Programs

9.1   Program Content *(CR)*

9.2   Program Length *(CR)*

10.2   Public Information

10.3   Archived Information

10.5   Admissions Policies and Practices

10.6.a   Distance and Correspondence Education

10.6.b   Distance and Correspondence Education

10.6.c   Distance and Correspondence Education

10.7   Policies for Awarding Credit

10.9   Cooperative Academic Arrangements

12.1   Student Support Services *(CR)*

12.4   Student Complaints

13.6   Federal and State Responsibilities

13.7   Physical Resources

13.8   Institutional Environment

14.1   Publication of Accreditation Status

14.3   Comprehensive Institutional Reviews

14.4   Representation to Other Agencies

5.4 **The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.**
(Qualified administrative/academic officers)

  X Compliance   ___ Non-Compliance

Wayne Community College (WCC) demonstrates compliance with standard 5.4.

Narrative:

Wayne Community College employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

President and Administration

The WCC Board of Trustees has the authority to elect and hire the president or chief administrative officer of the institution (**Bylaws, Board of Trustees Article III (1)**). The President is "qualified by training, experience, habits, and philosophy to maintain a comprehensive community college of high quality in accordance with State Laws and regulation and sound public educational theory and practice" (**Bylaws, Board of Trustees Article II, Section 6**).

"The President is responsible for the selection, appointment or dismissal of personnel required for the operation of the College subject to the standards established by the State Board of Community Colleges, except that the Board shall retain authority to employ and/or dismiss vice presidents and the chief financial officer upon nomination or recommendation by the President" (**Bylaws, Board of Trustees Article II Section 6 (d)**).

The President structures the organization (**WCC Organizational Chart – College Administration**; **College Procedures Manual (CPM) 01-0101 – Internal Organization**) of the administration of the College. Members of the President's Council include the President, Vice Presidents, Associate Vice Presidents, Executive Directors, and Public Information Officer. The purpose of the **President's Council** is to act on College-wide matters relating to policies and procedures; to participate in long-range planning for the institution; and to ensure a direct communication link between the various operating units of the College.

Key Academic Officers

WCC employs five Deans who oversee the College's academic divisions (**WCC Organizational Chart – Academic Services**). Each Dean has the appropriate qualifications and experience to lead their respective academic unit. These key decision makers, along with President's Council, have primary responsibility to support the institution and its programs and have organizational and budgetary oversight of all departments within the College.

Administrative and Academic Officer Qualifications and Evaluations

The job descriptions for each of these positions includes the requirements for education and experience which are used to identify capable and competent candidates to fill all administrative and academic roles at the College. All administrative and academic leaders at WCC have traditional academic and

work-related qualifications verified by the Human Resources Department for their positions at the institution. Official transcripts verifying educational degrees for all administrative and academic officers are filed in the personnel folders within the HR Department of the College.

Table 1 below lists all administrative and academic officers of the institution. Included are job descriptions, earned degrees, experience, and three years of annual evaluations.

Table 1: Administrative and Academic Officer Qualifications and Evaluations

Administrator Name / Position / Job Description	Education	Experience	Evaluations
Dr. Patricia A. Pfeiffer Interim President effective 7.24.2021 (**Job Description**) Vice President for Academic and Student Services (**Job Description**)	Doctor of Education, Higher Education and Adult Learning - Walden University Master of Science, Nursing - East Carolina University Master of Science, Administration - Central Michigan University Bachelor of Science, Nursing - East Carolina University Associate of Applied Science, Associate Degree Nursing - Wayne Community College	(**Resume**) Interim President - Wayne Community College July 24, 2021-present Vice President for Academic and Student Services - Wayne Community College 2019-2021 Chief of Staff - Wayne Community College 2018-2019 Vice President Institutional Effectiveness and Innovation - Wayne Community College 2018-2019 Dean Allied Health and Public Services - Wayne Community College 2010-2018 Department Chair Nursing - Wayne Community College 2008-2010 Nursing Faculty - Wayne Community College 1994-2008	**2018-2019** **2019-2020** **2020-2021**

Section 5: Administration and Organization

Dr. Thomas A. Walker Jr. President - Resigned effective 7.23.2021 (**Job Description**)	Doctor of Education, Higher Education Administration - University of Memphis Master of Public Administration, Human Resource Management - University of Memphis Bachelor of Arts, Political Science - University of North Carolina, Chapel Hill	(**Resume**) President - Wayne Community College 2016-July 23, 2021 Campus President - Central Community College 2014-2016 Vice President Student Affairs - St. Louis Community College 2011-2014 Executive Director - KIPP 2009-2011 Dean Administrative Services - Metropolitan Community College 2007-2009	**2018-2019** **2019-2020** **2020-2021**
Renita Dawson Vice President, Workforce and Continuing Education and Community Engagement (**Job Description**)	Master of Arts, Education - East Carolina University Bachelor of Science, Business Administration - East Carolina University	(**Resume**) Vice President Workforce and Continuing Education and Community Engagement - Wayne Community College 2021-present Associate Vice President Workforce and Continuing Education Services - Wayne Community College 2013-2021 Small Business Center Director - Wayne Community College 2012-2013 Coordinator Basic Skills Programs/Career Readiness Certification – James Sprunt Community College 2004-2012 Human Resources Development Instructor- James Sprunt Community College 1995-2003	**2018-2019** **2019-2020** **2020-2021**

Section 5: Administration and Organization

Derek Hunter Vice President, Operations (**Job Description**)	Master of Science, Management and Leadership - Western Governors Bachelor of Science, Industrial Engineering Technology - East Carolina University Associate in Applied Science, Manufacturing Engineering Technology - Pitt Community College	(**Resume**) Vice President Operations-Wayne Community College 2020-present Associate Vice President Administrative Services – Wayne Community College 2017-2020 Senior Manufacturing Engineer/Plant Engineer-West Pharmaceutical Services 2014-2017 Design Engineer - Worth Products 2013-2014 Department Chair, Engineering, and Industrial Technologies - Pitt Community College 2002-2013	**2018-2019** **2019-2020** **2020-2021**
Joy Kornegay Vice President Financial and Business Services, CFO (**Job Description**)	Master of Business Administration - Campbell University Bachelor of Science, Accounting - University of Mount Olive	(**Resume**) Vice President Financial and Business Services, CFO - Wayne Community College 2008-present Controller - James Sprunt Community College 2000-2008 Senior Accountant - James Sprunt Community College 1996-2000	**2018-2019** **2019-2020** **2020-2021**
Dorothy Moore Chief of Staff, Associate Vice President Institutional Effectiveness (**Job Description**)	Doctor of Strategic Leadership (In Process) - Liberty University Anticipated completion May 2022 Master of Arts, Adult Education - East Carolina University Bachelor of Arts, English - East Carolina University	(**Resume**) Chief of Staff, Associate Vice President Institutional Effectiveness - Wayne Community College 2019-Present Director Grants Development and Management - Wayne Community College 2005-2018	**2018-2019** **2019-2020** **2020-2021**

Charles P. Gaylor IV Associate Vice President Human Resources, Marketing, Safety, and Compliance (**Job Description**)	Juris Doctor - Elon University School of Law Master of Business Administration - Campbell University Bachelor of Science, Textile Technology - North Carolina State University Bachelor of Science, Textile and Apparel Management - North Carolina State University	(**Resume**) Associate Vice President Human Resources, Marketing, Safety, and Compliance - Wayne Community College 2015-present Director Small Business Center - Wayne Community College 2013-2015 Communications Manager and Associate Engineer - STEX, Inc. 2006-2012	**2018-2019** **2019-2020** **2020-2021**
Joanna Morrisette Associate Vice President for Academic and Student Services (**Job Description**)	Master of Arts, Counseling - Ohio State University Master of Arts, Sports Psychology - Ohio State University Bachelor of Arts, Psychology - University of California, Riverside	(**Resume**) Associate Vice President for Academic and Student Services - Wayne Community College 2014-present Director Counseling Services - Wayne Community College 2006-2013 Interim Coordinator Student Services - Martin Community College 1999-2004 Counselor Student Services - Martin Community College 1998-2005	**2018-2019** **2019-2020** **2020-2021**
Craig Foucht Executive Director Wayne Business and Industry Center (**Job Description**)	Bachelor of Science, Industrial Technology - Supervision, East Carolina University Associate of Applied Science, Automotive Technology - GM ASEP, Wayne Community College	(**Resume**) Executive Director Wayne Business and Industry Center - Wayne Community College 2017-present Department Chair Transportation Technologies - Wayne Community College 2008-2017 Automotive Technology Faculty - Wayne Community College	**2018-2019** **2019-2020** **2020-2021**

		2003-2008	
Adrienne Northington Executive Director Foundation (**Job Description**)	Bachelor of Science, Industrial Relations - University of North Carolina, Chapel Hill	(**Resume**) Executive Director Foundation - Wayne Community College 2016-present Associate Director Foundation - Wayne Community College 2010-2016	**2018-2019** **2019-2020** **2020-2021**
Tara Humphries Public Information Officer (**Job Description**)	Master's Certificate, Community Preparedness/Disaster Management - University of North Carolina, Chapel Hill Bachelor of Arts, Communications: Mass Media - Mary Baldwin University Certificate, Nonprofit Management - Duke University Certificate, Legal Assistant Civil Litigation - Meredith College Associates in Arts, Liberal Arts - William Peace University	(**Resume**) Public Information Officer - Wayne Community College 2000-present	**2018-2019** **2019-2020** **2020-2021**
Beverly Deans Dean Public Safety (**Job Description**)	Master of Science, Public Safety Administration/Criminal Justice - Lewis University Master of Arts, Graduate Studies - Liberty University Bachelor of Science in Criminal Justice - North Carolina Wesleyan College Certificate, Law Enforcement - Wilson Community College Associate of Applied Science, Criminal Justice Technology - Wayne Community College, Certificate, Law Enforcement – Johnston Community College	(**Resume**) Dean Public Safety - Wayne Community College 2009-present Law Enforcement Director - Wayne Community College 1997-2009	**2018-2019** **2019-2020** **2020-2021**

Section 5: Administration and Organization

Dr. Brandon Jenkins Interim Vice President for Academic and Student Services (**Job Description**) Dean Arts and Sciences (**Job Description**)	Doctor of Education, Higher Education Leadership - East Carolina University Master of Arts, Sociology - East Carolina University Bachelor of Arts, Criminal Justice - University of Mount Olive	(**Resume**) Interim Vice President for Academic and Student Services - Wayne Community College 2021-present Dean Arts and Sciences - Wayne Community College 2014-2021 Department Chair Humanities/Fine Arts/Social Sciences - Wayne Community College 2011-2014 Lead Sociology Instructor - Wayne Community College 2008-2011	**2018-2019** **2019-2020** **2020-2021**
Laura Buddin Interim Dean Arts and Sciences (**Job Description**) Department Chair Mathematics (**Job Description**)	Master of Education, Education with Mathematics Concentration - University of South Carolina Bachelor of Science, Mathematics - Barton College Associate in Science - University of Mount Olive	(**Resume**) Interim Dean Arts and Sciences - Wayne Community College 2021-present Department Chair Mathematics - Wayne Community College 2014-2021 Mathematics Instructor - Wayne Community College 2012-2013 Department Chair Mathematics - Coastal Carolina University/Horry County Schools 2007-2012	**2018-2019** **2019-2020** **2020-2021**
Janeil Marak Dean Allied Health and Public Services (**Job Description**)	Master of Science, Dental Auxiliary Teacher Education - University of North Carolina, Chapel Hill Bachelor of Science, Dental Auxiliary Teacher Education - University of North Carolina, Chapel Hill	(**Resume**) Dean Allied Health and Public Services - Wayne Community College 2018-present Dental Department Chair - Wayne Community College 2012-2018	**2018-2019** **2019-2020** **2020-2021**

	Associate of Applied Science, Dental Hygiene - Wayne Community College	Dental Hygiene and Assisting Instructor - Wayne Community College 2002-2012	
Tracy Schmeltzer Dean Business and Computer Technology (**Job Description**)	Doctor of Education, Educational Leadership - Liberty University Master of Science, Accounting - East Carolina University Bachelor of Science, Accounting - East Carolina University	(**Resume**) Dean Business and Computer Technology - Wayne Community College 2019-present Department Chair Business and Accounting Department - Wayne Community College 2010-2016 Interim Department Chair, Medical and Office Administration - Wayne Community College 2011-2012 Accounting Instructor - Wayne Community College 2004-2010	**2018-2019** **2019-2020** **2020-2021**
Dr. Ernie White Dean Applied Technologies (**Job Description**)	Doctor of Education, Educational Leadership / Higher Education Administration - East Carolina University Master of Science, Business Administration - Central Michigan University Bachelor of Science, Management and Organizational Development - Mount Olive College Associate in Applied Science, Electronic Engineering Technology - Lenoir Community College	(**Resume**) Dean Applied Technologies - Wayne Community College 2008-present Program Head Industrial Engineering and Industrial Management - Lenoir Community College 2005-2008 Operations Manager - Weyerhaeuser 1999-2003	**2018-2019** **2019-2020** **2020-2021**

Annual Evaluation Process

WCC regularly evaluates administrative and academic officers. **State Board of Community Colleges Code (1C SBCCC 300.2) - Evaluation of Presidents** requires that each local board shall evaluate its President annually and notify the State Board in writing that the evaluation has been completed by August 31 of each year (**State Board Notification – President's Evaluation**). The notification to the State Board spells out the timeline and details the steps taken in conducting the annual evaluation of the President.

The President and/or Vice President of Academic and Student Services evaluates the effectiveness of administrators and academic officers annually (**WCC Board of Trustees Policy (01-18) – Performance Appraisal** and **College Procedures Manual (CPM) 02-0401- Performance Appraisal)**. Administrators are rated in the areas of quality/dependability, job knowledge, communication, institutional service, leadership/professionalism, and professional development. Evaluations are archived in employees' personnel files.

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. Therefore, Wayne Community College demonstrates compliance with standard 5.4.

Documentation

Evaluation 2019 – Buddin
Evaluation 2020 – Buddin
Evaluation 2021 – Buddin
Evaluation 2019 – Dawson
Evaluation 2020 – Dawson
Evaluation 2021 – Dawson
Evaluation 2019 – Deans
Evaluation 2020 – Deans
Evaluation 2021 – Deans
Evaluation 2019 – Foucht
Evaluation 2020 – Foucht
Evaluation 2021 – Foucht
Evaluation 2019 – Gaylor
Evaluation 2020 – Gaylor
Evaluation 2021 – Gaylor
Evaluation 2019 – Humphries
Evaluation 2020 – Humphries
Evaluation 2021 – Humphries
Evaluation 2019 – Hunter
Evaluation 2020 – Hunter
Evaluation 2021 – Hunter
Evaluation 2019 – Jenkins
Evaluation 2020 – Jenkins
Evaluation 2021 – Jenkins
Evaluation 2019 – Kornegay
Evaluation 2020 – Kornegay
Evaluation 2021 – Kornegay

Evaluation 2019 – Marak
Evaluation 2020 – Marak
Evaluation 2021 – Marak
Evaluation 2019 – Moore
Evaluation 2020 – Moore
Evaluation 2021 – Moore
Evaluation 2019 – Morrisette
Evaluation 2020 – Morrisette
Evaluation 2021 – Morrisette
Evaluation 2019 – Northington
Evaluation 2020 – Northington
Evaluation 2021 – Northington
Evaluation 2019 – Pfeiffer
Evaluation 2020 – Pfeiffer
Evaluation 2021 – Pfeiffer
Evaluation 2019 – Schmeltzer
Evaluation 2020 – Schmeltzer
Evaluation 2021 – Schmeltzer
Evaluation 2019 – Walker
Evaluation 2020 – Walker
Evaluation 2021 – Walker
Evaluation 2019 – White
Evaluation 2020 – White
Evaluation 2021 – White
Job Description – Dean – Buddin
Job Description – Dept Char – Buddin
Job Description – Dawson
Job Description – Deans
Job Description – Foucht
Job Description – Gaylor
Job Description – Humphries
Job Description – Hunter
Job Description – Dean – Jenkins
Job Description – VP – Jenkins
Job Description – Kornegay
Job Description – Marak
Job Description – Moore
Job Description – Morrisette
Job Description – Northington
Job Description – Interim President – Pfeiffer
Job Description – VP – Pfeiffer
Job Description – Schmeltzer
Job Description – Walker
Job Description – White
Resume – Buddin
Resume – Dawson
Resume – Deans
Resume – Foucht
Resume – Gaylor
Resume – Humphries

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Resume – Hunter
Resume – Jenkins
Resume – Kornegay
Resume – Marak
Resume – Moore
Resume – Morrisette
Resume – Northington
Resume – Pfeiffer
Resume – Schmeltzer
Resume – Walker
Resume – White
State Board of Community Colleges Code (1C SBCCC 300.2) – Evaluation of Presidents
State Board Notification – President's Evaluation
Wayne Community College Board of Trustees Bylaws, Article III (1)
Wayne Community College Board of Trustees Bylaws, Article II, Section 6
Wayne Community College Board of Trustees Bylaws, Article II Section 6 (d)
Wayne Community College Board of Trustees Policy (01-18) – Performance Appraisal
Wayne Community College Organizational Chart
Wayne Community College Procedures Manual (01-0101) – Internal Organization
Wayne Community College Procedures Manual (01-0201) – Purpose, Membership and Authority of the
        President's Council
Wayne Community College Procedures Manual (02-0401) – Performance Appraisal

6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

(Full-time faculty) [CR]

_X__ Compliance   ___ Non-Compliance

Narrative:

Wayne Community College demonstrates compliance with Core Requirement 6.1.

Mission and Goals

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

College-wide goals are to:

1. **Increase Student Access:** Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.

2. **Ensure Program Excellence:** Examine and continually improve rigor, relevance, and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.

3. **Improve Student Success:** Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.

4. **Ensure Institutional Quality:** Examine and continually improve relevance and quality in all college administrative, students, and support services to ensure that the College's vision, mission and goals will be achieved.

Organizational Structure

The Vice President of Academic and Student Services and five Division Deans are responsible for managing curriculum programs. Each division (Allied Health/Public Services, Applied Technologies, Arts and Sciences, Business and Computer Technologies, and Public Safety) has

full-time Department Chairs or Program Directors for its respective programs. An organizational chart is included for reference.

Definition of Faculty

College Procedures Manual 03-0307 - Curriculum Faculty Workloads defines full-time faculty teaching load as 15 – 22 contact hours. Specific teaching loads within those parameters are assigned by Program Directors and Department Chairs, under the direction of the appropriate Dean, who take into consideration the number of lecture, laboratory, clinical, practicum, and work-based learning hours required for each course; available lab space and equipment; and the required teacher/student ratios.

As outlined in CPM 02-0106 – Recruitment, Employment, and Supervision of Part-Time Faculty, part-time curriculum faculty member's teaching loads do not exceed 12 contact hours per semester. Part-time contracts are based on course sections and are issued on a semester basis.

Determining Number of Faculty

With their professional judgment as a guide, informed by accepted higher education practices and industry standards, Program Directors, Department Chairs, and Deans work with the Vice President for Academic and Student Services to identify the number of full-time faculty needed to support the College's mission and goals. These faculty and administrators consider program content, specialization, professional standards, number of course preparations, safety, and enrollment, as well as College and community responsibilities in justifying the number of full-time instructors needed. Consideration is always given to the availability of funding and qualified faculty.

As an example, the Information Systems Technology Department gathered data including **departmental enrollment/FTE** and **projected budget changes** prior to making a request to consider adding an additional fulltime faculty member. The request went to the Division Dean and on to the Vice President of Academic and Student Services and the Vice President of Administrative and Financial Services. With the justification of departmental enrollment, it was determined that an additional fulltime faculty member in Information Systems would help meet the educational and training needs of the community and therefore help the college achieve its mission.

Total Number of Full-Time Faculty

Data from the North Carolina Community College System (NCCCS) public dashboards shows that as of October 1, 2020, WCC employed 199 total faculty members. Of these faculty members, 60% were full-time and 40% were part-time. Wayne Community College ranked 8th among the 58 community colleges in the NCCCS for the number of full-time faculty members. Among the comparison to colleges within the NCCCS that are similar in size, WCC had the highest percentage of full-time faculty members. Table 1 shows a comparison to colleges within the NCCCS that are similar in size to WCC.

Table 1: Number of Curriculum Faculty for Peer Institutions as of October 1, 2020

Number of Curriculum Faculty for Peer Institutions					
College	Total Faculty	Full-Time Faculty		Part-Time Faculty		Full-Time Rank in NCCCS
		n	%	n	%	
Alamance CC	252	113	45%	139	55%	40
Caldwell CC and TI	192	112	58%	80	42%	12
Coastal Carolina CC	245	130	53%	115	47%	19
Johnston CC	244	113	54%	131	45%	38
Sandhills CC	237	114	48%	123	52%	33
Wayne CC	**199**	**119**	**60%**	**80**	**40%**	**8**

Source: NC Community Colleges Public-Facing Dashboard - Employee Headcount

Adequacy of Full-Time Faculty

Wayne Community College tracks the average student-to-faculty ratio. Table 2 shows the comparison of full-time faculty-to-student ratio to colleges within the NCCCS of similar size. Data indicate that WCC has the second lowest student-to-faculty ratio. Wayne Community College defines student-to-faculty ratio as the number of students at an institution compared to the number of faculty. Wayne Community College uses this formula:

Student-to-Faculty Ratio = [SF + SP] / [FFI + FPI]

SF = the number of full-time enrolled students, SP = the number of part-time enrolled students, FFI = the number of full-time instructional faculty, and FPI = the number of part-time instructional faculty.

Table 2: Number of Full-Time Faculty and Student/Faculty Ratio for Peer Institutions

Student / FT Faculty Ratio for Peer Institutions	
College	Student/FT Faculty Ratio
Alamance CC	14 to 1
Caldwell CC and TI	19 to 1
Coastal Carolina CC	14 to 1
Johnston CC	10 to 1
Sandhills CC	13 to 1
Wayne CC	12 to 1

Source: 2019-20 Fall Enrollment Survey

During the fall 2020 semester, 758 total course sections were taught by full- and part-time faculty. Of the 758 courses, full-time faculty accounted for 82% of the instruction, while part-time faculty accounted for 18% of the instruction. During the spring 2020 semester, 641 total course sections were taught by full- and part-time faculty. Of the 641 courses, full-time faculty

accounted for 78% of the instruction, while part-time faculty accounted for 22% of the instruction.

Table 3 shows a comparison of sections taught by full-time and part-time faculty for the last five academic terms. The range for sections taught by full-time faculty ranges from 74% to 82%.

Table 3: Comparison of Full-Time and Part-Time All Sections Taught

Comparison of Full-Time and Part-Time All Sections Taught					
Semester	Sections Taught by Full-Time Faculty		Sections Taught by Part-Time Faculty		Total Sections
	n	%	n	%	n
Fall 2018	533	76%	168	24%	701
Spring 2019	509	76%	162	24%	671
Fall 2019	506	74%	174	26%	680
Spring 2020	500	78%	141	22%	641
Fall 2020	624	82%	134	18%	758

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

A further breakdown of full-time to part-time faculty ratios by teaching modalities is documented below in Tables 4, 5, and 6. Each table shows that the majority of classes taught in either face-to-face, hybrid, or online modalities at WCC are taught by full-time faculty members.

Table 4: Comparison of Full-Time and Part-Time Face-to-Face Sections Taught

Comparison of Full-Time and Part-Time Face-to-Face Sections Taught					
Semester	Sections Taught by Full-Time Faculty		Sections Taught by Part-Time Faculty		
	n	%	n	%	n
Fall 2018	253	80%	64	20%	317
Spring 2019	303	86%	48	14%	351
Fall 2019	250	86%	40	14%	290
Spring 2020	231	88%	33	13%	264
Fall 2020	43	81%	10	19%	53

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

Table 5: Comparison of Full-Time and Part-Time Hybrid Sections Taught

Comparison of Full-Time and Part-Time Hybrid Sections Taught					
Semester	Sections Taught by Full-Time Faculty		Sections Taught by Part-Time Faculty		
	n	%	n	%	n
Fall 2018	116	78%	33	22%	149
Spring 2019	47	62%	29	38%	76
Fall 2019	105	74%	37	26%	142
Spring 2020	109	80%	28	20%	137
Fall 2020	325	92%	28	8%	353

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

Table 6: Comparison of Full-Time and Part-Time Online Sections Taught

Comparison of Full-Time and Part-Time Online Sections Taught					
Semester	Sections Taught by Full-Time Faculty		Sections Taught by Part-Time Faculty		
	n	%	n	%	n
Fall 2018	146	67%	71	33%	217
Spring 2019	136	63%	81	37%	217
Fall 2019	151	61%	97	39%	248
Spring 2020	160	67%	80	33%	240
Fall 2020	256	73%	96	27%	352

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

Faculty Responsibilities

Full-time faculty at WCC are required to perform the following essential functions: instruct students; advise students; assess student learning; attend college functions and events; cultivate relationships with other discipline experts, business/industry partners, and university colleagues; develop course materials; hold office hours; maintain academic records; maintain discipline, teaching, and technical expertise through professional development; review, evaluate, and revise courses and curricula; participate in initiatives to recruit and retain students; and serve on college, community, and professional committees. Responsibilities of employment and course management are described in the **Curriculum Instructor Handbook**.

Non-Traditional Faculty Functions

Faculty responsibilities outside of the classroom include academic advising, committee assignments, community service, advising student clubs and organizations, building and maintaining industry partnerships, and organizing educational summer camps. Examples of non-traditional faculty functions are included in Table 7.

Table 7: Non-Traditional Faculty Functions

Division	Name, Instructor Title	Committee Assignment(s)	Other Duties
Allied Health & Public Services	Brandy Wilkins, Dental Assisting Instructor	2018-19 - 2020-21: Foundation Advisory / Mini-Grant Committee	Academic Advisor; Dental Assisting Club Advisor
Allied Health and Public Services	Susan Lambert, Human Services Instructor	2018-19: eLearning Committee; 2019-20 - 2020-21: Curriculum Committee	Academic Advisor; Lead Instructor; Human Services Club Advisor
Applied Technologies	Jennifer Johnson, Applied Animal Science Instructor	2018-19: eLearning Committee; 2019-20 - 2020-21: Marketing Committee	Academic Advisor; Lead Instructor; Agri-Women's Club Advisor
Applied Technologies	Steven Reese, Mechanical Engineering Technology Instructor	2018-19: Curriculum Committee	Academic Advisor; Camp Kilowatt Coordinator; Fishing Club Advisor
Arts & Sciences	Rachel Mullins Holloman, Mathematics Instructor	2018-19: Strategic Enrollment Management; 2018-19: Foundation Advisory / Mini-Grant Committee; 2019-20 - 2020-21: Foundation Advisory / Mini-Grant Committee Chair	Academic Advisor; QEP Advisor; Phi Theta Kappa Advisor; Math Club Advisor
Arts & Sciences	Dean Lawson, History Instructor	2018-19: Curriculum Disciplinary Review Committee; 2019-20 - 2020-21: Curriculum Disciplinary Review Committee, Chair	Academic Advisor; QEP Advisor; International Trip Co-Coordinator
Business & Computer Technologies	Ryan Bradshaw, Business Instructor	2018-19: Foundation Advisory / Mini-Grant Committee; 2019-20 - 2020-21: Planning Council; 2018-19 – 2020-21: Safety Committee, Chair	Academic Advisor; Ad hoc Performance Measures First Year Progression Chair; Planning Council Program Review Co-Chair
Business & Computer Technologies	Jenneth Honeycutt, Software Development Instructor	2018-19 - 2020-21: Technology Committee, Chair;	Academic Advisor

		2018-19 - 2020-21 Curriculum Disciplinary Review Committee 2020-21: Faculty Senate	
Public Safety	Angie Blizzard, BLET Instructor	2018-19: Strategic Enrollment Management Committee; 2018-19: Professional Development Committee; 2018-19 - 2020-21: Curriculum Committee; 2019-20 - 2020-21 Planning Council	Academic Advisor; Ad hoc Performance Measures Curriculum Completion Subcommittee Chair; Planning Council Review Co-Chair
Public Safety	Jared Rouse, Emergency Management Coordinator / Instructor	2020-21: Professional Development Committee	Academic Advisor; Criminal Justice Club Advisor

Wayne Community College employs an adequate number of full-time faculty members to support the mission and goals of the institution. Therefore, the College demonstrates compliance with Core Requirement 6.1.

Documentation

Curriculum Instructor Handbook
Information Systems Technology – FTE Data 2016-2020
Information Systems Technology – Projected Budget Changes
Organizational Chart – Academic Services
Wayne Community College Procedures Manual (02-0106) – Recruitment, Employment, and
        Supervision of Part-Time Faculty
Wayne Community College Procedures Manual (03-0307) – Curriculum Faculty Workloads

Section 6: Faculty

6.2   **For each of its educational programs, the institution**

6.2.b   **Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.**
(Program faculty)

    _X__   **Compliance**   **___**   **Non-Compliance**

Wayne Community College (WCC) demonstrates compliance with standard 6.2.b.

Narrative:

Wayne Community College (WCC) employs a sufficient number of full-time faculty members to ensure the quality, integrity, and review of its academic programs. WCC offers 47 associate degree programs, 20 diploma programs, and 98 certificate programs. A list of degrees, diplomas, and certificates is provided in the **Institutional Summary Form**. During fall 2020, the College employed 119 full-time faculty members.

Mission and Goals

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

College-wide goals are to:

1. **Increase Student Access:** Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.

2. **Ensure Program Excellence:** Examine and continually improve rigor, relevance, and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.

3. **Improve Student Success:** Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.

4. **Ensure Institutional Quality:** Examine and continually improve relevance and quality in all College administrative, students, and support services to ensure that the College's vision, mission and goals will be achieved.

Sufficient Number of Full-time Faculty

Wayne Community College's department chairs and deans monitor teaching loads to ensure that the number of full-time faculty is sufficient to meet the College's needs and the needs of each program. This data includes the overall distribution of full-time to part-time faculty by semester, full-time to part-time faculty distribution disaggregated by program and delivery methods, faculty-to-student ratio, and peer comparison of full-time faculty.

Comparison of Full-Time and Part-Time Faculty (All Sections Taught)

Table 1 shows a comparison of sections taught by full-time and part-time faculty for the last five academic terms. An analysis of full-time faculty shows that 82% of all sections taught in fall 2020 were taught by full-time faculty with an average of 77.4% over the last five academic semesters.

Table 1: Comparison of Full-Time and Part-Time Faculty (All Sections Taught)

Comparison of Full-Time and Part-Time Faculty - All Sections Taught					
Semester	Sections Taught by Full-Time Faculty		Sections Taught by Part-Time Faculty		Total Sections
	n	%	n	%	n
Fall 2018	533	76%	168	24%	701
Spring 2019	509	76%	162	24%	671
Fall 2019	506	74%	174	26%	680
Spring 2020	500	78%	141	22%	641
Fall 2020	624	82%	134	18%	758

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

Courses Taught by Full-Time and Part-Time Faculty by Program Type

The following table shows the percentage of courses taught by full- and part-time faculty in each academic program during fall 2020. All programs had full-time instructor ratios of 57% or greater.

Table 2: Fall 2020 Sections Taught by Faculty Status

Program Type	Full-Time		Part-Time		Total	Total Sections
	n	%	n	%		n
College Transfer Degrees						
Associate in Arts	78	61%	49	39%	127	478
Associate in Engineering	28	74%	10	26%	38	66
Associate in General Education	8	73%	3	27%	11	13
Associate in General Education - Nursing	52	72%	20	28%	72	214
Associate in Science	63	62%	38	38%	101	321
Associate Degrees						
Accounting and Finance +	26	67%	13	33%	39	76
Agribusiness Technology	32	86%	5	14%	37	59
Applied Animal Science Technology	16	73%	6	27%	22	31
Associate Degree Nursing	10	71%	4	29%	14	18
Automotive Systems Technology +	24	86%	4	14%	28	53
Aviation Systems Technology	11	92%	1	8%	12	13
Business Administration +	41	73%	15	27%	56	144
Collision Repair and Refinishing Technology	8	57%	6	43%	14	21
Computer-Integrated Machining	11	58%	8	42%	19	31
Criminal Justice Technology	23	70%	10	30%	33	44
Criminal Justice Technology - Forensic Science	13	76%	4	24%	17	23
Dental Hygiene	9	100%	0	0%	9	19
Early Childhood Education +	27	66%	14	34%	41	69
Emergency Management Technology	10	63%	6	38%	16	21
Forest Management Technology	24	89%	3	11%	27	47
Human Service Technology	21	75%	7	25%	28	45
Industrial Systems Technology	16	89%	2	11%	18	35
Information Systems Technology +	31	66%	16	34%	47	84
Mechanical Engineering Technology	22	88%	3	12%	25	34
Mechatronics Engineering Technology	11	79%	3	21%	14	26
Medical Assisting	8	80%	2	20%	10	20
Medical Laboratory Technology	5	71%	2	29%	7	12
Medical Office Administration	25	66%	13	34%	38	83
Office Administration	14	61%	9	39%	23	36
Simulation and Game Development	26	65%	14	35%	40	75
Sustainable Agriculture	8	80%	2	20%	10	13
Swine Management Technology	5	71%	2	29%	7	12
Turfgrass Management Technology	12	80%	3	20%	15	24
Diploma						
Air Conditioning, Heating, and Refrigeration Technology	3	75%	1	25%	4	8
Dental Assisting	4	100%	0	0%	4	8
Pharmacy Technology	5	100%	0	0%	5	9
Practical Nursing	2	100%	0	0%	2	2
Welding Technology	7	88%	1	13%	8	18

Certificate						
Basic Law Enforcement Training	1	100%	0	0%	1	1

Legend: + = Associate Degree has multiple programs listed under its umbrella.
-Program Type only counted the parent program in each section.
-All degrees, diplomas, and Certificates count all courses required to be completed to be awarded the credentials.
Source: Fall 2020 Curriculum Institutional Class Report (ICR)

Full-time and Part-Time Faculty Disaggregated by Delivery Method

These data were further disaggregated by delivery method and program type. The analysis showed that full-time faculty are responsible for the majority of the courses taught by all methods of instruction. The percentages of full-time faculty teaching by delivery method for fall 2020 were as follows: 81% face-to-face, 92% hybrid, and 73% online.

Tables 3, 4, and 5 show the distribution of full-time and part-time faculty by delivery methods. It should be noted that a large portion of courses were taught in a hybrid or online modality in response to the COVID-19 pandemic beginning in March 2020.

Table 3: Comparison of Fall 2020 Full-Time and Part-Time Face-to-Face Sections

Comparison of Fall 2020 Full-Time and Part-Time Face-to-Face Sections					
Subject	Sections Taught by Full-Time Faculty		Sections Taught by Part-Time Faculty		Total
	n	%	n	%	n
ACA	1	100%	0	0%	1
AHR	0	0%	4	100%	4
AVI	3	100%	0	0%	3
BIO	0	0%	1	100%	1
BPR	0	0%	1	100%	1
CHM	5	100%	0	0%	5
CJC	1	100%	0	0%	1
DEN	3	100%	0	0%	3
EGR	1	100%	0	0%	1
ELC	1	100%	0	0%	1
HSE	1	100%	0	0%	1
MAC	6	100%	0	0%	6
MAT	8	100%	0	0%	8
MEC	1	100%	0	0%	1
MLT	1	100%	0	0%	1
PHI	0	0%	1	100%	1
PHM	1	100%	0	0%	1
PSY	1	100%	0	0%	1

REL	0	0%	1	100%	1
WBL	6	100%	0	0%	6
WLD	3	60%	2	40%	5
Total	**43**	**81%**	**10**	**19%**	**53**

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

Table 4: Comparison of Fall 2020 Full-Time and Part-Time Hybrid Sections

Comparison of Fall 2020 Full-Time and Part-Time Hybrid Sections					
Subject	Sections Taught by Full-Time Faculty		Sections Taught by Part-Time Faculty		Total
	n	%	n	%	n
ACA	12	86%	2	14%	14
ACC	7	100%	0	0%	7
AGR	1	50%	1	50%	2
ART	19	100%	0	0%	19
ATR	1	100%	0	0%	1
AUB	3	60%	2	40%	5
AUC	0	0%	1	100%	1
AUT	5	100%	0	0%	5
BIO	12	75%	4	25%	16
BUS	9	100%	0	0%	9
CHM	9	100%	0	0%	9
CIS	4	100%	0	0%	4
CJC	2	67%	1	33%	3
COM	9	100%	0	0%	9
CTI	2	100%	0	0%	2
CTS	4	100%	0	0%	4
DDF	1	100%	0	0%	1
DEN	10	100%	0	0%	10
DFT	2	67%	1	33%	3
DMA	13	100%	0	0%	13
DRE	14	78%	4	22%	18
EDU	2	100%	0	0%	2
EGR	3	100%	0	0%	3
ELC	11	100%	0	0%	11
ENG	51	100%	0	0%	51
FOR	10	100%	0	0%	10
HEA	5	100%	0	0%	5
HIS	5	100%	0	0%	5
HSE	1	100%	0	0%	1
HYD	2	100%	0	0%	2

LDD	1	100%	0	0%	1
MAC	3	100%	0	0%	3
MAT	28	97%	1	3%	29
MED	3	100%	0	0%	3
MKT	2	100%	0	0%	2
MLT	2	67%	1	33%	3
MUS	4	67%	2	33%	6
NET	2	67%	1	33%	3
NOS	2	100%	0	0%	2
NUR	5	100%	0	0%	5
OST	1	100%	0	0%	1
PED	0	0%	4	100%	4
PHM	2	100%	0	0%	2
PHY	3	100%	0	0%	3
PSY	2	100%	0	0%	2
REL	0	0%	2	100%	2
SGD	11	100%	0	0%	11
SPA	12	100%	0	0%	12
TRF	4	100%	0	0%	4
TRN	9	90%	1	10%	10
Total	**325**	**92%**	**28**	**8%**	**353**

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

Table 5: Comparison of Fall 2020 Full-Time and Part-Time Online Sections

Comparison of Fall 2020 Full-Time and Part-Time Online Sections					
Subject	Sections Taught by Full-Time Faculty		Sections Taught by Part-Time Faculty		Total
	n	%	n	%	n
ACA	22	85%	4	15%	26
ACC	6	100%	0	0%	6
AGR	4	80%	1	20%	5
ANS	6	100%	0	0%	6
ANT	0	0%	1	100%	1
ART	0	0%	6	100%	6
BIO	21	88%	3	13%	24
BUS	14	93%	1	7%	15
CHM	2	100%	0	0%	2
CIS	6	75%	2	25%	8
CJC	4	80%	1	20%	5
COM	1	33%	2	67%	3
CSC	1	100%	0	0%	1
CTI	2	40%	3	60%	5
CTS	2	40%	3	60%	5

DBA	0	0%	1	100%	1
DEN	6	100%	0	0%	6
DFT	3	100%	0	0%	3
DMA	3	100%	0	0%	3
DRA	0	0%	1	100%	1
ECO	0	0%	3	100%	3
EDU	9	64%	5	36%	14
EGR	1	100%	0	0%	1
ENG	33	75%	11	25%	44
EPT	4	100%	0	0%	4
FIP	2	100%	0	0%	2
FOR	2	100%	0	0%	2
GEO	0	0%	1	100%	1
HEA	1	20%	4	80%	5
HIS	4	44%	5	56%	9
HSE	2	100%	0	0%	2
HUM	2	33%	4	67%	6
INS	0	0%	3	100%	3
ISC	2	100%	0	0%	2
MAT	20	95%	1	5%	21
MED	4	67%	2	33%	6
MKT	3	100%	0	0%	3
MLT	1	100%	0	0%	1
MUS	4	67%	2	33%	6
NET	1	50%	1	50%	2
NOS	1	100%	0	0%	1
OMT	6	100%	0	0%	6
OST	12	67%	6	33%	18
PED	2	100%	0	0%	2
PHI	0	0%	3	100%	3
PHM	2	100%	0	0%	2
POL	0	0%	2	100%	2
PSY	17	71%	7	29%	24
REL	0	0%	3	100%	3
SEC	2	100%	0	0%	2
SGD	4	100%	0	0%	4
SOC	6	60%	4	40%	10
TRN	1	100%	0	0%	1
WBL	2	100%	0	0%	2
WEB	3	100%	0	0%	3
Total	**256**	**73%**	**96**	**27%**	**352**

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

The above data, disaggregated by delivery method and program type, shows that full-time faculty are responsible for the majority of the courses taught by all methods of instruction with full-time faculty teaching 81% of face-to-face courses, 92% of hybrid courses, and 73% of online courses.

WCC offers coursework at three off-campus instructional sites: Wayne Executive Jetport, Seymour Johnson Air Force Base (SJAFB) Watkins-Das Education Center, and one local high school (Goldsboro High School – Wayne School of Engineering). None of the three off-campus instructional sites offer entire programs at the location. Aviation program classes are taught at the Wayne Executive Jetport solely by full-time faculty. Required general education courses for Aviation may be taught at the main campus, at SJAFB, or online. General education courses are taught at SJAFB and can be applied to college transfer or AAS programs. Department Chairs determine whether full-time or part-time faculty are teaching the general education courses based on workload, availability, and subject matter specialization. Individual drafting courses for Mechanical Engineering are taught at Goldsboro High School. The Department Chair determines whether full-time or part-time faculty teach the drafting courses based upon instructor workload and availability.

Peer Institutions – Student-to-Faculty Ratio

Wayne Community College tracks the average student-to-faculty ratio. Table 6 shows the comparison of student-to-faculty ratio with peer institutions of similar size. Data indicate that WCC has the second lowest student-to-faculty ratio.

Table 6: Student/Faculty Ratio for Peer Institutions

Student / FT Faculty Ratio for Peer Institutions	
College	Student/FT Faculty Ratio
Alamance CC	14 to 1
Caldwell CC and TI	19 to 1
Coastal Carolina CC	14 to 1
Johnston CC	10 to 1
Sandhills CC	13 to 1
Wayne CC	**12 to 1**

Source: 2019-20 Fall Enrollment Survey

Peer Institutions – Number of Curriculum Faculty

The North Carolina Community College System (NCCCS) publishes public dashboards that compare statistics from the 58 member colleges. Data from the Employee Headcount dashboard shows that as of October 1, 2020, WCC employed 199 total faculty members. Of that number, 60% of faculty were full-time and 40% part-time. Wayne Community College ranked 8th among the 58 community colleges in the NCCCS for number of full-time faculty members. Among the peer comparison colleges, WCC had the highest percentage of full-time faculty members. Table 7 shows a comparison to colleges with the NCCCS that are similar in size to WCC.

Table 7: Number of Curriculum Faculty for Peer Institutions as of October 1, 2020

Number of Curriculum Faculty for Peer Institutions						
College	Total Faculty	Full-Time Faculty		Part-Time Faculty		Full-Time Rank in NCCCS
		n	%	n	%	
Alamance CC	252	113	45%	139	55%	40
Caldwell CC and TI	192	112	58%	80	42%	12
Coastal Carolina CC	245	130	53%	115	47%	19
Johnston CC	244	113	54%	131	45%	38
Sandhills CC	237	114	48%	123	52%	33
Wayne CC	**199**	**119**	**60%**	**80**	**40%**	**8**

Source: NC Community Colleges Public-Facing Dashboard - Employee Headcount

Teaching Loads

The number of faculty members needed is based upon student demands, enrollment, and the programs and courses offered. All full-time faculty members are employed to teach on a nine-month contract. Some faculty members are offered an additional contract for one to three months based upon demand within their program or discipline.

Per the WCC College Procedures Manual (CPM) **03-0307 – Curriculum Faculty Workloads**, in addition to 15 – 22 instructional contact hours, full-time faculty members are required to schedule five office hours per week to be available to students. Part-time faculty workloads are defined as 12 instructional contact hours per week or less per **CPM 02-0106 – Recruitment, Employment, and Supervision of Part-Time Faculty**.

Contact hour reductions are allowed when faculty members are asked to take on responsibilities outside their normal workload, such as QEP facilitation. Some full-time faculty members may be assigned additional teaching loads above the defined instructional contact hours. In these instances, the full-time faculty member must agree to the additional teaching hours prior to the beginning of the academic term. The Vice President for Academic and Student Services must approve the additional teaching load. Once approved, the faculty member receives additional compensation.

A comparison between fall 2019 and fall 2020 showed an increase in full-time faculty overload implemented during the COVID-19 pandemic. There was an increase from 11 full-time faculty to 14 full-time faculty who were approved for overload from fall 2019 to fall 2020.

Table 8 below shows full-time faculty with overload assignments for fall 2019 and fall 2020.

Table 8: Instructor Overload

2019 Fall Instructor Overload					
Instructor's Last Name	Instructor's First Name	Division	Semester	Payroll	Hours Overload
Smith	Michael A.	Arts & Science	Fall 19	$ 1,117.76	2
Peeples	Mark	Applied Tech	Fall 19	$ 1,428.48	3
Crumpler	Stephan	Applied Tech	Fall 19	$ 1,428.48	3
Jernigan	Johnathan	Applied Tech	Fall 19	$ 2,247.20	5
McArthur	Bobby	Applied Tech	Fall 19	$ 898.88	2
Johnson	Jennifer	Applied Tech	Fall 19	$ 1,676.64	3
Johnson	Jennifer	Applied Tech	Fall 19	$ 1,117.76	2
Johnson	Jennifer	Applied Tech	Fall 19	$ 1,117.76	2
Pate	Chad	Applied Tech	Fall 19	$ 886.40	2
Bradshaw	Kristopher	Business & Acct	Fall 19	$ 1,684.80	3
Tyndall	Jennifer	Business & Acct	Fall 19	$ 2,235.52	4
Tyndall	Jennifer	Business & Acct	Fall 19	$ 1,676.64	3
Honeycutt	Jenneth	Business & Acct	Fall 19	$ 2,235.52	4
Honeycutt	Jenneth	Business & Acct	Fall 19	$ 2,235.52	4
Bradshaw	Kristopher	Business & Acct	Fall 19	$ 1,684.80	3
Total				$ 23,672.16	45

2020 Fall Instructor Overload					
Instructor's Last Name	Instructor's First Name	Division	Semester	Payroll	Hours Overload
Wilkins	Brandy	Allied Health	Fall 20	$ 119.04	4
Patel	Majoj	Allied Health	Fall 20	$ 1,123.20	2
Millis	Amy M.	Arts & Science	Fall 20	$ 1,117.76	4
Millis	Amy M.	Arts & Science	Fall 20	$ 1,676.64	3
Smith	Michael A.	Arts & Science	Fall 20	$ 1,117.76	2
Smith	Michael A.	Arts & Science	Fall 20	$ 1,676.64	2
Smith	Michael A.	Arts & Science	Fall 20	$ 1,676.64	2
Smith	Michael A.	Arts & Science	Fall 20	$ 1,117.76	2
Duffy	Brian C.	Arts & Science	Fall 20	$ 1,684.80	3
Peters	John R.	Arts & Science	Fall 20	$ 1,676.64	3
Vinciguerra	David C.	Business & Comp	Fall 20	$ 558.88	1
Hinkle	Lindsay S.	Business & Comp	Fall 20	$ 1,676.64	3
Cox	Leigh M.	Business & Comp	Fall 20	$ 1,117.76	2
Tyndall	Jennifer B.	Business & Comp	Fall 20	$ 1,676.64	3
Tyndall	Jennifer B.	Business & Comp	Fall 20	$ 2,235.52	4
Honeycutt	Jenneth M.	Business & Comp	Fall 20	$ 2,235.52	4
Honeycutt	Jenneth M.	Business & Comp	Fall 20	$ 2,235.52	4
McArthur	Bobby E.	Applied Technology	Fall 20	$ 1,235.96	2.75
McArthur	Bobby E.	Applied Technology	Fall 20	$ 1,235.96	2.75
Reese	Steven R.	Applied Technology	Fall 20	$ 476.16	1.375

Carter	James E.	Applied Technology	Fall 20	$ 617.98	1.375
			Total	**$ 28,289.42**	**56.25**
NOTE: COVID-related overload					

Faculty Responsibilities and Functions

Each division is managed by an academic Dean who reports directly to the Vice President for Academic and Student Services. Program coordination, as well as curriculum development and review for all Wayne Community College programs, is assigned to persons academically and/or professionally qualified in the field—an academic Dean, Department Chair, Program Director, or designated Lead Instructor.

The College recognizes that its faculty is comprised of dedicated professionals whose work is best carried out in an environment that affords flexibility and adaptability. To ensure the quality and integrity of the College's academic programs, full-time faculty, including program administrators, regularly engage in the following duties: carrying out teaching assignments; evaluating student work; providing academic advising and registration approval; maintaining currency in their disciplines, professions, or technical areas of expertise; working independently and collaboratively in curriculum development and improvement; assisting in College governance and decision-making; and completing other duties which support and ensure the quality and integrity of each academic program.

While all full-time faculty members also serve as program advisors, the College utilizes staff members to assist with advising specific programs and populations of students. For example, college transfer students are advised by both faculty advisors and staff in the College Transfer Advising Center (CTAC); dual-enrolled high school students are advised by the Director of Career and College Promise; active-duty military are advised by the Coordinator of Seymour Johnson Air Force Base Programs; and non-degree students are advised by Coordinators in the Transitional Programs for College and Career.

Faculty have the same duties, responsibilities, oversight, and supervision whether they teach on-campus or at off-campus locations. Specifically, two full-time faculty members teach Aviation courses at the Wayne Executive Jetport; both full-time and part-time faculty teach general education courses at Seymour Johnson Air Force Base; and drafting courses are taught by full- and part-time faculty at Goldsboro High School. Teaching schedules are determined by Department Chairs who consider departmental needs, content specialization, and contact hour workloads.

WCC has policies and procedures in place outlining the role of faculty in meeting College-wide goal 2, *Ensure Program Excellence*.   As defined in the College Procedures Manual (CPM) **03-0309** - Faculty Responsibility and Authority in Academic and Governance Matters, WCC describes the faculty's responsibility and authority in academic and governance affairs including curriculum development and revision. In addition, the **Curriculum Instructor Handbook** outlines the responsibilities of employment, faculty advising, and functions related to course management.

Section 6: Faculty

Faculty are responsible for making recommendations and implementing procedures relating to academic processes which include, but are not limited to, procedures on limited admission, transfer credit evaluation, placement, grading, attendance, graduation requirements, dismissals, suspensions and readmissions, and academic program funding through the **WCC planning process**.

Program Quality

Wayne Community College organizes program faculty into departments and divisions, led by Department Chairs, Program Directors, and Deans **(Organizational Chart – Academic Divisions)**. Those in charge of programs work with faculty to assess the quality and effectiveness of programs.

Wayne Community College holds faculty accountable for the quality, integrity, and review of the curriculum. Faculty are responsible for preparing, delivering, and teaching course content that aligns with the respective Program Learning Outcomes (PLOs). Program Learning Outcomes are evaluated on a three-year cycle. Examples for **Associate in Arts**, **Computer-Integrated Machining**, **Medical Office Administration**, and **Network Management** are provided.

Faculty members contribute to the assessment and improvement of their programs through participation on **program advisory**. Program advisory committees provide a link between the College and the community, as committees are composed of local educators, business and industry representatives, and citizens from the service area who are familiar with and interested in the needs of the community. Input from advisory committees help faculty stay abreast of current program accreditation/licensing requirements, keep academic programs current with industry-related changes, and provide appropriate professional development activities that support teaching and learning within the program discipline. Because committee members have expert knowledge in the areas they represent, their advice is carefully considered by College members. However, their service is limited to suggestions, recommendations, and assistance. Their authority does not include administrative or fiscal control.

Additionally, the College established a Center for Teaching and Learning Excellence (CTLE) to help strengthen the involvement and pedagogy of both full- and part-time faculty. The CTLE is a new initiative funded by a federal US Department of Education Title III Strengthening Institutions grant specific to Coaching, Advising, and Planning for Student Success. The CTLE provides resources and instructional strategies for full-time and part-time faculty to improve teaching and learning on campus. CTLE staff developed and published a WCC eLearning Toolkit used by faculty for course improvement. This toolkit was instrumental when faculty moved course content to virtual formats during the COVID-19 pandemic. The CTLE also provides onboarding workshops for all new faculty and ongoing professional development, as well as virtual assistance and training for faculty. Center offerings and projects are driven by faculty interest and need. Example topics include course design and classroom management.

Program Integrity

Within the academic services area at WCC, the **Curriculum Committee** establishes guidelines to:

- Review and recommend current curriculum program/course changes;
- Review and recommend requests for new curriculum programs of study or requests for curriculum deletions;
- Review and recommend articulation agreements with secondary and post-secondary institutions;
- Coordinate recommendations from advisory agencies, accrediting or certifying agencies and state offices affecting curricula;
- Review, revise, and recommend internal procedures/processes associated with curriculum committee functions and/or curriculum program approval; and
- Ensure continuing compliance with the Southern Association of Colleges and Schools (SACSCOC) accreditation standards with authority to make curricular recommendations to the President's Council and the Curriculum Committee of the Board of Trustees.

Faculty comprise most of the Curriculum Committee **membership**. Administrators and staff representing appropriate service areas make up the remainder of the committee. **Minutes** from a Curriculum Committee meeting illustrate faculty involvement in changes to Associate in Engineering, Dental Hygiene, Criminal Justice, Applied Animal Science, and Swine Management programs.

Program Review

To ensure the quality of educational programs, WCC follows a process for reviewing and revising existing programs, developing new programs, and terminating ineffective programs. This process establishes a local chain of responsibility that follows sound academic practices and adheres to both WCC and North Carolina Community College System (NCCCS) policies, as well as the NC State Board of Community College Codes: Program Review **1B SBCCC 400.3** and Curriculum Program Approvals and Terminations **1D SBCCC 400.6**.

To plan for and establish curriculum standards for new degree programs, Wayne Community College follows the **NCCCS's program application procedure**. To initiate a new program, faculty, Department Chairs, and Deans work together to complete internal **substantive change report forms** indicating the intent to offer a new program. This process is outlined in the **College's Procedure Manual 09-0202**. The new program is submitted to the College's Curriculum Committee **(Curriculum Committee Minutes, September 2019)** for review, discussion, and subsequent approval.

Full-time faculty members are also responsible for assessment activities coordinated by the Office of Institutional Effectiveness, to include Program Reviews, which are conducted on a three-year cycle. As outlined in the College's **Strategic Plan for Institutional Effectiveness**, each academic program undergoes an in-depth, data-driven review every three years. Reviews are conducted by committees co-chaired by the Department Chair, as well as a member of the

College's **Planning Council**. Other committee members may include additional faculty members, the Division Dean, and the Associate Vice President or Vice President from the respective program area. Based on an analysis of the available data, committee members look critically at performance in all aspects of the academic program to identify areas of need in which to focus improvement efforts and resources. These actions and improvements are reported by the program chair in an outcome assessment during each spring semester of the two years following the program review.

Academic program reviews consist of curriculum changes; advisory committee recommendations; industry trends; faculty profiles; student demographics; program enrollment, retention, and completions; labor market information; adequacy of available resources; and strengths, weaknesses, and opportunities of the program. An example of an academic program review from the College's **Business Administration** program is provided.

Full-time faculty, through shared governance, are instrumental in curriculum and program reviews.

For each of its educational programs, Wayne Community College employs sufficient full-time faculty members to ensure the quality, integrity, and review of its academic programs. Therefore, WCC demonstrates compliance with standard 6.2.b.

Documentation

Curriculum Instructor Handbook
Curriculum Committee Minutes, September 2019
Curriculum Committee Minutes, September 2020
Institutional Summary Form
NCCCS Curriculum Procedures Reference Manual: Section 3 - Curriculum Program Application
      Procedures
Organizational Chart – Academic Services
Planning Objectives Year-End Report – Academic and Student Services
Program Learning Outcomes – Associate in Arts
Program Learning Outcomes – Computer-Integrated Machining
Program Learning Outcomes – Medical Office Administration
Program Learning Outcomes – Network Management
Program Review – Business Administration
SACSCOC Academic Substantive Change Reporting Form – Public Safety Administration
Software Development Advisory Meeting Minutes, November 2020
Standing Committee Assignments – Curriculum Committee
Standing Committee Assignments – Planning Council
State Board of Community Colleges Code 1B SBCCC 400.3 – Program Review
State Board of Community Colleges Code 1D SBCCC 400.6 – Curriculum Program Approvals and
      Terminations
Strategic Plan for Institutional Effectiveness 2019-2024

Section 6: Faculty

Wayne Community College Procedures Manual (01-0301) – Purpose, Authority, and
Membership of Standing Committees

Wayne Community College Procedures Manual (02-0106) – Recruitment, Employment, and
Supervision of Part-Time Faculty

Wayne Community College Procedures Manual (03-0307) – Curriculum Faculty Workloads

Wayne Community College Procedures Manual (03-0309) – Faculty Responsibility and Authority
in Academic and Governance Matters

Wayne Community College Procedures Manual (09-0202) – Substantive Change Notification

6.2   For each of its educational programs, the institution

6.2.c   Assigns appropriate responsibility for program coordination.
      (Program coordination)

   _X__   Compliance   ___   Non-Compliance

Wayne Community College (WCC) demonstrates compliance with standard 6.2.c.

Narrative:

Wayne Community College (WCC) assigns appropriate responsibility for coordination for all programs, regardless of delivery modality or location. WCC offers 47 associate degree programs, 20 diploma programs, and 98 certificate programs. A list of degrees, diplomas, and certificates is provided in the **Institutional Summary Form**.

Academic Divisions

Wayne Community College's curriculum (credit) programs are organized into five **academic divisions** and include Arts and Sciences, Allied Health and Public Services, Applied Technologies, Business and Computer Technology, and Public Safety. Table 1 lists a sample of program coordination from each division of the College.

Table 1: Program Coordination by Division

Faculty / Position	Program / Discipline	Academic Preparation (Degree, Major, Institution)	Discipline-Related Credentials / Experience
Allied Health and Public Services Division			
Quinn, Marcie Program Director	Pharmacy Technology	Pharm.D., Pharmacy, Campbell University, NC A.A., College Transfer, Manatee Community College, FL	North Carolina Pharmacist License
Smith, Susan Department Chair	Dental Hygiene Dental Assisting	M.D.H., Dental Hygiene, University of Tennessee, TN B.S., Dental Hygiene, West Virginia Institute of Technology, WV A.S., Dental Hygiene, West Virginia Institute of Technology, WV Diploma, Dental Assisting, Carver Career Center, WV	North Carolina Registered Dental Hygienist Certified Dental Assistant
Tart, Billy Department Chair	Associate Degree Nursing Practical Nursing	M.S., Dental Auxiliary Teacher Education, University of North Carolina Chapel Hill, NC B.S., Dental Auxiliary Teacher Education, University of North Carolina Chapel Hill, NC	North Carolina RN License

		A.A.S., Dental Hygiene, Wayne Community College, NC	
Applied Technologies Division			
Jenkins, Lynn Lead Instructor	Forest Management Technology	B.S., Forestry-Business Concentration, North Carolina State University, NC	North Carolina Registered Forester North Carolina Pro Logger Society of American Foresters 24 years forestry experience 12 years teaching experience
McArthur, Bobby Lead Instructor	Mechatronics Engineering Technology	A.A.S., Mechatronics Technology, Wayne Community College, NC A.A.S., Industrial Systems Technology, Wayne Community College, NC	Industrial Controls Certification Maintenance Management Certification Industrial Systems Certification Mechanical Systems Certification Snap-On Torque Certification Fanuc Certification Cell Robotic Programming Certification
Peeples, Mark Lead Instructor	Aviation Systems Technology	B.S., Aeronautics, Embry-Riddle, FL A.S., Professional Aeronautics Embry-Riddle University; FL Certificate, Aviation Safety, Embry-Riddle University, FL	Federal Aviation Administration (FAA) Airframe and Powerplant Private Pilot Certification 17 years teaching experience in higher education 46 years work experience in the Aviation Repair Industry
Arts and Sciences Division			
Duffy, Brian Lead Instructor	Chemistry	Ph.D., Chemistry, Syracuse University, NY M.S., Chemistry, East Carolina University, NC B.S., Biochemistry, East Carolina University, NC	

Freille, Andrea Lead Instructor	Communications	M.A., Communications, University of Notre Dame, MD	
Holloman-Mullins, Rachel Lead Instructor	Mathematics	M.A.Ed., Mathematics Education, East Carolina University, NC B.S., Mathematics, East Carolina University, NC	
Business and Computer Technologies Division			
Brooks, Jerome Lead Instructor	Cybersecurity Network Management	A.A.S., Networking Technology, Wayne Community College, NC A.A.S., Computer Information Technology, Wayne Community College, NC	Cisco Certified Network Associate IT Certification CCNA Cisco Certified Academy Instructor CCAI CompTIA A+ Certification Palo Alto Networks Accredited Configuration Engineer ACE
Cox, Leigh Lead Instructor	Accounting	M.S.A., Accounting, East Carolina University, NC B.S., Accounting, East Carolina University, NC	
Evans, Heather Lead Instructor	Medical Office Administration	B.S., Healthcare Management, Mount Olive College, NC A.A.S., Medical Assisting, Johnston Community College, NC	
Public Safety Division			
Blizzard, Angie Lead Instructor	Basic Law Enforcement Training	M.S., Criminal Justice, Kaplan University, IA B.S., Political Science, East Carolina University, NC	Certified Law Enforcement Officer, NC Certified Law Enforcement Instructor, NC
Rouse, Michael Lead Instructor	Emergency Management Public Safety Administration	M.P.A., Disaster Management, Graduate Studies, Liberty University, VA B.S., Security Studies and Political Science, East Carolina University, NC A.A.S., Fire Protection Technology, Wilson Community College, NC	Certified Firefighter Certified Emergency Medical Technician
Smiley, Michael Lead Instructor	Criminal Justice Technology	M.S., Criminal Justice, Walden University, MN	Certified Law Enforcement Officer, NC

		B.S., Criminal Justice, Pennsylvania State University, PA A.A.S., Criminal Justice, Wayne Community College, NC Certificate, Basic Law Enforcement Training, Wayne Community College, NC	

The **Vice President for Academic and Student Services** provides leadership for and management of all academic divisions. Each division is managed by an academic Dean who reports directly to the Vice President for Academic and Student Services.

Program coordination, as well as curriculum development and review for all Wayne Community College programs, is assigned to persons academically and/or professionally qualified in the field—either a **department chair**, program **director/coordinator**, or designated **lead instructor**. The program/discipline, person responsible for the program, and academic/professional qualifications are provided for each **division**.

In **CPM 03-0310 - Lead Instructors**, the role of the lead instructors for each academic program area or discipline is described as:

> A lead instructor will be designated annually for each academic program area or discipline by the dean or department chair. The lead instructor will be academically qualified in the field and responsible for program/discipline coordination and curriculum development and review. This position does not entail any supervisory responsibilities and does not require release time from instruction or other financial entitlements. For programs/disciplines with more than one credentialed instructor, the lead instructor designation may rotate each academic year.

In addition, general faculty responsibilities are defined in the **College Procedures Manual (CPM) 03-0309 - Faculty Responsibility and Authority in Academic and Governance Matters**.

Tracking Curricula Content

As a means of ensuring the quality of educational programs, faculty assigned as program coordinators/directors and lead instructors track curricula content through the College's **Curriculum Committee,** program review process, and program advisory committees.

Curriculum Committee

The College's **Curriculum Committee** establishes guidelines to:

- Review and recommend current curriculum program/course changes;
- Review and recommend requests for new curriculum programs of study or requests for curriculum deletions;

- Review and recommend articulation agreements with secondary and post-secondary institutions;
- Coordinate recommendations from advisory agencies, accrediting or certifying agencies and state offices affecting curricula;
- Review, revise, and recommend internal procedures/processes associated with curriculum committee functions and/or curriculum program approval; and
- Ensure continuing compliance with the Southern Association of Colleges and Schools (SACSCOC) accreditation standards with authority to make curricular recommendations to the President's Council and the Curriculum Committee of the Board of Trustees.

Minutes from a Curriculum Committee meeting illustrate faculty/lead instructor involvement in curricula changes.

Program Review Process

Each academic program undergoes an in-depth, data-driven review every three years. Reviews are conducted by **committees** co-chaired by the Program Coordinator/Director, Lead Instructor, and/or Department Chair, as well as a member of the College's **Planning Council**. Other committee members may include additional faculty members, the Division Dean, Associate Vice President, or Vice President from the respective review area. Based on an analysis of the available data, committee members look critically at performance in all aspects of the academic program to identify areas of need in which to focus improvement efforts and resources. These actions and improvements are reported by the program chair in an outcome assessment during each spring semester of the two years following the program review.

Academic program reviews consist of curriculum changes; advisory committee recommendations; industry trends; faculty profiles; student demographics; program enrollment, retention, and completions; labor market information; adequacy of available resources; and strengths, weaknesses, and opportunities of the program. An example of an academic program review from the College's **Business Administration** program is provided.

Advisory Committees

Curriculum Deans, Department Chairs, Program Coordinators/Directors, and Lead Instructors use program advisory committees to help the College keep academic programs current with industry-related changes. Faculty members contribute to the assessment and improvement of their programs through participation on program advisory committees. **Minutes** are included from a recent Business and Accounting Advisory Committee meeting, led by the Program Coordinator.

Program advisory committees provide a link between the College and the community. Input from advisory committees help faculty stay abreast of current program accreditation/licensing requirements, keep academic programs current with industry-related changes, and provide appropriate professional development activities that support teaching and learning within the program discipline. Because committee members have expert knowledge in the areas they

represent, their advice and recommendations are carefully considered by program faculty, Department Chairs, Deans, and other academic administrators.

For each of its educational programs, Wayne Community College assigns appropriate responsibility for program coordination. Therefore, WCC demonstrates compliance with standard 6.2.c.

Documentation

Business Administration Program Review
Business and Accounting Advisory Committee Minutes, October 2020
Curriculum Committee – Membership Structure
Curriculum Committee Minutes, December 2020
Institutional Summary Form
Job Description – Interim Vice President for Academic and Student Services
Job Descriptions – Department Chair
Job Descriptions – Lead Instructor
Job Descriptions – Program Coordinator
Organizational Chart – Academic Services
Planning Council Membership, 2020-2021
Program and Service Review Committees
Program Coordination by Division
Wayne Community College Procedures Manual (01-0301) – Purpose, Authority, and
      Membership of Standing Committees (Curriculum Committee
Wayne Community College Procedures Manual (03-0309) – Faculty Responsibility and Authority
      in Academic and Governance Matters
Wayne Community College Procedures Manual (03-0310) – Lead Instructors

8.1 **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]**

_X__ Compliance **___ Non-Compliance**

Wayne Community College (WCC) demonstrates compliance with Core Requirement 8.1.

Narrative:

Wayne Community College serves over 11,000 curriculum, adult high school, English as a Second Language, and workforce continuing education students annually. The majority (70.4%) of students are enrolled part-time in short-term, certificate, diploma, and associate degree courses and programs. The average age of WCC students is 31; 62.4% of students are female; and 56.1% of students are White, 20.9% of students are Black, and 16.6% of students are Hispanic.

Wayne Community College identifies, systematically evaluates, and publishes goals and outcomes for student achievement and uses multiple measures to document student success.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines institutional effectiveness as "the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution" (Resource Manual, 2020, p. 165).

The foundation of *Wayne Community College's Strategic Plan for Institutional Effectiveness* is the College's vision, mission, core values, and goals. The 2019-2024 plan is available both in print and online.

The mission of Wayne Community College is to meet the educational, training, and cultural needs of the communities it serves. College-wide goals are to:

1. **Increase Student Access:** Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.

2. **Ensure Program Excellence:** Examine and continually improve rigor, relevance, and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.

3. **Improve Student Success:** Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.

4. **Ensure Institutional Quality:** Examine and continually improve relevance and quality in all College administrative, students, and support services to ensure that the College's vision, mission and goals will be achieved.

To ensure that the College is effectively fulfilling its mission and goals, WCC uses a variety of internal and external methods to evaluate success with respect to student achievement.

Institutionally, Wayne Community College identifies and evaluates goals and outcomes for student achievement through academic program reviews, program learning outcomes, institutional learning outcomes, and key performance indicators.

Student success at Wayne Community College is when a student successfully completes courses with a grade of a "C" or better; when a student has a cumulative grade point average of 2.00 or better; when a student earns academic credentials to include certificates, diplomas, and/or degrees; and/or when a student transfers to another college.

Academic Program Reviews

As outlined in the College's Strategic Plan, each academic program undergoes an in-depth, data-driven review every three years. Reviews are conducted by committees co-chaired by the department chair, as well as a member of the College's Planning Council. Other committee members may include additional faculty members, the division Dean, Associate Vice President, or Vice President from the respective review area. Based on an analysis of the available data, committee members look critically at performance in all aspects of the academic program to identify areas of need in which to focus improvement efforts and resources. These actions and improvements are reported by the program chair in an outcome assessment during each spring semester of the two years following the program review.

Academic program reviews consist of curriculum changes; advisory committee recommendations; industry trends; faculty profiles; student demographics; program enrollment, retention, and completions; labor market information; adequacy of available resources; and strengths, weaknesses, and opportunities of the program. An example of an academic program review from the College's Business Administration program is provided.

Prior to the 2017-2018 program review cycle, the College had only identified one outcome for all programs, which was retention. The formal review required programs to identify recommendations as a result of their review. In addition to the review, each program annually reported on their program outcomes.

Between the 2017-2018 and 2018-2019 cycles, the College determined that one outcome was not sufficient to address the interpretation of SACSCOC section 8: Student Achievement. "The institution uses multiple measures to document student success." Therefore, with input from the College's Planning Council, the program review format was revised to include outcomes as a separate section of the program review form to address retention, completion, and other outcomes deemed applicable by the programs for data collection, analysis, and improvement over the next two years of the cycle.

Standard 8.2.a provides additional examples of the College's academic program reviews.

Academic program reviews are stored in electronic folders in a campus share drive, which can be accessed by all College employees. Reviews can also be found on the College's website.

Program Learning Outcomes

Program learning outcomes (PLOs) are defined as outcomes that students who complete a specific program of study should have mastered upon graduation.

Program learning outcomes are established and clearly defined in measurable terms (baselines, standards, and targets) by program faculty. Every PLO assessment is completed in the same manner, no matter the instructional modality (face-to-face, online, and/or hybrid). As stated in the Strategic Plan for Institutional Effectiveness, each PLO is assessed every three years.

PLOs for each educational program are published in WCC's General Catalog and Student Handbook and on course syllabi.

An example of a program learning outcome from the College's Network Management program is provided. Additionally, Standard 8.2.a provides an extensive overview of the College's assessment of program learning outcomes, with examples from ten of the College's programs (two from each of the College's five academic divisions).

Institutional Learning Outcomes

Institutional learning outcomes (ILOs), or general education outcomes, describe the knowledge or abilities that students in any curriculum program should have acquired by the time they graduate. Wayne Community College has identified six college-level general education institutional learning outcomes which are embedded in general education courses. All WCC degree programs also include a minimum of 15 general education hours. As a result, ILOs impact all programs. Per WCC's Strategic Plan, ILOs are also assessed on a three-year cycle.

Wayne Community College's ILOs are included on course syllabi and published in the General Catalog and Student Handbook, which is available both in print and online.

An example of an institutional learning outcome has been provided. Standard 8.2.a contains examples of all six of the College's institutional learning outcomes.

Key Performance Indicators

Wayne Community College's progress toward achieving college-wide goals is evaluated through a set of key performance indicators. While not inclusive, the indicators reflect trends in enrollment, retention, completion, and other aspects of student success and allow the College to document improvement. Each indicator also includes baselines (established based upon a

three-year data average), standards (acceptable performance), and targets (desired performance).

Indicator results that fall below the acceptable standard require further investigation or review, while the target provides a focus for improvement efforts.

The College's Planning Council annually evaluates the success achieved for each indicator as compared to the standard and target. End-of-year reports 2017-2019 and 2019-2020 document the results of the evaluation. Based upon the findings / results, the Planning Council members recommend changes to the indicators or performance levels.

Strategic Plan year-end reports and key performance outcomes are published on the College's website.

Externally, Wayne Community College identifies and evaluates goals and outcomes for student achievement through the National Student Clearinghouse and the North Carolina Community College System's annual performance measures.

National Student Clearinghouse

In efforts to monitor and support student completion data, the Commission required colleges to select a key student completion metric and peer institutions for comparison. Wayne Community College chose to utilize National Student Clearinghouse (NSC) data as an additional form of measuring student achievement, specifically student completion data. Wayne Community College has identified four criteria to evaluate student achievement. The National Student Clearinghouse completion data is the first criterion.

When comparing WCC's completion rates using the SACSCOC graduation rate, Integrated Postsecondary Education Data System (IPEDS) overall graduation rate, IPEDS outcome measure, and National Student Clearinghouse total completion rate, WCC administrators felt strongly that the NSC data was the more comprehensive resource for the institution as it included both full- and part-time students in the cohort. The National Student Clearinghouse (NSC) Six-Year Total Graduation Rate looks at first-time students who have not attended any post-secondary institution after high school. Dual enrollment students (high school) are excluded in the first-time student cohort. NSC tracks students over a six-year period to see if they have completed at WCC, at another two-year institution, at a four-year institution, are still enrolled at any institution, or not enrolled at any institution. NSC disaggregates those students by enrollment intensity, gender, age at first entry, and race/ethnicity.

The National Student Clearinghouse Six-Year Total Completion Rate criterion aligns with WCC's institutional Goal 3 – Improve Student Success. The purpose of this goal is to increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide better skills, better jobs, better pay, and continued educational attainment. In addition, successful student completion of a credential supports the mission of WCC.

Section 8: Student Achievement

Outcome: WCC seeks to increase the six-year completion rate for first-time fall credential-seeking (degree, diploma, or certificate) students who have graduated from secondary education institutions.

Threshold of Acceptability – 48.43%

Rationale: The Office of Institutional Effectiveness uses the National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark reports to examine the six-year total graduation rate for the specific entering cohorts. The entering cohorts reflected in this report are fall 2008, fall 2009, and fall 2010. The threshold of acceptability is the moving average for the previous three years. The threshold of acceptability and goal for this criterion was discussed and approved by the College's Planning Council. The threshold of acceptability will remain static over the next three years when the Office of Institutional Effectiveness, along with Planning Council, will reexamine this criterion. The static threshold of acceptability aligns with WCC's process for establishing baselines, standards, and targets for Key Performance Indicators (KPIs).

Goal – 50.43% (an increase of 2% annually)

Rationale: The goal is to increase WCC's acceptability threshold by 2%.

Table 1: National Student Clearinghouse Six-Year Graduation Rate

Criterion	Fall 2008 Entering Cohort	Fall 2009 Entering Cohort	Fall 2010 Entering Cohort	3-Year Mean	Fall 2013 Entering Cohort
Six-Year Total Graduation Rate	47.63%	47.25%	50.40%	48.43%	49.33%

Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Reports

Chart 1. WCC's National Student Clearinghouse Six-Year Graduation Rate
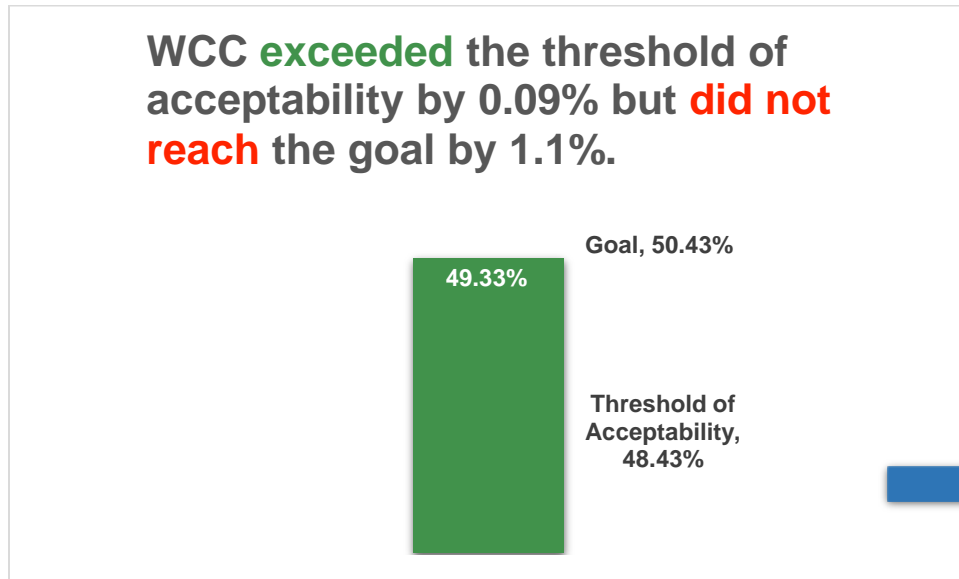
Source: NSC StudentTracker Postsecondary Completion Institutional Benchmark Reports

Evaluation of Data: For first-time credential-seeking students in the fall 2013 entering cohort (n = 499), the six-year total completion rate is 49.33% (n = 246). WCC exceeded the threshold of acceptability of 48.43% but fell short of the goal of 50.43%.

Strategies for Improvement: The College has implemented several ongoing institutional strategies to seek improvement. The College has established a Strategic Enrollment Management Committee that focuses on the recruitment and admission of students, student retention and success, student completion, and alumni involvement.

Additionally, as part of a U.S. Department of Education Title III grant, the College hired student Achievement Coaches. Achievement Coaches supplement academic advising by providing support and outreach to students, especially students who are considered to be at-risk. Instructors send early alerts when they notice students who seem to be struggling academically or personally. Achievement Coaches follow up on the early alerts, contacting the students and assessing their needs. They may provide support and encouragement, offer guidance, and assist students with strengthening self-management skills such as time management, goal setting, concentration, and motivation. Achievement Coaches make referrals to other student support services such as the Academic Skills Center (ASC), Counseling, and Disability Services. Achievement Coaches also communicate with advisors regarding student needs affecting registration such as work schedules and home-life responsibilities.

Section 8: Student Achievement

Comparison Data

WCC opted to compare completion rates to both the North Carolina two-year public institutions and national two-year public institutions. WCC selected the North Carolina two-year public institutions because it included all 58 of the North Carolina Community Colleges and the national two-year public institutions due to the accessibility of the NSC Research Center's StudentTracker Postsecondary Completions Institutional Benchmark Reports.

Table 2: Completion Comparison

Benchmark Groups	Total Enrolled (#)	Total Completion Rate (%)	Still Enrolled (at any institution) (%)	Not Enrolled (at any institution) (%)
Wayne Community College	499	49.33%	10.28%	40.38%
North Carolina Two-Year Public Institutions	27,896	41.97%	10.33%	47.70%
National Two-Year Public Institutions	757,646	40.76%	16.00%	43.24%

Sources: NSC StudentTracker Postsecondary Completion Institutional Benchmark Reports; NSC Research Center – Signature Report 18A – Completing College State Report – February 2020

Chart 2. NSC Six-Year Completion Rate – Benchmark Group
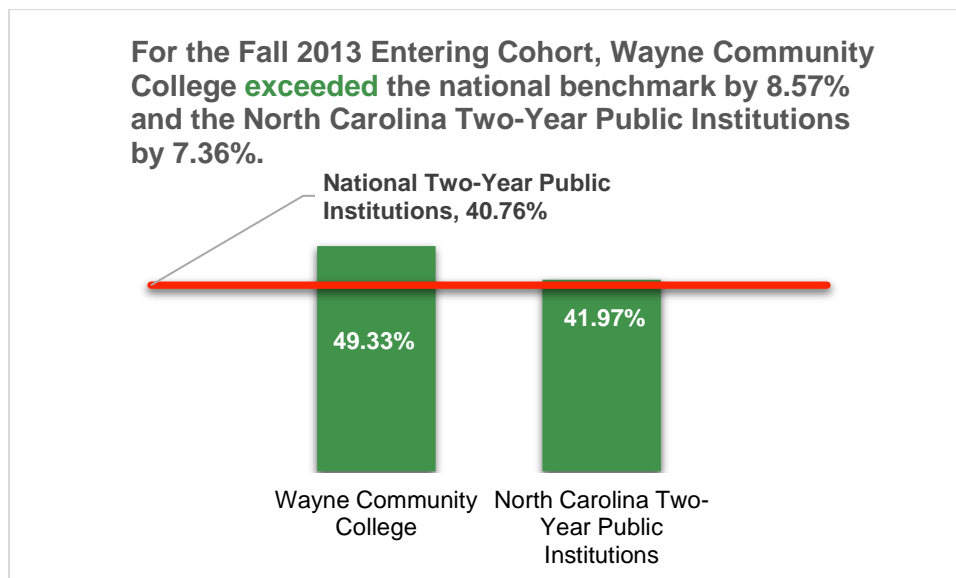
For the Fall 2013 Entering Cohort, Wayne Community College **exceeded** the national benchmark by 8.57% and the North Carolina Two-Year Public Institutions by 7.36%.

National Two-Year Public Institutions, 40.76%

49.33% — Wayne Community College

41.97% — North Carolina Two-Year Public Institutions

Sources: NSC StudentTracker Postsecondary Completion Institutional Benchmark Reports and NSC Research Center – Signature Report 18A – Completing College State Report – February 2020

Evaluation of Data: WCC's overall six-year completion rate (49.33%) is higher than the national benchmark for two-year public institutions (40.76%) by 8.57%. WCC's overall six-year completion rate (49.33%) is higher than the North Carolina public two-year institutions (41.97%) by 7.36%.

Strategies for Improvement: WCC will continue to monitor the benchmark group of national two-year public institutions and the North Carolina two-year public institutions. The College's Office of Institutional Effectiveness will continue to work with key administrators, faculty, and staff to seek best practices that may help increase student achievement.

Tables 3, 4, 5, and 6 disaggregate student completion data by age at first entry, enrollment intensity, gender, and race/ethnicity, respectively.

Table 3: National Student Clearinghouse Six-Year Graduation Rate by Age at First Entry

Age at First Entry	Overall	20 and Younger	21-24	Older than 24
Total Enrolled (#)	499	308	61	128
Total Completion Rate (%)	49.33	57.14	37.72	36.84
First Completion at WCC (%)	43.07	50.28	32.79	31.26
First Completion at Another Institution: 2-Year (%)	2.80	2.59	3.28	3.13
First Completion at Another Institution: 4-Year (%)	3.46	4.26	1.65	2.46
Subsequent Completion at a 4-Year (%)	9.21	12.33	8.20	2.34
Total 4-Year Completion Rate (%)	12.68	16.59	9.84	4.80
Still Enrolled (at any institution) (%)	10.28	11.13	18.05	4.70
Not Enrolled (at any institution) (%)	40.38	31.73	44.23	58.46

Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Report – Fall 2013 Entering Cohort

The majority (62%) of WCC's fall 2013 entering cohort of students were 20 years old or younger. These students represent a higher percentage of completers at WCC, at completing a four-year degree, and subsequent completion at a four-year college or university. However, more 21-24 year-olds successfully completed at another two-year institution and are more likely to still be enrolled at a post-secondary institution. Students older than 24 were more likely to no longer be enrolled at a post-secondary institution. Two students did not identify their age.

Table 4: National Student Clearinghouse Six-Year Graduation Rate by Enrollment Intensity

Enrollment Intensity	Overall	Exclusively Full-Time	Exclusively Part-Time	Mixed Enrollment
Total Enrolled (#)	499	201	20	278
Total Completion Rate (%)	49.33	72.15	0.00	36.40
First Completion at WCC (%)	43.07	67.17	0.00	28.75
First Completion at Another Institution: 2-Year (%)	2.80	0.50	0.00	4.67
First Completion at Another Institution: 4-Year (%)	3.46	4.48	0.00	2.98
Subsequent Completion at a 4-Year (%)	9.21	18.91	0.00	2.88
Total 4-Year Completion Rate (%)	12.68	23.39	0.00	5.85
Still Enrolled (at any institution) (%)	10.28	0.50	5.00	17.73
Not Enrolled (at any institution) (%)	40.38	27.36	95.00	45.87

Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Report – Fall 2013 Entering Cohort

The majority (56%) of students identified in the cohort of completers were mixed enrollment. Mixed enrollment includes students who attended both full-time and part-time over the course of their enrollment at the College. It is interesting to note that the exclusively part-time students did not successfully complete at Wayne Community College, another two-year institution, or at another four-year institution. Even though this is a relatively small number of students, this is an area in which the Office of Institutional Effectiveness can focus attention through a deeper dive of the data and develop strategies to improve the success rates of exclusively part-time students.

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Table 5: National Student Clearinghouse Six-Year Graduation Rate by Gender

Gender	Overall	Male	Female
Total Enrolled (#)	499	197	241
Total Completion Rate (%)	49.33	53.43	48.28
First Completion at WCC (%)	43.07	47.26	41.15
First Completion at Another Institution: 2-Year (%)	2.80	3.56	2.49
First Completion at Another Institution: 4-Year (%)	3.46	2.61	4.64
Subsequent Completion at a 4-Year (%)	9.21	9.15	11.64
Total 4-Year Completion Rate (%)	12.68	11.76	16.27
Still Enrolled (at any institution) (%)	10.28	9.23	12.54
Not Enrolled (at any institution) (%)	40.38	37.34	39.18

Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Report – Fall 2013 Entering Cohort

Although 48% of the cohort was female compared to 39% male, males had a higher completion rate at WCC and at other community colleges. However, females were more successful at completing a four-year degree. Additionally, 12% (61 students) did not identify their gender.

Table 6: National Student Clearinghouse Six-Year Graduation Rate by Race/Ethnicity

Race / Ethnicity	Overall	Asian	Black	Hispanic	White	Other	Two or More	Race / Ethnicity Unknown or Missing
Total Enrolled (#)	499	1	62	25	181	2	2	226
Total Completion Rate (%)	49.33	0.00	35.76	56.00	69.11	50.00	0.00	37.13
First Completion at WCC (%)	43.07	0.00	24.23	44.00	59.09	50.00	0.00	35.80
First Completion at Another Institution: 2-Year (%)	2.80	0.00	3.23	8.00	5.52	0.00	0.00	0.00
First Completion at Another Institution: 4-Year (%)	3.46	0.00	8.30	4.00	4.50	0.00	0.00	1.33

Subsequent Completion at a 4-Year (%)	9.21	0.00	9.69	12.00	17.12	0.00	0.00	2.65
Total 4-Year Completion Rate (%)	12.68	0.00	17.99	16.00	21.62	0.00	0.00	3.98
Still Enrolled (at any institution) (%)	10.28	100.00	24.76	16.01	12.15	0.00	100.00	3.10
Not Enrolled (at any institution) (%)	40.38	0.00	39.48	27.99	18.74	50.00	0.00	59.77

Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Report – Fall 2013 Entering Cohort

The Caucasian population had the highest six-year completion rate out of all race/ethnicity populations for the fall 2013 entering cohort. What is interesting to note, however, is that 45% of students in the cohort did not identify their race/ethnicity on their application, as it is a voluntary field. Therefore, the College is unable to accurately report the six-year graduation rate by race/ethnicity at this time. The Office of Institutional Effectiveness will work with the Office of Admissions and Records to discuss a better way to collect this data in the future.

Additional Student Achievement Criteria

In addition to the National Student Clearinghouse Six-Year Graduation metric, Wayne Community College chose three additional criteria to evaluate student achievement to include annual curriculum headcount (enrollment), fall-to-fall retention, and annual curriculum completers.

Criterion 2: Annual Curriculum Headcount

Annual curriculum headcount aligns with WCC's institutional Goal 1 – Increase Student Access. WCC works to achieve this goal by developing policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs. In addition, criterion two supports the mission of WCC by meeting the educational needs of the communities it serves.

Outcome: WCC seeks to increase the annual curriculum headcount each year.

Threshold of Acceptability: 4,425 students

Rationale: The Office of Institutional Effectiveness examined WCC's annual curriculum headcount for the reporting years of 2015-2016, 2016-2017, and 2017-2018. To get the

threshold of acceptability for this criterion, the Office of Institutional Effectiveness averaged the annual curriculum headcount to establish the threshold of acceptability.

Goal: 4,514 students. The goal is to increase WCC's threshold of acceptability by 2% annually for this criterion.

Table 7: Annual Curriculum Headcount

Criterion	2015-2016	2016-2017	2017-2018	3-Year Mean	2019-2020
Annual Curriculum Headcount	4,515	4,331	4,429	4,425	4,342

Source: WCC's End of the Term Semester Data Marts

The College did not meet the threshold of acceptability of 4,425 students (by 83 students) and did not meet the goal of 4,514 students by 172 students. An emphasis will be placed on increasing the annual curriculum headcount through the use of the College's Strategic Enrollment Management (SEM) Committee.

Criterion 3: New First-Time Students at Wayne Community College (WCC) Fall-to-Fall Retention

Fall-to-fall retention aligns with institutional Goal 1 – Increase Student Access – and Goal 3 – Improve Student Success. WCC works to achieve Goal 1 by developing policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training. WCC stives to achieve Goal 3 by increasing the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide better skills, better jobs, better pay, and continued educational attainment. In addition, criterion three supports the mission of WCC by meeting the educational needs of the communities it serves.

New first-time students at WCC includes any student enrolled in WCC for the first time regardless of whether they previously attended another post-secondary college or university. Also, the new first-time students at WCC refers to any dual-enrollment students or non-degree-seeking students who enrolled in the fall semester.

Outcome: WCC seeks to increase the fall-to-fall retention of new first-time students at WCC.

Threshold of Acceptability: 53.1%

Rationale: To set the threshold of acceptability for this criterion the Office of Institutional Effectiveness analyzed new first-time students at WCC fall-to-fall retention for the following semesters: fall 2015 to fall 2016, fall 2016 to fall 2017, and fall 2017 to fall 2018.

Goal: 54.1%. The goal is to increase WCC's threshold of acceptability by 1% annually for this criterion.

Table 8: WCC Fall-to-Fall Retention

Criterion	Fall 2015 – Fall 2016	Fall 2016 – Fall 2017	Fall 2017 – Fall 2018	3-Year Mean	Fall 2019 – Fall 2020
New First-Time Student at WCC Fall-to-Fall Retention	55%	51.8%	52.4%	53.1%	54.2%

Source: WCC's End of the Term Semester Data Marts

The College exceeded the threshold of acceptability of 53.1% by 1.1% and the goal of 54.1% by 0.1%. Even though WCC exceeded its threshold of acceptability and met the goal, the Strategic Enrollment Management (SEM) Committee plans to review and analyze retention and student "stop-out" data in the upcoming academic year. After reviewing and analyzing the data, the SEM Committee will develop strategies to increase the fall-to-fall retention of new first-time students, as well as "stop out" students at WCC. The SEM Committee plans to investigate how Aviso Retention software and the College's Achievement Coaches can assist in increasing retention rates.

Criterion 4: Annual Curriculum Completers

Annual curriculum completers aligns with WCC's institutional Goal 3 – Improve Student Success. WCC stives to increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide better skills, better jobs, better pay, and continued education attainment. In addition, this criterion supports the mission of WCC by meeting the educational and training needs of the communities it serves.

For this criterion, the annual curriculum completers consist of an unduplicated count of WCC's graduates, based upon the graduation year set by the North Carolina College System Office.

Outcome: WCC seeks to increase its annual completers each year.

Threshold of Acceptability: 855 completers

Rationale: The Office of Institutional Effectiveness examined WCC's annual curriculum completers for the graduation years of 2015-2016, 2016-2017, and 2017-2018 and averaged the three years to establish the threshold of acceptability for this criterion.

Goal: 872 completers. The goal is to increase the number of completers by 2% annually.

Table 9: Annual Curriculum Completers

Criterion	2015-2016	2016-2017	2017-2018	3-Year Mean	2019-2020
Annual Curriculum Completers	843	821	901	855	951

Source: WCC's Graduation Data Marts

Wayne Community College exceeded the threshold of acceptability of 855 completers by 96 and the goal of 872 completers by 79. Overall, the College is pleased with its performance of annual curriculum completers. In an effort to continuously seek improvement, however, the College will identify additional strategies to further increase the number of annual curriculum completers.

North Carolina Community College System Performance Measures for Student Success

Included in WCC's institutional performance indicators on student achievement are performance measures which are reported annually by the North Carolina Community College System (NCCCS). Mandated by the North Carolina General Assembly beginning in 1999, these measures are reported for all 58 North Carolina community colleges on an annual basis.

Each of the NCCCS performance measures has an associated performance goal which is determined by the North Carolina Community College System Office and is based on the previous performance of all 58 North Carolina community colleges. The College understands the importance of student achievement and uses the results of each NCCCS performance measure (indicator) for institutional improvement.

The Performance Measures for Student Success Report is the North Carolina Community College System's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of the 58 community colleges.

This system-wide model consists of baseline and excellence levels for each measure. These statistically defined levels were developed to provide consistency and promote transparency, simplicity, and objectivity. Based on three years of data (if available) for each measure, baseline levels are set two standard deviations below the system mean, and excellence levels are set one standard deviation above the system mean. These levels remain static for three years and are reset with the implementation of a new three-year cycle.

The College's Planning Council members are responsible for leading performance measures subcommittees whose task is to analyze, create, and implement strategies designed to improve the results of the performance measures in order to reach the performance goals established by the NCCCS.

There are currently seven measures including:
- Basic Skills Student Progress

- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First Year Progression
- Curriculum Student Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

North Carolina Community College System (NCCCS) Performance Measure data from 2020 in the subsections below indicate Wayne Community College's performance for each measure.

Basic Skills Student Progress

Purpose: To ensure individuals with low literacy skills are progressing academically toward credential or employment.

Description: Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG).

Collection Period: 2018-2019

Table 10: Performance Levels – Basic Skills Student Progress	
System Excellence Level	50.6%
System Baseline	24.2%
Average College Percentage	45.1%
Wayne Community College	45.4%

Source: 2020 Performance Measures for Student Success (North Carolina Community College System)

Results: Wayne Community College exceeded the System-level Baseline and the average college percentage (as compared to the other 57 North Carolina Community Colleges) and fell just short (5.2%) of the excellence level established by the NCCCS.

Student Success Rate in College-Level English Courses

Purpose: To ensure students are successfully completing a credit-bearing English course within their first three academic years.

Description: Percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years of their first fall term of enrollment.

Collection Period: Students were followed for 10 consecutive terms (including the summer terms and the preceding summer, if applicable). Baseline and excellence levels were calculated based on three years of institutional outcomes (2013, 2014, and 2015 cohorts).

Table 11: Performance Levels – Student Success Rate in College-Level English Courses	
System Excellence Level	66.6%
System Baseline	40.1%
Average College Percentage	60.6%
Wayne Community College	70.6%

Source: 2020 Performance Measures for Student Success (North Carolina Community College System)

Results: Wayne Community College exceeded the System-level Baseline, the average college percentage, and the excellence level established by the NCCCS.

Student Success Rate in College-Level Math Courses

Purpose: To ensure students are successfully completing credit-bearing Math courses within their first three academic years.

Description: Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first term of enrollment.

Collection Period: Students were followed for 10 consecutive terms (including the summer terms and the preceding summer, if applicable). Baseline and excellence levels were calculated based on three years of institutional outcomes (2013, 2014, and 2015 cohorts).

Table 12: Performance Levels – Student Success Rate in College-Level Math Courses	
System Excellence Level	46.2%
System Baseline	19.5%
Average College Percentage	42.7%
Wayne Community College	45.7%

Source: 2020 Performance Measures for Student Success (North Carolina Community College System)

Results: WCC surpassed the System-level Baseline, the average college percentage, and fell slightly shy (0.5%) of the excellence level established by the NCCCS.

First Year Progression

Purpose: To ensure first-year students are making progress toward credential completion.

Description: Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term.

Collection Period: Baseline and excellence levels were calculated based on three years of institutional outcomes (2015, 2016, and 2017 cohorts).

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Table 13: Performance Levels – First Year Progression	
System Excellence Level	71.9%
System Baseline	56.5%
Average College Percentage	70.3%
Wayne Community College	73.7%

Source: 2020 Performance Measures for Student Success (North Carolina Community College System)

Results: Wayne Community College exceeded the System-level Baseline, the average college percentage, and the excellence level established by the NCCCS.

Curriculum Completion

Purpose: To ensure student completion and/or persistence toward a post-secondary credential in a timely manner.

Description: Percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental credit hours.

Collection Period: Students were followed for 13 consecutive terms (including the summer terms and the preceding summer, if applicable). Baseline and excellence levels were calculated based on three years of institutional outcomes (2012, 2013, and 2014 cohorts).

Table 14: Performance Levels – Curriculum Completion	
System Excellence Level	52.7%
System Baseline	34.1%
Average College Percentage	53.4%
Wayne Community College	60.6%

Source: 2020 Performance Measures for Student Success (North Carolina Community College System)

Results: Wayne Community College exceeded the System-level Baseline, the average college percentage, and the excellence level established by the NCCCS.

Licensure and Certification Passing Rate

Purpose: To ensure programmatic coursework prepares students to competently practice in their chosen profession.

Description: Weighted index score of first-time test-taker results on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional program.

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Collection Period: Baseline and excellence levels were calculated based on one year of institutional outcomes (2017-18).

Table 15: Performance Levels – Licensure and Certification Passing Rate	
System Excellence Level	1.07 (index score)
System Baseline	0.79 (index score)
Average College Percentage	0.98 (index score)
Wayne Community College	0.98 (index score)

Source: 2020 Performance Measures for Student Success (North Carolina Community College System)

Results: Wayne Community College exceeded the System-level Baseline and met the average college percentage but fell short of the excellence level established by the NCCCS. Further investigation of the data indicates that the Department of Justice had an error occur during the Basic Law Enforcement Testing, which indicated that WCC had a pass rate of only 64% for the test. This score lowered the College's entire index score. The Department of Justice has recognized the error, but the current test scores and subsequent performance measure results remain unchanged at this time.

College Transfer Performance

Purpose: To ensure the academic success of community college students at a four-year university or college.

Description: Among community college Associate Degree completers and those who have completed 30 or more articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester.

Table 16: Performance Levels – College Transfer Performance	
System Excellence Level	89.4%
System Baseline	74.4%
Average College Percentage	85.4%
Wayne Community College	89.2%

Source: 2020 Performance Measures for Student Success (North Carolina Community College System)

Results: Wayne Community College exceeded the System-level Baseline and the average college percentage but fell 0.2% below the excellence level established by the NCCCS.

Annual Performance Measures for Student Success data and reports are posted on the College's Institutional Effectiveness website.

Multiple Methods of Evaluation

The College utilizes multiple measures to document student success that are appropriate to the College's mission of meeting the educational, training, and cultural needs of the communities it serves, as well as College goals through the following identified student goals and outcomes:

Goal 1 - Increase Student Access
- Key Performance Indicators
- Annual Curriculum Headcount

Goal 2 - Ensure Program Excellence
- Program Learning Outcomes
- Institutional Learning Outcomes
- Key Performance Indicators
- Academic Program Reviews
- Outcome Assessments

Goal 3 - Improve Student Success
- National Student Clearinghouse Six-Year Completion Rate
- Fall-to-Fall Retention
- Annual Curriculum Completers
- NCCCS Performance Measures for Student Success – Basic Skills Student Progress
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level English Courses
- NCCCS Performance Measures for Student Success – Student Success Rate in College-Level Math Courses
- NCCCS Performance Measures for Student Success – First Year Progression
- NCCCS Performance Measures for Student Success – Curriculum Student Completion
- NCCCS Performance Measures for Student Success – Licensure and Certification Passing Rate
- NCCCS Performance Measures for Student Success – College Transfer Performance

Goal 4 - Ensure Institutional Quality
- Academic Program Reviews
- Outcome Assessments

Wayne Community College publishes student achievement goals and outcomes.

The College regularly publishes internal goals and outcomes for student achievement through academic program reviews, program learning outcomes, institutional learning outcomes, and key performance indicators. Externally, Wayne Community publishes goals and outcomes for student achievement to include the National Student Clearinghouse and the North Carolina Community College System's annual performance measures. Additionally, student achievement results can be found on the College's Institutional Effectiveness website.

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Wayne Community College identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. Therefore, Wayne Community College demonstrates compliance with Core Requirement 8.1.

Documentation

- 2019-2020 Student Achievement Report – Criterion 1
- 2019-2020 Student Achievement Report – Criterion 2
- 2019-2020 Student Achievement Report – Criterion 3
- 2019-2020 Student Achievement Report – Criterion 4
- 2020 Performance Measures for Student Success
- Achievement Coaches
- Business Administration Program Review
- Course Syllabi – Institutional Learning Outcomes
- Course Syllabi – Program Learning Outcomes
- CPM 01-0301 – Purpose, Authority, and Membership of Standing Committees (Planning Council)
- CPM 01-0301 – Purpose, Authority, and Membership of Standing Committees (Strategic Enrollment Management)
- General Catalog and Student Handbook – Institutional Learning Outcomes
- General Catalog and Student Handbook – Program Learning Outcomes
- Goals 1-4 KPI Report (2021)
- Institutional Effectiveness Documents
- Institutional Effectiveness Website
- Performance Measures Subcommittee Structure 2020-2021
- Planning Council Meeting – June 24, 2021 (PowerPoint)
- Planning Council Meeting Minutes – June 24, 2021
- Standard 8.2.a
- Strategic Plan 2019-2024
- Student Completion Indicators (Email)
- Student Completion Indicator Metrics (Survey Response)
- Wayne Community College Fast Fact 2020
- WCC Planning Council Membership 2020-2021
- WCC Strategic Plan 2019-2024
- WCC Strategic Plan Year End Report (2017-2019)
- WCC Strategic Plan Year End Report (2019-2020)
- WCC Website – Academic Program Reviews
- WCC Website - Institutional Effectiveness
- WCC Website – Strategic Plan Year-End Reports and Key Performance Indicators

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.a Student learning outcomes for each of its educational programs.
(Student outcomes: educational programs)

_X__ Compliance   ___ Non-Compliance

Wayne Community College (WCC) demonstrates compliance with standard 8.2.a.

Narrative:

Wayne Community College's Institutional Effectiveness Process

WCC's Office of Institutional Effectiveness is responsible for the coordination and oversight of institutional assessment at the College. Wayne Community College identifies and assesses expected and student learning outcomes for all of its educational programs and uses the results to seek program improvement. The assessment process, which is documented in the College's Strategic Plan, is an ongoing, systematic, and comprehensive means of continual improvement of all educational programs.

Figure 1: WCC's Institutional Effectiveness Model

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The North Carolina State Board of Community Colleges Code 1B SBCCC 400.2 states, "Each community college shall maintain an ongoing planning process. At a minimum, college plans shall address program and facility needs; shall include the college's mission, goals and objectives, consistent with the mission of the System and with the State Board's priorities; and shall provide for evaluation of student outcomes."

Assessment Process

Institutional Effectiveness, as practiced at Wayne Community College, is an organizational commitment that focuses on planning, assessment, evaluation, and improvement. Assessment includes data collection, analysis, and dissemination to key stakeholders that provides information to be used to determine whether or not intended outcomes are being achieved. Assessment information is used to support decisions for maintaining, revising, or eliminating instructional programmatic practices. These strategies are used to inform the nature and extent of learning, facilitate curricular decision making, make connections between teaching and learning, and improve learning environments.

Student learning outcomes are assessed on a three-year cycle for each educational program through internal program learning outcomes, institutional learning outcomes, program reviews, and outcome assessments.

Wayne Community College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes for each of its educational programs.

WCC offers an organized sequence of curriculum (college credit) level courses that lead to at least one of the College's 47 associate degree programs, 20 diploma programs, and/or 98 certificate programs that are housed in five academic divisions.

Each academic program identifies and assesses expected outcomes as part of the College's planning and evaluation process, which is outlined in the College's Strategic Plan. Outcomes related to student achievement include Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), program reviews, and outcome assessments.

Outcomes are assessed based upon set baselines, standards, and targets. Baselines are determined using the average of the last three years of reported data; standards are the accepted performance level as determined by the respective program faculty, Department Chairs, and Deans; and targets are the desired performance rates as determined by the individual program faculty, Department Chairs, and Deans.

Program Learning Outcomes

Program learning outcomes (PLOs) are defined as outcomes that students who complete a specific program of study should have mastered upon graduation. PLOs for each educational program are published in WCC's General Catalog and Student Handbook and on course syllabi.

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Program learning outcomes are established and clearly defined in measurable terms (baselines, standards, and targets) by program faculty. Every PLO assessment is completed in the same manner, no matter the instructional modality (face-to-face, online, and/or hybrid). As stated in the Strategic Plan for Institutional Effectiveness, each PLO is assessed every three years.

The College offers curriculum degree programs spread across five academic divisions. Therefore, for sampling and consistency, two examples from each of the College's academic divisions are provided in the table below.

Table 1: Program Learning Outcomes				
Academic Division	Program Name	Program Learning Outcome #	Program Learning Outcome #	Program Learning Outcome #
Allied Health & Public Services	Human Services Technology	PLO #1	PLO #2	PLO #3 and PLO #4
Allied Health & Public Services	Medical Laboratory Technology	PLO #1	PLO #2	PLO #3
Applied Technologies	Agribusiness Technology	PLO #1	PLO #2	PLO #3
Applied Technologies	Computer-Integrated Machining	PLO #1	PLO #2	PLO #3
Business & Computer Technologies	Medical Office Administration	PLO #1	PLO #2	PLO #3
Business & Computer Technologies	Network Management	PLO #1	PLO #2	PLO #3
College Transfer	Associate in Arts (AA)	PLO #1	PLO #2	PLO #3
College Transfer	Associate in General Education (AGE)	PLO #1	PLO #2	
Public Safety	Basic Law Enforcement Technology (BLET)	PLO #1 - #6		
Public Safety	Criminal Justice Technology	PLO #1	PLO #2	PLO #3

Specific examples of improvements in educational programs resulting from program learning outcome analyses include:

- Agribusiness Technology – added one additional class assignment/project in PLO #3 (maintain records for agriculture businesses) for students between 2016-2017 and 2019-2020 to help them prepare for the calculations and accounting principles used in AGR 210 – Agricultural Accounting. The added assignment significantly improved student learning and success in the course (from a baseline of 57% student success in 2017 to 100% student success in 2020). Because of the drastic increase in student

success, faculty will change the PLO for the next cycle (2023-2024) to meet the needs of both the students and the industry. Additionally, during the 2020-2021 cycle, faculty decided to switch textbooks as part of their action items. Faculty cited the changing needs of the industry as the reason for switching textbooks to one that includes more variety of record keeping strategies.

- Human Services Technology – reported in PLO #2 (apply principles related to the diversity of peoples and cultures in the therapeutic relationship) that students benefited from the use of interactive exercises in therapeutic environments. Faculty members indicated that students reported the benefit of roleplay in HSE 125 - Counseling, as was evidenced from 2014-2015 to 2017-2018. The baseline set in 2014 was 78% and students achieved 92% success in the 2017-18 assessment year. Faculty will create a new signature assignment beginning in 2020-2021 to provide a more comprehensive measure of principles of diversity used in therapeutic environments.

- Medical Office Administration – adopted a new textbook in the 2017-2018 cycle, and therefore developed a new signature assignment and rubric for PLO #3 (apply professional and ethical standards within a health care setting) in OST 149 – Medical Legal Issues. The baseline (set in 2017) was 82% and students met and exceeded both the standard of 84% and the target of 86% in 2020.

Institutional Learning Outcomes

Wayne Community College has identified six college-level general education competencies or Institutional Learning Outcomes (ILOs) which are embedded in general education courses. All WCC degree programs also include a minimum of 15 general education hours. As a result, ILOs impact all programs. Per WCC's Strategic Plan, ILOs are also assessed on a three-year cycle. Wayne Community College's ILOs are included on course syllabi and in the General Catalog and Student Handbook. All of Wayne Community College's Institutional Learning Outcomes are provided in Table 2 below.

Table 2: Institutional Learning Outcomes	
ILO #1	Make effective oral presentations (Communications)
ILO #2	Compose effective written documents (Composition)
ILO #3	Analyze aspects of human culture, such as creative expressions or diverse social structures (Humanities/Fine Arts)
ILO #4	Apply appropriate mathematics to solve real-world problems (Mathematics)
ILO #5	Interpret or analyze natural phenomena using concepts and principles of the natural sciences (Natural Sciences)
ILO #6	Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences (Social Sciences)

Specific examples of improvements in educational programs as a result of institutional learning outcome analyses include:

- In the 2015-2016 cycle for ILO #1 (make effective oral presentations), faculty indicated the need for at least three assignments designed to direct students' attention to the importance of content development for making effective oral presentations. The focus on these three assignments is so that students can demonstrate mastery of the content. Students were given the assignment rubric prior to making their presentations in order to help them prepare. A rating system was developed by faculty and it was decided that presentations would be recorded so that students could review their presentations. Faculty members also used live judges (faculty and staff from the College) to evaluate the student's presentations. In the assessment of the outcome for the 2018-2019 cycle, faculty reported that the efforts benefitted students, as the baseline set in 2015-2016 was 70%, with a standard of 73% and a target of 78%. For the 2018-2019 cycle, 86% of students were successful.

- During the 2016-2017 cycle, faculty in the English department purchased grammar and writing software for supplemental instruction in writing and grammar development for ILO #2 – compose effective written documents. Faculty reported that English 112 and English 114 instructors offered more quizzes on aspects of the writing process; placed greater emphasis on research by offering specific exercises, worksheets, and quizzes on source identification, documentation, and avoiding plagiarism; designed templates to help students understand thesis construction; and designated specific class days as research workshop days. Improvements occurred in students' organization and thesis development. The baseline set in 2016-2017 was 61.6% student success rate, with a standard of 70% and a target success rate of 75%. From 2016-2017 to 2019-2020, student success increased from 61.6% to 74.8%. New action items for 2019-2020 include review sessions in English 111 – Writing and Inquiry; requiring students to develop outlines; and placing greater emphasis on constructing a thesis.

- For ILO #4 (apply appropriate mathematics to solve real-world problems), math faculty ascertained through a proportional stratified random sample that students struggled most with Math 171 – Precalculus Algebra. In 2015-2016, Math 171 had a 54% student success rate, which became the baseline. The standard was set at 70% and the target was set at 80%. Action items in 2015-2016 included reinforcing how to represent a word problem in the classroom by assigning labs that required modeling. By reinforcing the modeling techniques and increasing the number of word problems assigned to students, student success increased to 80.8% by 2018-2019. For the 2018-2019 cycle faculty created new signature assignments for Math 171, Math 143 – Quantitative Literacy, Math 152 – Statistical Methods I.

Program Reviews

Program reviews and outcome assessments at WCC serve as the instruments for evaluating individual academic programs. Every three years academic programs undergo an in-depth evaluation of their effectiveness through WCC's program review process.

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Based on an analysis of the available data, program faculty, along with external committee members, look critically at performance in all aspects of the academic program. The purpose of program reviews and outcome assessments is to identify areas of need in which to focus improvement efforts and resources.

Program review and outcome assessments are conducted by small committees consisting of the Program Chair, Dean, and a planning council member. The purpose of the College's Planning Council is to provide direction, leadership, and oversight for the College's planning and institutional effectiveness process. The planning council member is not a member of the division being reviewed. This committee is co-chaired by the Program Chair and the planning council member.

Program faculty update the status of each recommendation resulting from the program reviews and outcome assessments in the spring semester following the review year. In the next scheduled review period, the program faculty provide final updates, including any pending actions.

A schedule of program reviews and outcome assessments for the past three years is provided in Table 3. New programs such as Associate in Arts in Teacher Preparation, Associate in Science in Teacher Preparation, and Public Safety Administration have not yet undergone a program review but will be assessed during the next applicable academic cycle.

Table 3: Schedule of Program Reviews and Outcome Assessments (Three-Year Cycle)		
Academic Year	**Academic Division**	**Academic Program**
2018-2019	Applied Technologies	Agribusiness Technology
2018-2019	Applied Technologies	Air Conditioning, Heating, and Refrigeration Technology
2018-2019	Applied Technologies	Applied Animal Science Technology
2018-2019	Applied Technologies	Automotive Systems Technology
2018-2019	Applied Technologies	Aviation Systems Technology
2018-2019	Applied Technologies	Business Administration / Operations Management
2018-2019	Applied Technologies	Collision Repair and Refinishing Technology
2018-2019	Applied Technologies	Computer-Integrated Machining
2018-2019	Applied Technologies	Forest Management Technology
2018-2019	Applied Technologies	Industrial Systems Technology
2018-2019	Applied Technologies	Mechanical Engineering Technology

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2018-2019	Applied Technologies	Mechatronics Engineering Technology
2018-2019	Applied Technologies	Sustainable Agriculture
2018-2019	Applied Technologies	Turfgrass Management Technology
2018-2019	Applied Technologies	Welding Technology
2019-2020	Allied Health & Public Services	Associate Degree Nursing
2019-2020	Allied Health & Public Services	Dental Assisting
2019-2020	Allied Health & Public Services	Dental Hygiene
2019-2020	Allied Health & Public Services	Early Childhood
2019-2020	Allied Health & Public Services	Human Services Technology
2019-2020	Allied Health & Public Services	Medical Assisting
2019-2020	Allied Health & Public Services	Medical Laboratory Technology
2019-2020	Allied Health & Public Services	Pharmacy Technology
2019-2020	Allied Health & Public Services	Practical Nursing
2019-2020	Public Safety	Basic Law Enforcement Training (BLET)
2019-2020	Public Safety	Criminal Justice Technology
2019-2020	Public Safety	Criminal Justice Technology – Forensic Science
2019-2020	Public Safety	Emergency Management Technology
2019-2020	Public Safety	Public Safety Administration
2020-2021	Arts & Sciences	Associate in Arts
2020-2021	Arts & Sciences	Associate in Engineering
2020-2021	Arts & Sciences	Associate in General Education
2020-2021	Arts & Sciences	Associate in General Education – Nursing
2020-2021	Arts & Sciences	Associate in Science
2020-2021	Arts & Sciences	Associate in Arts in Teacher Preparation
2020-2021	Arts & Sciences	Associate in Science in Teacher Preparation
2020-2021	Business & Computer Technologies	Accounting & Finance

2020-2021	Business & Computer Technologies	Business Administration
2020-2021	Business & Computer Technologies	Software Development
2020-2021	Business & Computer Technologies	Cloud Technology
2020-2021	Business & Computer Technologies	IT Business Support
2020-2021	Business & Computer Technologies	Medical Office Administration
2020-2021	Business & Computer Technologies	Network Management
2020-2021	Business & Computer Technologies	Office Administration
2020-2021	Business & Computer Technologies	Risk Management and Insurance
2020-2021	Business & Computer Technologies	Cybersecurity
2020-2021	Business & Computer Technologies	Game & Automation Programming

For sampling and consistency, two program review examples from each of the College's five academic divisions are provided in the table below.

Table 4: Program Reviews		
Academic Division	**Program Name**	**Academic Year**
Allied Health & Public Services	Associate Degree Nursing	2019-2020
Allied Health & Public Services	Human Services Technology	2019-2020
Applied Technologies	Applied Animal Science	2018-2019
Applied Technologies	Air Conditioning, Heating, and Refrigeration	2018-2019
Arts & Sciences	Associate in Arts	2020-2021
Arts & Sciences	Associate in General Education	2020-2021
Business & Computer Technologies	Business Administration	2020-2021
Business & Computer Technologies	Software Development	2020-2021
Public Safety	Basic Law Enforcement Training	2019-2020
Public Safety	Criminal Justice Technology – Forensic Science	2019-2020

Specific examples of improvements in educational programs as a result of program review outcomes include:

- Collision Repair and Refinishing Technology faculty added hybrid courses to the program in 2018-2019 to try to increase fall-to-fall retention. Results from the 2019-2020 outcome assessment indicate a 9% increase in program retention from 2018-2019 to 2019-2020 (from 75% to 84%). Faculty also changed the timeline of when students can receive their welding certification and I-CAR certification to the end of the second semester. Faculty hypothesized that student retention and completion would increase by not awarding third-party certifications until the end of the program. The baseline for student completion set in 2017-2018 was 11 students, with a standard set at 12 students, and a target of 13 students completing the program. In the 2019-2020 outcomes assessment, student completions increased from 9 completers in 2016-2017; 15 completers in 2017-2018; and 18 completers in 2018-2019, which far exceeded the set target with an increase of 100% in two years.

- Game and Automation Programming faculty recommended in their 2017-2018 program review to work with gaming companies to form academic partnerships; work with four-year colleges offering similar degrees to create articulation agreements to allow WCC students to transfer to those colleges; and to create an academic chapter of the International Game Developers Association at Wayne Community College. Outcome results from 2018-2020 include the creation of academic partnerships with Epic Games and the development of a relationship with Grover Gaming; established an academic partnership with North Carolina Wesleyan College and is working towards an articulation agreement with William Peace University; and faculty are in the planning stages of creating a WCC chapter of the International Game Developers Association.

- Medical Office Administration faculty recommended in 2017-2018 that they work with UNC Health Care to implement a Medical Office Administration/Medical Scribe certificate and to increase the focus on evening course offerings in the Medical Office Administration program. Faculty reported from 2018-2020 that a Medical Office Administration/Medical Scribe Certificate program was developed and became effective in fall 2018 and 48 students graduated with this certificate in the first year. Additionally, the Medical and Office Administration Department offered five evening courses for fall 2018. These courses were offered in an 8-week hybrid format (fall I and fall II). Two of these classes had sufficient enrollment, and three had to be cancelled due to no enrollment. Four evening courses were offered for spring 2019, and they were offered in an 8-week hybrid format (spring I and spring II). Two of these classes had sufficient enrollment, and two had to be cancelled due to low or no enrollment. Faculty continue to offer courses in various flexible formats to see what works best for students.

Outcome Assessments

Even though program reviews are conducted every three years, student learning outcome assessments are reviewed annually. Each academic program identifies intended outcomes, assesses those outcomes, and uses the results to make improvements.

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Wayne Community College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes for each of its educational programs. Therefore, WCC demonstrates compliance with standard 8.2.a.

Documentation:

- Agribusiness Technology PLO #1
- Agribusiness Technology PLO #2
- Agribusiness Technology PLO #3
- Associate in Arts PLO #1
- Associate in Arts PLO #2
- Associate in Arts PLO #3
- Associate in General Education PLO #1
- Associate in General Education PLO #2
- Basic Law Enforcement Training PLO #1-6
- Collision Repair and Refinishing Technology Outcomes Follow-Up
- Computer-Integrated Machining PLO #1
- Computer-Integrated Machining PLO #2
- Computer-Integrated Machining PLO #3
- Course Syllabi – Institutional Learning Outcomes
- Course Syllabi – Program Learning Outcomes
- CPM 01-0301 – Purpose of Standing Committees
- Criminal Justice Technology PLO #1
- Criminal Justice Technology PLO #2
- Criminal Justice Technology PLO #3
- General Catalog and Student Handbook – Institutional Learning Outcomes
- General Catalog and Student Handbook – Program Learning Outcomes
- Human Services Technology PLO #1
- Human Services Technology PLO #2
- Human Services Technology PLO #3
- Human Services Technology PLO #4
- Institutional Learning Outcome #1
- Institutional Learning Outcome #2
- Institutional Learning Outcome #3
- Institutional Learning Outcome #4
- Institutional Learning Outcome #5
- Institutional Learning Outcome #6
- Medical Laboratory Technology PLO #1
- Medical Laboratory Technology PLO #2
- Medical Laboratory Technology PLO #3

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- Medical Office Administration PLO #1
- Medical Office Administration PLO #2
- Medical Office Administration PLO #3
- Medical Office Administration Recommendations Follow-Up
- Network Management PLO #1
- Network Management PLO #2
- Program Review – Air Conditioning, Heating, and Refrigeration
- Program Review – Applied Animal Science
- Program Review – Associate Degree Nursing
- Program Review – Associate in Arts
- Program Review – Associate in General Education
- Program Review – Basic Law Enforcement Training
- Program Review – Business Administration
- Program Review – Criminal Justice Technology – Forensic Science
- Program Review – Human Services Technology
- Program Review – Software Development
- Program Review Subcommittee 2020-2021
- State Board Code 1B SBCCC 400.2 – College Planning
- WCC Planning Council Membership 2020-2021
- WCC Programs
- WCC Strategic Plan 2019-2024
- WCC Strategic Plan 2019-2024 – Outcomes Assessment

9.1 **Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education.**
(Program content) [CR]

_X__ Compliance **___ Non-Compliance**

Narrative:

Wayne Community College (WCC) demonstrates compliance with Core Requirement 9.1.

Wayne Community College's educational programs embody a coherent course of study, are compatible with the stated mission and goals, and are based upon fields of study appropriate to higher education.

Curriculum programs are defined and outlined by the North Carolina Community College System (NCCCS) and consist of certificate, diploma, Associate in Applied Science, Associate in Arts, Associate in Engineering, Associate in Fine Arts, Associate in Science and Associate in General Education programs. According to the NCCCS Curriculum Standards, NC community colleges offer more than 275 certificate, diploma, and associate degrees that are divided between eleven different program areas. Because all programs are derived from the North Carolina Community College System's Catalog, WCC does not have any highly unusual or unique programs.

(a) embody a coherent course of study

The North Carolina Community College System (NCCCS) has approved Wayne Community College (WCC) to offer 165 academic programs including 47 associate degrees (AA, AS, AE, AGE, and AAS programs), 20 diplomas, and 98 certificates, as referenced on the Institutional Summary Form.

Table 1: WCC Degrees, Diplomas, and Certificates

Degrees, Diplomas, and Certificates	Curriculum Code
College Transfer Degrees	
Associate in Arts	A10100
Associate in Engineering	A10500
Associate in General Education	A10300
Associate in General Education-Nursing	A1030N
Associate in Science	A10400
Associate in Arts in Teacher Preparation	A1010T
Associate in Science in Teacher Preparation	A1040T

Section 9: Educational Program Structure and Content

Associate Degrees	
Accounting and Finance	A25800AF
Agribusiness Technology	A15100
Applied Animal Science Technology	A15280
Artificial Intelligence and Automation Programming (pending SACSCOC approval - *to be implemented Fall 2021*)	A25590A
Associate Degree Nursing	A45110
Automotive Systems Technology ATEP	A60160M
Automotive Systems Technology GM-ASEP	A60160G
Aviation Systems Technology **	A60200
Business Administration	A25120
Business Administration/Operations Management	A25120G
Cloud Technology	A25590D
Collision Repair and Refinishing Technology	A60130
Computer-Integrated Machining	A50210
Criminal Justice Technology	A55180
Criminal Justice Technology - Forensic Science	A5518C
Cybersecurity	A25590S
Dental Hygiene	A45260
Early Childhood Education Career Track	A55220CT
Early Childhood Education Licensure Transfer Track	A55220N
Early Childhood Education Non-Licensure Transfer Track	A55220N
Emergency Management Technology	A55460
Forest Management Technology	A15200
Funeral Service Education *(awarded by Fayetteville Technical Community College (FTCC), students may take up to 31 non-program semester credit hours at WCC)*	A55260
Game and Automation Programming	A25450P
Game Art & Animation	A25450A
Human Services Technology	A45380
Industrial Systems Technology	A50240
IT Business Support	A25590I
Mechanical Engineering Technology	A40320
Mechatronics Engineering Technology	A40350
Medical Assisting	A45400
Medical Laboratory Technology	A45420
Medical Office Administration	A25310
Network Management	A25590N
Office Administration	A25370
Public Safety Administration	A55480
Risk Management & Insurance	A25800RM
Software Development	A25590C
Sustainable Agriculture	A15410
Swine Management Technology	A15150

Turfgrass Management Technology	A15420
Total Degree Programs	**47**
Diploma	
Accounting & Finance	D25800
Air Conditioning, Heating, and Refrigeration Technology	D35100
Automotive Systems Technology	D60160
Aviation Systems Technology - Airframe **	D60200A
Aviation Systems Technology - Powerplant **	D60200P
Business Administration	D25120
Collision Repair and Refinishing Technology	D60130
Computer-Integrated Machining	D50210
Dental Assisting	D45240
Game and Automation Programming	D25450P
Game Art & Animation	D25450A
Industrial Systems Technology	D50240
IT Business Support	D25590I
Medical Office Administration	D25310MO
Medical Office Administration/Medical Coding	D25310
Nursing/Practical	D45660
Office Administration	D25370
Pharmacy Technology	D45580
Turfgrass Management Technology	D15420
Welding Technology	D50420
Total Diploma Programs	**20**
Certificate	
A+Fundamentals	C25590AF
Accounting/Bookkeeping	C25800
Agribusiness Technology	C15100
Air Conditioning, Heating, and Refrigeration Technology-Comfort Cooling	C35100CC
Air Conditioning, Heating, and Refrigeration Technology-Heat Pump	C35100HP
Air Conditioning, Heating, and Refrigeration Technology-Heating Technology	C35100HT
Application Development	C25590AD
Applied Animal Science Technology	C15280
Artificial Intelligence *(to be implemented Fall 2021)*	C25590AI
Artificial Intelligence and Automation Programming *(to be implemented Fall 2021)*	C25590AP
Basic Law Enforcement Training **	C55120
Business Administration	C25120
Business Administration/Operations Management	C25120G
Business Administration/Operations Management-Process Improvement	C25120GP
Business Apps	C25590BA
Business Support	C25590BS
Chatbot Development *(to be implemented Fall 2021)*	C25590CB

Collision Repair Estimating	C60130E
Collision Repair and Refinishing Technology	C60130
Computer-Integrated Machining – Basic Machining	C50210A
Computer-Integrated Machining – CNC Operator	C50210C
Computer-Integrated Machining – CNC Programming	C50210D
Computer-Integrated Machining – Computer-Aided Manufacturing	C50210F
Computer-Integrated Machining – Coordinate Measuring Machine	C50210E
Computer-Integrated Machining – Intermediate Machining	C50210B
Computer Programming	C25590CP
Criminal Justice Technology - Correctional Services Management	C55180P
Criminal Justice Technology - Forensic Science	C5518CF
Criminal Justice Technology – Management	C55180
Cyber Crime Fundamentals *(to be implemented Fall 2021)*	25590FC
Cyber Defense	C25590DC
Cyber Firewall *(to be implemented Fall 2021)*	C25590CF
Cybersecurity Analyst *(to be implemented Fall 2021)*	C25590CA
Cybersecurity Concepts* (Cybersecurity, IT Business Support, and Network Management)	C25590CC
Cybersecurity Operations* (Cybersecurity and Network Management) *(to be implemented Fall 2021)*	C25590CO
Database Support	C25590DS
Early Childhood Administrator's	C55220A
Early Childhood	C55220B
Early Childhood Special Needs	C55220C
Emergency Management - Emergency Medical Services Management	C55460E
Emergency Management - Fire Services Management	C55460F
Emergency Management - Law Enforcement Management	C55460L
Emergency Management – Management	C55460M
Emergency Management-Public Safety	C55460P
Ethical Hacker *(to be implemented Fall 2021)*	C25590EH
Forest Management Technology - Wildlife	C15200W
Hardware/Software Support	C25590HS
Industrial Automation	C50240IA
Industrial Systems	C50240
Industrial Systems Technology – Mechanical Systems	C50240MS
Infant/Toddler Care	C55290
Java Programming	C25590JP
Java Programming for AI *(to be implemented Fall 2021)*	C25590JA
Level Design for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450L
Machine Learning *(to be implemented Fall 2021)*	C25590ML
Marketing	C25120MK
Math Foundation for AI *(to be implemented Fall 2021)*	C25590MF
Mechanical Engineering Technology – Drafting	C40320A

Mechanical Engineering Technology - Engineering Technology	C40320C
Mechanical Engineering Technology – Tool Design Certificate	C40320B
Mechatronics Engineering Technology	C40350A
Medical Assisting	C45400
Medical Office Administration	C25310MO
Medical Office Administration/Dental Office	C25310D
Medical Office Administration/Medical Insurance	C25310MI
Medical Office Administration/Scribe	C25310MS
Mobile Game Development* (Game Art & Animation and Game & Automation Programming)	C25450MG
Mobile Web Development	C25590MW
Modeling and Animation	C25450MA
Natural Resource	C15200B
Network Support	C25590NU
Network Systems* (Cloud Technology, Cybersecurity, and Network Management)	C25590NY
Office Administration	C25370
Office Administration / Legal Assistant	C25370LA
Office Administration/Microsoft Applications	C25370MA
Operating Systems Support	C25590OS
Penetration Testing *(to be implemented Fall 2021)*	C25590PT
Production for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450PN
Programming for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450PG
Project Management	C25120PM
Python for Network Admin* (Cybersecurity and Network Management) *(to be implemented Fall 2021)*	C25590PN
Python Programming for AI *(to be implemented Fall 2021)*	C25590PA
Secure Communications *(to be implemented Fall 2021)*	C25590SC
Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450
Sustainable Agriculture	C15410
Systems and Hardware Support* (Artificial Intelligence and Automation Programming, Cloud Technology, Cybersecurity, IT Business Support, Network Management, and Software Development)	C25590H
Systems Support	C25590S
Transportation Technology	C60160
Turfgrass Management Technology	C15420
Virtualization Support* (Cloud Technology and Network Management)	C25590VS
Virtualization Technologies* (Cloud Technology and Network Management)	C25590VT
Web Development	C25590WD
Web Programming	C25590WP

Welding Technology	C50420WT
Welding Technology – MIG Welding	C50420MG
Welding Technology – Stick Welding	C50420S
Welding Technology – TIG Welding	C50420TG
Windows Operating Systems	C25590WO
Total Certificate Programs	**98**
Total Programs	**165**

* = Certificates list under multiple Associate Degrees in catalog

** = programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in curriculum standards

Curriculum Standards illustrate the coherence of all programs of study. There are three categories of coursework within the curriculum standards: general education, major hours, and other required hours. First year courses are typically general education, core content, and prerequisite courses. Second year courses consist of specific job knowledge and skills that integrate critical knowledge and demonstrate progressive advancement.

Every credit program at Wayne Community College embodies a coherent course of study by offering and publicizing a semester-by-semester sequence (the curriculum model) for all program offerings. Further, each program is designed either to provide job-related skills or to meet the general education requirements outlined in the North Carolina Comprehensive Articulation Agreement (CAA) for transfer to one of the 16 colleges and universities in the University of North Carolina System. The Career and Technical Education area offers credit programs (Programs of Study) leading to the Associate in Applied Science (AAS) degrees, diplomas, and certificates, specifically designed for immediate entry into employment. As part of program coherence in sequencing and increased complexity, most AAS degrees have embedded stackable credentials designed to award increased skills and career path qualifications as students move through the sequencing of their program of study towards credential completion.

Stackable credentials within programs provide the opportunity for students to integrate knowledge and develop critical skills for the workplace. For example, in addition to the Medical Office Administration associate's degree program, students have certificate options (Medical Office Administration/Dental Office Certificate, Medical Office Administration/Medical Insurance Certificate, Medical Office Administration Certificate, and Medical Office Administration/Medical Scribe Certificate) and diploma options (Medical Office Administration Diploma and/or Medical Office Administration Medical Coding Diploma).

Information about all of Wayne Community College's programs are available online, as well as in the General Catalog and Student Handbook, which is published annually both in print and online.

(b) are compatible with the stated mission and goals

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Wayne Community College's mission statement guides program development as demonstrated by the curriculum application process required by the North Carolina Community College System when a college is requesting a new program. The application requires the College to certify that "the proposed program directly relates to the mission of the College..."

WCC fulfills this mission by adhering to the College's stated goals which are to:

1. Increase Student Access: Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.
2. Ensure Program Excellence: Examine and continually improve rigor, relevance, and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher education goals.
3. Improve Student Success: Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued education attainment.
4. Ensure Institutional Quality: Examine and continually improve relevance and quality in all college administrative, students, and support services to ensure that the College's vision, mission, and goals will be achieved.

(c) are based upon fields of study appropriate to higher education

WCC's Curriculum Committee is composed of faculty and staff representing all areas of the campus. The Committee provides oversight for the programs offered and reviews proposed additions, deletions, and revisions to ensure that all programs of study maintain their academic integrity. Curriculum Committee minutes are provided as evidence of this curriculum oversight.

Creating New Programs

To initiate a new program, faculty, Department Chairs, and Deans work together to complete substantive change report forms indicating the intent to offer a new program. This process is outlined in the College's Procedure Manual 09-0202. The new program is submitted to the College's Curriculum Committee for review, discussion, and subsequent approval.

Upon WCC's Curriculum Committee's approval of a new program of study, the Curriculum Committee of the Board of Trustees reviews the documents and presents the program of study

request to the full Board for its approval. After approval by the WCC Board, the program of study is sent to the North Carolina Community College System for its application review and approval. In compliance with the Commission on Colleges' policy and procedures regarding substantive change, a substantive change notification is included as evidence that the institution follows the appropriate procedures in receiving approval before implementing new programs of study.

Once curriculum programs are established, an Advisory Committee is formed. These committees, comprised of area occupational experts, employers, and WCC instructors and administrators, meet at least twice per academic year to review and evaluate each program.

Committee responsibilities are to determine labor market trends and opportunities; the need for revised or supplemental training; new areas in which training should be developed; recommendations for programs to be established, modified, expanded, or terminated; program and course content and course learning outcomes; acceptable performance standards of students and graduates; and compliance with SACSCOC criteria, the NCCCS Programs of Study and Curriculum Standards, and other accrediting agency standards and policies.

Wayne Community College offers educational programs that (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education. Therefore, Wayne Community College demonstrates compliance with Core Requirement 9.1.

Documentation

1D SBCCC 400.1 – Curriculum Definitions
Accounting and Finance
Advisory Committee Handbook
Advisory Committee Meeting Minutes – Business & Accounting
Board of Trustee Meeting Minutes – New Program
Coherent Programs
Comprehensive Articulation Agreement
CPM 01-0301 – Purpose, Authority, and Membership of Standing Committees
CPM 09-0202 – Substantive Change Notification
Curriculum Committee – Membership Structure
Curriculum Committee Minutes – October 22, 2019
Curriculum Committee Minutes – Public Safety Administration
Curriculum Standards
Institutional Summary Form
Medical Office Administration
NCCCS New Program Application
North Carolina Community College System Catalog
Public Safety Administration Approval Letter from NCCCS
Public Safety Administration Curriculum Application for NCCCS

Section 9: Educational Program Structure and Content

SACSCOC Academic Substantive Change Reporting Form – Public Safety Administration
SACSCOC Approval – Public Safety Administration
Substantive Change Notification – Public Safety Administration
WCC Computer and Simulation Programs

9.2   **The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.**
(Program length) [CR]

_X__ Compliance   ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with Core Requirement 9.2.

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level

Program Length

Wayne Community College (WCC) offers 47 curriculum programs at the associate degree level, each with at least a minimum of 60 semester credit hours. In addition, WCC offers 20 programs at the diploma level, and 98 at the certificate level for a total of 165 academic programs. All of WCC's programs are described in the General Catalog and Student Handbook, which is published in print and online.

As a member of the North Carolina Community College System (NCCCS), Wayne Community College adheres to the State Board of Community College's Code 1D SBCCC 400.10 – Curriculum Program of Study and 400.9 Curriculum Standards for program curriculum standards based on the semester credit hour system. Semester credit hours are defined as credit assigned to a course that represents the contact hours in a normal 16-week semester, using formulas for class, lab, work, and clinical methods of instruction as specified in State Board of Community Colleges Code 1D SBCCC 400.1.

Program length is appropriate for each of the College's educational programs as established by the North Carolina Community College System. The NCCCS program division ensures that programs offered at all 58 of the North Carolina Community Colleges use the program curriculum as set forth in the NCCCS Curriculum Standards. These standards define appropriate program length for an associate degree as ranging from 60 to 76 semester credit hours. An example of a curriculum standard for business administration is provided.

Wayne Community College uses semester hour credit for all programs, whether distance or traditional.

Section 9: Educational Program Structure and Content

Table 1 lists the credit hours for each academic program at Wayne Community College.

Table 1: Credit Hours by Program

Program	Curriculum Code	Number of Credit Hours
College Transfer Degrees		
Associate in Arts	A10100	60-61
Associate in Engineering	A10500	60-61
Associate in General Education	A10300	64-65
Associate in General Education-Nursing	A1030N	60-61
Associate in Science	A10400	60-61
Associate in Arts in Teacher Preparation	A1010T	60-61
Associate in Science in Teacher Preparation	A1040T	60-61
Associate Degrees		
Accounting and Finance	A25800AF	67
Agribusiness Technology	A15100	64-69
Applied Animal Science Technology	A15280	70
Artificial Intelligence and Automation Programming	A25590A	74-75
Associate Degree Nursing	A45110	72
Automotive Systems Technology ATEP	A60160M	67-70
Automotive Systems Technology GM-ASEP	A60160G	69
Aviation Systems Technology	A60200	89**
Business Administration	A25120	67-69
Business Administration/Operations Management	A25120G	71
Cloud Technology	A25590D	65-66
Collision Repair and Refinishing Technology	A60130	69
Computer-Integrated Machining	A50210	71-73
Criminal Justice Technology	A55180	70-71
Criminal Justice Technology - Forensic Science	A5518C	64
Cybersecurity	A25590S	65-66
Dental Hygiene	A45260	74
Early Childhood Education Career Track	A55220CT	70
Early Childhood Education Licensure Transfer Track	A55220L	74
Early Childhood Education Non-Licensure Transfer Track	A55220N	74
Emergency Management Technology	A55460	65
Forest Management Technology	A15200	72-73
Funeral Service Education *(awarded by Fayetteville Technical Community College (FTCC), students may take up to 31 non-program semester credit hours at WCC)*	A55260	31
Game and Automation Programming	A25450P	65-67
Game Art & Animation	A25450A	65-67
Human Services Technology	A45380	64-65
Industrial Systems Technology	A50240	68-70

IT Business Support	A25590I	65-66
Mechanical Engineering Technology	A40320	67
Mechatronics Engineering Technology	A40350	75
Medical Assisting	A45400	70
Medical Laboratory Technology	A45420	73
Medical Office Administration	A25310	69-73
Network Management	A25590N	65-66
Office Administration	A25370	66-73
Public Safety Administration	A55480	70
Risk Management & Insurance	A25800RM	67
Software Development	A25590C	65-68
Sustainable Agriculture	A15410	65
Swine Management Technology	A15150	68
Turfgrass Management Technology	A15420	65
Total Degree Programs		**47**
Diploma		
Accounting & Finance	D25800	37
Air Conditioning, Heating, and Refrigeration Technology	D35100	43
Automotive Systems Technology	D60160	41
Aviation Systems Technology - Airframe	D60200A	50**
Aviation Systems Technology - Powerplant	D60200P	52**
Business Administration	D25120	38
Collision Repair and Refinishing Technology	D60130	43
Computer-Integrated Machining	D50210	38
Dental Assisting	D45240	48
Game and Automation Programming	D25450P	37
Game Art and Animation	D25450A	37
Industrial Systems Technology	D50240	36
IT Business Support	D25590I	37
Medical Office Administration	D25310MO	45
Medical Office Administration/Medical Coding	D25310	47
Nursing/Practical	D45660	42
Office Administration	D25370	37
Pharmacy Technology	D45580	37
Turfgrass Management Technology	D15420	40
Welding Technology	D50420	37
Total Diploma Programs		**20**
Certificate		
A+Fundamentals	C25590AF	12
Accounting/Bookkeeping	C25800	17
Agribusiness Technology	C15100	18
Air Conditioning, Heating, and Refrigeration Technology-Comfort Cooling	C35100CC	12

Air Conditioning, Heating, and Refrigeration Technology-Heat Pump	C35100HP	13
Air Conditioning, Heating, and Refrigeration Technology-Heating Technology	C35100HT	12
Application Development	C25590AD	12
Applied Animal Science Technology	C15280	15-16
Artificial Intelligence	C25590AI	18
Artificial Intelligence and Automation Programming	C25590AP	13
Basic Law Enforcement Training	C55120	20**
Business Administration	C25120	18
Business Administration/Operations Management	C25120G	16
Business Administration/Operations Management-Process Improvement	C25120GP	15
Business Apps	C25590BA	12
Business Support	C25590BS	12
Chatbot Development	C25590CB	12
Collision Repair Estimating	C60130E	13
Collision Repair and Refinishing Technology	C60130	17
Computer-Integrated Machining – Basic Machining	C50210A	12
Computer-Integrated Machining – CNC Operator	C50210C	12
Computer-Integrated Machining – CNC Programming	C50210D	16
Computer-Integrated Machining – Computer-Aided Manufacturing	C50210F	16
Computer-Integrated Machining – Coordinate Measuring Machine	C50210E	13
Computer-Integrated Machining – Intermediate Machining	C50210B	18
Computer Programming	C25590CP	12
Criminal Justice Technology - Correctional Services Management	C55180P	18
Criminal Justice Technology - Forensic Science	C5518CF	17
Criminal Justice Technology – Management	C55180	18
Cyber Crime Fundamentals	C25590FC	16
Cyber Defense	C25590DC	18
Cyber Firewall Certificate	C25590CF	12
Cybersecurity Analyst	C25590CA	12
Cybersecurity Concepts* (Cybersecurity, IT Business Support, and Network Management)	C25590CC	12
Cybersecurity Operations* (Cybersecurity and Network Management)	C25590CO	12
Database Support	C25590DS	12
Early Childhood Administrator's	C55220A	16
Early Childhood	C55220B	16
Early Childhood Special Needs	C55220C	18

Emergency Management - Emergency Medical Services Management	C55460E	18
Emergency Management - Fire Services Management	C55460F	18
Emergency Management - Law Enforcement Management	C55460L	18
Emergency Management – Management	C55460M	18
Emergency Management-Public Safety	C55460P	12
Ethical Hacker	C25590EH	15
Forest Management Technology - Wildlife	C15200W	14
Hardware/Software Support	C25590HS	12
Industrial Automation	C50240IA	17
Industrial Systems	C50240	16
Industrial Systems Technology – Mechanical Systems	C50240MS	13
Infant/Toddler Care	C55290	16
Java Programming	C25590JP	12
Java Programming for AI	C25590JA	12
Level Design for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450L	15
Machine Learning	C25590ML	18
Marketing	C25120MK	18
Math Foundation for AI	C25590MF	15
Mechanical Engineering Technology – Drafting	C40320A	12
Mechanical Engineering Technology - Engineering Technology	C40320C	16
Mechanical Engineering Technology – Tool Design Certificate	C40320B	18
Mechatronics Engineering Technology	C40350A	15
Medical Assisting	C45400	17
Medical Office Administration	C25310MO	17
Medical Office Administration / Dental Office	C25310D	17
Medical Office Administration / Medical Insurance	C25310MI	18
Medical Office Administration / Scribe	C25310MS	18
Mobile Game Development* (Game Art & Animation and Game & Automation Programming)	C25450MG	12
Mobile Web Development	C25590MW	12
Modeling and Animation	C25450MA	15
Natural Resource	C15200B	14
Network Support	C25590NU	12
Network Systems* (Cloud Technology, Cybersecurity, and Network Management)	C25590NY	12
Office Administration	C25370	17
Office Administration / Legal Assistant	C25370LA	18
Office Administration / Microsoft Applications	C25370MA	12

Operating Systems Support	C25590OS	12
Penetration Testing	C25590PT	15
Production for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450PN	12
Programming for Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450PG	12
Project Management	C25120PM	18
Python for Network Admin* (Cybersecurity and Network Management)	C25590PN	12
Python Programming for AI	C25590PA	12
Secure Communications	C25590SC	12
Simulation and Game Development* (Game Art & Animation and Game & Automation Programming)	C25450	12
Sustainable Agriculture	C15410	17
Systems and Hardware Support* (Artificial Intelligence and Automation Programming, Cloud Technology, Cybersecurity, IT Business Support, Network Management, and Software Development)	C25590H	12
Systems Support	C25590S	12
Transportation Technology	C60160	13
Turfgrass Management Technology	C15420	18
Virtualization Support* (Cloud Technology and Network Management)	C25590VS	12
Virtualization Technologies* (Cloud Technology and Network Management)	C25590VT	15
Web Development	C25590WD	12
Web Programming	C25590WP	15
Welding Technology	C50420WT	15
Welding Technology – MIG Welding	C50420MG	12
Welding Technology – Stick Welding	C50420S	14
Welding Technology – TIG Welding	C50420TG	12
Windows Operating Systems	C25590WO	12
Total Certificate Programs		**98**
Total Programs		**165**

* = Certificates list under multiple Associate Degrees in catalog

** = programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in curriculum standards

Exceptions

Even though Wayne Community College does not have any programs with fewer than the minimum semester credit hours, the College does offer four programs that exceed maximum semester credit hours and are approved by the State Board of Community Colleges (SBCC) to exceed the maximum standard hours.

The College's Associate in Applied Science Aviation Systems Technology degree program, requires students to complete 89 credit hours, while two aviation diploma programs, Airframe and Powerplant, require students to complete 50 credit hours and 52 credit hours, respectively. These hours are set by the Federal Aviation Administration (FAA) curriculum guidelines based upon Federal Regulation 147.21.

The College's Basic Law Enforcement Training (BLET) Certificate program is 20 credit hours and is set by the North Carolina Department of Justice through North Carolina Administrative Code for training hour requirements.

New Programs

The WCC College Procedures Manual (CPM) outlines the process for the review and approval of new programs. WCC's Curriculum Committee and the Curriculum Committee of the Board of Trustees of Wayne Community College review all recommendations for new programs prior to seeking approval from the full Board.

At the state level, NCCCS program personnel review the curriculum proposals from the local colleges before presenting them to the State Board of Community Colleges for final approval. Only those programs that have been approved by the WCC Curriculum Committee, the WCC Board of Trustees, and subsequently, the State Board of Community Colleges are offered at WCC. This level of oversight prevents deviation from the NCCCS-required length for all programs offered at WCC.

As part of planning for new programs, the College's Accreditation Liaison provides substantive change notification to the Southern Association of Colleges and Schools Commission on Colleges. The substantive change process is outlined in the College's Procedure Manual 09-0202. A recent example of an approved substantive change for the Risk Management and Insurance program is provided.

Once programs are approved, the College Registrar records the required hours and program of study. New or revised programs are recorded the same way. This process is an additional means by which the College ensures and monitors required hours for each program of study.

As a two-year degree-granting institution, Wayne Community College offers one or more degree programs based on at least 60 semester credit hours at the associate level. Wayne Community College does not use units other than semester credit hours. Wayne Community College does not offer combination or dual-degree programs. The College does not offer any programs with fewer than the required number of semester credit hours. Therefore, Wayne Community College demonstrates compliance with Core Requirement 9.2.

Documentation

1D SBCCC 400.1 – Curriculum Definitions
1D SBCCC 400.9 – Curriculum Standards
1D SBCCC 400.10 – Curriculum Program of Study
Aviation Systems Technology Curriculum Standard
CPM 01-0301 – Purpose, Authority, and Membership of Standing Committees
      (Curriculum Committee)
CPM 03-0201 – Curriculum Program Approval
CPM 09-0202 – Substantive Change Notification
Curriculum Standard – Business Administration
Federal Regulation 147.21
General Catalog and Student Handbook – Associate Degree Nursing
NCCCS Curriculum Standards
NCCCS Education Catalog
North Carolina Administrative Code 12 NCAC 09B.0205
Risk Management and Insurance Substantive Change
WCC Website – Basic Law Enforcement Training

**10.2   The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.
(Public information)**

   __X__   Compliance   ___   Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.2.

Wayne Community College makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

All academic calendars, grading policies, cost of attendance, and refund policies are available on the College website and in the College catalog and apply to all instructional sites and all modes of delivery.

Academic Calendar

The annual academic calendar is published in the annual General Catalog and Student Handbook which is available in print and online. A semester calendar is available on the College website and in print. The semester calendar is available in Student Services offices such as Admissions and Counseling Services and is provided to all prospective students as part of the admission process.

Grading Policies

Grading policies are published in the Catalog which is available on the WCC website and in print. Information is available concerning the College's Grading System, how students access Grade Reports, the Grade Appeal Process, Academic Progress, and the College's Grade Forgiveness Policy. Students receive specific course grading policies via course syllabi on the first day of class provided by the course instructor.

Cost of Attendance

Cost of attendance information is published on the College website and is available to both students and the public. This includes: Tuition and Fees, Tuition Rates, Net Price Calculator, Residence Classification for Tuition Purposes, Payment of Fees, and Other Expenses. Information pertaining to Paying for Classes including scholarships, financial aid, and a payment plan option, Paying Your Bill, and the College Bookstore are also on the College's public website.

Cost of attendance information is also located in the General Catalog and Student Handbook (WCC General Catalog and Student Handbook - Expenses, WCC General Catalog and Student Handbook - Tuition Per Semester, WCC General Catalog and Student Handbook - Residence

Classification for Tuition Purposes, WCC General Catalog and Student Handbook - Payment of Fees).

Refund Policies

Refund policies are published on the College website (Disbursements and Refunds) and in the General Catalog and Student Handbook (WCC General Catalog and Student Handbook - Tuition Refund Policy, WCC General Catalog and Student Handbook - Financial Aid Title IV Refund Policy, WCC General Catalog and Student Handbook - Military Tuition Refund, and WCC General Catalog and Student Handbook - Student Activity Fee Refund Policy). The Tuition and Fees Refund Policy is also included on the semester calendar that is available on the College website and in print. The semester calendar is available in Student Services offices such as Admissions and Counseling Services and is provided to all prospective students as part of the admission process.

Wayne Community College makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies, and is therefore in compliance with standard 10.2.

Documentation

Course Syllabi - Grading
Semester Calendar
Semester Calendar - Refund Policy
WCC General Catalog and Student Handbook - Academic Progress
WCC General Catalog and Student Handbook - Annual Calendar
WCC General Catalog and Student Handbook - Expenses
WCC General Catalog and Student Handbook - Financial Aid Title IV Refund Policy
WCC General Catalog and Student Handbook - Grade Appeal Process
WCC General Catalog and Student Handbook - Grade Forgiveness Policy
WCC General Catalog and Student Handbook - Grade Reports
WCC General Catalog and Student Handbook - Grading System
WCC General Catalog and Student Handbook - Military Tuition Refund
WCC General Catalog and Student Handbook - Payment of Fees
WCC General Catalog and Student Handbook - Residence Classification for Tuition Purposes
WCC General Catalog and Student Handbook - Student Activity Fee Refund Policy
WCC General Catalog and Student Handbook - Tuition Per Semester
WCC General Catalog and Student Handbook - Tuition Refund Policy
Website - Bookstore
Website - Disbursements and Refunds
Website - Net Price Calculator
Website - Other Expenses
Website - Paying for Classes
Website - Paying Your Bill

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Website - Payment of Fees
Website - Residence Classification for Tuition Purposes
Website - Tuition and Fees
Website - Tuition Rates

10.3 **The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students. (Archived information)**

__X__ Compliance ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.3.

Wayne Community College ensures the availability of archived official catalogs, both digital and print.

WCC makes archived official catalogs available to all current, former, and potential students. Archived catalogs are available in both digital and print versions.

Digital catalogs 2011-2012 through 2019-2021 are accessible on the WCC public website which includes contact information for the Office of Admissions & Records to access catalogs prior to 2011. Print copies of all catalogs from 1964 through 2020-2021 are available in the Office of Admissions and Records.

Wayne Community College's official catalogs contain relevant information for course and degree requirements sufficient to serve former and returning students.

Catalog contains program requirements:
Catalog - Programs of Study
Catalog - Cybersecurity, AAS

Catalog contains course requirements:
Catalog - Course Description - SEC 110

Catalog Update Process

The catalog update process occurs each spring. Academic Deans and Department Chairs are responsible for reviews and revision to programs and courses (Email – Catalog Updates - Programs and Courses). Service unit directors are responsible for reviews and updates to non-program information such as Admissions, Financial Aid, and Student Life (Email - Catalog Updates - General Information). Programs and courses are edited by the appropriate Department Chair and then reviewed by that area's Division Dean prior to publication.

New catalogs are published annually at the start of each fall semester and include any changes to course offerings or requirements needed to earn a specific credential. Updated catalogs are available online or in print in the Office of Admissions and Records.

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Wayne Community College ensures the availability of archived official catalogs, both digital and print, with relevant information for course and degree requirements sufficient to serve former and returning students. Therefore, WCC demonstrates compliance with standard 10.3.

Documentation

Email - Catalog Updates - General Information
Email - Catalog Updates - Programs and Courses
WCC General Catalog and Student Handbook - Course Description – SEC 110
WCC General Catalog and Student Handbook - Cybersecurity, AAS
WCC General Catalog and Student Handbook - Programs of Study
Website - Archived Catalogs
Website - Archived Catalogs - Contact Information
Website - Current Catalog

10.5 **The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices)**

 _X_ Compliance ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.5.

Wayne Community College publishes and adheres to admissions policies that are consistent with its mission:

> Wayne Community College is a learning centered, public, associate degree granting institution with an open-door admissions policy. Wayne Community College is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.
>
> Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

The College's mission statement is published in the General Catalog and Student Handbook, in print and online, on the College website, and in other publications such as the Career and College Promise Booklet and Strategic Plan for Institutional Effectiveness.

In accordance with State Board of Community Colleges Code 1D SBCC 400.2 and the Wayne Community College Board of Trustees Policy 01-25, Wayne Community College subscribes to an "open door" college admission policy. As described in College Procedures Manual (CPM) 05-0101, the College admits all applicants who are high school graduates or equivalent, or at least eighteen years of age. Wayne Community College serves all persons who desire education, job training, or cultural enrichment regardless of race, color, sex, creed, national origin, age, or disability.

A safety exception to the open-door admissions policy has been set forth by the State Board of Community Colleges Code 1D SBCC 400.2 (e) and (f) for the purpose of giving North Carolina community colleges the ability to provide a method of protection to their campuses from safety threats by applicants while simultaneously protecting the integrity of the 'open door' admissions philosophy. Wayne Community College has incorporated the State Board Code safety exception in Board of Trustees Policy 01-26 and CPM 05-0102.

In addition, the College concurrently admits actively enrolled high school students in accordance with State Board of Community Colleges Code 1D SBCC 400.11 for the purpose of enrichment and learning beyond levels available within local high schools. The Career and

College Promise (CCP) dual enrollment program provides educational opportunities for eligible North Carolina high school students to accelerate the completion of college pathways leading to college transfer or provide entry-level job skills. Minimum eligibility requirements include high school GPA and college-readiness benchmark ACT or SAT scores. The student's CCP application must also include approval of the parent and the high school principal.

Admission information is published in the General Catalog and Student Handbook and on the College website's Admissions webpage, where links are provided to online applications, placement test information, and student support services. Publishing the College's admissions policies in multiple formats makes them available to potential traditional and distance education students.

Admission to the College's curriculum programs is a five-step process which is outlined on the College website. Students complete the admission process by:

1. Completing an Application for Admission;
2. Applying for financial aid and scholarships by completing the Free Application for Federal Student Aid (FAFSA);
3. Requesting official copies of high school and college transcripts to be forwarded to the Office of Admissions and Records;
4. Completing an acceptance interview where students are given information important to starting classes such as college calendars, tuition and fee rates, and advisor information; and
5. Contacting their academic advisor to register for classes.

While admission to the College is "open door" for most curriculum programs, entrance to limited admission programs is not guaranteed. All students have the opportunity to meet minimum requirements to enter these space-limited programs. Admission policies for each limited admission program is published in an information packet, available in print as well as on the College website, and the General Catalog and Student Handbook. Wayne Community College's limited admission programs are Associate Degree Nursing, Practical Nursing, Dental Hygiene, Dental Assisting, Medical Assisting, Medical Laboratory Technology, Pharmacy Technology, and Basic Law Enforcement Training.

Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution.

Wayne Community College uses the General Catalog and Student Handbook as the main source for publishing information about the College's programs, practices, and policies. Annual editions are available in print and online. Recruiting information is also distributed through the following media channels: the College website, departmental and program brochures/flyers/posters, billboards, newspaper ads, digital signs, and community booth displays.

The following are examples of recruitment materials used to represent the College:

Printed recruitment materials:

- Bison Fest Poster
- Transitional Programs for College and Career Bookmarks
- Cybersecurity Program Brochure
- Career and College Promise Booklet
- Discover Your Potential Registration Postcard
- Application for Admission

Presentations and other recruitment materials:

- Discover Wayne Pennant
- Keep Moving Forward Billboard
- Semi-Truck Vehicle Wrap
- New Student Orientation Presentation
- Discover Wayne High School TV Monitor Image

Accurate representation of the institution

Wayne Community College continually reviews and updates its recruiting materials to ensure accurate representation of the College's programs, practices, and policies. The appropriate department, division, or administrative personnel are responsible for providing accurate information to the Office of Communications for the purpose of creating and producing new recruiting materials that adhere to the WCC brand and style guidelines (WCC Visual Identity Guidelines).

Office of Communications staff create, review, and revise recruiting publications in accordance with WCC's Publications Guidelines (CPM 08-0501 - Publication Guidelines). WCC uses project management software (Basecamp) to coordinate design projects with the Office of Communications. Basecamp facilitates the production of recruitment materials by tracking the review and editing process to ensure accuracy of information.

College recruiters are responsible for coordinating the College's recruitment efforts. WCC faculty and staff assist with recruiting presentations conducted on- and off-campus, at local high schools, and at numerous community events throughout the year. Student Ambassadors and Student Government Association Officers, under the direction of college staff, assist with tours and campus events. Examples of recruitment activities include high school career fairs, open houses, and campus tours. College recruiters ensure that consistent and accurate information is disseminated at these recruitment events.

As outlined in the Wayne Community College Procedures Manual 08-0506 – Web and Digital Communications, the Director of the Office of Communications is responsible for developing procedures for web content management; ensuring compliance with federal, state, and other regulations; and working with content owners and content mangers to keep website information current and accurate. Students, employees, and the public are directed to the online version of the General Catalog and Student Handbook and the WCC website for the most current information.

Examples of accurate representation of admissions**:**
> Website – Admission Steps
> Catalog – Admissions
> Application for Admission

Examples of accurate representation of accreditation status**:**
> Website
> Catalog
> Steps to Complete Registration Card
> Advanced Manufacturing Center Brochure
> Scholarship Opportunities Brochure

The institution ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Wayne Community College **does not use independent contractors or agents** for recruiting purposes.

The Director of Student Activities and Recruiting is responsible for the logistics of training recruiters to include establishing and maintaining school and community contacts, scheduling, and coordination of activities. Additionally, recruiters learn the processes and procedures of becoming a Wayne Community College student by shadowing staff in Admissions and Records, Financial Aid, and Counseling Services to understand the enrollment process for incoming students.

Wayne Community College publishes admissions policies consistent with its mission. WCC's recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. WCC does not employ independent contractors or agents used for recruiting purposes. Therefore, Wayne Community College demonstrates compliance with standard 10.5.

Documentation

Accurate Representation of Accreditation Status
Accurate Representation of Admissions
Application for Admission
Basecamp – MOA, OA Photo Sheets – Project Update
Bison Fest - Poster
Career and College Promise - Application
Career and College Promise - Booklet
Career and College Promise Booklet – Mission Statement
Cybersecurity - Program Brochure
Discover Your Potential – Registration Postcard

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Discover Wayne – High School TV Monitor Image

Discover Wayne – Pennant

Keep Moving Forward - Billboard

Limited Admissions - Information Packets

New Student Orientation - Presentation

Semi-Truck Vehicle Wrap

State Board of Community Colleges Code (1D SBCC 400.2) – Admission to Colleges

State Board of Community Colleges Code (1D SBCC 400.2 (e) and (f)) – Open Admission Safety Exception

State Board of Community Colleges Code (1D SBCC 400.11) – Education Services through Career and College Promise

Strategic Plan – Mission Statement

Transitional Programs for College and Career - Bookmarks

Wayne Community College Board of Trustees Policy (01-25) – Admission to College

Wayne Community College Board of Trustees Policy (01-26) – Open Admissions Exception – Safety Exception

Wayne Community College Procedures Manual (05-0101) – Admitting Curriculum Students

Wayne Community College Procedures Manual (05-0102) – Open Admissions Safety Exception

Wayne Community College Procedures Manual (08-0501) – Publication Guidelines

Wayne Community College Procedures Manual (08-0506) – Web and Digital Communications

WCC General Catalog and Student Handbook – Admissions

WCC General Catalog and Student Handbook – Limited Admissions

WCC General Catalog and Student Handbook – Mission Statement

WCC Visual Identity Guidelines

Website – Admissions

Website - Admissions Five-Step Process

Website – Career and College Promise – Eligibility

Website – Mission Statement

10.6.a An institution that offers distance or correspondence education ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit. (Distance and correspondence education)

 _X_ Compliance ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.6.a.

Wayne Community College ensures that students who register in a distance education course are the same students who participate in the course, complete the course, and receive credit for the course.

All student identities are initially confirmed during the residency application process which is completed at the time of application for admission to the College. North Carolina employs a Residency Determination Service that utilizes official documents (state-issued ID, social security information, state tax information, state voter eligibility records) and access to state and federal databases to confirm the applicant's identity prior to making a determination of in-state or out-of-state residency for tuition purposes.

WCC further verifies the identity of each student who participates in distance education coursework by employing a system that requires a secure and unique username and password.

Protecting the integrity of educational credentials, personal identity, and privacy of all students is an essential best practice, therefore all Wayne Community College students benefit from the same username and password safeguards regardless of the method of instruction (online, hybrid, or traditional). Students receive a unique username and instructions to create an initial password. This unique username and password combination is required for students to access Moodle (WCC's learning management system), as well as their student email and Self-Service (student information portal) accounts. Students must create their initial password prior to accessing any of their accounts. To protect the integrity of their account information, all WCC students must reset their password at least every 90 days using the My Bison ID – IT Help webpage.

WCC also utilizes a remote proctoring solution (Respondus) for distance education courses that ensures the integrity of distance education exams while allowing students to take online assessments from remote locations. Respondus LockDown Browser locks down the testing environment within the learning system so students cannot print, copy, access other applications, or search internet during an online exam. Respondus Monitor enables students' webcams to record during online exams. The testing session is recorded and flagged events are available to instructors for further review or testing can also be viewed live.

Further identity and privacy protection is required for students utilizing WCC's Open Computer Lab. Staff follow the Open Computer Lab Identification Check Procedures that specify

necessary steps for verifying student identity prior to assisting students with password creation, reset, or expiration issues.

Students bear significant responsibility in protecting the security of their unique username and password as detailed in the Technology Acceptable Use Policy (TAUP) located in the General Catalog and Student Handbook. The TAUP defines as unacceptable the use of another person's account, divulging passwords to anyone else, and divulging personal, confidential, or sensitive information (CPM 06-0202 – Technology Acceptable Use).

Wayne Community College does not provide instruction via correspondence education.

Wayne Community College ensures that students who register in a distance education course are the same students who participate in the course, complete the course, and receive credit for the course. Therefore, WCC demonstrates compliance with standard 10.6.a.

Documentation

Open Computer Lab - Identification Check Procedures
Residency Determination Service
Respondus
Wayne Community College Procedures Manual (06-0202) – Technology Acceptable Use
WCC General Catalog and Student Handbook – Technology Acceptable Use Procedure
Website – My Bison ID – IT Help
Website – Username and Password Creation

10.6.b An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. (Distance and correspondence education)

  X   Compliance   ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.6.b.

Wayne Community College has a written procedure for protecting the privacy of students enrolled in distance education courses.

College Procedures Manual (CPM) 05-0302 – Student Privacy – Distance Education specifically addresses procedures for protecting the privacy of distance education students including the use of unique student identification numbers and passwords, single sign-on portal, and a secure course management system.

Along with the above policy specific to distance education students, the College has a broad policy addressing compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA) (CPM 05-0301 – Confidentiality of Student Records). The General Catalog and Student Handbook outlines how Wayne Community College supports the rights and privacies afforded each student by FERPA and the role that the Office of Admissions and Records plays in safekeeping student records. FERPA information is also available to students on the College's Consumer Information webpage.

Wayne Community College does not use correspondence education for any courses or programs.

Wayne Community College has a written procedure for protecting the privacy of students enrolled in distance education courses and therefore demonstrates compliance with standard 10.6.b.

Documentation

Wayne Community College Procedures Manual Records (05-0301) – Confidentiality of Student
    Records
Wayne Community College Procedures Manual (05-0302) – Student Privacy – Distance
    Education
WCC General Catalog and Student Handbook – FERPA
Website – Consumer Information – FERPA

10.6.c An institution that offers distance or correspondence education ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. (Distance and correspondence education)

 __X__ Compliance   ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.6.c.

While Wayne Community College offers distance education courses, **there are no fees associated with verification of student identity.** The College does not charge additional tuition or fees to students enrolled in distance education courses for verification of student identity or any other purpose. Students in online courses are charged the same tuition and fees as students in seated courses. Tuition and fees are outlined on the College's website and in the General Catalog and Student Handbook.

Wayne Community College does not provide instruction via correspondence education.

As Wayne Community College does not have any fees for verification of student identity, Wayne Community College is in compliance with standard 10.6.c.

Documentation

WCC General Catalog and Student Handbook – Expenses
Website – Tuition and Fees

10.7 **The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (Policies for awarding credit)**

  X   **Compliance**   **___**   **Non-Compliance**

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.7.

The institution publishes and implements policies for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Academic credit awarded for courses is controlled through the North Carolina Community College System's Combined Course Library. The amount, level, and distribution of credit, as well as course numbering and naming, is 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 consistent with the federal definition of the credit hour. North Carolina State Board of Community Colleges Code 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 Procedure Manual (CPM 05-0104) and in the General Catalog and Student Handbook, available in print and online.

Wayne Community College offers eight-week, twelve-week, and sixteen-week courses delivered through face-to-face, online, hybrid, and web-assisted modalities as described in the Curriculum Schedule of Courses. The College does not indicate the mode of delivery on transcripts nor is a distinction made in the amount of credit awarded based on mode of delivery.

Policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery, have oversight by persons academically qualified to make the necessary judgments.

In accordance with State Board Code, the North Carolina Community College System Curriculum Course Review Committee (CCRC) is responsible for approving course additions, revising existing courses, or modifying course-defined student learning outcomes. The CCRC

Committee is comprised of ten Vice Presidents of Instruction and two presidents from community colleges in the state.

At the local level, Wayne Community College faculty make recommendations for course and program changes through the College's Curriculum Committee which includes the Vice President of Academic and Student Services, five academic Deans, and twelve faculty members from various disciplines across campus.

As an example of this process, in the fall of 2019 the Dean of Business and Computer Technologies proposed adding nine new computer science courses to the state's Combined Course Library. WCC's proposal to the North Carolina Community College System was taken to the Curriculum Course Review Committee in the March 2020 meeting (agenda) and subsequently approved by the committee (minutes).

After the courses were approved at the state level, the Department Chair of Information Systems submitted a request to the WCC Curriculum Committee to approve a new Artificial Intelligence and Programming AAS program as well as seven related certificates that all include the newly approved Artificial Intelligence courses. The WCC Curriculum Committee met in December 2020 (agenda) and approved the requested degree and certificate programs (minutes).

In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

All Wayne Community College programs are based upon credit hours. The College has no programs based upon any criteria other than credit hours.

Wayne Community College publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies have oversight by persons academically qualified to make the necessary judgments. All educational programs are based on credit hours. Therefore, Wayne Community College is in compliance with standard 10.7.

Documentation

Combined Course Library
Curriculum Course Review Committee – Procedures
Curriculum Course Review Committee – Agenda – March 2020
Curriculum Course Review Committee – Composition
Curriculum Course Review Committee – Minutes – March 2020
Curriculum Schedule of Courses
State Board of Community Colleges Code (1D SBCCC 400.1 (c)) – Curriculum Definitions – Credit Hours

State Board of Community Colleges Code (1D SBCCC 400.8 (h)) – Courses for Curriculum
      Programs
Wayne Community College Procedures Manual (05-0104) – Definition of Credit Hours
WCC Curriculum Committee – Agenda – December 2020
WCC Curriculum Committee – Composition
WCC Curriculum Committee – Minutes – December 2020
WCC General Catalog and Student Handbook – Semester System - Credit Hours

10.9 **The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (Cooperative academic arrangements)**

 X Compliance _____ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.9.

The North Carolina Community College System (NCCCS) has procedures for initiating, approving, and terminating academic agreements.

Wayne Community College participates in cooperative academic arrangements with other institutions, both college and high school (ISA – Dental Assisting – LCC) (ISA – Dental Hygiene – LCC) (ISA – DFT 170 – LCC) (ISA – EGR 150 – LCC) (ISA – Funeral Services – FTCC) (MOU – Dual Enrollment – WCPS).

All academic work produced by these agreements is transcripted as transfer credit (Transcript – Transfer Credit).

WCC has no formal agreements that produce work that is transcripted as its own. Therefore, Wayne Community College demonstrates compliance with section 10.9.

Documentation

Instructional Service Agreement Level 1 – Funeral Services – Fayetteville Technical Community College
Instruction Service Agreement Level 2 – DFT 170 – Lenoir Community College
Instructional Service Agreement Level 2 – EGR 150 – Lenoir Community College
Instructional Service Agreement Level 3 – Dental Assisting – Lenoir Community College
Instructional Service Agreement Level 3 – Dental Hygiene – Lenoir Community College
Memorandum of Understanding – Dual Enrollment – Wayne County Public Schools
North Carolina Community College System Curriculum Procedures Reference Manual – Section 6 – Instructional Service Agreement Procedures
Transcript – Transfer Credit

12.1 **The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.**
(Student support services) [CR]

  X   Compliance   ___   Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with Core Requirement 12.1.

The mission of Wayne Community College:

> Wayne Community College is a learning centered, public, associate degree granting institution with an open-door admissions policy. Wayne Community College is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.
>
> Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Student Body Profile

Wayne Community College's student population (3,181) enrolled in Fall 2020 consisted of:
- 73% part-time, 27% full-time
- 63% female, 37% male
- 54% white, 22% black, 16% Hispanic
- 71% under age 25, 29% 25 or older
- 64% receive federal and/or state aid
- 99% NC residents

The institution's academic support programs, services, and activities for students and faculty are consistent with its mission.

Table 1 illustrates academic support services for _students_ in alignment with the College's mission.

Table 1: Academic Support for Students and Wayne Community College's Mission

Academic Support for Students:	Educational Needs	Training Needs	Cultural Needs
Academic Skills Center	X	X	
Achievement Coaches	X	X	
Admissions & Records	X	X	
Advising	X	X	
Child Care	X	X	

Computer Labs & Technology	X	X	
Disability Services	X	X	X
eLearning	X	X	
Financial Aid	X	X	
Foundation	X	X	X
Honors Program	X	X	X
Library	X	X	X
Veteran Services	X	X	X

Table 2 illustrates academic support services for _faculty_ in alignment with the College's mission.

Table 2: Academic Support for Faculty and Wayne Community College's Mission

Academic Support for Faculty:	Educational Needs	Training Needs	Cultural Needs
Center for Teaching & Learning Excellence	X	X	
eLearning	X	X	
IT / Academic Technology Support	X	X	
Library	X	X	X
New Employee Orientation	X	X	
New Faculty Onboarding	X	X	
Professional Development Program	X	X	X

The institution provides appropriate academic support programs, services, and activities

For Students:

Academic Skills Center

The Academic Skills Center (ASC) provides an informal environment for students to study with assistance from professional staff and peer tutors. The ASC offers supplementary assistance through group study, one-on-one instruction, subject-specific open labs (i.e., Accounting Lab, Writing Center, Math Supplementary Instruction, and Dental Lab), and course-related worksheets. The staff also assist students in improving their study skills and becoming independent learners. Tutoring assistance is available to students both in-person and online.

Table 3 indicates the number of students who utilized the Academic Skills Center, as well as the number of hours logged from 2017-2020.

Table 3: Academic Skills Center Usage (2017 – 2020)

Academic Year	# of Students	# of Hours
2017-18	1479	9899
2018-19	1236	9307
2019-20	956	6798

Table 4 shows the results of an internal satisfaction survey regarding student experiences with the Academic Skills Center.

Table 4: Student Satisfaction with Academic Skills Center (2018 – 2021)

Students Very Satisfied / Satisfied with Academic Skills Center Services	2018 – 2019	2019 – 2020	2020 - 2021
I am satisfied with the services provided by the Academic Testing Center	98.2%	96.7%	95.89%
I am satisfied with the services provided by the Accounting Lab	98.5%	95.6%	98.08%
I am satisfied with the services provided by the Peer Tutoring program	94.6%	96.84%	96.61%
I am satisfied with the services provided by the Professional Tutoring program	97.1%	94.79%	98.31%
I am satisfied with the services provided by the Supplemental Math Lab	95.5%	93.48%	98.21%
I am satisfied with the services provided by the Writing Center	96.2%	92.45%	98.46%

Achievement Coaches

Achievement Coaches supplement academic advising by providing support and outreach to students. Instructors send Early Alerts when they notice students who seem to be struggling academically or personally in their classes. Achievement Coaches follow up on the early alerts, contacting the students and assessing their needs. They may provide support and encouragement, offer guidance, and assist students with strengthening self-management skills such as time management, goal setting, concentration, and motivation. Achievement Coaches communicate with advisors regarding student needs affecting registration such as work schedules and home-life responsibilities.

Admissions and Records

The Office of Admissions and Records is the initial entry point for new, returning, and transfer students seeking degrees, diplomas, certificates, or individual courses at the College. Staff assist applicants with admission, residency requirements, and transcript evaluation. For current and former students, staff process grades, transcripts, semester schedules of courses, and the annual course catalog. Admissions requirements and procedures are presented in CPM 05-0101 – Admitting Curriculum Students and CPM 05-0102 – Open Admissions Safety Exception and are available to students in the catalog as well as on the website.

Table 5 shows the results of an internal satisfaction survey regarding student experiences with the Office of Admissions and Records.

Table 5: Student Satisfaction with Admissions and Records (2018 – 2021)

Students Very Satisfied / Satisfied with Admissions and Records Services	2018 – 2019	2019 – 2020	2020 – 2021
I am satisfied with the application process	96.2%	97.92%	96.3%
The correspondence I received regarding my admission was clear and easily understood	95.8%	94.4%	96.93%
I am satisfied with the transcript request process	91.8%	89.92%	93.94%
Information regarding registering for classes was timely and helpful	94.4%	97.57%	96.3%
I am satisfied with the registration process	94.0%	95.59%	96.91%
Overall, I am satisfied with the services provided by Admissions and Records	96.9%	97.91%	98.76%

Advising

Academic advisors assist students in clarifying their educational and career goals, planning their coursework, and monitoring their educational progress. Associate of Applied Science (AAS) students are assigned to a faculty advisor in their program of study during the admissions acceptance process. Students enrolled in a college transfer program are assigned to an individual college transfer faculty member and then transitioned to the College Transfer Advising Center after earning 30 credit hours.

Students who are visiting from another institution or who have not declared a major are advised by staff in Counseling Services. Active-duty service members taking courses at Seymour Johnson Air Force Base are advised by the Coordinator of Base Programs, who is housed at the air force base. Dual-enrolled high school students are advised by staff in the Career and College Promise Office.

The Academic Advising/Planning area is especially important to WCC because the College's Quality Enhancement Plan is centered around student success-based advising.

WCC administers the Survey of Entering Student Engagement (SENSE) every other year to assess students' earliest experiences with the College. SENSE asks students to respond to several survey items to gauge how they felt about their academic advising experience.

Table 6 shows student responses about advising from the two most recent SENSE surveys. Student satisfaction remained consistent (within six percent) between 2017 and 2019.

Table 6: Student Satisfaction with Advising (2017 and 2019)

Students Strongly Agree / Agree	2017	2019
I was able to meet with an academic advisor at times convenient to me	81%	78%
An advisor helped me to select a course of study, program, or major	77%	78%
An advisor helped me to set academic goals and to create a plan for achieving them	57%	62%
An advisor helped me to identify the courses I needed to take during my first semester	89%	83%

Source: Center for Community College and Student Engagement, SENSE Reports.

Child Care

The North Carolina General Assembly allocates funds to assist students enrolled in state community colleges with childcare expenses. All curriculum students with dependent children may be eligible and are encouraged to apply. Priority is given to returning, single, low-income parents who are not receiving aid from another source. Financial need is determined by a student's expected family contribution calculated from their federal financial aid application.

Table 7: Child Care Grants (2017 – 2020)

Academic Year	Amount Awarded to Students
2017-18	$30,268
2018-19	$30,568
2019-20	$21,262

Wayne Community College also operates an on-campus state-licensed childcare facility offering full-time care for children ages 6 weeks to 5 years. The Center is open to the public; however, placement preference is given to WCC students, faculty, and staff. The Center is also used as a learning laboratory for students enrolled in WCC's Early Childhood Education program.

Computer Labs and Information Technology (IT) Support
Computer labs are available for student use on the WCC main campus, as well as off-campus sites. Students have access to over 700 computers, 45 printers, and 189 wireless access points providing campus-wide wireless internet access. Additionally, 17 laptop carts equipped with 427 laptops are available for checkout for in-class usage on campus. There are also 50 laptops available for student checkout from the College's library.

The College's Open Computer Lab has 47 PCs with internet access, three printers, and a copier/scanner. All instructional software used by the College is available in the Lab. Students are encouraged to use the Lab outside of class times to complete coursework for seated, hybrid, and online courses.

Table 8: Student Usage of Open Computer Lab (2017 – 2020)

Academic Year	# of Students Using Open Computer Lab
2017-2018	25,904
2018-2019	23,210
2019-2020	13,124*

*Lab closed March 2020 due to COVID and remained closed through summer 2020

IT staff are available to assist students with technology while using the Open Computer Lab. In addition, all students have access to 24/7 IT Remote Support, an online Help Desk Knowledge Base, and IT Help Live Chat via the website.

Table 9 shows the results of an internal satisfaction survey regarding student experiences with computer labs and IT support.

Table 9: Student Satisfaction with Computer Labs and IT Support (2018 – 2021)

Students Very Satisfied / Satisfied with Computer Labs and IT Support	2018 – 2019	2019 – 2020	2020 - 2021
The Open Computer Lab hours of operation meet my needs	97.50%	94.44%	95.60%
I am satisfied with the quality of the Open Lab equipment	97.50%	98.48%	100%
Staff in the Open Computer Lab are courteous	97.0%	99.49%	100%
Staff in the Open Computer Lab are knowledgeable and respond to my requests	97.0%	97.95%	100%
I am satisfied with the educational technology used in the classrooms	97.5%	96.98%	96.74%

Disability Services

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Wayne Community College provides reasonable accommodations to students to assure equal access to all programs and activities. The rights and responsibilities of students with disabilities are outlined in CPM 05-0506 – Students with Disabilities. Students have access to the legal, procedural, and educational information regarding Disability services via the website and the catalog.

Wayne Community College is committed to ensuring students with disabilities have equal access to all programs of study, as well as activities, technology, and resources provided by the College. A full-time Disability Services Counselor is available to assist students with registration, counseling, academic advising, and accommodations.

Disability Services has also provided cultural programming such as guest speakers and a disabilities open mic event.

Table 10: Number of Students Receiving Disability Services (2018 – 2020)

Year	# of Students Served
2018	488
2019	463
2020	682

eLearning (Distance Education)

The eLearning Department provides student support focused on Moodle (the College's learning management system) and eLearning. Fully online and hybrid courses have course content in Moodle, while face-to-face courses use Moodle for supplemental information and to meet student needs for scheduling flexibility. eLearning staff provide an online orientation to Moodle as well as walk-in sessions at the beginning of each semester. Staff also assist students with assessing their technical skills and readiness for online coursework and provide resources to assist students with their online coursework.

Table 11 shows the results of an internal satisfaction survey regarding student experiences with eLearning.

Table 11: Student Satisfaction with eLearning (2018 – 2021)

Students Very Satisfied / Satisfied with eLearning Services	2018 – 2019	2019 – 2020	2020 – 2021
I am satisfied with the online portion of my courses	83.2%	89.58%	93.89%
I am satisfied with the online training and resources offered to me	80.3%	86.56%	93.7%

Financial Aid

WCC's financial aid program is designed to assist eligible students with their educational and training expenses. The College offers federal and state grants, scholarships, and federal work-study opportunities. Eligible students may receive one or more types of financial assistance to support tuition, fees, books, and other educational-related expenses. The financial aid program, including how to apply, types of aid, and eligibility requirements, is outlined in CPM 05-0401 – Financial Aid Programs and is described in detail on the website as well as in the catalog.

Table 12 shows the amounts of federal Title IV financial aid awards and percentage of WCC students receiving federal aid between 2017 and 2020.

Table 12: Federal Title IV Financial Aid Awards (2017 – 2020)

Academic Year	Federal Pell Grants	Federal Supplemental Educational Opportunity Grants	Federal Work Study	Total Amount of Federal Title IV Funding	Percentage of Students Receiving Federal Title IV Aid
2017-18	$5,309,302	$108,328	$109,404	$5,527,034	59.96%
2018-19	$5,316,907	$152,072	$101,949	$5,570,928	60.17%
2019-20	$5,373,289	$133,779	$105,874	$5,612,943	59.51%

Table 13 shows the results of an internal satisfaction survey regarding student experiences with the Financial Aid Office.

Table 13: Student Satisfaction with Financial Aid (2018 – 2021)

Students Very Satisfied / Satisfied with Financial Aid Services	2018 – 2019	2019 – 2020	2020 - 2021
During my last interaction with the Financial Aid Office, the staff member addressed my issue and provided an adequate response	89.2%	93.22%	88.78%
I am satisfied with the services provided by the Financial Aid Office	93.4%	92.21%	94.59%

Foundation

Students are eligible for a variety of scholarships funded by internal and external sources. The Foundation of Wayne Community College is dedicated to providing financial assistance for students. Most WCC Foundation scholarships are funded through endowments and annual contributions donated by individuals, civic organizations, and private businesses. Students can apply for Foundation scholarships on the website.

The Foundation also provides cultural opportunities for students, faculty/staff, and the public throughout the year including an Arts and Humanities lecture series and trips to areas of interest.

Table 14: Foundation Scholarships Awarded (2017 – 2020)

Academic Year	# of Scholarships Awarded	Scholarship Funds Awarded
2017-2018	642	$415,595
2018-2019	580	$408,000
2019-2020	485	$370,779

Honors Program

The Honors Program focuses on learning, leadership, and service as integral components of a well-rounded education. Students must meet minimum academic standards to apply and remain in the program. Students in the Honors Program have the opportunity to experience more personalized learning experiences in small, honors-only sections of specific courses. Honors students also participate in field experiences and service-learning experiences outside the classroom (i.e., science outreach for children, care packages for senior citizens, care packages for homeless shelter).

Library

The Dr. Clyde A. Erwin, Jr. Library provides resources to assist students, faculty, and staff in their research and actively supports the College's mission and goals in the ongoing development of a print, audio visual, and electronic collection. Library services are offered to traditional and distance learning students as well as the general public.

Table 15: Library Resources

Print Book Collection	eBooks	Streaming Videos	Electronic Journals	Subscription Databases
36,000	360,000	90,000	26,000	144

Resources and services available from the library website that are particularly useful for distance education students include:
- Online free library card access
- Point of need reference assistance by phone or via "Ask a Librarian" website link
- Online library orientation "Student Guide to the Erwin Library"
- Online program-specific library guides
- Online tutorial assistance for library's subscription databases of ebooks, electronic journals, and streaming videos
- Online interactive "Basic Information Literacy Quiz"

Other resources and services available to in-library users include:
- Large group study/collaboration space
- Small group study/collaboration space
- Desktop and laptop computers
- Printing, copy, and scan services

Table 16 shows the results of an internal satisfaction survey regarding student experiences with the Library.

Table 16: Student Satisfaction with Library (2018 – 2021)

Students Very Satisfied / Satisfied with Library Services	2018 – 2019	2019 – 2020	2020 - 2021
Library staff members are helpful and genuinely interested in assisting me	98.40%	99.50%	99.00%
I am satisfied with the services offered by the Library	100%	99.00%	99.00%

Veteran Services

WCC is approved by the North Carolina State Approving Agency to certify curriculum courses for veteran's educational assistance. Educational assistance programs are available for eligible veterans, active-duty military, dependents, and spouses enrolled in an eligible program of study. Links to the Veterans Administration (VA) application and forms are available to students on the website. The School Certifying Official (SCO) offers guidance on obtaining, maintaining, and retaining educational benefits. The College's SCO also assists students in certifying their enrollment to the VA for payments.

Table 17: Number of Military-Related Students Served (2017 – 2020)

Academic Year	# of Students Receiving VA Benefits
2017-2018	194
2018-2019	223
2019-2020	166

The Military Resources Center provides a quiet and comfortable environment that encourages socialization while also assisting students in their pursuits of academic and career goals. The Center is a welcoming environment for active-duty military, veterans, dependents, and spouses that provides various resources such as computers, printers, school and VA information, and lounge space.

The institution provides appropriate academic support programs, services, and activities.

For faculty:

Academic Skills Center

The Academic Skills Center (ASC) is an educational support service providing direct and indirect support to faculty. The ASC serves as a resource to which faculty can direct students for academic support outside the classroom. Faculty refer students to the following ASC services:

- Academic Testing Center
- Accounting Lab
- Peer Tutoring
- Professional Tutoring
- Supplemental Math Lab
- Writing Center

The ASC Director sends individualized emails to students as a supplement to faculty notifications of student alerts. ASC staff communicate with students regarding faculty requirements for assignments so that students are cognizant of instructor requirements for a specific course. This is accomplished by direct and open communication of tutorial support services offered to students within that instructor's class. ASC staff also communicate with the faculty member regarding any improvements or concerns the staff member may encounter during the support, supplemental, or remediation services provided to the student during their time in the ASC. ASC also supports faculty by providing accommodations and makeup testing services through the Academic Testing Center.

Table 18 shows the results of an internal satisfaction survey regarding faculty experiences with the Academic Skills Center.

Table 18: Faculty Satisfaction with Academic Skills Center (2018 – 2021)

Faculty Very Satisfied / Satisfied with ASC Services	2018-2019	2019-2020	2020-2021
Academic Testing Center	97.6 %	90.22%	97.20%
Accounting Lab	100%	97.78%	97.83%
Peer Tutoring	93.20%	95.24%	94.87%
Professional Tutoring	95.20%	98.15%	97.29%
Supplemental Math Lab	96.00%	95.75%	96.15%
Writing Center	100%	91.67%	94.53%
Overall, I am satisfied with the services provided by the Academic Skills Center	93.20%	90.90%	96.15%

Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE) is a new initiative funded by a federal, U.S. Department of Education Title III Strengthening Institutions grant specific to Coaching, Advising, and Planning for Student Success. The CTLE provides resources and instructional strategies to improve teaching and learning. Center offerings and projects are driven by faculty interest and need. Examples include course design, classroom management, and a CTLE lending library and book discussions.

eLearning (Distance Education)

The eLearning Department provides faculty support focused on Moodle (the College's learning management system) and eLearning. Fully online and hybrid courses have course content in Moodle and face-to-face courses use Moodle for supplemental information and to meet student needs for scheduling flexibility. eLearning staff provide assistance to faculty with course design and technical issues.

Table 19 shows the results of an internal satisfaction survey regarding faculty experiences with the eLearning Department.

Table 19: Faculty Satisfaction with eLearning (2018 – 2021)

Faculty Very Satisfied / Satisfied with eLearning	2018 - 2019	2019 2020	2020 - 2021
Training provided to prepare faculty to teach distance education courses is appropriate	89.10%	94.20%	96.51%
Technical support services for faculty and students are adequate	94.7%	97.22%	98.86%
Quality of distance education courses is acceptable	94.40%	97.10%	98.84%
Overall satisfaction with distance education	94.70%	97.14%	98.87%

Information Technology/Academic Technology Support

WCC's Information Technology Department provides academic technology support services to faculty. Services include assistance with technology including College email, Moodle (learning management system), Colleague (student information system), WebAdvisor/Self-Service (web interface), Cengage/WebAssign, online library services, and other resources such as hardware and software installation, maintenance, and support.

Table 20 shows the results of an internal satisfaction survey regarding faculty experiences with Academic Technology Support.

Table 20: Faculty Satisfaction with Academic Technology Support (2018 – 2021)

Faculty Very Satisfied / Satisfied with Academic Technology Support	2018 - 2019	2019 - 2020	2020 - 2021
Technology resources allocated to me are sufficient to complete my job responsibilities	94.20%	93.96%	95.29%
Help desk requests are addressed in a timely manner	97.1%	94.6%	95.57%
I am satisfied with software installs and updates for classroom labs	90.90%	92.12%	94.97%
I am satisfied with the available educational technology	90.70%	94.29%	98.66%
Overall, I am satisfied with the services provided by the IT Department	97.80%	96.65%	97.61%

Library

The Clyde A. Erwin, Jr. Library is part of the Community College Libraries in North Carolina (CCLINC) consortium with a shared online catalog. Library resources include print books; ebooks; online scholarly journals, periodicals, and newspapers; and streaming videos. Faculty have the availability of personal reference assistance in person, by phone, or by email.

Library resources available to faculty include:
- Information literacy sessions – in the library and in the classroom
- Online library orientation guide "Faculty Guide to the Erwin Library" for resources and library services
- Online interactive "Basic Information Literacy Quiz" for instructors to use with students
- Access to free interlibrary loan of articles and books from a worldwide network of libraries and other academic and cultural institutions.

Table 21 shows the results of an internal satisfaction survey regarding faculty experiences with the Library.

Table 21: Faculty Satisfaction with Library (2018 – 2021)

Faculty Very Satisfied / Satisfied with Library Services	2018 - 2019	2019 – 2020	2020 - 2021
Library staff members are courteous and knowledgeable	100%	99.19%	99.33%
Library staff members respond promptly to email or telephone requests for assistance	100%	100%	99.26%
Library resources are sufficient to support my program of study	99.10%	97.89%	96.64%
Overall, I am satisfied with the services provided by the Library	100%	99.18%	97.91%

New Employee Orientation

Human Resources provides a new employee orientation program throughout the year. Newly hired faculty and staff are introduced to services, resources, and policies of the College. New employees gain knowledge about state employee benefits, supplemental benefits, College procedures, campus security, IT procedures, and College administration.

New Faculty Onboarding

Staff in the Center for Teaching and Learning Excellence (CTLE) provide an orientation for new faculty members each semester. New faculty onboarding topics include syllabus development, curriculum instructor handbook, class rosters, attendance, classroom management, teaching styles and methodologies, universal design for learning and accessibility, Colleague student information system, and Moodle learning management system.

Professional Development Program

Wayne Community College recognizes that the professional development of faculty and staff is a critical component of the College goals of increasing student access, improving student success, and ensuring program excellence and institutional quality (CPM 07-0101). WCC's Professional Development Committee is comprised of faculty and staff and has primary responsibility for the Professional Development Plan, specifying annual requirements of

professional development activities by employees. Full-time faculty (example tracking log) must complete a minimum of 30 hours of professional development activities that may include:

- Department/division meetings
- Workshops/conferences/seminars
- Facilitation of approved workshops, seminars, and conferences
- Readings/research/articles
- Mandatory College training (Moodle, information technology, safety, hazcom, emergency response team)
- College committee/subcommittees – meetings and related work
- Lunch and learn, wellness events
- College or related community/business partnership meetings
- Customer service training
- Online trainings
- WCC student club and organization activities
- WCC Foundation events and activities
- Grant proposals
- Specialized professional certifications/licenses/CEUs
- College/university coursework – approved by supervisor
- Professional organization membership activities.

The institution's student support programs, services, and activities are consistent with its mission.

Table 22 illustrates support services for students in alignment with the College's mission.

Table 22: Student Support and WCC Mission

Student Support	Educational Needs	Training Needs	Cultural Needs
Career Services	X	X	X
Clinical Services	X	X	
Male Minority Mentoring Initiative	X	X	X
Student Activities	X	X	X
Student Ambassadors	X	X	X
Student Clubs & Organizations	X	X	X
Student Government Association	X	X	X

The institution provides appropriate student support programs, services, and activities.

Career Services

Career Services provides information and resources to help students in all aspects of their career planning and development process. In addition to face-to-face workshops, seminars, and individual appointments, the Career Services Counselor offers online services such as self-directed resume assistance and resources designed to assist students in making informed decisions concerning their education and career paths.

Career Services also provides opportunities for cultural experiences through events such as an annual etiquette dinner.

Table 23: Number of Students Using Career Services (2018 – 2020)

Year	# of Students Served
2018	508
2019	561
2020	387

Table 24 shows the results of an internal satisfaction survey regarding student experiences with the Career Services Office.

Table 24: Student Satisfaction with Career Services (2018 – 2021)

Students Very Satisfied / Satisfied with Career Services	2018 – 2019	2019 – 2020	2020 - 2021
I am satisfied with the information and services provided	93.6%	95.97%	96.62%
I am satisfied with the customer service provided	95.6%	97.06%	97.97%

Clinical Services

Short-term clinical counseling, outreach, and community referrals are services provided by the College's Clinical Counselor. The Clinical Counselor makes presentations to classes promoting methods to manage self-care and introducing the idea that seeking support is a sign of strength. Class presentations also help to form relationships with faculty who are the greatest source of student referrals for clinical services.

Services such as a food pantry, clothing pantry, and an emergency grants program will be coordinated by the Case Manager.

Table 25: Number of Students Using Clinical Services (2018 – 2020)

Year	# of Students Served
2018	427
2019	525
2020	503

Male Minority Mentoring Initiative

Funded by a grant from the North Carolina Community College System, the Male Minority Success Initiative aims to positively impact the success of minority students by increasing the number of student participants who earn an academic credential and/or transfer to a four-year college or university. The College employs a full-time Achievement Coach who works with identified at-risk students to help them navigate their college experience and connect the students with appropriate College and community resources.

Students are encouraged to participate in educational, social, and cultural activities organized by the Achievement Coach. Participants have the opportunity to travel to conferences and workshops around the state and the region and visit four-year colleges and universities. The program also hosts a student club that participates in Student Government Association programs as well as Student Activities events.

Student Activities

Student Activities offers leadership, social, cultural, and recreational opportunities that enhance students' educational experiences at the College. Student Activities staff oversee all campus clubs and organizational activities. Leadership opportunities for students are available through clubs, the Student Government Association, and the Student Ambassador Program. Examples of campus-wide student activities include an annual Back-to-School Bash, Fall Fest, and Spring Spectacular.

Students are also invited to participate in online activities such as bingo and e-sports tournaments. Student Activities publishes an annual Student Planner that includes academic and non-academic dates of events throughout the school year. The Club Advisor Handbook is published annually to assist faculty and staff advisors of student clubs and organizations. Students also obtain parking stickers and student identification cards through the Office of Student Activities.

Table 26: Attendance at Student Activities Events (2017 – 2021)

Event	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021
Back to School Bash	1099	1213	1100	n/a (COVID)
Fall Fest	1051	990	1004	n/a (COVID)
Spring Spectacular	990	920	897	n/a (COVID)

Table 27 shows the results of an internal satisfaction survey regarding student experiences with the Office of Student Activities.

Table 27: Student Satisfaction with Student Activities (2018 – 2021)

Students Very Satisfied / Satisfied with Student Activities	2018 – 2019	2019 – 2020	2020 - 2021
I am satisfied with the process of obtaining a student ID and parking decal	94.60%	97.27%	97.14%
I am satisfied with the activities and events provided	97.90%	98.06%	97.18%

Student Ambassadors

Student Ambassadors are chosen to represent the College at both on-campus and off-campus events. Ambassadors must maintain a 3.0 grade point average or higher and commit to completing a minimum of 50 hours of service to the College each semester.

Examples of events that Ambassadors have assisted with include:
- Campus tours
- New student orientation sessions
- Discover Wayne open house
- Back to School Bash
- Fall Fest
- Spring Spectacular
- Board of Trustees annual retreat
- County Commissioners meet and greet breakfast
- County career fair
- Foundation golf tournament
- Foundation dinner and auction

Student Clubs and Organizations

Students are encouraged to actively participate in clubs and organizations that provide them with opportunities that increase student engagement by building friendships, creating leadership skills, and providing service to the College and the community. All WCC student clubs and organizations are approved by the Director of Student Activities and the Student Government Association.

Active student clubs and organizations are listed in the catalog. Student clubs and organizations provide social and recreational events (i.e., faculty/staff vs. student kickball game, student talent show, trip to Washington DC) and also commit to a service project on campus

(i.e., donations and service with campus food pantry, donations and service with campus childcare center, creation of campus blessing box for students in need) and in the community (i.e., service with Habitat for Humanity, Adopt-a-Highway litter cleanup, donations and service at local soup kitchen and homeless shelter) each year. Procedures related to fundraising activities by student clubs and organizations are outlined in CPM 05-0701 – Student Club and Organization Fundraising.

Student Government Association

Elected officers and representatives of all student clubs and organizations make up the Student Government Association (SGA). Academic standards required of SGA officers as well as the SGA Constitution and Bylaws are included in the WCC General Catalog and Student Handbook. The SGA provides forums for students to engage in out-of-class student development activities and serves as direct liaison to the College's administrators. The SGA President also serves as a non-voting member of the WCC Board of Trustees.

Review of Academic and Student Support Services

All academic and student service units undergo an in-depth, data-driven Service Review and Outcome Assessment on a three-year cycle as outlined in the College's Strategic Plan for Institutional Effectiveness. Service reviews include analysis of data relevant to the unit including information on the customers or students served, the internal and external environments, service unit effectiveness, and available resources. Taking into account the institutional goals, key performance indicators, and priorities, the service unit identifies areas in need of improvement and creates action plans to achieve the improvements. The service unit provides an annual update regarding the progress of its action plan and recommendations. Sample service reviews for the most recent service review cycle for Financial Aid, eLearning, and Student Activities as well as service outcome follow-ups are provided for review.

Wayne Community College provides appropriate academic and student support programs, services, and activities consistent with its mission, and therefore demonstrates compliance with Core Requirement 12.1.

Documentation

Career Events – Etiquette Dinner
Career Resources
Career Resources – Cover Letter and Resume
Club Advisor Handbook
Faculty Guide to the Erwin Library
Foundation – Arts and Humanities Lecture Series
Foundation Scholarships
Information Literacy Session – Faculty Reservation
Interlibrary Loan
IT Help Desk Knowledge Base

Section 12: Academic and Student Support Services

IT Help Live Chat
IT Remote Support
Library – Basic Information Literacy Quiz
New Employee Orientation – Agenda
New Faculty Onboarding – Agenda
Professional Development Plan
Professional Development Tracking Log
Quality Enhancement Plan Impact Report
Service Outcome Follow-Ups
Service Review – eLearning
Service Review – Financial Aid
Service Review – Student Activities
Strategic Plan for Institutional Effectiveness
Student Guide to the Erwin Library
Student Planner
Wayne Community College Procedures Manual (05-0101) – Admitting Curriculum Students
Wayne Community College Procedures Manual (05-0102) – Open Admissions Safety Exception
Wayne Community College Procedures Manual (05-0401) – Financial Aid Programs
Wayne Community College Procedures Manual (05-0506) – Students with Disabilities
Wayne Community College Procedures Manual (05-0701) – Student Club and Organization
      Fundraising
Wayne Community College Procedures Manual (07-0101) – Professional Development Program
WCC General Catalog and Student Handbook – Admissions
WCC General Catalog and Student Handbook – Disability Services
WCC General Catalog and Student Handbook – Financial Aid
WCC General Catalog and Student Handbook – SGA Bylaws
WCC General Catalog and Student Handbook – SGA Constitution
WCC General Catalog and Student Handbook – SGA Officers – Academic Standards
WCC General Catalog and Student Handbook – Student Clubs and Organizations
Website – Academic Skills Center
Website – Academic Testing Center
Website – Achievement Coaches
Website – Admissions
Website – Center for Teaching and Learning Excellence - Resources
Website – Disability Services
Website – eLearning – Faculty Resources
Website – eLearning – Online Orientation to Moodle
Website – Financial Aid
Website – FLOW Club
Website – Veterans Administration Application and Forms

12.4 **The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.**
(Student complaints)

  X Compliance   ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 12.4.

Wayne Community College publishes appropriate and clear procedures for addressing written student complaints.

Procedures for addressing written student complaints are outlined in the General Catalog and Student Handbook as well as in the College Procedures Manual CPM 05-0802 – Student Rights, Responsibilities, and Judicial Procedures and CPM 05-0804 – Appeal of Final Course Grade. This information is also included on course syllabi and on the distance education homepage. Students enrolled in distance education courses or at off-campus instructional sites follow these same procedures.

The Student Code of Conduct is regularly reviewed to ensure that it meets the needs of students and the institution. As part of the General Catalog and Student Handbook, the catalog review process (Standard 10.3 – Archived Information) ensures that all sections are reviewed and edited annually. Additionally, all CPM's are regularly reviewed and approved by the President's Council, as outlined in CPM 00-0004 – Review and Approval of College Procedures.

Written student complaints include Student Grievances, Grade Appeals, Student Code of Conduct Appeals, Limited Admission Appeals, and General Complaints that are submitted via the College's Student Complaint Reporting Form.

Student Grievance

As stated in CPM 05-0802,
> "Students have the right to file a grievance when they have reason to believe that a condition, situation, or action affecting them is unjust, inequitable, a hindrance to effective performance, is in violation of written campus policies or procedures, or constitutes arbitrary, capricious, or unequal application of written campus policies of procedures." The procedure is intended to "assure students that grievances will be considered fairly, rapidly, and in a non-threatening atmosphere."

Student grievance steps are as follows:

- First step – The student addresses the faculty or staff member where the alleged problem originated. An attempt is made to resolve the matter equitably and informally

at this level. The conference must take place within five business days after the incident which generated the complaint.

- Second step – If the complaint is not resolved at the informal conference, the student speaks with the faculty/staff member's immediate supervisor (e.g., department chair) who attempts to resolve the issue. This discussion must take place within five business days after completion of step one.

- Third step – If the complaint is not resolved within the department, the student may file a written grievance. Grievance Forms are obtained from the Associate Vice President of Academic and Student Services (AVP), or designee, who explains the written process to the student. A completed Grievance Form must be returned to the AVP within five business days after completion of step two. The AVP refers the written grievance to the appropriate administrator (e.g., division chair) involved who responds in writing to the student within ten business days after receipt of the Grievance Form.

- Fourth step – If the written statement of the administrator does not satisfy the grievant, the student may request to appear before the Student Grievance Committee. The student must submit a written request to the AVP within three business days after receipt of the administrator's response. The request shall include a copy of the Grievance Form, a copy of the administrator's written response, and the reason why the administrator's response is unsatisfactory. The AVP notifies the Vice President of Academic and Student Services who ensures that the committee is organized in a manner consistent with procedure outlined in the General Catalog and Student Handbook and CPM 05-0802 – Student Rights, Responsibilities, and Judicial Procedures. The Disciplinary Review Committee may serve as the Student Grievance Committee or, at the direction of the President, a new committee may be formed for each grievance. The Student Grievance Committee shall meet between five and fifteen business days after receipt of the request (excluding school breaks) and functions within the guidelines outlined for the Disciplinary Review Committee. The Committee Chair sends a copy of the committee's decision to all parties involved within two business days after the committee's decision.

- Fifth step – The committee's decision may be appealed to the President by either party involved within three business days after receipt of the committee's decision. The President shall render a decision within ten business days after receipt of the appeal. The decision of the President is final.

Grade Appeal

Additionally, a student has the right to appeal a final course grade when they believe their performance in a course has been incorrectly evaluated by the instructor (CPM 05-0804 – Appeal of Final Course Grade and Grade Appeal).

Steps for the Grade Appeal Process are as follows:

- First step – The student initiates discussion with the course instructor. This must occur no later than two business weeks following the completion of the course.

- Second step – If the issue cannot be resolved between the student and instructor, the student appeals in writing to the department chair. This appeal should clearly set forth the basis for the student's belief that the evaluation is incorrect. The department chair will work with the instructor and, where appropriate, division dean, to review the student's appeal and will respond to the student within one business week of the date of appeal.

- Third step – If the student is not satisfied with the department chair's decision, the student has the right to appeal that decision in writing to the Vice President of Academic and Student Services. Within one business week of the student's appeal, the Vice President will notify all parties of the decision, which is final.

Wayne Community College demonstrates that it follows the procedures when resolving written student complaints.

The grievance process is illustrated with the following example which is the most recent that demonstrates a student following the process in its entirety.

Student filed grievance against instructor for dismissal from Dental Hygiene program.
- First step – Student discussed grievance issue with instructor.
- Second step – Student discussed grievance with Department Chair as immediate supervisor of course instructor.
- Third step – Student submitted written grievance to Vice President of Academic and Student Services.
- Fourth step – Student submitted request to appear before Student Grievance Committee.
- Fifth step – Student appealed committee decision to President.
- Sixth step – Student appealed President's decision to Board of Trustees. Note that while this was the sixth and final step at the time of this grievance, the grievance procedure has been subsequently revised to end at the fifth step.

The grade appeal process is illustrated with the following example.

A student enrolled in DEN 140 appealed their final course grade.
- First step – Student verbally appealed grade to course instructor.
- Second step – Student submitted written appeal to Department Chair.
- Third step – Student submitted written appeal to Vice President of Academic and Student Services.

Other examples of written student complaints being adjudicated include a Student Code of Conduct Appeal and a Limited Admission Appeal.

Student Code of Conduct Appeal

- First step – Associate Vice President of Academic and Student Services (AVP) received Charge Form from TRN 111 course instructor.
- Second step – Following investigation, AVP notified student of outcome and sanctions.
- Third step – After student notified AVP of desire to appeal, AVP notified student and witness of scheduled appeal hearing with Disciplinary Review Committee.
- Fourth step – AVP notified student of hearing decision by Disciplinary Review Committee and option to appeal decision to College President. No further appeal was received.

Limited Admission Appeal

- First step – Student requested review of application decision by Allied Health Admissions Coordinator.
- Second Step – Student appealed to Limited Admissions Committee Chairperson. Allied Health Admissions Coordinator notified Chairperson of appeal and forwarded documentation.
- Third step – Chairperson reviewed student's application and points awarded toward admission. Chair notified student of decision. No further appeal from student.

Each of these appeal processes are handled by different areas of the College and are de-centrally stored within the final office involved in the appeal. For example, Limited Admission Appeals are stored with Admissions and Records, while Student Code of Conduct Appeals are stored with the Associate Vice President of Academic and Student Services.

Wayne Community College maintains a record of student complaints that can be accessed upon request by SACSCOC.

To offer students an avenue for general complaints that the College can more centrally track, an online Student Complaint Form was created in 2014. The online form links to the General Catalog and Student Handbook for the other formal appeal processes (i.e., Student Grievance, Grade Appeal, Student Code of Conduct Appeal).

The Student Complaint Form is linked on the Student Services section of the College website. When a student submits a complaint via the online form, the form is automatically routed to the Associate Vice President of Academic and Student Services (AVP) who assigns it to the appropriate administrator based on the nature of the complaint. As described in the College Procedures Manual (05-0802), "the assigned administrator follows up with resolution to the complaint within five business days. The administrator's response is final and is added to the official record of student complaints."

The general complaints process is illustrated with the following example.

- A student completed the Student Complaint Reporting Form from the website, and it was received by the AVP. Student had complaints against his PHY 131 instructor.
- AVP emailed Science Department Chair with copy of student complaint.
- Department Chair emailed student with follow up questions and suggested resolutions. Student did not respond to Department Chair.

The official record of student complaints, which includes Student Grievances, Grade Appeals, Student Code of Conduct Appeals, and general student complaints is housed in the Advocate management system maintained by the Associate Vice President of Academic and Student Services. The software allows for easy recognition of potential patterns in the complaints received. This includes patterns of types of complaints, patterns of who and where complaints stem, and patterns of who and where complaints are lodged.

Office of Civil Rights (OCR) Complaints

The College has no outstanding OCR complaints. The most recent OCR complaints were in 2010, 2014, and 2015. All were satisfactorily closed.

SACSCOC Complaints

The College publishes information about complaints against the institution to SACSCOC in the General Catalog and Student Handbook as well as on the college website.

There are no SACSCOC complaints filed against the College.

Wayne Community College publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving them, and maintains a record of student complaints that can be accessed upon request by SACSCOC. Therefore, WCC is in compliance with standard 12.4.

Documentation

Advocate System
Code of Conduct Appeal – First Step
Code of Conduct Appeal – Second Step
Code of Conduct Appeal – Third Step
Code of Conduct Appeal – Fourth Step
Course Syllabus – Code of Conduct
Grade Appeal – First Step
Grade Appeal – Second Step

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Grade Appeal – Third Step
Grievance Process – First Step
Grievance Process – Second Step
Grievance Process – Third Step
Grievance Process – Fourth Step
Grievance Process – Fifth Step
Grievance Process – Sixth Step
Limited Admission Appeal – First Step
Limited Admission Appeal – Second Step
Limited Admission Appeal – Third Step
Standard 10.3 – Archived Information
Student Complaint Form
Student Complaint Reporting Form – Department Chair Notification
Student Complaint Reporting Form – New Submission
Student Complaint Reporting Form – Response to Student
Wayne Community College Procedures Manual (00-0004) – Review and Approval of College
        Procedures
Wayne Community College Procedures Manual (05-0802) – Student Rights, Responsibilities, and
        Judicial Procedures
Wayne Community College Procedures Manual (05-0804) – Appeal of Final Course Grade
WCC General Catalog and Student Handbook – Grade Appeal
WCC General Catalog and Student Handbook – SACSCOC Complaint Process
WCC General Catalog and Student Handbook – Student Complaints
Website – eLearning – Student Grievance Procedure
Website – SACSCOC Complaint Process
Website – Student Services – Student Complaints

13.6   **The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. (Federal and state responsibilities)**

   _X_   Compliance   ___   Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 13.6.

WCC is in compliance with its program responsibilities under Title IV of the Higher Education Opportunity Act of 2008.

Federal financial assistance through Title IV programs plays a significant role in the recruitment and retention of students and largely impacts the College's efforts to assist students with their educational expenses. Therefore, continuous compliance with federal regulations is critical to the institution's integrity as it dictates how these funds are processed and the procedures followed at Wayne Community College. The College demonstrates compliance with this Federal Requirement through various audit and review mechanisms.

The U.S. Department of Education requires that the College submit a copy of the Fiscal Operations Report and Application to Participate (FISAP) annually. The FISAP is used by schools to apply for campus-based program funding for the upcoming year and to report campus-based program expenditures for the previous year.

The college has received approval from the U.S. Department of Education to participate in Title IV programs through June 30, 2022. The College's Program Participation Agreement is provided as evidence of continued compliance with all statutory provisions of or applicable to Title IV of the Higher Education Opportunity Act as well as the College's Eligibility and Certification Approval Report (ECAR) which also includes all approved academic programs.

Wayne Community College operates under no modified restrictions, limitations, or sanctions as it relates to Title IV programs. The College stopped participating in the William D. Ford Federal Direct Loan Program in 2014. The College's most recent student loan default rate is 19.7%.

In addition to Title IV funds received, the College also administers state funds provided by the North Carolina legislature. These funds include the North Carolina Lottery Scholarship, the North Carolina Community College Grant, the North Carolina Childcare Grant, North Carolina Targeted Assistance, and North Carolina Less-Than-Halftime programs. These funds are accountable through the same review mechanisms and audit procedures as done for Title IV funds.

In North Carolina, colleges are required to submit the North Carolina Higher Education Data Collection Report annually. This report contains a summary of grants, scholarships, loans, and third party pay awarded by the college each year.

WCC provides evidence that its financial aid programs are audited as required by federal and state regulations.

The College prepares annual financial statements within the guidelines of the Governmental Accounting Standards Board, an independent organization that establishes and improves standards of accounting and financial reporting for state and local governments. The College submits the annual financial statements to the North Carolina Office of the Controller and the North Carolina Office of the State Auditor every two years and to federal agencies as required.

As stated in North Carolina General Statute 115D-58.16, "Each community college shall be audited a minimum of once every two years. Community Colleges may use state funds to contract with the State Auditor or with a certified public accountant to perform the audits. The colleges shall submit the results of the audits to the State Board of Community Colleges."

As outlined in BOT Policy 04-17 – Sound Fiscal and Management Policy and CPM 04-0702 - Sound Fiscal and Management Practices, WCC has adopted "fiscal practices to assure sound fiscal and management of the college." Fiscal practices specific to audits include:
- "Ensuring that audits are conducted consistent with North Carolina General Statute 115D-20(9) and North Carolina General Statute 115D-58.16.
- Addressing any findings identified in audits, compliance reviews, SACSCOC reviews, or other monitoring reviews."

The North Carolina Office of the State Auditor audits the College's federal financial aid and issues a comprehensive statewide independent audit under the Single Audit Act, which meets federal auditing and reporting guidelines in accordance with the Office of Management and Budget Circular A-133. This audit report deals with programs authorized pursuant to Title IV of the Higher Education Act (HEA) of 1965, as amended, 20 U.S.C. 1070 et seq (Title IV, HEA Programs) (Statewide Single Audit Report – FY 2020, Statewide Single Audit Report – FY 2019, Statewide Single Audit Report – FY 2018).

Periodically, a college is selected to be audited at the college level rather than the state level (College-Level Single Audit Report – FY 2016, College-Level Single Audit Report – FY 2012, College-Level Single Audit Report – FY 2010). Colleges are chosen based on total federal dollars spent and the time period from which the last college-level single audit occurred. The most recent audit report (College-Level Single Audit Report – FY 2016) noted that "The following institutions have no deficiencies … Wayne Community College."

In addition to the North Carolina Office of the State Auditor's review of federal programs under the Single Audit Act, the North Carolina Office of the State Auditor, under the authority of North Carolina General Statute 147-64.6 and North Carolina General Statute 115D-58.16, performs a comprehensive financial audit of the College's financial statements, including

internal controls, every two years. The Office of the State Auditor performed a comprehensive financial audit for the most recent fiscal year (Financial Audit Report – FY 2020).

The two previous comprehensive financial audits from the Office of the State Auditor are also available for review (Financial Audit Report – FY 2018, Financial Audit Report – FY 2016). In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2020, the Auditor stated, "The results of our tests disclosed no deficiencies in internal control over financial reporting that we consider to be material weaknesses in relation to our audit scope or any instances of noncompliance or other matters that are required to be reported under Government Auditing Standards."

Management Letters from the North Carolina Office of the State Auditor are available for review (Management Letter – FY 2020, Management Letter – FY 2018, Management Letter – FY2016).

In addition to the financial statements, the College also submits the Comprehensive Annual Financial Report to the North Carolina Office of the State Controller. Current year and prior year Comprehensive Annual Financial Reports are available for review (Comprehensive Annual Financial Report – FY 2020, Comprehensive Annual Financial Report – FY 2019, Comprehensive Annual Financial Report – FY 2018).

Each year through 2010, the College had been performing an assessment of its internal controls over financial reporting using a questionnaire from the North Carolina Office of the State Controller. Beginning in Fiscal Year 2011, the North Carolina Office of the State Controller has required colleges to review its annual assessment of internal controls through a statewide program referred to as EAGLE (Enhancing Accountability in Government through Leadership and Education). This program established comprehensive standards, policies, and procedures to ensure a strong and effective system of internal control within state government. The College completed its 10th annual review of its internal control processes using the EAGLE program in July 2020 (EAGLE 2020 – Financial Aid Segments - Redacted). This process is coordinated by the College's Controller and assessments are completed by a committee representing other service units on campus. Verification of this review process was submitted to the North Carolina Office of the State Controller in July 2020 (EAGLE – Internal Control Certification – FY 2020).

In March 2014, for the first time in nearly thirty years, the College underwent a comprehensive Program Review of its Title IV aid administration by the U.S. Department of Education. The purpose of a Program Review is to evaluate compliance with the Title IV, HEA statute and regulations, identify liabilities owed to the Department for errors in compliance, and to improve future institutional capabilities. There were four findings that required further action. All findings were satisfactorily closed (Program Review – Final Determination).

Wayne Community College has adequate controls between the Financial Aid Office and the Business Office in that no one office may both award and disburse funds. For federal financial transactions, WCC operates on an electronic transfer basis. Financial Aid staff certify and adjust the awards using the U.S. Department of Education's Common Origination and Disbursement

(COD) website. The COD system processes and sends funding level adjustments to the U.S. Department of Education's grants management system known as G5. Business Office personnel sign in to the G5 system to process drawdowns of federal financial aid funds or to return funds as needed. The College manages federal financial aid funds in accordance with the U.S. Department of Education's guidelines (Federal Student Aid Handbook).

Wayne Community College is in compliance with its program responsibilities under Title IV of the Higher Education Opportunity Act of 2008. The College also audits financial aid programs as required by federal and state regulations. Therefore, Wayne Community College demonstrates compliance with standard 13.6.

Documentation

College-Level Single Audit Report – FY 2010
College-Level Single Audit Report – FY 2012
College-Level Single Audit Report – FY 2016
Comprehensive Annual Financial Report – FY 2018
Comprehensive Annual Financial Report – FY 2019
Comprehensive Annual Financial Report – FY 2020
EAGLE 2020 – Financial Aid Segments – Redacted
EAGLE – Internal Control Certification – FY 2020
Eligibility and Certification Approval Report (ECAR)
Federal Student Aid Handbook
Financial Audit Report – FY 2016
Financial Audit Report – FY 2018
Financial Audit Report – FY 2020
Fiscal Operation Report and Application to Participate (FISAP)
Governmental Accounting Standards Board – Standards and Guidance
Management Letter – FY 2016
Management Letter – FY 2018
Management Letter – FY 2020
North Carolina General Statute 115D-20(9) – Powers and Duties of Trustees
North Carolina General Statute 115D-58.16 - Audits
North Carolina General Statute 147-64.6 – Auditor – Duties and Responsibilities
North Carolina Higher Education Data (NCHED) Collection Report
Office of Management and Budget Circular A-133
Program Participation Agreement
Program Review – Final Determination
Single Audit Act
Statewide Single Audit Report – FY 2018
Statewide Single Audit Report – FY 2019
Statewide Single Audit Report – FY 2020
Student Loan Default Rate

Section 13: Financial and Physical Resources

Wayne Community College Board of Trustees Policy (04-17) – Sound Fiscal and Management
Policy

Wayne Community College Procedures Manual (04-0702) – Sound Fiscal and Management
Practices

13.7 **The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.**
(Physical resources)

_X__ Compliance **___ Non-Compliance**

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 13.7.

WAYNE COMMUNITY COLLEGE'S PHYSICAL RESOURCES
Physical Facilities

Wayne Community College (WCC) has adequate physical resources to support the educational, training, and cultural needs of the communities served by the College in support of the College's mission. Since 1990, the College has operated on its current campus, which is located on 156 acres on the north side of the city of Goldsboro, North Carolina. The first buildings were constructed in 1978 and the site became the main campus in 1990 after construction of a central plant and two more classroom buildings. The newest building was delivered via new construction in August 2020.

Eleven instructional buildings and three greenhouses are located on the main campus. In addition, maintenance and grounds facilities and a childcare center are located on campus. Off-campus facilities include a College-owned aviation classroom building and a leased hangar at the Wayne Executive Jetport, both of which are primarily maintained and operated by WCC. The Jetport is approximately 6.5 miles and ten minutes from the main campus. The County of Wayne Government owns the hangar facility and is responsible for the building shell. The College is responsible for the internal hangar facility and all utilities.

Maps of the main campus and the Wayne Executive Jetport are located in the "About WCC" section of the WCC website, along with Campus Video Tours. These resources provide an overview of the suitability of buildings and grounds for educational and cultural events held on campus.

The Building Characteristics Report (BCR) from the most current Wayne Community College Facilities Inventory and Utilization Report for Fall 2018 reflects all of the College's physical facilities inventory, whether owned or leased. The report provides a snapshot of the cost, replacement value, and space available to appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. For each building in the College's inventory, a condition code is reflected. All WCC buildings have a code of "1", indicating that the buildings are "*Satisfactory* - Suitable for continued use with normal maintenance." This report also reflects the growth history of the College in terms of adding capacity to support its mission.

Curriculum classes are also taught at the Seymour Johnson Air Force Base's (SJAFB) Watkins-Das Education Center and at one high school location in Wayne County. In addition, continuing education courses are taught in various locations throughout Wayne County. The SJAFB site, high school site and multiple continuing education sites are neither operated, nor maintained by WCC.

RESPONSIBILITY FOR PHYSICAL RESOURCES
Administrative Responsibility

The Vice President of Operations reports directly to the College President and is responsible for College owned and/or operated physical resources and maintenance of a safe environment at both on-campus and off-campus facilities. The Facilities and Grounds Department reports to the Vice President of Operations as defined in the organizational charts.

Additional physical resources are under the responsibility of Vice President of Financial and Business Services / Chief Financial Officer (CFO), who reports directly to the College President. Information technology and instructional equipment are examples of resources housed within Financial and Business Services.

Facilities And Grounds Maintenance Organization

The Facilities Maintenance, Grounds, and Housekeeping staff report directly to the Facilities and Grounds Superintendent who, in turn, reports to the Vice President of Operations, as seen in the Operations Division Organizational Chart. The Facilities and Grounds Department is comprised of 31 employees, who maintain all facilities and grounds on campus as well as the two buildings and the grounds off-campus at the Wayne Executive Jetport.

The Operations Division mission and the Facilities and Grounds Department mission are reflective of the College's mission statement. Additionally, the mission of the Financial and Business Services Division and the Information Technology Department are equally reflective. This ensures that WCC complies with this standard by operating physical facilities that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Figure 1: Reflective Mission Statements of College, Division, and Department

College Mission
Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves

Operations Division Mission
The Operation Division provides support functions that ensure a safe, clean, comfortable environment for working, teaching and learning; systems and services; and the infrastructure to ensure college success.

Facilities and Grounds Mission

Maintain campus facilities and grounds in fully operational, safe, and aesthetically appealing fashion to enable and enhance the educational and training needs of the community.

Financial and Business Services Mission

The Business Office supports the mission of the college by maintaining the financial assets of the College while providing fiscal guidance and quality customer service to the students, other College departments, external agencies and the community.

Information Technology Mission

Maintain campus facilities and grounds in fully operational, safe, and aesthetically appealing fashion to enable and enhance the educational and training needs of the community.

LONG-RANGE CAMPUS MASTER PLAN

Wayne Community College maintains a long-range facilities master plan. A comprehensive Campus Master Plan was developed in 2017-2018 by the architectural and engineering firm HH Architecture, and covered the period of 2018 to 2028. The current Campus Master Plan was developed to prioritize the facility needs of the College and to provide a guideline for future campus renovations and building acquisitions. This Campus Master Plan was approved by The Board of Trustees (BOT) on September 25, 2018 (Building Committee report, BOT Minutes Sept. 25, 2018). Annually, since approval of the current Campus Master Plan, the BOT has received detailed updates regarding the progress of master plan initiatives. The most recent update was provided in the 2021 Board Retreat Presentation (Facilities) at the BOT Retreat on January 29, 2021.

If necessary, any future updates to priorities or needs requiring alteration to the current Campus Master Plan will be accomplished through an addendum. Addendums to the master plan will be achieved via contracting with an architecture firm to evaluate the need, design an effective solution, and incorporate the modifications into the current plan. Any changes require BOT approval.

According to North Carolina General Statute (NCGS) 115D-32-34 Local financial support of institutions, the tax-levying authority of each institution (for WCC, the County of Wayne) is responsible for providing adequate support for operation of facilities. State bonds supporting higher education are another means of funding new construction on campus. Some of the new projects outlined in the 2018-2028 Facilities Master Plan have not been accomplished due to lack of funding, and therefore, remain in the Campus Master Plan. Facility projects have been

prioritized based upon program needs, enrollment, ability to repurpose space to mitigate short-term needs, and other factors.

ADEQUACY OF PHYSICAL RESOURCES

Wayne Community College operates facilities, both on- and off-campus, that appropriately serve the needs of the institution.

Educational Programs

Wayne Community College operates or leases 481,677 gross square feet (GSF) of facilities, which is adequate to appropriately serve the needs of the institution's 47 degree programs, 20 diploma programs, and 98 certificate programs (Credit Hours by Program list). There are a total of 324,353 square feet (SF) of assignable academic space as reported in the **Facilities Inventory and Utilization Study, 2018 (GSF)** for the State of North Carolina. This annual study is part of the Higher Education Comprehensive Planning Program operated by the state with data reported to and assembled by the University of North Carolina General Administration. This study includes the latest confirmed data available through the provider and published based on the 2018 reporting year. Therefore, the data supplied does not incorporate the 34,524 gross square foot Ash Building. The Ash Building is a new construction building, which was delivered in the fall semester of 2020.

Educational Programs - Facilities Utilization

Wayne Community College's five-year average of 115 square feet per full time equivalent (FTE) falls in the middle of five other North Carolina Community Colleges that are of similar size based on FTE and enrollment to WCC. According to the Facilities Inventory and Utilization Study, 2018 (FTE) for the State of North Carolina, public two-year colleges nationally average 70 square feet per FTE, the North Carolina Community College System average is 120 square feet per FTE. Wayne Community College's average of 115 square feet per FTE is higher than the national average. The weighted average of the cohort of peer colleges is 110 square feet per FTE *(Five Year Average SF per FTE)*.

Figure 2: Five-year Average Square Feet per FTE Comparison
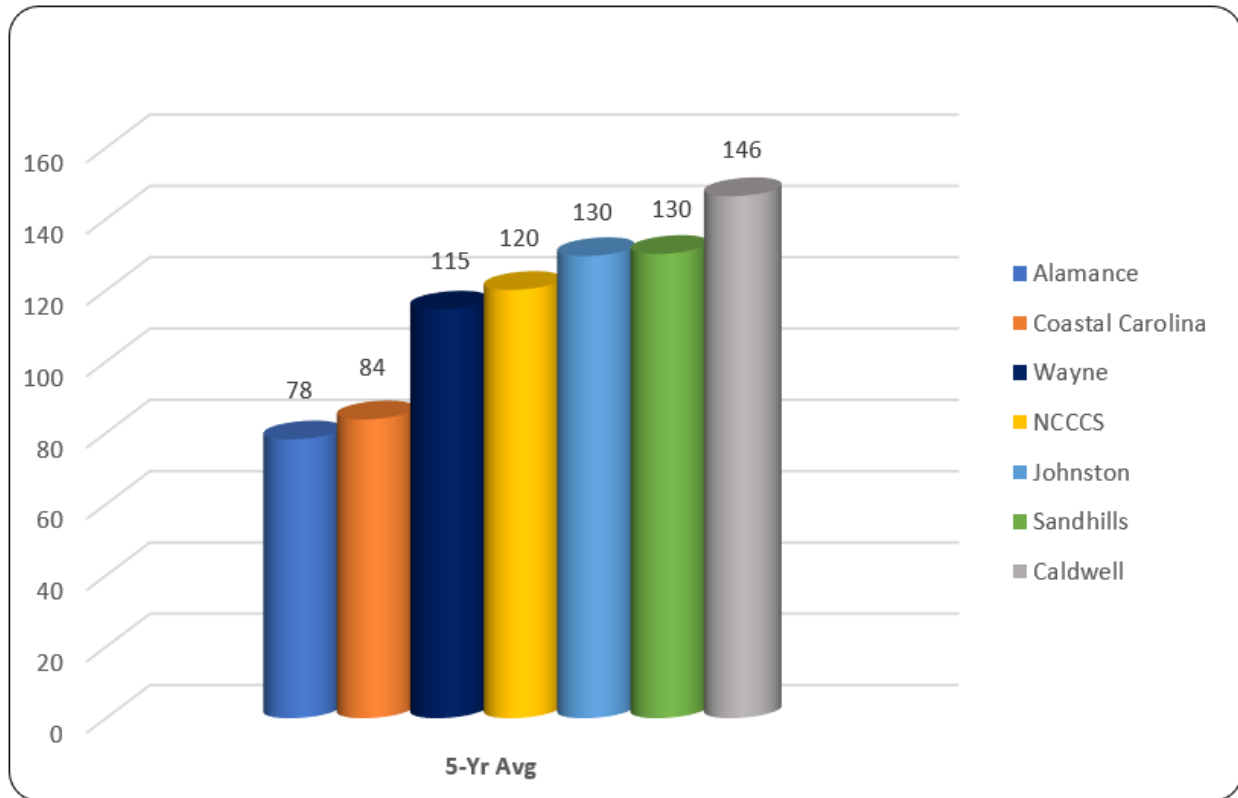
Source: Facilities Inventory and Utilization Study 2018, State of North Carolina, The University of North Carolina Commission on Higher Education Facilities, Chapel Hill, North Carolina.

The College strives to efficiently and effectively utilize facilities to meet the needs of the communities it serves. Utilization hours per classroom (17.4 hours per week) are significantly higher than most North Carolina community colleges (12.5 hours per week). Utilization hours per laboratory (14.0 hours per week) are higher than most North Carolina community colleges (11.6 hours per week). Compared to five other North Carolina Colleges of similar size, as well as comparison to the North Carolina Community College System average, this data confirms that WCC efficiently and effectively utilizes facilities.

Table 1 and Table 2, respectively, reflect the weekly classroom and lab utilization for the campus (including both buildings at the Wayne Executive Jetport) between 2014 and 2018.

Table 1: Average Weekly Room Hours of Instruction in Classrooms

Organization	Daytime	Night	All Hours				
	2018	2018	2018	2017	2016	2015	2014
Wayne	14.8	2.6	17.4	18.6	18.5	17.2	19.0
Alamance	10.7	2.5	13.2	13.6	10.6	17.1	16.6
Coastal Carolina	14.5	2.8	17.3	18.8	17.6	19.3	18.3
Johnston	13.9	2.2	16.1	14.5	13.1	12.7	12.7
Sandhills	10.5	1.9	12.4	12.3	12.9	13.5	13.9
Caldwell	9.2	1.3	10.5	12.0	12.1	12.4	11.0
NCCCS Average	10.4	2.1	12.5	12.9	13.3	14.4	15.4

Source: Facilities Inventory and Utilization Study 2018, *State of North Carolina, The University of North Carolina Commission on Higher Education Facilities, Chapel Hill, North Carolina.*

Table 2: Average Weekly Room Hours of Instruction in Class Laboratories

Organization	Daytime	Night	All Hours				
	2018	2018	2018	2017	2016	2015	2014
Wayne	11.5	2.5	14.0	17.2	14.5	15.4	14.4
Alamance	7.3	1.6	8.9	8.9	14.5	15.5	16.7
Coastal Carolina	20.4	1.9	22.3	23.3	20.5	19.7	22.5
Johnston	8.4	2.1	10.5	11.1	10.3	9.9	10.4
Sandhills	8.6	0.4	9.0	9.2	8.9	10.5	9.8
Caldwell	8.0	2.1	10.1	9.4	11.1	9.1	8.6
NCCCS Average	9.6	2.0	11.6	12.0	12.5	13.2	14.0

Source: Facilities Inventory and Utilization Study 2018, State of North Carolina, The University of North Carolina Commission on Higher Education Facilities, Chapel Hill, North Carolina.

Table 3 reflects the classroom and lab utilization for the campus (including both buildings at the Wayne Executive Jetport) between 2012 and 2018, by hour from 8:00 AM to 10:00 PM. Utilization for the campus averaging between 0.00% and 35.00% is reflected in the yellow shaded areas. These are considered under-utilized or as having available capacity. Utilization averaging between 35.01% and 65.00% is shaded in green. Space is optimally utilized during these times. Utilization over 65.00% is shaded in red, indicating slightly over-utilized spaces. This data reflects that the campus educational space is adequate to meet the educational and training needs of the institution (Room Occupancy 2012-2018). Data and specifications are determined by the campus summary of the 2018 Facilities Inventory and Utilization Study. Similar information is available on a room-by-room basis.

Table 3: Room Utilization by Hour 2012-2018

Room Type	Year	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	Total
Classroom	2012	37.3	53.6	55.9	46.4	42.4	42.0	30.5	21.0	10.2	6.4	16.9	14.9	13.2	7.8	28.5
Classroom	2013	31.3	57.8	60.4	50.9	43.6	35.3	28.0	13.8	8.4	6.2	19.3	17.1	13.1	9.1	28.2
Classroom	2014	35.9	59.7	63.1	62.4	45.2	44.8	36.2	26.6	12.8	6.9	17.9	15.5	11.7	6.9	31.8
Classroom	2015	29.7	64.1	60.3	54.8	51.4	39.0	22.8	14.5	9.0	2.8	16.2	16.2	14.8	9.3	28.9
Classroom	2016	32.9	61.8	65.4	50.4	53.2	47.5	24.6	21.4	14.3	7.5	18.2	16.4	14.3	10.0	31.3
Classroom	2017	32.8	58.3	67.2	57.6	49.7	43.4	26.9	22.8	10.0	6.6	17.9	16.2	12.8	8.6	30.8
Classroom	2018	27.6	58.6	64.1	55.9	51.7	36.6	21.4	16.6	6.9	5.9	19.3	17.2	16.2	8.6	29.0
Classroom	Total	32.5	59.1	62.3	54.1	48.2	41.2	27.2	19.6	10.2	6.0	18.0	16.2	13.7	8.6	29.8
Lab	2012	19.2	46.0	50.8	50.4	25.2	26.4	29.6	27.6	16.4	9.2	19.6	20.4	15.2	8.0	26.0
Lab	2013	16.4	42.9	44.3	45.0	25.7	26.4	25.7	17.5	9.3	19.3	17.5	14.3	9.6	24.1
Lab	2014	15.7	41.8	43.2	41.1	23.6	22.1	24.3	20.4	15.4	7.1	15.4	14.6	13.2	9.6	22.0
Lab	2015	17.9	44.5	48.3	41.7	32.4	29.0	31.0	26.6	18.3	8.6	13.1	12.4	11.4	9.0	24.6
Lab	2016	18.6	45.1	45.4	44.4	26.4	20.7	24.7	21.7	16.3	5.1	12.9	12.9	12.5	8.5	22.5
Lab	2017	24.3	50.4	49.3	47.5	25.4	22.9	27.1	24.3	18.9	7.9	19.6	19.6	19.6	10.7	26.3
Lab	2018	16.1	37.9	44.3	41.4	26.4	17.5	22.1	19.3	12.9	8.2	16.4	15.4	13.9	7.9	21.4
Lab	Total	18.3	44.1	46.4	44.4	26.5	23.6	26.3	23.3	16.5	7.9	16.5	16.0	14.3	9.1	23.8

Source: Data from the State of North Carolina Higher Education Comprehensive Planning Program Wayne CC Facilities Inventory and Utilization Study Report 2018, *Room Occupancy and Station Usage, 2012-2018*

Examples are provided to demonstrate how the College's physical facilities on- and off-campus appropriately serve WCC's educational program needs.

The Dogwood Building is a three-story building that houses the Business Office, Administrative Suite, College Foundation, Office of Institutional Effectiveness, Faculty Offices, Music and Art Classrooms, and numerous general purpose classrooms shared by the College and Wayne Early Middle College High School. The Dogwood Building was built in 1992 and was renovated to accommodate the Administrative and Business Office functions in 2003. As evidenced by the Building Characteristic Report (BCR), the Dogwood Building has 36,798 GSF and 20,604 assignable SF. The building cost $3,037,689 and has an estimated replacement cost of $7,718,388. Space allocated to art and music is highlighted in the Room Characteristic Report (RCR) (Dogwood RCR). Music classes within the Associate in Arts Program have an appropriate multi-purpose, tiered space that accommodates both chorus and class lecture requirements with up to 56 stations or seats. A nine-seat piano lab and ample storage are next door. The visual arts lab and storage encompasses 1,078 SF and accommodates up to 25 stations.

The Aviation Systems Technology Program needs space at an airport with a hangar to house the airplanes for students to work on as well as classroom and lab spaces. As evidenced by the Airport and Aviation Hangar RCRs, the Airport Building (7,860 SF) and Aviation Hangar (12,146 SF) at the Wayne Executive Jetport provide appropriate classroom and lab space. The airport classroom building houses four classrooms, a small library appropriate to the program needs, a computer lab, an electronics lab and a composites lab, along with offices, restrooms, and other support space. The hangar building, with its rolling doors, has a metal fabrication and repair room, ample storage rooms, restrooms, and a main hangar area which houses engine test stands and several airplanes. There is also a concrete apron between the hangar and the taxi-way to the runway. In 2017 the main Internet feed for the Aviation program at the Wayne Executive Jetport was replaced with a dedicated 200 Mb Internet feed. Additionally, fiber was installed between the Aviation classroom building and the hangar. This provided additional stable bandwidth to the space and improved the ability to add additional wireless capacity to the space. This enables students and staff to retrieve documents, specification sheets and

schematic prints of the planes and components using wireless devices. An iPad cart is utilized for this purpose.

The Air Conditioning, Heating and Refrigeration Technology Diploma Program requires classroom, lab, office, and storage space. The Magnolia Building RCR reflects the four adjacent spaces that meet these needs. In total, rooms 103, 104, 106 and 108, as reflected in the Building Floorplan File, comprise 3,079 SF for this program. Additionally, there is space outside for storage of air conditioners, heat pumps, and other equipment, which can be rotated into the lab as needed for training.

The Building Characteristic Report and the Room Characteristic Reports for each building are available to demonstrate that the College has allocated adequate space to meet all of its educational program needs. Unique lab space needed by each program, such as auto bays, computer labs, welding booths, and a dental clinic, are detailed in these reports.

The Watkins-Das Education Center at Seymour Johnson Air Force Base (SJAFB) is operated and maintained by the U.S. Air Force. The Air Force ensures that the facilities are adequate to meet the needs of the military service men and women and their families for their education and training needs. A Memorandum of Understanding with the Air Force allows WCC to offer college transfer coursework to base personnel and to civilians with the appropriate authorization to access the base.

Support Services

An array of student support services and supporting departments are housed within the physical facilities of Wayne Community College. Some of these include the Information Technology Department, eLearning Department, Academic Skills Center, Library Services, Career Services, and multiple computer labs.

The first floor of the Wayne Learning Center is specifically designed to provide support services for students and visitors. The Student Services support areas on the first floor of the WLC Building provides for a positive front-door experience for students and efficient workflow for Admissions and Records, Financial Aid, Counseling, and Student Services administrative offices. Also provided is a staffed campus information desk, which provides directory and contact information to students and visitors. This position controls the campus telephone switchboard and is the primary contact for reservations of facilities for use by external community entities.

Other Mission Related Activities

Wayne Community College's mission statement indicates that the College strives to meet the cultural needs of the communities it serves. The College houses one of the largest assembly spaces in Wayne County with a 400-seat auditorium, an attractive adjacent atrium, and multiple tiered lecture halls. The College's immaculate grounds make the campus a top choice for many outdoor events as well, including a public use walking track, tennis court, and softball field. Civic groups, non-profit agencies, and other organizations reserve space at the College for

numerous events, which meet the cultural needs of the communities served. In 2019, the list of events projected attendees to exceed 3,600 people, as extracted from the 25Live® automated room/event scheduling system. The examples in Table 4 illustrate the types of events held on campus that expand cultural opportunities for our county.

Table 4: Events Held at WCC

Event	Event Date	Exp Head Count	Location
Whitfield Hall of Fame Dinner, Awards, Clinic	1/11/2019	150	Auditorium
Hope Monument Rededication and Reception	1/6/2019	40	Monument
A Broadway Story - Benton Whitley	2/4/2019	60	Walnut 101
Miss WEMCHS Pageant	2/15/2019	150	Auditorium
WEMCHS Black History Program	2/28/2019	150	Auditorium
WEMCHS Black History Program	3/1/2019	250	Auditorium
Wayne County Reads	3/12/2019	100	Auditorium
Miss Eastern Wayne Pageant	3/15/2019	300	Auditorium,
Why Search for the Lost Colony- lecture	3/18/2019	60	Walnut 101
The Allied Invasion of Europe - lecture	3/25/2019	60	Walnut 101
Cures For Colors run	3/30/2019	200	Outdoors
The Song of the South - lecture	4/4/2019	60	Walnut 101
Judicial Independence - lecture	4/8/2019	60	Walnut 101
Washington Slept Here - lecture	4/15/2019	60	Walnut 101
Battle of Leyte - lecture	5/14/2019	50	Walnut 101
Firefighter Memorial Service	6/15/2019	100	Vets Memorial
Climb Out of Darkness Walk	6/22/2019	150	Parking Lots
Carolina Public Humanities for WCPS Teachers	6/27/2019	45	Auditorium
Distinguished Young Women Event	8/24/2019	200	Auditorium,
The Blood Connection Blood Drive	8/28/2019	150	Parking Lot
Naturalization Oath Ceremony	9/11/2019	200	Auditorium
More than Just Mosaics – lecture	9/15/2019	125	Auditorium
American Red Cross Blood Drive	9/17/2019	150	Atrium
Constitution Day Event	9/19/2019	45	Walnut 101
Volunteer Fair	9/26/2019	100	Atrium
Faces of Poverty - lecture	10/14/2019	60	Walnut 101
A Bridge too Far: Operation Market Garden	10/21/2019	60	Walnut 101
Writing Teachers Write- faculty lecture	10/28/2019	60	Walnut 101
Little & Teen Miss Goldsboro	11/2/2019	100	Auditorium
History of Anti-Vaccination Movement	11/4/2019	50	Walnut 101
Veterans Day Celebration	11/7/2019	100	Auditorium
Holiday Bazaar	11/16/2019	100	Atrium
History of Culture Wars	11/19/2019	60	Walnut 101

WELL-MAINTAINED BUILDINGS AND GROUNDS

Routine Maintenance

The Facilities and Grounds Superintendent utilizes departmental staff to identify and make routine repairs daily. In addition, contract services and direct-order contractors are used to execute projects and tasks requiring special expertise.

Routine maintenance work orders are generated through electronic forms as outlined in the College Procedure Manual (CPM 06-0501 - Maintenance Work Order Request). Routine work orders are numbered and controlled within the eMaint™ Computerized Maintenance Management System (CMMS). Work orders are reviewed daily by the Maintenance Supervisor and assigned to appropriate maintenance staff members for execution. Work orders, once assigned, are transferred to the maintenance team member electronically and received via an electronic tablet. The electronic tablet assigned to each member of the maintenance team provides a portal for access to work orders, equipment repair documentation, repair supplies inventory, and a map of critical equipment locations. The tablet also provides a means for reporting of labor and material assignment to work tasks and projects, as well as providing real-time updates to work order progress and status. Immediate or emergency work orders may be assigned on demand or entered and closed after the emergency has been resolved. Routine repair work orders provide evidence that the WCC comprehensive maintenance program is effective.

Routine maintenance of the grounds at both on and off-campus sites includes grass cutting, trimming, edging, blowing, and maintenance of sprinkler systems, as well as snow removal, sanding, and salting walking surfaces in winter. Campus beautification projects include planting new trees and shrubs and seasonal potted plants at several building entries.

Completed and planned maintenance projects are reported to the Board of Trustees bi-monthly through the Building Committee of the Board of Trustees. The Building Committee Report provides a summary of the work of the Facilities and Grounds Maintenance Department and is reflected in the Board of Trustees meeting minutes.

Preventive Maintenance

Wayne Community College's Maintenance Program focuses heavily on preventive maintenance (PM). Recurring PM tasks, schedules, and required supplies are entered in the eMaint™ CMMS. These established PM details result in a work order being issued at the appropriate time, as determined by the automated schedule of the PM entry. Work orders may also be entered as one-time assignments to be executed at the most opportune times, such as during student breaks and between semesters. Buildings and rooms are most easily accessible during breaks and between semesters and maintenance staff is least likely to disturb faculty or students at these times. PM and repair projects are prioritized and budgeted each year and funds are set aside annually to replace critical equipment such as exit lights, emergency egress lights, and batteries. Resealing parking lots, painting, and carpeting are also found in the annual budgets every year.

Preventive maintenance related to grounds and grounds equipment is outlined in the Grounds Preventive Maintenance section of the WCC Maintenance Program. That part of the program addresses preventive measures such as application of fertilizer, pesticides, herbicides, and fungicides, along with several other topics.

Routine PM is also performed on systems across the campus as evidenced by preventive maintenance work orders. Drive belts are inspected and replaced as needed, filters are replaced on a planned regular basis, and lubrication of various systems is completed to ensure the systems operate reliably to support the needs of the institution. Vehicle maintenance is also completed on a PM schedule. Each vehicle in the fleet is maintained and inspected between each use and has a schedule for oil changes and annual inspections. The Vehicle Oil Changes and Inspections Schedule is a good example of routine PM. Other examples include fire suppression system inspections, back-flow prevention inspections, and elevator inspections, which are all included in the Service Contract Budget portion of the county operational budget.

Deferred Maintenance

Wayne Community College makes every effort to refrain from deferring maintenance. The risk associated with deferring maintenance from a safety or total cost incurred perspective generally leads College Administration to a decision not to defer. **There have been no deferrals of required safety-related projects.**

Providing the only recent example of a deferred maintenance project, replacement of the College's heating/cooling hydronic loop piping system was deferred for a period while adequate funding was secured. The hydronic loop, comprised of more than two miles of underground mechanical piping, was identified as in need of replacement in the mid 2010's as a result of multiple leaks requiring repair. The replacement, estimated as a multi-million-dollar project, was deferred with a commitment from the county funding source to make necessary incremental repairs in the interim. The system was identified as a potential critical failure by the Vice President of Operations in 2019. The County of Wayne committed to providing a direct allocation to fund the hydronic loop replacement, as indicated in a request for an emergency project declaration to the North Carolina State Construction Office. This replacement project was completed in January 2020.

Funding Physical Facilities Maintenance and Repair

Wayne Community College's operations and maintenance functions are fully funded by the County of Wayne in accordance with North Carolina General Statute (NCGS) 115D-32 Local financial support of institutions, which outlines the local support required for plant operation and maintenance at each of the 58 community colleges in North Carolina. WCC is the county's only public institution of higher education and receives adequate financial assistance from the County of Wayne to meet the College's needs. Over the three-year period beginning fall 2018 through spring 2021, total county appropriations (County Budget Requests) averaged over $4.2 million annually for current and capital expenses as indicated in Table 5.

Table 5: County Budget Requests for Fiscal Years Ending 2019 to 2021

Budget	FY19	FY20	FY21	3 Yr. Total	3 Yr. Avg.
Administration	$ 89,365.00	$ 91,728.00	$ 92,542.00	$ 273,635.00	$ 91,211.67
General Institution	$ 374,622.00	$ 417,439.00	$ 427,673.00	$ 1,219,734.00	$ 406,578.00
Workforce Development	$ 206,632.00	$ 238,181.00	$ 240,628.00	$ 685,441.00	$ 228,480.33
Plant Operations	$ 2,011,823.00	$ 2,106,217.00	$ 2,151,884.00	$ 6,269,924.00	$ 2,089,974.67
Plant Maintenance	$ 1,654,455.00	$ 1,664,107.00	$ 1,780,094.00	$ 5,098,656.00	$ 1,699,552.00
Total Current Operations	**$ 4,336,897.00**	**$ 4,517,672.00**	**$ 4,692,821.00**	**$ 13,547,390.00**	**$ 4,515,796.67**
Capital Outlay	$ 210,644.00	$ 218,692.00	$ 144,500.00	$ 573,836.00	$ 191,278.67
Total Budget	**$ 4,547,541.00**	**$ 4,736,364.00**	**$ 4,837,321.00**	**$ 14,121,226.00**	**$ 4,707,075.33**
Less: Anticipated Rental Revenue	$ 36,000.00	$ 36,000.00	$ 36,000.00	$ 108,000.00	$ 36,000.00
Total Appropriations Requested	**$ 4,511,541.00**	**$ 4,700,364.00**	**$ 4,801,321.00**	**$ 14,013,226.00**	**$ 4,671,075.33**
Funded Appropriations	**$ 4,206,541.00**	**$ 4,326,541.00**	**$ 4,326,541.00**	**$ 12,859,623.00**	**$ 4,286,541.00**

The Facility Repair Budget and Service Contract Budget, funded by the county for year ending June 30, 2021, reflect the financial support and advance planning that occur for maintenance and operation of both on campus and off-campus facilities. These two components alone account for over 43% of the plant maintenance budget, with personnel expenses comprising almost 49%. The remaining 8% is primarily supply items. For each identified repair project, a project summary is provided to the County Commissioners as part of the budget package, which demonstrates the College's comprehensive repair and maintenance plans. Purchasing of capital items for maintenance and operations are supported via a Capital Budget listing, which also includes a detailed summary. County budgets and appropriations for the previous three years reflect adequate support for each year, as illustrated in Table 5 above.

Areas of Concern in Physical Resources

Regular maintenance and repair of facilities and infrastructure, according to prescribed organizational plans and procedures, have proven effective for the reliable operation of adequate physical resources at Wayne Community College. Given an overall age of approximately 31 years since establishment as the main campus in 1990, typical building and infrastructure repairs are required and executed according to plans. One single area of interest in physical resources is the medium-voltage electrical switchgear equipment that distributes power to campus buildings.

There is an array of electrical switchgear units located around campus, recognized as exterior pad mounted enclosures. These switchgear units, typical of equipment of its age, show some level of degradation in the form of corrosion from weather exposure. A strategic evaluation with engineers and electrical contractors resulted in a multi-year preventive maintenance initiative that will replace the switchgear units according to documented need, avoiding critical failure through engineering and testing. One unit with specific degradation in materials, the primary unit serving main power entry to campus, was replaced over a holiday campus closure in January 2020.

A high and medium-voltage electrical contractor has provided an evaluation of all exterior switchgears on campus and made initial recommendations for the next units to be replaced. This recommendation was based on visual inspection of equipment condition. No units were identified as approaching imminent critical failure. In collaboration with this contractor's recommendation, a determination was made to replace the units as a proactive preventive maintenance activity over the next several years, replacing single units each year. Cost estimates of record drawings and related electrical testing have been established to plan and budget for this activity, as evidenced in a Switchgear Testing and Engineering Quote.

Upon testing and engineering service execution, budgetary cost estimates of planned replacement switchgear units will be placed on future fiscal year's county repair budget proposals and submitted to the County of Wayne. The specific fiscal year targeted for funding will be a result of a replacement schedule from the pending engineering services. Units will be regularly monitored as a preventive maintenance activity and replaced as funding becomes available.

Survey results indicate that physical facilities meet the needs of users

One component of WCC's periodic service review process (3-year cycle) is student and employee surveys. Surveys are conducted to determine satisfaction with physical facilities and services to ensure the facilities and services meet the needs of the College. In addition, the Vice President of Operations attends Student Government Association meetings and Safety Committee meetings, receiving suggestions for improvements. Informal employee input is received routinely in the form of phone calls and emails. This input may result in work orders or budgeted projects for the upcoming fiscal year, if needed. The Vice President of Operations, each year in the county budget planning process, solicits needs from College employees through County budget planning worksheets. This assists with planning and budgeting of the facilities-related support for any departmental initiatives, projects, or added equipment.

Employee survey results from 2018-2021 are presented in Table 6 and Table 7.

Table 6: Employee Satisfaction with General Workspace, 2018 – 2021

Employees Very Satisfied / Satisfied with General Workspace	2018 - 2019	2019 2020	2020 - 2021
I have sufficient space to do my job.	81.1%%	81.86%	87.31%
I am satisfied with the lighting.	86.8%	92.7%	92.9%
Aside from scheduled shutdowns and/or emergencies, I am satisfied with the temperatures in the facilities.	65.6%	42.22%	65.31%

Table 7: Employee Satisfaction with Maintenance, Grounds, and Housekeeping, 2018 – 2021

Employees Very Satisfied / Satisfied with Maintenance, Grounds, and Housekeeping	2018 - 2019	2019 2020	2020 - 2021
Maintenance is performed to quality, professional standards.	98.5%	98.6%	97.06%
Maintenance technicians are knowledgeable, courteous, and helpful.	97.8%	97.92%	98.81%
I am satisfied with the appearance of the campus grounds.	83.9%	93.01%	81.18%
I am satisfied with the way that the overall facilities are cleaned and maintained.	94.9%	97.3%	94.74%
I am satisfied with the way the classrooms are cleaned and prepared for each day. (Faculty)	93.5%	98.67%	97.96%

As Table 6 and Table 7 indicate, the majority of responses indicate that employees are very satisfied or satisfied with WCC's facilities and services. As a result of this survey data, greater emphasis has been placed on the control of temperatures campus wide. Facility personnel and contractors are currently upgrading Building Automation Systems (BAS) controls on an annual basis as funding allows. Evidence of this upgrade is indicated in the County Facilities Repair Budget, as multiple buildings are budgeted for StruxureWare™ BAS upgrades each fiscal year to reach this goal.

Table 8 reflects that most students responding to survey questions are very satisfied or satisfied with the facilities and services.

Table 8: Student Satisfaction with Facilities, Grounds, and Housekeeping, 2018 – 2021

Students Very Satisfied / Satisfied with Facilities, Grounds, and Housekeeping	2018 – 2019	2019 – 2020	2020 - 2021
I am satisfied with the appearance of the campus grounds.	96.9%	96.61%	99.22%

I am satisfied with the way that the classrooms and facilities are maintained.	97.6%	94.73%	97.56%

Wayne Community College's comprehensive approach to operation and maintenance of physical facilities, on and off campus, ensure the College meets the needs of educational programs, support services, and mission-related activities. As evidenced by the "About WCC" section of the WCC website, Campus Video Tours provide an overview of the suitability of buildings and grounds for delivering on the mission of the College. The WCC Campus Master Plan, WCC Maintenance Plan, maintenance work orders, and employee and student satisfaction surveys indicate the College maintains and provides facilities that are conducive to supporting and promoting the institution, its programs, and its services to students and the community.

RISK MANAGEMENT
Insurance

Maintaining facilities that meet the institution's needs includes protecting the investment in the facilities and other assets. The College maintains adequate insurance policies to protect the assets of the College. These include property insurance (replacement cost), commercial umbrella coverage, commercial auto insurance, officers and directors insurance, general liability coverage, boiler and machine coverage, and various other policies such as student accident, student liability, childcare, and malpractice. Copies of these policies are maintained by the CFO. The renewal process for property coverage includes a visit by the insurer to inspect the property and look at changes in assets, safety and risk assessment, and adequacy of coverage. An Inspection Summary Sheet and cover letter are issued by the insurer outlining the condition of the property and suggested improvements to reduce risk.

Pre-Disaster Mitigation

Wayne Community College is in a geographic area frequented by hurricanes and tropical storms. As a result, WCC has partnered with the Federal Emergency Management Agency (FEMA) and the North Carolina Department of Public Safety (DPS) to both prepare for and recover from ~~multiple significant~~ severe weather events.

WCC has participated in FEMA disaster recovery projects after multiple storm events for aid in recovery from unavoidable storm damage. The purpose of these recovery projects is to provide supplemental funding for the purpose of restoring an organization to a pre-disaster state. Examples of qualifying damage include emergency protective measures to secure property, debris removal, wind-driven rain impacts, and mold remediation.

The College is in the planning stage of application to the FEMA Section 404 Hazard Mitigation Public Assistance Program. Section 404 Hazard Mitigation provides funding for qualifying pre-disaster mitigation measures to assist an organization in avoiding damage from future disaster events. One example of a project to be submitted for application of Section 404 funding is the installation of water level sensors and automatic pumps for infrastructure manholes and

underground conduits. The application of this equipment will aid the College in cost-avoidance during future weather events.

Asset Control

Documents pertaining to all receipts of major equipment are maintained by the procurement office   The purchase order (P.O.), packing slip, and invoice are used to start the asset tagging and control process. Similarly, documentation for high-risk minor equipment is forwarded to the appropriate steward in the receiving department.

High-risk, non-capital items are logged into a spreadsheet or other inventory tracking software by the department asset steward and labeled and marked in a similar manner. Pre-printed tags and indelible markings are affixed to these high-risk minor assets as well.

For major equipment, the College uses the ASST module (asset control segment of the system) within the Ellucian Colleague system to maintain an accurate, up-to-date asset inventory, which includes the description, location, manufacturer, serial number, acquisition cost and date, and original P.O. number for each item. This system provides for real-time physical tracking of inventory, as well as accounting-based functionality addressing depreciation, fund accounting, inventory transfers, and adjustments. Numerous asset detail reports are available from this system as well, including **Assets by Number**, Assets by Department, Assets by Category, Assets by Building and others.

The Ellucian Colleague system automatically identifies assets over $5,000 as part of the month-end closing process, pulling those asset purchase details into the ASST Module, prompting staff of the procurement office to assign the next available asset tag number. Once the asset number is assigned, the Shipping and Receiving Technician or appropriate departmental asset steward affixes the preprinted, corresponding barcode tag and as an added control, indelibly marks the asset number with a permanent paint or marking pen.

Physical Inventory Process

Wayne Community College assures appropriate control over its physical resources through annual inventories of major equipment in accordance with the NC Department of Administration, Division of Purchasing and Contracting, the NC State Auditor's Office, North Carolina Community College System (NCCCS), and WCC Equipment Procedures. Asset Lists are printed for all items with an asset value of $5,000 or greater and verified through physical inventory. Any location changes, status or condition changes, obsolescence, or missing items are reported by asset number. Upon conclusion of the audit, the Director of Procurement and Inventory Management is responsible for reconciling all results and discrepancies. Campus Police are notified when an item is suspected of being stolen and an incident report and investigation are completed.

High-risk minor equipment is classified in the North Carolina Community College System (NCCCS) Accounting Procedures Manual as assets less than $5,000 including data processing and networking equipment, servers, computers, laptops, portable projectors, I-pads and other

tablets, and guns. These items are inventoried by department inventory stewards using current **minor equipment asset lists (spreadsheet)**. The inventory results are conveyed to the CFO in the form of a Certification of Inventory. Missing, lost, or stolen items are reported, investigated, reconciled, and removed from the asset list by the steward after due diligence to locate the asset has been provided.

Real property assets are listed in both the Ellucian Colleague system, the College's enterprise resource planning (ERP) system, as well as the Facilities Inventory and Utilization Report, 2018 administered by the University of North Carolina - Facilities Space Utilization and Analysis. The **Building Characteristic Report (BCR), which** is part of this study, lists the College's owned and leased assets, their dates acquired or put in service, and their cost and replacement values. Room Characteristic Reports (RCR) detail the types of space and usage characteristics by room as well. The building and room inventory is updated annually.

Internal Controls

The State of North Carolina Office of the State Auditor found no deficiencies in internal controls over financial reporting at Wayne Community College for the past six budget cycles (audits conducted every two years) which includes the management of the College's physical assets (WCC Management Letters). The Federal Government has also found no negative findings related to federal awards linked to Wayne Community College as evidenced in the recently renewed Program Participation Agreement.

The institution operates and maintains technological infrastructure sufficient for the needs of the institution

Wayne Community College's Information Technology (IT) department maintains several infrastructures to support the needs of the campus both on and off premise. The fiber infrastructure was upgraded to 10 Gigabit (Gb) between buildings in 2021. This replaced the legacy 1 Gb fiber infrastructure. In 2020, Microelectronics Center of North Carolina (MCNC) upgraded the primary Internet feed from 250 Megabit (Mb) to 1 Gb. In 2016, WCC added a second 200 Mb Internet feed to provide public wireless to the community. The second Internet feed also services as a failsafe if the primary Internet feed goes offline.

WCC's on-premise server infrastructure has been consolidated to one datacenter on campus. The on-premise datacenter has redundant air conditioning and a backup power generator to help maintain services during an interruption. The generator for the datacenter was installed and operational in the winter of 2018. The College has expanded to an off-premise datacenter located in MCNC's facilities. The facility at MCNC has redundant paths to the Internet and backup power generation and air conditioning to help maintain services during service outages. The off-premise datacenter provides some production services and allows for offsite backups from campus to occur. File-based backups are completed and sent to a separate cloud provider. A copy of the College's Enterprise Resource Planning (ERP) system, Colleague, is sent to MCNC nightly as a third backup of that data.

Section 13: Financial and Physical Resources

WCC provisioned a datacenter in 2020 in a public cloud to provide resiliency and services for off-campus use. Services provided include virtual computer labs that students use for computer applications that were only available on-campus previously. Academic programs such as Simulation and Game Development are using the virtual computer labs to allow students access to hardware intense software packages without the need for high-end equipment. The Forest Management program also allows students to use their software packages from on- and off-campus.

Since 2015, the College has replaced and doubled the number of wireless access points that provide coverage for the campus. In 2020 wireless access was expanded to include outdoor areas and parking lots. In 2017 the main Internet feed for the Aviation Systems Technology program at the Wayne Executive Jetport was replaced with a dedicated 200 Mb Internet feed. Additionally, fiber was installed between the Aviation Classroom Building and the hangar. This provided additional stable bandwidth to the space and improved the ability to add additional wireless capacity to the space.

Internet service at the Watkins-Das Education Center at SJAFB was upgraded to a dedicated 200 Mb feed in 2017. This, along with adding equipment, expanded the capabilities for staff housed in that space.

An open computer lab is available to all students, employees, and guests in the library located in the Wayne Learning Center. It houses 47 networked computers with access to the software students need in their educational programs, as well as Internet access, printing, and scanning capabilities. Computers are also available in the library for general-purpose use. Additionally, computers are available for student use in the Financial Aid Department and Admissions and Records. Instructional labs with computers are located in the following buildings: Airport (2), Azalea (1), Hocutt (1), Holly (1), Magnolia (5), Pine (1), Spruce (7), Walnut (4), and Wayne Learning Center (6), plus three (3) test labs in the Wayne Learning Center. In addition to these labs, laptop and iPad carts are accessible to each building to accommodate occasional demand in several more rooms and at the Watkins Das Education Center at Seymour Johnson Air Force Base. Cascaded computers are available for Workforce Continuing Education Services training at several off-campus locations. The campus manages 17 mobile lab carts that have 427 mobile devices available for student use. All fixed and mobile lab systems have integrated webcams providing equipment for virtual learning.

Wayne Community College students have access to NC LIVE, the on-line catalog for North Carolina library resources, the North Carolina Research and Education Network (NCREN), and (CCLINC), the Community College Libraries in North Carolina. The WCC website contains easy access to a variety of student resources, including the current General Catalog and Student Handbook, calendar and course schedules, bookstore, transcript requests, BisonAlert system, and quick links to email, Self Service (portal for registering and other functions), and Moodle. The Moodle learning management system (LMS) platform is a hosted environment with sufficient resources to support students. The BisonAlert system, Self Service, email service, and the LMS all require access through a single sign-on solution supported by WCC. In the spring of 2019 WCC added a 24/7 helpdesk available to students and employees to aid when needed to access various services and assistance including after normal operating hours.

All WCC conference rooms have been outfitted with technology to support meetings in-person and remotely with audio and video. All classrooms have been outfitted with webcams for the instructor to use as needed. Ten classrooms have been outfitted with a robust camera solution that allows the instructor to control via touchscreen. The classroom camera system allows the instructor to pan, zoom and tilt the camera as needed and the setup includes microphones. An additional 17 classrooms have been identified for installation pending delivery of equipment. Classrooms (45) have been outfitted with a smart interactive display. This allows instructors to present feature-rich information that can be easily exported and uploaded to Moodle, the Learning Management System (LMS). Twenty additional units have been requested for consideration for this equipment purchasing cycle.

In summary, the Information Technology (IT) Department operates and maintains over 2200 computers, switches, wireless access devices, servers, and mobile devices. The department also operates and maintains almost 300 digital projectors, overhead projectors, document cameras, Smart Podiums, smart boards, and other media devices.

The institution operates and maintains technological infrastructure sufficient for the needs of distance education

Through distance education, students have access to fourteen (14) associate degree programs, six (6) diploma, and thirty-nine (39) certificate programs, all of which may be taken completely on-line. Students may also take individual courses via Internet, hybrid, and traditional/web-assisted course formats in partial fulfillment of many other program requirements. In the spring semester of 2021, among the 619 courses offered there were 308 internet, 118 traditional/web assisted, and 193 hybrid courses. Additionally, 47 cooperative education experiences were available. The College's infrastructure has proven to be sufficient in hosting a robust schedule of distance education courses.

Support services available on-site are also available to distance students, including but not limited to counseling, financial aid, admissions, advising, new student orientation, and tutoring. Internet, email, phone, and collaboration tools such as Google Meet, Zoom, and others are among the options available for students to conduct official business with WCC. Once enrolled, students receive access to a College email account, Self Service (portal), BisonAlert, Moodle, and any other instructional systems required by their course of study.

In addition to Moodle, WCC has software or subscription services that faculty often use with distance education courses. For example, Mediasite is a screen capture software that records onscreen activity, audio, and video. Faculty members use it to narrate existing PowerPoint presentations. Captioning and transcribing content may be done using the College's access to the *3 Play Media* service. The MyMediasite Video Content Management System (VCMS) subscription streamlines lecture recording and is used for editing and transcribing the narratives. The VCMS was integrated with the Moodle LMS and the single sign-on solution in 2020. Connecting all three solutions enabled faculty to easily access and integrate various media class material.

The institution ensures adequate physical facilities and resources, both on- and off-campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Therefore, Wayne Community College demonstrates compliance with standard 13.7.

Documentation

About WCC
BisonAlerts – Alert System
Building Characteristic Report, Fall 2018 – Wayne Community College, All Buildings
Capital Budget – Fiscal Year 2020-2021
Colleague ASST Fixed Asset Maintenance Module
Colleague Self Service – Student and Employee Portals
Community College Libraries in North Carolina (CCLINC)
Correspondence - Request for an Emergency Project Declaration
CPM 06-0501 – Maintenance Work Order Request
eMaint – Fleet Vehicle Maintenance – Fiscal Year 2020-2021
eMaint - Preventive Maintenance Work Orders – Fiscal Year 2020-2021
eMaint - Routine Repair Work Orders – Fiscal Year 2020-2021
Equipment Assets by Building
Equipment Assets by Number
Facilities Repair Budget – Fiscal Year 2020-2021
FEMA Section 404 Hazard Mitigation Grant Program Application
Fixed Asset Equipment Inventory
Information Technology Inventory Spreadsheet
Inspection Summary Sheet - NC Department of Insurance
Job Description - Vice President of Financial and Business Services / Chief Financial Officer (CFO)
Job Description - Vice President of Operations
Memorandum of Understanding – SJAFB and WCC
Minor Equipment Asset Lists Spreadsheet – Information Technology
Moodle – Learning Management System
NC Facilities Inventory and Utilization Study - 2018
NC Facilities Inventory and Utilization Study, 2018 – Full-Time Equivalent (FTE)
NC Facilities Inventory and Utilization Study, 2018 – Gross Square Foot (GSF)
NC Facilities Inventory and Utilization Study, 2018 - WCC Room Occupancy by Hour - 2012-2018
NC General Statute (NCGS) 115D-32 – Local Financial Support of Institutions
NC General Statute (NCGS) 115D-32, 33,-34, and 54
NC Live – Cooperative Library Service
Non-Capitalized, High Risk Asset Inventory Certification – 2021
North Carolina Community College Accounting Procedures Manual and Reference Guide - 2021
North Carolina Office of the State Auditor - WCC Management Letters – 2016, 2018, 2020
Peer Cohort Institutions - Classroom and Lab Utilization
Peer Cohort Institutions - Five Year Average Square Feet per FTE
Room Characteristic Report - Airport and Aviation Hangar
Room Characteristic Report – Dogwood Building

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Room Characteristic Report - Magnolia Building
Room Characteristic Reports – Hocutt Building
Service Contract Budget - 2020-2021 - Plant Operations and Maintenance
Switchgear Testing and Engineering Quote
U.S. Department of Education Program Participation Agreement
Wayne County Budget and Appropriations – 2018-2019
Wayne County Budget Requests – Fiscal Years 2019-2021
WCC Board of Trustees Building Committee Agenda and Report– March 24, 2020
WCC Board of Trustees Meeting Minutes – March 31, 2020
WCC Board of Trustees Meeting Minutes – September 25, 2018 - Building Committee Report
WCC Board of Trustees Retreat – January 29, 2021 – Facilities Presentation
WCC Building Floorplans File
WCC Campus Maps
WCC Campus Master Plan Update - 2018
WCC Credit Hours by Program List
WCC Email - County Budget Planning Worksheet
WCC Equipment Procedures Manual – 2016
WCC Insurance Policies - NC Department of Insurance
WCC Maintenance Program – 2021 - Grounds Preventive Maintenance
WCC Maintenance Program – 2021 – Preventive Maintenance
WCC Organizational Chart – Operations Division
WCC Organizational Charts – College Administration, Financial & Business Services, and Operations

13.8   **The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)**

__X__ Compliance   ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 13.8.

Maintaining a Healthy, Safe, and Secure Environment Supports Wayne Community College's Mission.

Wayne Community College is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Wayne Community College strives to provide a healthy, safe, and secure learning and working environment to serve its stakeholders. WCC adheres to all applicable rules, regulations, legislation, and guidance. These efforts are implemented and maintained through various policies, procedures, and programs.

Wayne Community College has not been the subject of any investigation or inquiry by the U.S. Department of Education's Office of Civil Rights and is not a party to any open investigations since the College's most recent SACSCOC Comprehensive Review in 2016.

Responsibility for Health, Safety, and Security Functions

The organizational chart for WCC reflects the relationship between the President and all subordinates. The President retains a cabinet, known locally as the President's Council, which, according to College Procedure 01-0201, is charged to "act on college-wide matters relating to policies and procedures; to participate in long-range planning for the institution; and to ensure a direct communication link between the various operating units of the College."

Members of President's Council have the authority and responsibility to "recommend/approve, implement, and disseminate policies and procedures that ensure the effective and efficient operation of the College; serve as a communication link between the administration and the faculty, staff and students of the College." While operational responsibility lies with the College President, the duties are in turn designated to the Associate Vice President of Human Resources, Marketing, Safety, and Compliance (AVP-HRMSC) who is tasked to ensure a healthy, safe, and secure environment. All members of the President's Council are empowered and

expected to report safety concerns from their respective divisions to the President and the AVP-HRMSC.

The Office of the AVP-HRMSC includes the Human Resources Department, Campus Police Department, and the Coordinator for Occupational Safety and Health Initiatives. This office is responsible for the development, implementation, assessment, and enforcement of applicable regulations under the Occupational Safety and Health Administration and the Occupational Health and Safety Act of North Carolina. The AVP-HRMSC guides the College's Safety Committee in its work and is the primary overseer of Continuity of Operations Planning. The AVP-HRMSC or his designee also serves as the Compliance Officer, Safety Officer, Chemical Hygiene Officer, and Bloodborne Pathogen Exposure Program Coordinator as required throughout the WCC Occupational Safety and Health Plan.

The Office of the Vice President of Operations includes the Facilities and Grounds Departments, amongst others. This support is invaluable to quickly resolve all identified hazards, as well as complete various preventive tasks in the same style as any preventative maintenance program, such as egress lighting battery tests. The Office also oversees many of the service contracts for maintenance to fire extinguishers, water riser pump room maintenance, fire alarm panels, and integrations with the building automation systems designed to monitor and shut down appropriate systems in an emergency.

The WCC Campus Police Department is a certified Campus Police Agency and has law enforcement authority over all College-owned or leased property, as well as roads adjacent to or running through the College-owned or leased property. These areas are also patrolled by the Wayne County Sheriff's Office and the Goldsboro Police Department. Members of the WCC Campus Police Department have direct radio communication with the Goldsboro Police Department and Wayne County Sheriff's Office on the County Emergency Services network and the department is part of the Wayne County 911 Emergency System.

The Department also works closely with state and federal law enforcement. WCC Campus Police have complete police authority to apprehend and arrest anyone involved in illegal acts on-campus and areas immediately adjacent to the campus. If minor offenses involving College rules and regulations are committed by a student, Campus Police may also refer the individual to the Associate Vice President of Academic and Student Services for possible disciplinary action. The Campus Police Department is available 24 hours a day, 365 days a year for emergencies and non-emergency assistance, with a physical presence around the clock during the workweek and 12-hour day shifts on weekends.

Wayne Community College's Safety Committee has several health and safety-related responsibilities as spelled out in College Procedure Manual 01-0301 - Purpose, Authority, and Membership of Standing Committees. The Safety Committee is designed to promote the safety, health, and general well-being of the students, employees, and guests by maintaining safety procedures, promoting a culture of hazard awareness and reporting, and by reporting any known hazards. The Committee's authority is to make safety recommendations to the President's Council.

Qualified Staff

The Vice President of Operations is a former Occupational Safety and Health Act (OSHA) 30 certified safety professional with 18 years of experience in various engineering roles supporting advanced manufacturing processes. Additionally, he has 11 years of experience supporting industrial technologies education as a department chair and faculty member at another community college. The Vice President is a Certified Manufacturing Technologist by the Society of Manufacturing Engineers and is an active member.

The Associate Vice President for Human Resources, Marketing, Safety, and Compliance is an OSHA 30 certified safety professional with four years of safety experience in a composite manufacturing capacity, and six years of safety experience serving higher education.

The Superintendent of Facilities and Grounds is a veteran of the United States Air Force where he served for over 30 years as an explosive ordinance disposal specialist and facility manager. His final missions were facility management posts supporting hardened structures and all associated infrastructures.

The Chief of the WCC Campus Police Department is a veteran of multiple law enforcement agencies and has served WCC since 2009. The Chief holds certifications from Wilson County Technical Institute (Intro to Police Science, Basic Criminal Investigation, FBI Firearms Instructor), Sampson Technical College (Homicide Investigation), North Carolina Justice Academy (Law Enforcement Instructor Training, Specialized Firearms Instructor Training, Glock Ardmore's Course, General Law Enforcement Certification), and the U.S. Drug Enforcement Agency (Cannabis Detection and Eradication). The Chief is also a member of the faculty in WCC's police academy where he is a firearms instructor.

The Coordinator of Occupational Safety and Health Initiatives is a 30-year veteran of the construction industry where she served as the Chief Safety Officer and Vice President of Human Resources for one of the largest building firms in the southeast United States. She has been an instructor with the North Carolina Statewide Safety Conference, the Safety and Health Council of North Carolina, and the Eastern Carolina Safety Council. She is certified by the NC Department of Labor as a Manager of Environmental, Safety, and Health (MESH), the highest individual credential offered by the NC Department of Labor.

The security of the College's Information Technology (IT), both data and physical assets, is the responsibility of the Director of Information Technology. The Director of IT is the primary contact for reporting all IT security incidents. The Director manages security programs concerning hardware, software, and user operations, and serves as the coordinator for response and recovery efforts. The Director of Information Technology at the College is a Certified Government Chief Information Officer with extensive knowledge and experience in infrastructure resiliency and long-term planning.

A Lawful Environment – Safety and Security Policies and Plans at WCC

Appropriate Conduct

The College maintains a College Procedures Manual (CPM) which details appropriate and inappropriate conduct by employees, students, and visitors. Procedures related to conduct are addressed in volumes 2 (Personnel), 5 (Student Services), and 6 (Administrative Services).

The Student Code of Conduct is outlined in the General Catalog and Student Handbook and the Handbook for Transitional Programs for College and Career (TPCC).

Background Checks and Drug Screening

Per the College's Hiring Guide, criminal background checks and drug screens are conducted for selected job candidates prior to their employment by the College.

Weapons

It is against the laws of the State of North Carolina for weapons to be possessed on any property owned, leased, or occupied by any North Carolina educational institution, except as defined in the limited exception in North Carolina General Statute 14-269.2(k).

Traffic Laws

The traffic laws of the State of North Carolina also apply to the streets, roads, alleys, and driveways of the state's community colleges, as stated in North Carolina General Statute 115D-21. The College's Board of Trustees is authorized to make additional rules and regulations for those roadways and to establish parking areas and rules. Rules and regulations adopted by the trustees are on file with the Office of the Secretary of State of North Carolina and are published for employees in College Procedures Manual 06-0618 – Traffic and Parking Procedures and for students in their respective handbooks.

Hours of Operation

While WCC campus locations are available to students, employees, and visitors during normal operating hours, the College controls who accesses the campus during "closed" hours. At other times, Campus Police must be notified to unlock building doors. There is no access to College buildings between 11:00 p.m. and 7:00 a.m.

Open-Door Admissions Policy

Wayne Community College is proud to have an open-door admission policy and a campus that community members feel comfortable visiting, but it also recognizes that its first duty is to protect its enrolled students and employees. Wayne Community College is afforded the right to refuse admission to "any applicant if it is necessary to protect the safety of the applicant or other individuals ... when there is an articulable, imminent, and significant threat to the

applicant and other individuals." The process to document such decisions is prescribed by State Board of Community Colleges Code.

WCC's "Safety Exception" is governed by Board of Trustees Board Policy. The purpose of the policy is to give North Carolina community colleges the ability to provide a method of protection to their campuses from safety threats by applicants while simultaneously protecting the integrity of the "open door" admissions philosophy. The procedure is also outlined for employees in College Procedures Manual 05-0102.

In addition to the typical community college population, Wayne Community College has two entities on its campus that serve younger students: a Child Care Center and the Wayne Early Middle College High School (WEMCHS). WCC complies with all North Carolina regulations related to safety for childcare facilities. The College also follows guidelines from the NC Department of Public Instruction (DPI) and Wayne County Public Schools.

Emergency Response Plans and Procedures

Each academic year, assignments are made to the Emergency Response Team and other teams that are charged with responding during various types of emergencies. The responsibilities of the team members are spelled out in the College's Emergency Response Plan. Training is provided for those who require it, such as video and hands-on EVAC chair training for members of the Evacuation Assistance Team. Members are issued radios, vests, hand-held stop signs, flashlights, hearing protection, and other equipment necessary for the tasks they have been assigned.

Higher Education Opportunity Act

Wayne Community College complies with the Higher Education Opportunity Act requirement that it disclose campus crime statistics and security information. That information is collected, classified, and counted and is available for public inspection in the WCC Campus Police Department. The report is provided monthly to College administrators for their review. Those statistics are reported annually to the U.S. Department of Education and are published for the campus community. The report is sent to current students and employees via email and made available to potential students and employees and the public on the College's website.

The College is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Crimes committed on the College's campus or facilities controlled by the College are reported to, and tracked by, the Campus Police Department and Campus Security Authorities. The Campus Police Department, with cooperation from local law enforcement agencies whose jurisdiction surrounds the campus or includes off-campus sites, maintains records of those crimes and reports statistics for certain "Clery Crimes" in its annual Campus Safety and Security Report. As required by the Clery Act, the College issues timely warnings using appropriate media and technology to notify the campus community about crimes that pose a serious or continuing threat to safety.

Drug-Free Campus

The Wayne Community College campus has been designated "drug free." In compliance with the Federal Drug-Free Workplace and Drug-Free Schools and Communities Act of 1988, it is the policy of this College that the unlawful manufacture, distribution, dispensation, possession, use, or being under the influence of a controlled substance or alcohol is prohibited while in the workplace, on College premises or class sites, or as part of any College-sponsored activities. Any employee or student violating this policy will be subject to disciplinary action, up to and including termination or expulsion and referral for prosecution, as outlined in the General Catalog and Student Handbook and in the College Procedures Manual 06-0606 - Alcohol and Controlled Substances. Drug and alcohol violations are also listed among the specific reasons an employee may be terminated in the College's Procedure Manual 02-0802. This information is also published in the 2020 Campus Safety and Security Report, SafeWayne Web pages, and expressed during new student and new employee orientations. Additionally, the Student Government Association and Student Activities Office sponsor annual alcohol awareness training for students.

Safe Usage of Technology

The College has a Technology Acceptable Use Policy that lists what is and is not acceptable use of the technology provided by the institution and states that WCC reserves the right to record and/or monitor its systems for acceptable use. The procedure not only has the intent of protecting the College's digital and physical assets, but also preventing acts that could harm others such as cyber-harassment, cyberstalking, or sending malicious software or emails. New employees are required to sign an acknowledgement that they have received the procedure and agree to abide by it. Additionally, employees are required to participate in Information Technology Computer Security Awareness Training annually.

Reporting Campus Crimes

For the safety of the College community, anyone who is aware of concerning behavior or perceived threats – whether from firsthand knowledge, written or verbal information, or any other form of communication – is strongly encouraged to report it immediately to the Wayne Community College Campus Police Department. Safety tips and crime prevention and education are included in student handbooks, various College procedures, College orientation classes, reminder messages, new employee orientation, safety fair events, and other means.

Security cameras on the grounds and in every building feed information to the Campus Police Department. Those feeds are monitored live and recorded for review.

Crimes can be reported in the following ways:

1. Students, employees, and visitors can dial the Campus Police any time on any day.
2. Students, employees, and visitors can report crimes using the emergency "blue light" phones that are located across the campuses. Emergency phones can also be found in all elevators.

3. Employees can immediately connect to Campus Police using the AlertUs desktop panic button software installed on all PCs in offices and classrooms.
4. Students, employees, and visitors may come to the Campus Police Department, located in the Wayne Learning Center, in person to report crimes.
5. Students, employees, and visitors can notify a Campus Security Authority (CSA) of a crime. CSAs are listed in the Campus Safety and Security Report and on the SafeWayne pages of the College's website.
6. For crimes committed on Seymour Johnson Air Force Base (SJAFB), students, employees, and visitors who use the College's facilities in the Watkins-Das Education Center can contact SJAFB Security Forces or the Department of Defense Safe Helpline for cases of sexual assault.
7. Sexual harassment or sexual violence can also be reported to the College's Title IX Coordinators or to any employee.
8. Crimes, or general concerns, can also be reported directly through the College's website.

Policies And Training Regarding Unlawful Harassment

Harassment violates the College's policy if it occurs because of a person's gender, race, religion, color, sexual orientation, national origin, age, disability, genetic information, veteran's status, or any other classification protected by law. An employee who engages in any form of unlawful harassment will be disciplined, and the same is true of students and visitors. Any claim of unlawful harassment is thoroughly investigated by the appropriate parties and appropriate disciplinary action is taken. Harassment and sexual misconduct training is provided during new employee orientation. In addition, all employees are required to complete annual training on inappropriate conduct in the workplace. Students are assigned similar training upon registration and annually thereafter.

Policies And Training Regarding Unlawful Harassment – Title IX

The College is committed to providing a learning and working environment that is free of sexual misconduct and discrimination. The Director of Human Resources and the Associate Vice President for Academic and Student Services are the College's designated Title IX officials. They are responsible for coordinating the College's efforts to comply with its obligations under Title IX. The Title IX Coordinators are listed in the Annual Safety Report, General Catalog and Student Handbook, College website, and College Procedure Manual for Crime Reporting.

Occupational Hazard Management

Wayne Community College has an Occupational Safety and Health Plan (OSHP) that addresses policies and procedures necessary to protect lives, health, and property on the campus of Wayne Community College. Individual plans within the overarching WCC OSHP apply to all students, faculty, and staff of the College, as well as contractors and visitors on College property and external facilities used by the College in its official capacity. Those plans are reviewed periodically and revised as necessary.

Occupational Hazard Management – Hazard Communication Plan

A Hazard Communication Plan is included within the WCC Occupational Safety and Health Plan. This plan ensures that students, employees, visitors, and the public are protected from injuries or illnesses that may result from exposure to hazardous chemicals or substances. The procedures comply with Occupational Safety and Health Administration's Hazard Communication Standard 29 CFR 1910.1200 which states that "employers shall develop, implement, and maintain at each workplace, a written hazard communication program which at least describes how the criteria specified in paragraphs (f), (g), and (h) of this section for labels and other forms of warning, safety data sheets, and employee information and training will be met." The procedures also align with the UN Globally Harmonized System (GHS) of Classification and Labelling of Chemicals.

In accordance with those plans, buildings are clearly marked with National Fire Protection Association (NFPA) chemical hazard warning "diamond" signs and hazardous materials are identified with HazCom labels. GHS Safety Data Sheets are catalogued in our electronic filing system which is available through any smart device by web address or location specific QR code found at the location of the materials. Hazardous waste materials including solvents from automotive parts washers, biohazard materials from Nursing, Dental, and Biology, as well as surplus or obsolete chemical inventories are properly manifested and shipped out to be recycled or permanently and safely destroyed by appropriate vendors.

Occupational Hazard Management – Communicable Disease Plan

As outlined in the College's Procedures Manual, WCC carefully observes the safety guidelines established by the North Carolina Occupational Safety and Health Act, U.S. Public Health Service, and the Center for Disease Control for the handling of blood and other body fluids and secretions in all areas of the College where such fluids or secretions may be encountered. Information about protocols for handling bodily fluids are found in WCC OSHP Chapter 4 and Chapter 22. When there are threats to the community's health, such as H1N1, Ebola, or COVID-19, the College responds by providing accurate information and by requesting that students and employees report actual and suspected occurrences of illness and take responsibility for asking anyone who shows symptoms to seek medical care and not attend classes or work until they are well.

Occupational Hazard Management – Facility Safety Improvements

The College continuously improves its facilities to make them safer. A work order system allows the College's Maintenance Department to track and respond to reports of equipment malfunctions or damage, service interruptions, or facility deterioration to maintain a safe environment. Any employee may log into the system to submit work orders as defined in College Procedures Manual 06-0501.

Members of the Safety Committee and the College's Facilities and Grounds staff routinely perform safety inspections of facilities and grounds, to include lighting, roads, sidewalks, and specific equipment. Inspections are carried out quarterly, findings are documented, and

appropriate actions are taken. Items reviewed include fire extinguishers, egress lights, emergency evacuation routes, eye wash stations, emergency showers, walkways, stairs, first aid kits, electrical, signage, and personal protective equipment. Specialized program equipment such as auto paint areas, combustible materials **storage, grinders,** forklifts, hazardous material storage, SDS files, pesticides storage, secondary containment storage, and welding areas are assessed prior to each class activity for readily apparent safety issues, and through regular inspections. The forms used in those inspections are filed with the Associate Vice President of Human Resources, Marketing, Safety, and Compliance.

The College complies with all regulations requiring the testing of alarms and communication systems, sprinkler systems, and inspection of fire extinguishers, elevators, fume hoods, boiler and pressure vessels, electrical distribution system, and water backflow valves. These inspections are budgeted annually as **service contracts** and conducted by agencies such as the Wayne County Fire Marshal, City of Goldsboro Inspections Department, the Environmental Health and Safety Institute, North Carolina Department of Labor's Elevator and Amusement Device Bureau, North Carolina Department of Public Instruction, and various commercial firms.

Off-Campus Activities

The Director of Student Activities must pre-approve student organizations' campus events as well as off-campus activities. The rules for such activities are included in the Club Advisor Handbook. The Handbook also reminds club advisors and leaders that student members must abide by the Student Code of Conduct. Intoxication, use of alcohol or illegal substances, and abusive or inappropriate behavior are listed as causes for dismissal from the activity and disciplinary sanctions from the College. The College also provides guidance on such topics as parade float safety and health department food vendor requirements for meal and bake sales.

All College activities occurring at off-campus locations fall under the same standards as those happening on campus. Off-campus facilities (particularly permanent facilities such as the Wayne Executive Jetport and the WCC forestry reserve) are inspected regularly by a combination of OSH, Campus Police, applicable faculty members, and facilities technicians.

Additionally, students are encouraged to bring their observations and suggestions to the Director of Student Activities or to the Student Government Association (SGA), whose President serves as a member of the College's Board of Trustees.

Emergency Response Plan

The WCC Emergency Response Plan (ERP) is reviewed annually and updated as needed. It provides an all-hazard approach to emergency response for on-campus and off-campus facilities operated and maintained by WCC. The ERP details various procedures for responding to accidents, emergencies, weather-related safety matters, civil disturbance, and other safety concerns. The ERP contains evacuation plans for every floor of every building and has a campus map that designates evacuation meeting areas**.** The ERP describes lockdown procedures and includes plans for bomb threats, chemical exposure, Hazard Communication, inclement

weather, and medical emergencies. The ERP is located on the College's internal website for access by all employees.

Large red and white quick reference cards with easy-to-follow protocols for emergency situations are mounted in rooms throughout campus where they are easily accessible to students, employees, and visitors. Also located in highly visible locations are maps that show the locations of fire extinguishers, fire alarm pull stations, first aid kits, and automated external defibrillators (AEDs).

Lastly, academic programs regularly update business continuity plans specific to their own operations. These plans are compiled by the Associate Vice President of Human Resources, Marketing, Safety, and Compliance.

Communication –Health and Safety Information

Information regarding the College's health and safety plans are provided to students through the General Catalog and Student Handbook, the College website, the Annual Safety Report, new student orientations, course syllabi, Student Success courses, emails, and the annual Safety Fair and Wellness Fair.

Specifically, the following statement is included on all course syllabi: "Wayne Community College is committed to providing a safe environment for all students and employees. Students need to be familiar with the emergency information published on red and white cards throughout campus and fire alarm locations, along with the safety topics found in the General Catalog and Student Handbook, including crime reporting and prevention. In addition, instructors will provide information on any safety issues applicable to their specific courses, such as blood-borne pathogen and bodily fluid cleanup/reporting, chemical safety/safety data sheets, and personal protective equipment."

In addition to the methods above, faculty and staff are made aware of College policies, protocols, and practices related to health, safety, emergency situations, and inclement weather through new employee orientation, faculty handbooks, and on-going professional development. Employees are required to attest to reviewing the College Procedures Manual.

Employees are required to review the Emergency Response Plan annually and take an online quiz to demonstrate their understanding of the information provided. The complete plan is posted on the College's internal website.

Other annual training required of all employees includes Blood-borne Pathogen, Hazard Communication, Globally Harmonized System of Chemical Classification and Labeling, and Safety in the Office. These trainings are provided in video format with a digital quiz via the Vector Learning Management System platform.

Procedures are also communicated to students and employees through safety drills. In addition to required fire drills, the College holds safety drills for severe weather events and lockdowns. Participation in these activities reinforces what has been read and heard.

Crisis Communications

The College's emergency notification system, BisonAlerts, is employed for both timely warnings and emergency notifications. Alerts are sent to all employees and students using email, text, and phone. Students and employees are automatically enrolled in the messaging system. The BisonAlert system is used several times each year during drills and during inclement weather events.

Additional methods of communicating hazard or crisis information include the public address system for which there are indoor and outdoor speakers located throughout the campus, digital signage around campus, the College website, and the College's social media pages.

In the event of a disaster on the campus or in the community affecting students and employees, Wayne Community College's Public Information Officer (PIO) has training and experience in emergency response and crisis communication. To stay current, the PIO regularly takes classes and webinars, participates in exercises, and serves on several safety-related boards and committees. The PIO's training includes American Red Cross Local and National Disaster Public Affairs certificates as well as NC Emergency Management and Federal Emergency Management Association courses. The WCC PIO's experience includes media relations after tornadoes, serving as public information officer in Hyde County, and service within North Carolina's Emergency Operations Center after Hurricane Irene.

Wayne Community College Demonstrates Compliance with Standard 13.8

Wayne Community College takes responsible steps to provide a healthy, safe, and secure environment for all members of the campus community, including off-campus sites. WCC does not have branch campuses. Therefore, Wayne Community College demonstrates compliance with standard 13.8.

Documentation

1D SBCCC 400.2 Admission to Colleges
2020 Campus Safety and Security Annual Safety Report
2020 Crime Statistics Report
AVP of HR, Marketing, Safety, and Compliance Resume
BCP2021 – Nursing
BisonAlert Effectiveness
Bison Alerts
BOT Policy 01-26
BOT Policy 04-05
Chief of WCC Police Resume
Club Advisor Handbook
College Procedures Manual Attestation
Coordinator of Occupational Safety and Health Initiatives Resume

Section 13: Financial and Physical Resources

CPM 01-0201 - Purpose, Membership, and Authority of the President's Council
CPM 01-0301 – Purpose, Authority, and Membership of Standing Committees
CPM 02-0305 – Communicable Disease
CPM 02-0604 – Workplace Harassment and Retaliation
CPM 02-0802 - Termination of Employment
CPM 05-0102 – Open Admissions Safety Exception
CPM 05-0802 – Student Rights, Responsibilities and Judicial Procedures
CPM 06-0202 – Technology Acceptable Use
CPM 06-0501 – Maintenance Work Order Request
CPM 06-0601 – Campus Police and Security
CPM 06-0602 – Crime Reporting
CPM 06-0603 – Access to Campus Facilities
CPM 06-0606 – Alcohol and Controlled Substances
CPM 06-0615 – Sexual Misconduct
CPM 06-0618 – Traffic and Parking Procedures
CPM Volume 2 – Personnel
CPM Volume 5 – Student Services
CPM Volume 6 – Administrative Services
Department Safety Visit Reviews
Director of Information Technology Resume
Elevator Inspection
Emergency Evacuation Floor Plans
Emergency Protocol and Response Checklist
Emergency Response Plan
Emergency Response Plan – Annual Training
Emergency Response Plan – Responsibilities of ERT
Fire Drill Log
Fire Extinguisher Inspection
General Catalog and Student Handbook – Student Code of Conduct
Globally Harmonized System of Classification and Labelling of Chemicals
Job Description – AVP of Human Resources, Marketing, Safety, and Compliance
Lockdown Drill Log
MAT 271 Syllabus
May 2021 Incident Report
NCGS 14-269.2
NCGS 115-d-21
Organizational Chart
OSHA Thirty
Public Information Officer Resume
Report a Crime
SafeColleges Student Safety Training
Safe Wayne Website
Safety Committee Meeting Minutes, February 2021
Superintendent of Facilities and Grounds Resume
Title IX Coordinators
Tornado Drill Log

Section 13: Financial and Physical Resources

TPCC Handbook
VP of Operations Resume
WCC Hiring Guide
WCC OSHP 2021
WCC OSHP 2021 – Hazard Communication Plan
WCC OSHP 2021 – Safety Inspections
WCC OSHP Chapter 4 – Bloodborne pathogens
WCC OSHP Chapter 22 – Pandemic and Communicable Disease Preparedness and Response
    Plan

14.1 **The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. (Publication of accreditation status)**

_X__ Compliance ___ Non-Compliance

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 14.1.

The institution accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy.

Wayne Community College publishes the following statement regarding the institution's accreditation status:

> Wayne Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, 404-679-4500, http://www.sacscoc.org, for questions about the accreditation of Wayne Community College.

The College's Procedures Manual 08-0501and Visual Identity Guidelines detail the standard for all college publications regarding the accurate representation of Wayne Community College.

In accordance with SACSCOC's Institutional Obligations for Public Disclosure, Wayne Community College provides information to its students, constituents, and the public about itself that is complete, accurate, timely, accessible, clear, and sufficient.

As a member college accredited by the Southern Association of Colleges and Schools Commission on Colleges, Wayne Community College publishes its accreditation status in multiple locations to include the College's General Catalog and Student Handbook, which is available both in print and online.

All forms of print and electronic communications officially representing the institution are consistent with catalog content and accurately portray the conditions and opportunities available at the institution. Examples from brochures, program fliers, application/reapplication for admission, materials for dual enrolled students, the College's strategic plan, and the College's website are provided.

Wayne Community College (WCC) does not have any branch campuses, and therefore, does not publish accreditation status on behalf of a branch campus.

Section 14: Transparency and Institutional Representation

Wayne Community College accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and has no branch campuses. Therefore, WCC is in compliance with standard 14.1.

Documentation

Application for Admission-Readmission
Career & College Promise Booklet 2020-2021
College Procedures Manual 08-0501 – Publication Guidelines
Visual Identity Guidelines
WCC Accreditation Webpage
WCC Brochures
WCC Fliers
WCC General Catalog and Student Handbook – Accreditation
WCC Strategic Plan for Institutional Effectiveness 2019-2024

14.3 **The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)**

_X__ Compliance   ___ Non-Compliance

Narrative:

Wayne Community College demonstrates compliance with standard 14.3.

Wayne Community College (WCC) ensures that all of its programs and courses offered through distance learning and at off-campus instructional sites comply with the *Principles of Accreditation* as set forth by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

WCC provides a flexible and convenient approach to learning by offering associate degree, diploma, and certificate program options at off-site locations and through distance learning. **WCC does not have any instructional sites that meet the SACSCOC definition of a branch campus.**

Off-Site Locations

Currently, the College offers curriculum courses at the Watkins-Das Education Center, located at the Seymour Johnson Air Force Base (SJAFB); Wayne Executive Jetport; and Goldsboro High School (Wayne School of Engineering).

Active military, spouses and dependents, veterans, and civilians may enroll in courses located on SJAFB. The College employs a dedicated Coordinator for SJAFB programs, as well as an Assistant Financial Aid Director and VA-certified School Certifying Official who assists veterans with financial awards and other options. Additionally, WCC has been recognized as a Military Friendly School. This designation is bestowed upon colleges, universities, and trade schools that are doing the most to embrace military students, and to dedicate resources to ensure their success in the classroom and after graduation.

WCC's aviation programs are offered at the Wayne Executive Jetport, providing classroom and lab space, a library, computer lab, and electronics and composites labs. Additionally, a hangar area houses engine test stands and several airplanes. Two full-time faculty members and a lab assistant are located at the Jetport.

The Wayne School of Engineering is a cooperative innovative high school located on the Goldsboro High School campus. Wayne Community College offers courses at the high school through the Career and College Promise (CCP) dual enrollment program for qualified high school students. CCP allows students to work towards earning their associates degree while taking high school courses. The College employees a full-time Career and College Promise Director and full-time Cooperative High School Programs Specialist.

Students at all off-site locations have access to the same academic and support services as students who are enrolled in courses on the College's main campus.

Distance Learning

WCC has offered distance learning courses as an integral part of its program offerings since 2001.

Through WCC's eLearning program, students participate in classes that offer flexible scheduling. Internet courses are offered completely online through Moodle, the College's Learning Management System (LMS). Hybrid courses integrate face-to-face instruction with online instruction to promote active, independent learning and to reduce class seat-time. Web-assisted courses provide online access to supplemental content and/or activities to students enrolled in traditional seated courses.

Standards and Policies

Online courses, policies, and enrollment procedures are listed in the College's Schedule of Courses. The student registration process, credit hours earned, and costs are the same for all courses, regardless of instructional modality.

WCC's eLearning Department is staffed by two full-time eLearning Specialists who provide oversight of the distance education courses and have developed a mission consistent with its role and the College's mission. The eLearning Department's mission is "to create a flexible and convenient method of earning course credit or a degree online by offering high quality, well-developed courses, training, and resources by supporting students and employees." The department also maintains standard operating procedures to achieve its mission.

According to Wayne Community College's Procedures Manual 03-0106, "The eLearning program at WCC supports the institutional mission of meeting education and training needs of the communities it serves by offering students an effective and flexible eLearning experience."

Additionally, the College's eLearning Department is advised by the eLearning Committee. According to College Procedures Manual 01-0301, the eLearning Committee's purpose is to "develop procedures and promote practices that contribute to the quality and growth of distance education at Wayne Community College."

In 2017, the College's eLearning Committee, led by the eLearning Specialists, developed a Distance Education Plan for 2018-2021. The plan provides details about the College's distance education courses, including the institutional philosophy regarding distance education, as well as goals and performance indicators to assess the effectiveness of distance education courses. The Distance Education Plan is included in the department's service review and outcome assessment as part of the College's annual evaluation process of programs and services.

Additionally, the e-Learning Department manages a state authorization webpage as required for colleges offering online education. The U.S. Department of Education regulation 600.9(c)

requires that if an institution is offering distance education in a state where it is not physically located, the institution must meet individual state requirements for offering distance education to students within that state. Therefore, Wayne Community College is a member and participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA). The website contains information for online students if they wish to contact a SARA representative or to file a complaint pertaining to distance education services provided by WCC.

The compliance of WCC's programs and courses offered through distance learning and at off-campus instructional sites has been addressed throughout this report in all applicable Fifth-Year Interim Report standards and is provided as evidence in Table 1.

Table 1: Distance Education Standards

Standard	Summary of Distance Learning Standards & Policies
6.1 – Full-time faculty	Online course sections (1,274) for Fall 2018 – Fall 2020 were taught 67% by full-time faculty and 33% by part-time faculty.
8.2.a. – Student outcomes: educational programs	Distance learning courses are included in the assessment of program reviews and program outcomes, which includes all instructional methods. Examples of the 2017-2018 Business Administration program review, 2020-2021 Business Administration program review, and Business Administration program outcomes for 2018-2020 are provided. The Office of Institutional Effectiveness also provides comprehensive curriculum student data reports to the academic program faculty, department chairs, and deans to assess and compare all course outcomes to include overall program success rate, as well as the success rates of face-to-face delivery, blended delivery, hybrid delivery, and internet/online delivery methods.
9.1 – Program content	The College offers a coherent course of study in associate degree programs delivered through traditional and/or distance education modalities. Program content is the same for programs delivered by all teaching and learning modalities, as well as locations.
9.2 – Program length	The College offers 47 curriculum programs at the associate degree level, each with at least a minimum of 60 semester credit hours. In addition, WCC offers 20 programs at the diploma level, and 98 at the certificate level for a total of 165 academic programs. WCC uses semester hour credit for all programs, whether distance or traditional.

10.2 – Public information	All academic calendars, grading policies, cost of attendance, and refund policies are available to the public through the College's website and in the General Catalog and Student Handbook, which is published both in print and online.
10.6.a – Distance and correspondence education	The College ensures that students who register in a distance education course are the same students who participate in the course, complete the course, and receive credit for the course. Students bear significant responsibility in protecting the security of their unique username and password as detailed in the Technology Acceptable Use Policy (TAUP) located in the General Catalog and Student Handbook. The TAUP is also outlined in the College's Procedure Manual and prohibits the unacceptable use of another person's account, divulging passwords to anyone else, and divulging personal, confidential, or sensitive information. Student identity is confirmed through a Residency Determination Service. WCC further verifies the identity of each student who participates in distance education coursework by employing a system that requires a secure and unique username and password. Passwords must be changed at least every 90 days. WCC also utilizes a remote proctoring solution for distance education courses that ensures the integrity of distance education exams while allowing students to take online assessments from remote locations.
10.6.b – Distance and correspondence education	WCC has a written procedure for protecting the privacy of students enrolled in distance education courses. College Procedures Manual (CPM) 05-0302 – Student Privacy – Distance Education specifically addresses procedures for protecting the privacy of distance education students including the use of unique student identification numbers and passwords, single sign-on portal, and secure course management system. The College has a policy addressing compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). Additionally, the General Catalog and Student Handbook outlines how Wayne Community College supports the rights and privacies afforded each student by FERPA and the role that the Office of Admissions and Records plays in safekeeping student records.
10.6.c – Distance and correspondence education	The College does not charge additional tuition or fees to students enrolled in distance education courses for verification of student identity or any other purpose. Students in online

	courses are charged the same tuition and fees as students in seated courses.
10.7 – Policies for awarding credit	WCC publishes and implements policies for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The College does not indicate the mode of delivery on transcripts, nor is a distinction made in the amount of credit awarded based on mode of delivery.
12.1 – Student support services	Computer labs are available for student use on the WCC main campus, as well as off-campus sites. The College's Open Computer Lab has 47 PCs with Internet access, three printers, and a copier/scanner. All instructional software used by the College is available in the Lab. Students are encouraged to use the Lab outside of class times to complete coursework for seated, hybrid, and online courses. Information Technology (IT) staff are available to assist students with technology while using the Open Computer Lab. In addition, all students have access to 24/7 IT Remote Support, an online Help Desk Knowledge Base, and IT Help Live Chat via the website. The College's eLearning Department provides student support through Moodle and eLearning. Fully online and hybrid courses have course content in Moodle, while face-to-face courses use Moodle for supplemental information and to meet student needs for scheduling flexibility. eLearning staff provide an online orientation to Moodle. eLearning staff also assist students with assessing their technical skills and readiness for online coursework and provide resources to assist students with their online coursework. WCC's Academic Skills Center provides in-person and virtual peer and professional tutoring. Library services are offered to traditional and distance learning students as well as the general public. Resources and services available from the library website that are particularly useful for distance education students include: • Online free library card access • Point of need reference assistance by phone or via "Ask a Librarian" website link • Online library orientation • Online program-specific library guides

	• Online tutorial assistance for library's subscription databases of ebooks, electronic journals, and streaming videos Career Services provides information and resources to help students in all aspects of their career planning and development process. In addition to face-to-face workshops, seminars, and individual appointments, the Career Services Counselor offers online services such as self-directed resume assistance and resources designed to assist students in making informed decisions concerning their education and career paths. Students are eligible for a variety of scholarships funded by internal and external sources. The Foundation of Wayne Community College is dedicated to providing financial assistance for students. Most WCC Foundation scholarships are funded through endowments and annual contributions donated by individuals, civic organizations, and private businesses. Students can apply for Foundation scholarships on the website. All students have the opportunity to participate in student activities, including Student Government Association (SGA), clubs and organizations, on- and off-campus activities and events, and online activities such as bingo and e-sports tournaments.
12.4 – Student Complaints	Procedures for addressing written student complaints are outlined in the General Catalog and Student Handbook as well as in the College Procedures Manual CPM 05-0802 – Student Rights, Responsibilities, and Judicial Procedures and CPM 05-0804 – Appeal of Final Course Grade. This information is also included on course syllabi and on the distance education homepage. Students enrolled in distance education courses or at off-campus instructional sites follow these same procedures.
13.7 – Physical resources	On-campus: WCC maintains technology and infrastructure adequate for the needs of its distance education students. Ample bandwidth, hosted Moodle learning management system and various services enable distance students the same opportunities as traditional students. Internet, email, phone, and collaboration tools such as Google Meet, Zoom, and others are among the communication options available to students. All classrooms have web cameras available, while ten classrooms have been outfitted with camera equipment that enables instructors to include the classroom in the discussion with microphones in the ceiling and a camera system that can pan, zoom, and tilt via a touch screen display. Recording of the

	lecture and class is accomplished using a Video Content Management System. Off-campus: In 2017 the main Internet feed for the Aviation program at the Wayne Executive Jetport was replaced with a dedicated 200 Mb Internet feed. Additionally, fiber was installed between the Aviation classroom building and the hanger. This provided additional stable bandwidth to the space and improved the ability to add additional wireless capacity to the space. This enables students and staff to retrieve documents, specification sheets, and schematic prints of the planes and components using wireless devices.
14.1 – Publication of accreditation status	As a member college accredited by the Southern Association of Colleges and Schools Commission on Colleges, Wayne Community College publishes its accreditation status in multiple locations to include the College's General Catalog and Student Handbook, which is available both in print and online.

Wayne Community College applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. WCC does not have any instructional sites that meet the SACSCOC definition of a branch campus. Therefore, WCC demonstrates compliance with standard 14.3.

Documentation

Comparison of Course Outcomes – Business Administration
Course Syllabus – Code of Conduct
CPM 01-0301 – Purpose, Authority, and Membership of Standing Committees – eLearning Committee
CPM 03-0106 – eLearning
CPM 05-0301 – Confidentiality of Student Records
CPM 05-0302 – Student Privacy – Distance Education
CPM 05-0802 – Student Rights, Responsibilities, and Judicial Procedures
CPM 05-0804 – Appeal of Final Course Grade
CPM 06-0202 – Technology Acceptable Use
Distance Education Plan 2018-2021
eLearning – Online Orientation to Moodle
eLearning Service Outcome Assessment 2020-2021
eLearning Service Review 2019-2020
eLearning Standard Procedures
General Catalog and Student Handbook - Accreditation
IT Help Desk Knowledge Base
IT Help Live Chat

Section 14: Transparency and Institutional Representation

IT Remote Support
Job Descriptions, eLearning Specialists
My Bison ID – IT Help
Program Review – Business Administration
Residency Determination Service
Respondus
SACSCOC Approval to Offer Distance Learning
Seymour Johnson Air Force Base
State Authorization Webpage
Student Activities
Veterans Services
WCC General Catalog and Student Handbook – Annual Calendar
WCC General Catalog and Student Handbook – Grading System
WCC General Catalog and Student Handbook – Expenses
WCC General Catalog and Student Handbook – FERPA
WCC General Catalog and Student Handbook – Student Complaints
WCC General Catalog and Student Handbook – Technology Acceptable Use Procedure
WCC General Catalog and Student Handbook – Tuition Refund Policy
WCC Schedule of Courses
WCC Website - Career Resources
WCC Website - Career Resources – Cover Letter and Resume
WCC Website – eLearning – Student Grievance Procedure
WCC Website – Foundation Scholarships
WCC Website – Username and Password Creation

14.4 **The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy "Accrediting Decisions of Other Agencies.") (Representation to other agencies)**

_X__ Compliance **___ Non-Compliance**

Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 14.4.

The institution represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation.

The SACSCOC *Accrediting Decisions of Other Agencies Policy* states that it is the institution's responsibility to keep accrediting agencies apprised of any status changes, to include the suspension, revocation, withdrawal, or termination of the institution's legal authority to provide postsecondary education; the denial of another United States Department of Education (USDE) recognized agency to deny accreditation or candidacy; or probation or an equivalent status imposed by a USDE recognized accrediting agency. Institutions are required to accurately represent themselves to each agency regarding purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents, and must keep each U.S. Department of Education-recognized accrediting body, including SACSCOC, apprised of any change in its status with one or another accrediting agency.

Wayne Community College is accredited by only one U.S. Department of Education-recognized institutional accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which accredits WCC to award associate degrees. The most recent review by SACSCOC occurred in 2016 when the Commission on Colleges reaffirmed WCC's accreditation.

The U.S. Department of Education posts a document entitled *Database of Accredited Postsecondary Institutions and Programs (DAPIP)* on its website. The DAPIP contains information reported to the U.S. Department of Education directly by recognized accrediting agencies and state approval agencies. The database reflects additional information as it is received from recognized accrediting agencies and state approval agencies. The database indicates that WCC is accredited by the Southern Association of Colleges and Schools, Commission on Colleges, and has been since January 1, 1970.

The U.S. Department of Education's website also provides an extensive list of national and regional accrediting agencies related to programmatic accreditation. Of these agencies, Wayne Community College is accredited by the Accreditation Commission for Education in Nursing, Inc. (formerly called the National League for Nursing Accrediting Commission) and the American Dental Association Commission on Dental Accreditation (CODA).

Section 14: Transparency and Institutional Representation

Table 1 provides more information regarding the College's accreditation with both the Accreditation Commission for Education in Nursing, Inc. and the American Dental Association Commission on Dental Accreditation.

Table 1: Nursing and Dental Accreditation

Program	Accrediting Agency	Date of Last Review	Date of Next Review	Status
Associate Degree Nursing / Practical Nursing (accredited since 02/01/2008)	Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC)	2013 – ACEN accreditation letter provided	Spring 2021	Will have final Commission decision in October 2021
Dental Hygiene (accredited since 12/07/1967)	American Dental Association, Commission on Dental Accreditation of the American Dental Association (CODA)	April 2021 – CODA	December 31, 2027	Approval with Reporting Requirements
Dental Assisting (accredited since 07/18/1964)	American Dental Association, Commission on Dental Accreditation of the American Dental Association (CODA)	April 2021 – CODA	December 31, 2027	Approval without Reporting Requirements

Several of Wayne Community College's programs are currently accredited by federally-approved external accrediting agencies. Each program is subject to review by the organization specific to its discipline and each program is currently in good standing with the respective agency. Information pertaining to these accreditations can be found in Table 2. All programs are currently in good standing with their respective accrediting agency and the most recent accreditation letters are provided.

Table 2: Additional Programs and Accrediting Agency Status

Program	Accrediting Agency	Date of Last Review	Date of Next Review	Status
Associate Degree Nursing / Practical Nursing	North Carolina Board of Nursing 2021 NCBON Letters	2021	2029	Recommended for continued full approval status
Automotive Systems Technology	National Automotive Technician Education Foundation	2016	2022	NATEF certified
Aviation Systems Technology	Federal Aviation Administration	1971	Indefinitely	Compliant
Basic Law Enforcement Training	North Carolina Department of Justice Criminal Justice Standards Division	2019	February 21, 2024	No deficiencies - Accreditation renewed
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	March 2016	July 2020 / Postponed due to COVID-19 link	Compliant
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2016	2025	Continued Accreditation
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2016 – NAACLS Award Letter	2021	No outstanding concerns from site visit; Formal notification of accreditation status will be provided in October 2021

Information concerning the accreditation status of specific programs is published in the General Catalog and Student Handbook, which is available in print and online. The College's website provides an accreditation page with a listing of institutional and program accreditations.

Additionally, each academic program has its own webpage that also provides the accreditation status of applicable programs such as Aviation Systems Technology, Medical Assisting, and Medical Laboratory Technology.

The institution informs those agencies of any change of accreditation status, including the imposition of public sanctions.

Wayne Community College's SACSCOC Liaison is responsible for notifying the Commission on Colleges in the event that a credit program receives initial accreditation or if a change occurs in program accreditation. Wayne Community College has not had any instances of failing to notify SACSCOC or other accrediting agencies of new membership with an accrediting body; withdrawal of membership from an accrediting body; termination of accreditation by an agency; or sanction by another accrediting agency.

Wayne Community College represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions. Therefore, Wayne Community College demonstrates compliance with Standard 14.4.

Documentation

2016 NAEYC Letter (continued accreditation)
2016 Reaffirmation Letter
Accreditations
Associate Degree Nursing ACEN 2013-2021
Aviation Systems FAA Certification
Aviation Systems Technology Webpage
BLET Site Visit Report
CAAHEP Award Letter 2016
DAPIP – Programmatic Accreditation
DAPIP – Wayne Community College
Dental Assisting Program Approval 2021
Dental Hygiene Program Approval 2021
Early Childhood NAEYC 2016-2020
Email Regarding Board of Nursing Accreditation
Medical Assisting Webpage
Medical Laboratory Technology Webpage
NAACLS Award Letter 2016
NAACLS Letter 2021
NAACLS Site Visit Review 2021
NAEYC Site Visit Extended Spring 2021
NATEF Certificate of Accreditation
NC Board of Nursing Letter, March 12, 2021
NC Board of Nursing Letter, May 27, 2021

QUALITY ENHANCEMENT PLAN IMPACT REPORT FOR WAYNE COMMUNITY COLLEGE

Wayne Community College's (WCC) Quality Enhancement Plan (QEP), *OnPoint: An Initiative in Success-Based Advising,* focuses on strengthening advising services provided to college transfer students to help them achieve their academic and career goals. By implementing a mandatory college transfer course, combined with access to the College Transfer Advising Center (CTAC) and a dedicated individual faculty advisor for each college transfer student, students have a broad network of resources designed to propel them to the next level of their academic success. A comprehensive approach to advising not only benefits students while at WCC, but also lays the foundational groundwork that gives them the confidence to take the next steps towards reaching their ultimate career goals.

(1)   INITIAL GOALS & INTENDED OUTCOMES

The QEP Goals and associated Student Learning Outcomes (SLOs) are as follows:

QEP Goal 1: The College will successfully implement a required College Transfer Student course, ACA 122, that will support advising.

> ***Student Learning Outcome A:*** College transfer students in the OnPoint program will identify personal skills and characteristics to ascertain potential career options.

> ***Student Learning Outcome B:*** College transfer students in the OnPoint program will know the educational requirements that support their career preferences.

> ***Student Learning Outcome C:*** College transfer students in the OnPoint program will identify and demonstrate knowledge of College support systems designed to increase their ability to achieve their academic and personal goals.

QEP Goal 2: The College will assign college transfer students to an individual faculty advisor who will engage with students to reinforce learning acquired in the student success course.

> ***Student Learning Outcome A:*** Through the faculty advisor relationship, college transfer students in the OnPoint program will understand how to use their structured academic pathway to meet their academic goals.

> ***Student Learning Outcome B:*** Through the faculty advising relationship, college transfer students will address challenges to academic and personal goals.

QEP Goal 3: The College Transfer Advising Center will support advising processes initiated in the student success course and reinforced by individual faculty advisors.

> ***Student Learning Outcome A:*** College transfer students will utilize their structured academic pathway to meet their academic goals.

> ***Student Learning Outcome B:*** College transfer students will utilize college support services to overcome challenges to academic success.

(2)   QEP CHANGES AND RATIONALE

During the implementation of the Quality Enhancement Plan, it became apparent that changes were needed. The following discussion signifies changes made to the QEP over the past five years, as well as rationale for the changes.

ACA 122 Delivery Method

ACA 122 courses initially utilized a hybrid delivery method. Using this format, students met in person for 50 minutes once per week. The other contact hour was online coursework. After conducting focus groups with students who had taken the course during the spring and fall semesters of 2016, it was determined that meeting 50 minutes per week was not sufficient time for students and faculty advisors (ACA 122 instructors) to build an interpersonal relationship, which was an intended outcome of the QEP.

Starting in the spring semester of 2017, ACA 122 courses were moved to a fully seated delivery method. This doubled the amount of face-to-face classroom time, which provided students and faculty advisors a greater opportunity to engage with one another and build meaningful interpersonal relationships.

ACA 122 Classroom Location

During the spring and fall 2016 semesters, ACA 122 courses met in standard classrooms. When ACA 122 courses were moved to a fully seated delivery method in 2017, it was decided that all future ACA 122 course sections should be held in computer labs. By meeting in a computer lab, students with limited or no computer or internet access at home could complete coursework during class time. This also allowed students to receive instructor feedback while working on class activities, providing for a real-time exchange of information.

Early Alert/Advising Software

During the development of the QEP, the GradesFirst software package was selected as the early alert/advising software that would be used by faculty advisors. GradesFirst was utilized for the entirety of 2016 and 2017. At the end of 2017, it was determined that GradesFirst did not fully meet the needs of college transfer faculty advisors, specifically the ability to efficiently create and/or electronically track a student's structured academic pathway. The lack of this feature made advising cumbersome and caused continuity issues when students transitioned to the College Transfer Advising Center (CTAC). For these reasons, the Aviso Retention software solution was selected as a replacement for GradesFirst. Configuration of Aviso Retention took place during the spring semester of 2018, was tested during the summer semester of 2018, and was fully implemented during the fall semester of 2018.

(3)   QEP'S IMPACT ON STUDENT LEARNING

To determine the impact *OnPoint* had on student learning, several assessment methods and data sources were used. The following sections outline how each of the three QEP Goals and their respective Student Learning Outcomes (SLOs) were assessed and the outcome of those assessments.

QEP Goal 1

College transfer students with less than 30 credit hours completed were advised to enroll in College Transfer Success, ACA 122, during their first semester at WCC. For these students, the ACA 122 instructor also served as their faculty advisor. This group of college transfer students is referred to as the QEP Cohort. College transfer students with 30 or more credit hours completed were also advised to take ACA 122

during their first semester at WCC. For these students, the ACA 122 instructor did not serve as their faculty advisor. Instead, these students were assigned to the College Transfer Advising Center (CTAC). This group of college transfer students is referred to as the Non-QEP Cohort. Apart from assigning ACA 122 instructors as faculty advisors for the QEP Cohort students, the college transfer students in both cohorts took the same ACA 122 course.

Five assignments that are at the core of the ACA 122 curriculum were used to assess QEP Goal 1. Students had to earn a minimum grade of 70% for each assignment to achieve success. An approved rubric was used to grade each assignment. These assignments have undergone minor changes and improvements but have remained largely unchanged from an assessment standpoint since the outset of the QEP.

Student Learning Outcome A

SLO A was intended to assist students with identifying their personal skills and characteristics to discover potential career options. SLO A was assessed using the *Career Interest Inventory Parts I and II* assignments collectively. The success standard for SLO A was set at 90%. Figure 1 shows the percentage of successful QEP Cohort students as compared to the percentage of successful Non-QEP Cohort students by academic term. Overall, QEP Cohort students achieved an 87% success rate, while Non-QEP Cohort students achieved a 90% success rate.

Chart 1: Goal 1, SLO A – Career Exploration
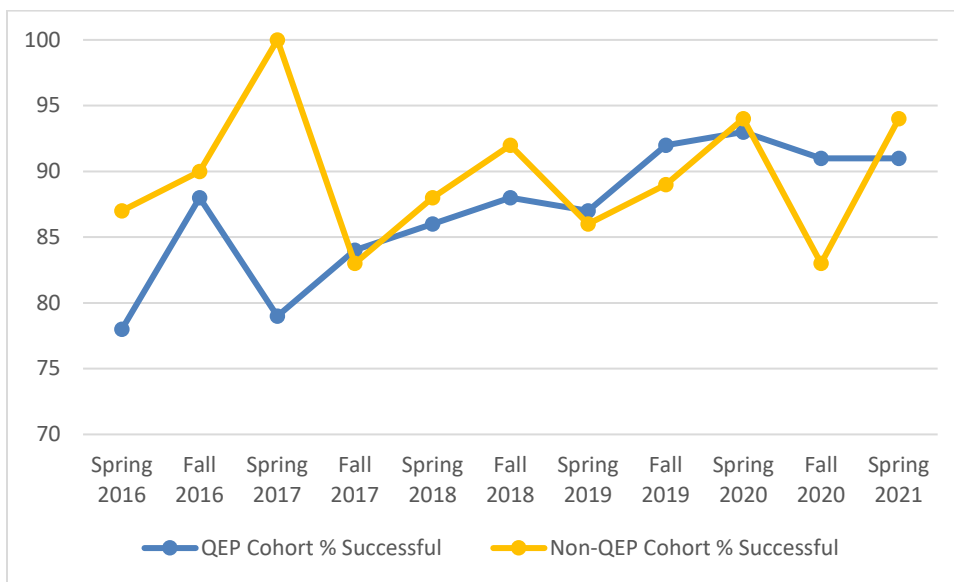
Student Learning Outcome B

SLO B was intended to assist students in learning the educational requirements that support their career preferences, as well as creating a structured academic pathway. SLO B was assessed using the *What Are My Possible Transfer Institutions* and *My College Transfer Plan Parts I, II, and III* assignments collectively. The success standard for SLO B was set at 90%. Figure 2 shows the percentage of successful QEP Cohort students as compared to the percentage of successful Non-QEP Cohort students by academic term. Overall, QEP Cohort students achieved an 83% success rate, while Non-QEP Cohort students achieved an 86% success rate.

Chart 2: Goal 1, SLO B – Academic Exploration
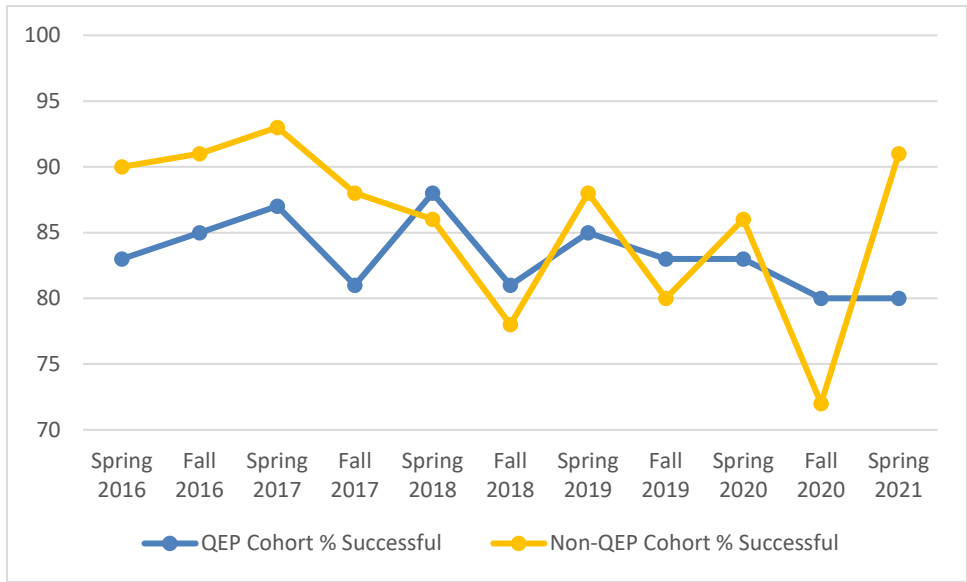
Student Learning Outcome C

SLO C was intended to assist students in learning the various College support systems designed to increase their ability to achieve their academic goals. SLO C was assessed using the *WCC Student Support Services* assignment. The success standard for SLO C was set at 90%. Figure 3 shows the percentage of successful QEP Cohort students as compared to the percentage of successful Non-QEP Cohort students by academic term. Overall, QEP Cohort students achieved an 89% success rate, while Non-QEP Cohort students achieved a 91% success rate.

Chart 3: Goal 1, SLO C – Support Systems
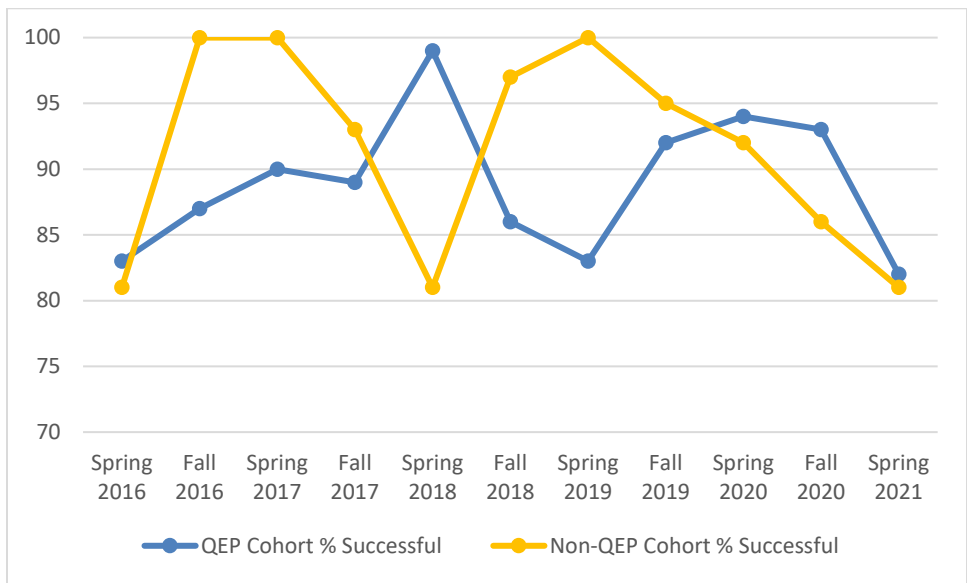
Analysis of QEP Goal 1

The assessment of SLOs A, B, and C demonstrates that there was no significant difference between the success of QEP Cohort students and Non-QEP Cohort students. On average, Non-QEP Cohort students showed slightly higher overall success than QEP Cohort students for SLOs A, B, and C. The difference between the two cohorts was 3% for SLO A, 3% for SLO B, and 2% for SLO C. These differences can be explained in two ways. First, because of the criteria used to assign students to each cohort, the QEP Cohort students were mostly new to the higher education environment and therefore less experienced than the Non-QEP Cohort students. Second, the size of the Non-QEP Cohort was significantly smaller (212 students) than the size of the QEP Cohort (1,372 students).

Although the hypothesis was that QEP Cohort students would achieve higher rates of success than Non-QEP Cohort students, this was not supported by the data. However, the results of this assessment are still encouraging and highlight two important insights. First, having a faculty advisor does not significantly impact students' ability to learn what they need to learn in ACA 122. Second, the data suggest that the current ACA 122 course curriculum provides college transfer students with the skills, knowledge, and expertise they need to be successful at WCC and their preferred four-year transfer institution.
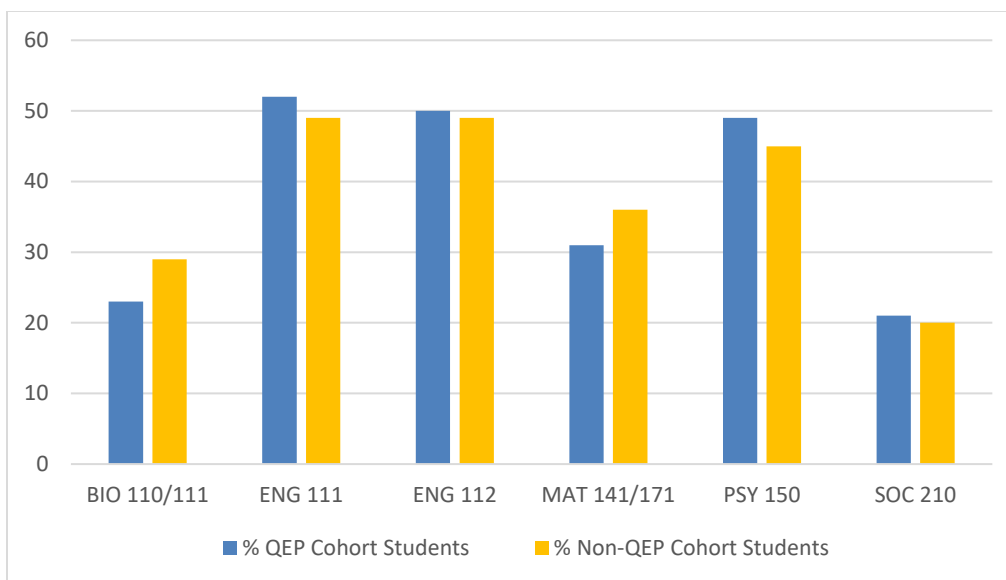
QEP Goal 2

After completing ACA 122, QEP Cohort students remained assigned to their faculty advisor for an average of two to three semesters. During this time, students used their personalized structured academic pathway as a guide to follow when enrolling in courses. Students also utilized the College's support systems when faced with academic or personal challenges. To assess QEP Goal 2, course completion data and College support system usage data were used.

Student Learning Outcome A

SLO A was intended to assist students with understanding how to use their structured academic pathway to meet their academic goals. SLO A was assessed using student course enrollment and successful course completion data. Students' successful completion of selected Universal General Education Transfer Component (UGETC) courses within the Arts and Sciences Division was used to determine if QEP Cohort students were effectively using their structured academic pathways during the semesters in which they were assigned to a faculty advisor. Figure 4 compares the percentage of QEP Cohort students who completed selected UGETC courses with a grade of "C" or better during their first three semesters of participating in *OnPoint* to the percentage of Non-QEP Cohort students (first-time college transfer students who took ACA 122 in either the spring or fall semester of 2015 and were not assigned to a faculty advisor) who completed selected UGETC courses with a grade of "C" or better during their first three semesters enrolled at WCC.

Chart 4: Goal 2, SLO A – UGETC Course Completion

Legend: ■ % QEP Cohort Students   ■ % Non-QEP Cohort Students

Analysis of QEP Goal 2, SLO A

The UGETC courses selected to assess SLO A are generally considered to be "gateway courses," meaning the successful completion of these courses is typically needed to progress on to more advanced coursework. The data gathered for SLO A suggests that students participating in *OnPoint* did not benefit from having an assigned faculty advisor. Although the QEP Cohort of students performed slightly better in English 111, English 112, and Psychology 150, data indicate that an average of the six gateway courses show that of *both* the QEP Cohort and Non-QEP Cohort, 38% of students successfully completed these gateway courses.

Student Learning Outcome B

SLO B was intended to assist students with addressing their academic and personal challenges. SLO B was assessed by gathering usage data of two College support services on campus. The support services included were the Academic Skills Center (ASC) and Counseling Services (CS). The ASC supports students when they are facing academic challenges and CS supports students when they are facing personal challenges.

Figure 5 shows the percentage of QEP Cohort students who utilized the ASC during their first semester participating in *OnPoint* as compared to the percentage of Non-QEP Cohort students who utilized the ASC during their first semester at WCC. Overall, 17% of QEP Cohort students utilized the services of the ASC, while 11% of Non-QEP Cohort students utilized the services of the ASC.

Chart 5: Goal 2, SLO B – Academic Skills Center Usage
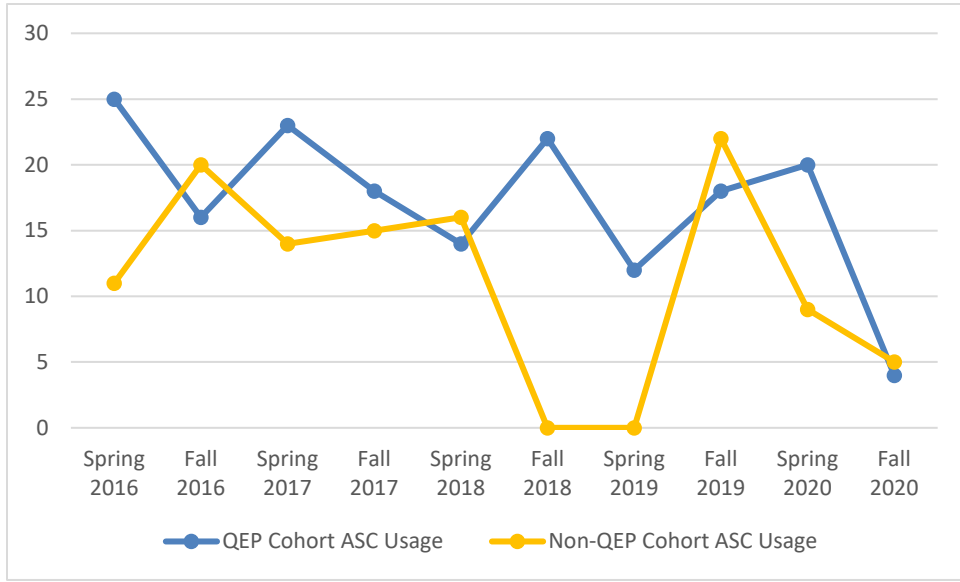

Figure 6 shows the percentage of QEP Cohort students who utilized CS during their first semester participating in *OnPoint* as compared to the percentage of Non-QEP cohort students who utilized CS during their first semester at WCC. Overall, 21% of QEP Cohort students utilized the services offered by CS, while 23% of Non-QEP students utilized the services of CS.

Chart 6: Goal 2, SLO B – Counseling Services Usage
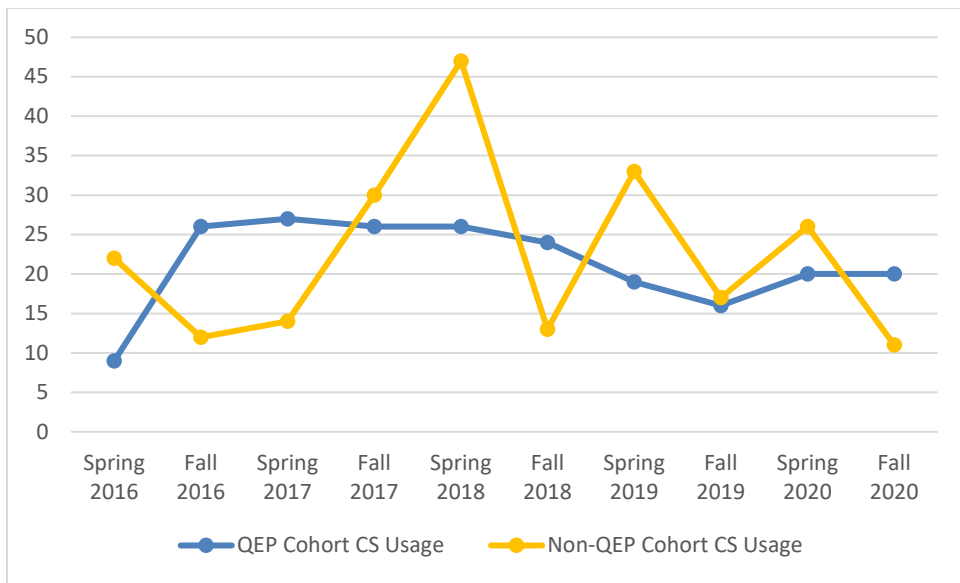
Analysis of QEP Goal 2, SLO B

It was anticipated that due to the advisor-advisee relationship, QEP Cohort students would utilize the services provided by the ASC and CS more frequently than the Non-QEP Cohort students. However, there are no discernable trends in the data to support this assumption. We will continue to monitor and assess the use of these services by both cohorts.

QEP Goal 3

QEP Cohort students were transitioned to the CTAC upon completion of 30 credit hours with a 2.5 grade point average (GPA) or better. Once moved to the CTAC, these students became part of the CTAC Transition Cohort. These students were no longer assigned to a faculty advisor and instead were assigned to the Director of the CTAC. Course completion data, program completion data, and College support systems data were used to assess QEP Goal 3.

Student Learning Outcome A

SLO A was intended to assist students with continuing to use their structured academic pathway during the semesters after they transitioned to the CTAC. SLO A was assessed using credential completion data.

Table 1: Goal 3, SLO A – Credential Completion

	CTAC Transition Cohort (*n*=478)	Non-QEP Cohort (*n*=171)
Average WCC GPA	3.34	3.22
WCC Credentials Earned	310 (65%)	100 (58%)
Bachelor's Degrees Earned	69 (14%)	56 (33%)

Analysis of Goal 3, SLO A

There is no significant difference in GPA between QEP Cohort students and Non-QEP Cohort students. The increased percentage of WCC credentials earned by QEP Cohort students is believed to be attributed to the redesign of the ACA 122 curriculum, which includes a concentrated effort to assist students in developing a structured academic plan. Through this process, students learn how to make decisions regarding their academic future, both at WCC and their preferred four-year college or university. It is important to note that due to the timing of this report, the expectation is that the number of bachelor's degrees earned by the QEP Cohort students will increase substantially within the next few years. We will continue to monitor and assess credential completion data for both cohorts.

Student Learning Outcome B

SLO B was intended to assist students with addressing challenges to their academic and personal goals during the semesters after they transitioned to the CTAC. SLO B was assessed by gathering usage data of the Academic Skills Center and Counseling Services. In the College's efforts to seek continuous improvement, a new CTAC Transition Cohort has been identified and data is being gathered to assess this SLO. Once the data has been collected, this information will be analyzed in comparison to the Non-QEP Cohort. The expectation is that the CTAC Transition Cohort will have utilized support services to a greater extent than the Non-QEP Cohort students. This information will be shared with key stakeholders to refine existing services to enhance the environment supporting student learning.

(4)   INDIRECT EFFECTS AND UNANTICIPATED OUTCOMES OF THE QEP

Although efforts were made to anticipate all effects and outcomes related to the QEP, some consequences were unforeseen. The following is a discussion of the observed indirect effects and unanticipated outcomes of the QEP.

Need for More Computer Lab Space

All ACA 122 courses were held in computer lab classrooms beginning in the spring 2017 semester. Changing from standard classrooms to computer labs allowed for students to work on activities and conduct research during class time. Doing so also made it easier for ACA 122 instructors to answer student questions synchronously as opposed to asynchronously via email. Although this change was intended to help students and instructors, it also highlighted the need for more computer lab classroom space. In many instances, finding classroom space for the ACA 122 courses was difficult because other disciplines also required computer lab classrooms.

Efforts have been made to increase computer access for students within the classroom. The most notable of these efforts has been the addition of mobile laptop carts. Laptop carts have simplified the process of finding classroom space for ACA 122 by allowing traditional lecture spaces to serve as on-demand computer labs.

Culture Change and Continuous Improvement of ACA 122

The culture and perceptions surrounding ACA 122 on campus were not ideal before the start of *OnPoint*. In many cases, students found minimal value in the course and thought of it as being less important than other curriculum courses. As a core component of the QEP, ACA 122 underwent many initial changes. It has continued to improve from semester-to-semester based upon the results of student focus groups and discussions with faculty who had taught ACA 122. Results of student focus groups also determined that students' perceptions of ACA 122 improved. Students in these focus groups mentioned that success in the course requires that you "take the course seriously", "don't procrastinate", and "complete your assignments on time."

Enhancing Faculty Use of Moodle

ACA 122 relied heavily on the use of Moodle, WCC's Learning Management System. Students taking the course were required to submit all assignments electronically through their ACA 122 Moodle site regardless of instructional modality. An indirect effect of faculty utilizing Moodle in ACA 122 proved to be critical during the pivot to online learning that took place in March 2020 due to the COVID-19 pandemic. Because faculty were already equipped to utilize Moodle to facilitate online learning prior to this transition, the technological obstacles created by the unprecedented circumstances faced by all were minimized. As the importance of providing a quality educational experience for all students at WCC continues to be a top priority, the institution has committed to providing faculty with the tools and resources to enhance their ability to successfully teach online.

(5)   REFLECTIONS ON WHAT HAS BEEN LEARNED

Throughout the implementation, maintenance, and assessment of *OnPoint*, the institution has gained the following insights.

Implementing a New Advising Model

The transition from a centralized model of advising college transfer students to a blended model seemed straightforward, theoretically. However, in practice, a blended model proved to be much more complex than advising students in the College's applied science programs. As compared to the highly structured technical programs, such as automotive systems, College transfer students have a plethora of course options and potential academic trajectories. Maintaining and updating a student's structured academic plan is a process that requires ongoing attention and resources. It is evident that the College needs to reexamine the advising model that will best serve college transfer students.

Ensuring a Consistent ACA 122 Student Experience

As a part of the strategies and actions of *OnPoint*, it was determined that Arts and Sciences faculty would teach ACA 122 on a four-semester rotation. The advantage of this strategy is that it allowed for an even distribution of advisees among faculty. At any given point in time, no faculty advisor would be assigned more than 25 advisees. However, it was quickly realized that this irregular scheduling strategy did not allow faculty to develop acumen with the course curriculum. Ideally, faculty would need to teach ACA 122 on a much more regular basis to provide a stable environment supporting student learning. To this end, work is being done to determine the feasibility of having a small cadre of faculty who will teach ACA 122 consistently.

Impact of ACA 122 on Student Success

The initial expectation was that the advisor-advisee relationship would be key to success of college transfer students. However, it was determined that the most critical component of college transfer student success is the completion of ACA 122 early in the student's academic journey. This conclusion is supported by internal quantitative data, student feedback, and faculty observation. The course, which focuses on many topics relevant to the college transfer student, revolves around the central theme of planning one's long-term educational and professional goals. The tangible product of this focus is a structured academic plan that students can use as they progress through their academic programs at WCC and eventually make the transition to their desired transfer institution. It is important to note that although these academic plans may change over time, it is the cultivation of the intangible skills necessary to create such a plan that is the real key to success of college transfer students.