

Wayne Community College Program Review – 2024-2025

Name of Program: Associate in Arts

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The mission of the Associate in Arts Degree Program is to offer the academic requirements necessary to complete an Associate in Arts Degree, as well as prepare students for transfer to a four-year institution.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.*

No revision is necessary.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to 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.

(Goal 1) The Associate in Arts degree program is part of the Arts & Sciences Division at Wayne Community College, which is an open-door admissions community college. Students representing each of Wayne County's public and private high schools attend each semester.

(Goal 2) The Associate in Arts degree program, along with the Arts & Sciences Division, is committed to ensuring program excellence. The college's Vision and Mission Statements as well as Core Values are aligned with the Associate in Arts degree program and Arts & Sciences Division through the qualified faculty and educational opportunities, both inside and outside of the classroom.

(Goal 3) The faculty within the Associate in Arts degree program strive to assist and prepare students for success. Organizations such as the Phi Theta Kappa Honor Society, Scholars of Global Distinction, and WCC Honors Program represent both an institutional and division-wide commitment to academic excellence and success for our students.

(Goal 4) Three of the seven North Carolina Community College System's performance measures are primarily attached to the Arts & Sciences Division, which includes the Associate in Arts program. Those measures include curriculum math student success, curriculum English student success, and college transfer student success. Wayne Community College is regularly in the top 25% of all 58 North Carolina Community Colleges for these three measures.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Associate in Arts
Pathway	Associate in Arts Pathway

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
COM 110 – Intro to Communication	Fall 2022 – Updated (Deleted local prerequisite)
COM 120 – Intro to Interpersonal Communication	Fall 2022 – Updated (Deleted local prerequisite)
COM 140 – Intro to Intercultural Communication	Fall 2022 – Updated (Deleted local prerequisite)
COM 231 – Public Speaking	Fall 2022 – Updated (Deleted local prerequisite)
BIO 275 – Microbiology	Spring 2023 – Updated (Deleted local prerequisite)
HSE 110 – Introduction to Human Services	Fall 2023 – Updated (Added Course to Program)
MUS 121 – Music Theory I	Fall 2023 – Updated (Added Course to Program)
MUS 122 – Music Theory II	Fall 2023 – Updated (Added Course to Program)
MAT 025 – Concepts of Essential Math/Stat	Fall 2024 – Updated (Added new Course)
MAT 035 – Concepts of Algebra	Fall 2024 – Updated (Added new course)
ENG 025 – College English Skills	Fall 2024 – Updated (Added New Course)
ENG 025 – College English Skills	Fall 2024 – Updated (Added local corequisite)
MAT 175 – Precalculus	Fall 2024 – Updated (Added new course and local prerequisite)
MAT 271 – Calculus I	Fall 2024 – Updated (Add new state prerequisite)
ENG 111 – Writing and Inquiry	Fall 2024 – Updated (Deleted state corequisite and added local prerequisite)
ART 114 – Art History Survey I	Fall 2024 – Updated (Added local prerequisite)
ART 115 – Art History Survey II	Fall 2024 – Updated (Added local prerequisite)
HIS 111 – World Civilizations I	Fall 2024 – Updated (Added local prerequisite)
HIS 112 – World Civilizations II	Fall 2024 – Updated (Added local prerequisite)
HIS 116 – Current World Problems	Fall 2024 – Updated (Added local prerequisite)
HIS 121 – Western Civilization I	Fall 2024 – Updated (Added local prerequisite)
HIS 122 – Western Civilization II	Fall 2024 – Updated (Added local prerequisite)
HIS 131 – American History I	Fall 2024 – Updated (Added local prerequisite)
HIS 132 – American History II	Fall 2024 – Updated (Added local prerequisite)
HIS 221 – African American History	Fall 2024 – Updated (Added local prerequisite)
POL 120 – American Government	Fall 2024 – Updated (Added local prerequisite)
PSY 150 – General Psychology	Fall 2024 – Updated (Added local prerequisite)
SOC 210 – Intro to Sociology	Fall 2024 – Updated (Added local prerequisite)
SOC 213 – Sociology of the Family	Fall 2024 – Updated (Added local prerequisite)
SOC 220 – Social Problems	Fall 2024 – Updated (Added local prerequisite)

SOC 225 – Social Diversity	Fall 2024 – Updated (Added local prerequisite)
HUM 115 – Critical Thinking	Fall 2024 – Updated (Deleted state prerequisite and added local prerequisite)
ECO 251 – Principles of Microeconomics	Fall 2024 – Updated (Added local prerequisite)
ECO 252 – Principles of Macroeconomics	Fall 2024 – Updated (Added local prerequisite)
MAT 143 – Quantitative Literacy	Fall 2024 – Updated (Deleted state corequisite and state prerequisite, added local prerequisite)
MAT 152 – Statistical Methods I	Fall 2024 – Updated (Deleted state corequisite and state prerequisite, added local prerequisite)
MAT 171 – Precalculus Algebra	Fall 2024 – Updated (Deleted state corequisite and state prerequisite, added local prerequisite)
MAT 280 – Linear Algebra	Fall 2024 – Updated (Changed local prerequisite)
ACC 120 – Principles of Financial Accounting	Fall 2024 – Updated (Deleted local prerequisite)
PHY 251 – General Physics I	Fall 2024 – Updated (Deleted state corequisite)

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

Many state level prerequisites and corequisites were deleted or updated to align with the new Developmental Education Reform through the NCCCS which added three new courses: ENG 025, MAT 025, and MAT 035. Also, several new courses for electives were added.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	11/28/2022	The committee met with the counselors from WCPS as well as the Deans and Arts & Sciences Department Chairs, College Transfer Advising Center (CTAC) and the Career and College Promise staff. Deans highlighted specific degrees and certificates. Dr. Jenkins explained how the apprenticeships at WCC work and if students would like to shadow while in high school to contact Kristie Sauls. Lorie Waller (CCP) explained that the Associate in Engineering (AE) pathway had been deleted. She also explained the WCC Bison Benefit for students. Allyson Daly, spoke about the Scholars of Global Distinction Program. A brief discussion regarding the deletion of WP and WF was shared as well.
2023-2024	11/13/2023	The committee met with the counselors from WCPS as well as the Deans and Arts & Sciences Department Chairs, College Transfer Advising Center (CTAC) and the Career and College Promise staff. A brief overview of the Arts & Sciences Division was explained. The CTAC provides advising and registration support for all students. The benefits of attending WCC were discussed (small class size, cost, support services, etc.). The FAFSA is the first step to paying for college. Scholarship opportunities were discussed (Bison Benefit). Apprenticeships as well as Transfer Opportunities and University Partnerships were shared. CCP data was discussed. Lynn Mooring from Partnership Teach provided details regarding the ECU partnership. Kelli Hamm, WCC EPP Campus Director, shared the joint effort between WCPS, NC DPI, WCC, and NCCCS to be able to assist with the licensure of

		teachers. Allyson Daly and Lynn Swafford discussed the Global Distinction Program and the Honors Program, respectively.
2024-2025	9/19/2024	The committee met with the counselors from WCPS as well as the Deans and Arts & Sciences Department Chairs, College Transfer Advising Center (CTAC) and the Career and College Promise staff. Camp options for high school students were shared. WCC is switching to BibliU for textbook needs. There will be a vocal festival this fall. Allyson Daly shared information about the Renaissance Magazine, Global Distinction Program, and the Honors Program. Katina Davis shared information about the HS Math contest at the Wayne County Fair. Ralph Benedetto discussed the different offerings in the science department and the great work that the science club has been doing with water quality testing for NC Sound Rivers. Upcoming events were shared including Senior Night, Trunk or Treat, ECU Let's Connect, Wayne County Reads, and the WCC Foundation Lecture Series. Partnership Teach, the EPP Program, Teacher Cadet information was provided as well. CTAC information was shared as well as the University Partnerships, articulation agreements, and the New Transfer Guides. Importance of FAFSA was discussed.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The Associate in Arts degree program is well poised to maintain program relevance. As noted previously, three of the seven North Carolina Community College System performance measures (i.e., curriculum math, curriculum English, and college transfer student success) are primarily attached to the Arts & Sciences Division, and Wayne Community College is regularly ranked in the top 25% of North Carolina Community Colleges which are assessed on these performance measures. The College Transfer Performance measure is an index score based on the percentage of graduating exiters and non-graduating transfer program exiters completing 30 or more transfer credits who enroll at a four-year university or college within two academic years following community college exit. Wayne Community College consistently performs well in this category and continues to partner with public, private, and independent universities to provide more transfer support and options for our students. While several Institutional Service Agreements (ISA) have been signed over the last few years, there may be future opportunities to investigate more bilateral transfer agreements for specific programs.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 1,476 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 1480
Target: 1500

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	1,374
2022-2023	1,491
2023-2024	1,564

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	177	12.9%	184	12.3%	208	13.3%
American Indian/Alaskan Native, Female	6	0.4%	4	0.3%	1	0.1%
Asian, Female	10	0.7%	15	1.0%	13	0.8%
Caucasian, Female	489	35.6%	525	35.2%	563	36.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	205	14.9%	214	14.4%	227	14.5%
Two or More Races, Female	36	2.6%	37	2.5%	26	1.7%
Unknown, Female	8	0.6%	8	0.5%	7	0.4%
Female Total	931	67.8%	987	66.2%	1,045	66.8%
African American, Male	94	6.8%	100	6.7%	97	6.2%
American Indian/Alaskan Native, Male	1	0.1%	2	0.1%	2	0.1%
Asian, Male	12	0.9%	10	0.7%	9	0.6%
Caucasian, Male	238	17.3%	289	19.4%	294	18.8%
Hawaiian/Other Pacific Islander, Male	1	0.1%	1	0.1%	0	0.0%
Hispanic/Latino, Male	73	5.3%	78	5.2%	101	6.5%
Two or More Races, Male	19	1.4%	18	1.2%	12	0.8%
Unknown, Male	5	0.4%	6	0.4%	4	0.3%
Male Total	443	32.2%	504	33.8%	519	33.2%
Total	1,374	100.0%	1,491	100.0%	1,564	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	88	6.4%	100	6.7%	107	6.8%
American Indian/Alaskan Native, Under the age of 18	3	0.2%	3	0.2%	1	0.1%
Asian, Under the age of 18	10	0.7%	14	0.9%	16	1.0%
Caucasian, Under the age of 18	331	24.1%	385	25.8%	403	25.8%
Hawaiian/Other Pacific Islander, Under the age of 18	1	0.1%	1	0.1%	0	0.0%
Hispanic/Latino, Under the age of 18	122	8.9%	142	9.5%	151	9.7%
Two or More Races , Under the age of 18	29	2.1%	28	1.9%	13	0.8%
Unk nown, Under the age of 18	4	0.3%	7	0.5%	4	0.3%
Under the age of 18 Total	588	42.8%	680	45.6%	695	44.4%
African American, 18-24	137	10.0%	149	10.0%	154	9.8%
American Indian/Alaskan Native, 18-24	1	0.1%	1	0.1%	1	0.1%
Asian, 18-24	9	0.7%	9	0.6%	5	0.3%
Caucasian, 18-24	326	23.7%	346	23.2%	367	23.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	130	9.5%	130	8.7%	159	10.2%
Two or More Races , 18-24	20	1.5%	24	1.6%	23	1.5%
Unk nown, 18-24	7	0.5%	6	0.4%	6	0.4%
18-24 Total	630	45.9%	665	44.6%	715	45.7%
African American, 25-44	42	3.1%	30	2.0%	40	2.6%
American Indian/Alaskan Native, 25-44	3	0.2%	2	0.1%	1	0.1%
Asian, 25-44	3	0.2%	2	0.1%	1	0.1%
Caucasian, 25-44	63	4.6%	74	5.0%	77	4.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	25	1.8%	20	1.3%	18	1.2%
Two or More Races , 25-44	6	0.4%	3	0.2%	2	0.1%
Unk nown, 25-44	2	0.1%	1	0.1%	1	0.1%
25-44 Total	144	10.5%	132	8.9%	140	9.0%
African American, 45-64	3	0.2%	3	0.2%	1	0.1%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	7	0.5%	9	0.6%	9	0.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.1%	0	0.0%	0	0.0%
Two or More Races , 45-64	0	0.0%	0	0.0%	0	0.0%
Unk nown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	11	0.8%	12	0.8%	10	0.6%
African American, 65+	1	0.1%	2	0.1%	3	0.2%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	1	0.1%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races , 65+	0	0.0%	0	0.0%	0	0.0%
Unk nown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	0.1%	2	0.1%	4	0.3%
Total	1,374	100.0%	1,491	100.0%	1,564	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

For a variety of social and educative reasons, males overall are not entering or completing degrees in the US college or universities systems in as great a number as females. (Only 40% of the nation’s university and college students are male, while 60% are female.) These numbers are reflected at WCC where about one-third of AA students are males while approximately two-thirds are females.

Trends over time: The total enrollment has increased. The overall gender balance remained stable. The proportions of major groups show only slight year-to-year changes. The under 18 enrollments slightly increased and the 18-24 along with the 25-44 groups have remained stable.

In short, the total enrollment is growing modestly, with females making up the majority (about 2/3). 50% of the population are Caucasians, followed by Hispanic/Latino and African American enrollments, with consistent distributions across the three years. In addition, the population is very young, with 90% under age 25.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Participate in marketing and recruiting events.	Attendance at Senior night and CCP showcase will be tracked.

Outcome #2: Retention

Baseline: 53.6 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)

Standard: 55 %

Target: 56 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	53.0%
Fall 2022 to Fall 2023	55.7%
Fall 2023 to Fall 2024	52.1%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	65	11.6%	81	12.5%	88	13.8%
American Indian/Alaskan Native, Female	1	0.2%	1	0.2%	0	0.0%
Asian, Female	6	1.1%	6	0.9%	8	1.3%
Caucasian, Female	210	37.5%	213	33.0%	232	36.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	93	16.6%	115	17.8%	100	15.7%
Two or More Races, Female	17	3.0%	18	2.8%	14	2.2%
Unknown, Female	2	0.4%	4	0.6%	2	0.3%
Female Total	394	70.4%	438	67.8%	444	69.6%
African American, Male	27	4.8%	39	6.0%	28	4.4%
American Indian/Alaskan Native, Male	1	0.2%	1	0.2%	2	0.3%
Asian, Male	4	0.7%	6	0.9%	4	0.6%
Caucasian, Male	96	17.1%	112	17.3%	108	16.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	30	5.4%	40	6.2%	47	7.4%
Two or More Races, Male	8	1.4%	7	1.1%	3	0.5%
Unknown, Male	0	0.0%	3	0.5%	2	0.3%
Male Total	166	29.6%	208	32.2%	194	30.4%
Total	560	100.0%	646	100.0%	638	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	47	8.4%	54	8.4%	57	8.9%
American Indian/Alaskan Native, Under the age of 18	1	0.2%	1	0.2%	0	0.0%
Asian, Under the age of 18	8	1.4%	8	1.2%	10	1.6%
Caucasian, Under the age of 18	192	34.3%	192	29.7%	188	29.5%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	85	15.2%	100	15.5%	94	14.7%
Two or More Races, Under the age of 18	17	3.0%	15	2.3%	6	0.9%
Unknown, Under the age of 18	0	0.0%	4	0.6%	1	0.2%
Under the age of 18 Total	350	62.5%	374	57.9%	356	55.8%
African American, 18-24	35	6.3%	53	8.2%	45	7.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	1	0.2%
Asian, 18-24	2	0.4%	3	0.5%	2	0.3%
Caucasian, 18-24	94	16.8%	103	15.9%	122	19.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	31	5.5%	49	7.6%	50	7.8%
Two or More Races, 18-24	7	1.3%	10	1.5%	11	1.7%
Unknown, 18-24	1	0.2%	2	0.3%	3	0.5%
18-24 Total	170	30.4%	220	34.1%	234	36.7%
African American, 25-44	9	1.6%	12	1.9%	12	1.9%
American Indian/Alaskan Native, 25-44	1	0.2%	1	0.2%	1	0.2%
Asian, 25-44	0	0.0%	1	0.2%	0	0.0%
Caucasian, 25-44	19	3.4%	25	3.9%	30	4.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	6	1.1%	6	0.9%	3	0.5%
Two or More Races, 25-44	1	0.2%	0	0.0%	0	0.0%
Unknown, 25-44	1	0.2%	1	0.2%	0	0.0%
25-44 Total	37	6.6%	46	7.1%	46	7.2%
African American, 45-64	1	0.2%	0	0.0%	1	0.2%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	0.2%	5	0.8%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.2%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	3	0.5%	5	0.8%	1	0.2%
African American, 65+	0	0.0%	1	0.2%	1	0.2%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	1	0.2%	1	0.2%
Total	560	100.0%	646	100.0%	638	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

- 70% Female and 30% Male
- Over 90% of the population are under the age of 25.
- Increase in Caucasian in the 25-44 age group (50% rise)

From Fall 2021 to Fall 2024, overall student retention increased slightly but peaked in Fall 2022–2023 before leveling off. Females consistently represented about 68–70% of the total, with Caucasian and Hispanic/Latino females forming the largest subgroups. Male retention grew modestly, especially among Hispanic/Latino males, but overall remained near 30%. Caucasian students (both genders) formed the largest share, though their proportion declined slightly, while African American and Hispanic/Latino groups showed gradual increases in representation. In addition, students under 18 consistently formed the majority, though their share dropped slightly. The 18–24 age group grew steadily, reaching nearly 37% by Fall 2023–2024, while the 25–44 group increased a bit. Ethnically, Caucasian students under 18 remained the largest subgroup but showed a slight decline, while African American and Hispanic/Latino students increased modestly in both the under-18 and 18–24 categories. Students 45 and older were almost absent from the dataset, signaling a clear shift toward a younger, traditional-aged student population.

The success of our retention could be a result of focused male coaching and advising. We also have achievement coaches for students identified as being at risk.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Achievement coaches will reach out to students who are underperforming academically to promote completion. Faculty will send early alerts using the referral form provided on the internal website as needed.	Number of Achievement Coaching Referrals
2	Participate in and host activities for current students.	Determine the number of students that participate in events hosted on campus such as Math Busters Exam Review, Global/Honors Showcase, Fine Arts Festival, Vocal Fest, and Student Services activities such as the Back to School Bash.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)

Baseline: 162 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 165
Target: 170

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	156
2023-2024	151
2024-2025	178

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	21	13.5%	25	16.6%	29	16.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	2	1.3%	2	1.3%	1	0.6%
Caucasian, Female	53	34.0%	59	39.1%	72	40.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	27	17.3%	15	9.9%	29	16.3%
Two or More Races, Female	4	2.6%	5	3.3%	5	2.8%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	107	68.6%	106	70.2%	136	76.4%
African American, Male	8	5.1%	10	6.6%	3	1.7%
American Indian/Alaskan Native, Male	0	0.0%	1	0.7%	0	0.0%
Asian, Male	2	1.3%	0	0.0%	1	0.6%
Caucasian, Male	31	19.9%	25	16.6%	26	14.6%
Hawaiian/Other Pacific Islander, Male	1	0.6%	0	0.0%	0	0.0%
Hispanic/Latino, Male	6	3.8%	5	3.3%	9	5.1%
Two or More Races, Male	0	0.0%	4	2.6%	2	1.1%
Unknown, Male	1	0.6%	0	0.0%	1	0.6%
Male Total	49	31.4%	45	29.8%	42	23.6%
Total	156	100.0%	151	100.0%	178	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	2	1.3%	1	0.7%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	2	1.3%	1	0.7%	0	0.0%
African American, 18-24	24	15.4%	30	19.9%	21	11.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	3	1.9%	1	0.7%	2	1.1%
Caucasian, 18-24	63	40.4%	71	47.0%	65	36.5%
Hawaiian/Other Pacific Islander, 18-24	1	0.6%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	28	17.9%	19	12.6%	33	18.5%
Two or More Races, 18-24	4	2.6%	9	6.0%	7	3.9%
Unknown, 18-24	0	0.0%	0	0.0%	1	0.6%
18-24 Total	123	78.8%	130	86.1%	129	72.5%
African American, 25-44	5	3.2%	4	2.6%	11	6.2%
American Indian/Alaskan Native, 25-44	0	0.0%	1	0.7%	0	0.0%
Asian, 25-44	1	0.6%	1	0.7%	0	0.0%
Caucasian, 25-44	18	11.5%	11	7.3%	30	16.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	4	2.6%	1	0.7%	5	2.8%
Two or More Races, 25-44	1	0.6%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	29	18.6%	18	11.9%	46	25.8%
African American, 45-64	0	0.0%	1	0.7%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	0.6%	1	0.7%	3	1.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.6%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	1.3%	2	1.3%	3	1.7%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	2	1.3%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	2	1.3%	0	0.0%	0	0.0%
Total	158	101.3%	151	100.0%	178	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

- Female completers have increased; Male completers have decreased.
- Female higher percentages of Caucasian and Hispanic/Latino
- Male higher percentage of Caucasian
- Most completers are aged 18 to 24

Many students who are classified as Associate in Arts degree program plan to transfer to a four-year institution without completing the AA degree from WCC. The current Comprehensive Articulation Agreement (CAA) between the University of North Carolina and North Carolina Community College systems allows students to easily transfer after their completion of the first 30 hours of the CAA. These first 30 hours are referred to as Universal General Education Transfer Courses (UGETC) and include an English sequence (6sh), one math (4sh), one science (4sh), 9sh in Communications/Humanities/Fine Arts, and 9sh in Social/Behavioral Sciences. All new students are required to take ACA 122 which is a College Transfer and Career Success course. This course allows students to research potential transfer institutions and complete their academic pathway for their remaining time at WCC as it relates to their intended transfer destination and potential academic major. Additionally, the Career & College Promise program has expedited the path to transfer by allowing students to complete an average of 18-24 hours while still in high school.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Academic Skills will provide academic support to students to ensure completion.	Academic Skills Referral Numbers
2	The Comprehensive Articulation Agreement (CAA) in ACA 122 will be emphasized to ensure students understand the transfer advantages of completing the degree.	Number of ACA 122 Completers

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 720 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 725
Target: 730

Budget FTE Year	Budget FTE
2022-2023	706.000
2023-2024	734.367
2024-2025	722.180

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

This shows an increase of about 28 FTE from 2022-2023 to 2023-2024, followed by a decrease of about 12 FTE in 2024-2025, ending up with a net gain of roughly 16 FTE over the three-year period. A variety of socio-economic factors caused fluctuations in enrollment. We expect that our budget FTE decreased because our number of part-time students has increased. The dual enrolled high school students, in many cases, were transitioned from Associate in Science to Associate in Arts. Since they are part-time, this could have affected both budget FTE numbers.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Increase the number of high school students each year, tracking CTE and CT pathways separately.	Number of students in the CCP program.
2	Participate in community marketing and recruiting events.	Number of events that faculty/staff participate in.

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)

There are no WBL-110 students within this program because that course is not in the prescribed curriculum guidelines from the North Carolina Community College System for the AA program. However, we plan to focus on career development through the new ACA 122 Course: Transfer and Career Success. In this course, students will develop career-oriented skills such as problem solving, teamwork, and professionalism based on the following student learning outcomes.

- Develop knowledge of careers and industry-specific information including the required educational level, career outlook, and salary ranges specific to careers in North Carolina.
- Identify the steps needed to develop career application materials, such as cover letters, portfolios, and resumes.
- Create an individualized, strategic academic plan for transferring and/or beginning a career including a course sequence to meet the student's goals, utilization of transfer guides, and identification of internship or work-based learning opportunities.
- Identify essential community college resources (such as financial aid, advising, tutoring, etc.) and various learning strategies (such as note-taking, test-taking, time management, etc.) for student success in and beyond the community college.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development.	Assessment of Action Items (How will you assess the results of action items?)
1	Enroll students into the new ACA 122: Transfer and Career Success early in their academic journey. Successful completion of the course will ensure development of career-oriented skills.	Track the number of students that successfully complete ACA 122 each year.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

PLO assessments are done on a rotating three-year plan. That data is used to help determine areas of strengths, weaknesses, and opportunities for each program.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	iPads for instructor and students	iPad objective was submitted in 2021-22 and was carried forward to report assessment. <u>2024-25 End-of-Year Status Report:</u> Initial implementation of the iPad in the music department has supported formative assessment practices, including video-based and audio-based performance review. While full data collection is ongoing, preliminary use has shown potential to enhance student self-reflection and instructor feedback. Recorded performances have helped establish a baseline for measuring musical growth across the semester. <u>2024-25 Use of Results:</u> The iPad has been used as part of a broader effort to support music instruction and individual assessment through technology. It has enabled performance recording and playback tools that are especially helpful for individual and small group evaluation. Usage aligns with the planning objective of fostering student self-assessment and informed critique, with continued integration expected as music program staffing stabilizes.
2024-25	No objective submitted	N/A

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

None were submitted.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

- At present, the number of faculty members needed to provide instruction in AA classes is adequate to meet demands with one exception: Science. At present, this position lacks a full-time instructor in both Biology and Chemistry, but the positions are currently in the hiring process.
- Should enrollment numbers rise in the future, it will be necessary to add either more adjunct or full-time faculty to cover instructional needs. Positions vacated by full-time faculty have, over the last year, often not been replaced due to budget shortfalls.
- The Arts & Science division has lost two administrative assistant positions due to resignation/retirement and there were no re-hires due to budget constraints. The number of administrative assistants serving six

departments and one Dean has been reduced to three. We need to refill those positions by restoring five administrative assistants in Arts and Science. Additionally, two of the three current administrative assistants have many years of experience and may leave or retire within the next three years. Filling the two positions soon would allow for training and continuity of services.

- The number of Allied Health students in pre-nursing is increasing as enrollment opportunities increase in Allied Health programs. A specialized advisor for Allied health (pre-dental and pre-nursing) is needed to support those students and improve the CTAC advising staff-to-student ratios to the recommended level.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

All programs in the Arts and Sciences Division need classroom and lab space. Additional science labs, especially for A&P, are needed for instruction. There is no dedicated space for English and only one full size classroom for mathematics. Faculty members from these departments float across campus utilizing available space in WLC, Azalea, Spruce, Magnolia, Holly, and Dogwood. The Hum/FA/SS department utilizes classrooms in Azalea and other buildings when Azalea's space is maximized. A stand-alone building for Arts & Sciences was a high priority in the Master Plan developed in 2016; however, two other buildings that do not provide space for A&S students have been built instead, and the space vacated in older buildings was not repurposed for A&S classes.

Some recommendations for improving the physical needs of AA programs include:

- Wayne Early Middle College High School should be allotted its own building or moved to its own area, thus returning the second floor of Dogwood to Math and English. This move would create more space for curriculum classes in these fields.
- Facilities should be appraised yearly to keep up with changing technological demands and spaces that are conducive to teaching using best practices.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Associate in Arts program potential academic/student support needs over the next three years:

- The CTAC needs a full-time Administrative Assistant who can support students with advising and registration needs.
- The hours for testing in the Academic Testing Center need to be increased for student accessibility and walk in testing.
- Online and face-to-face tutoring from the ASC is an excellent resource for students. Additional tutors in Math, Science, Foreign Language, and Social Sciences are always needed.
- Faster and reliable internet on campus and in areas such as Academic Skills Center for students.

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

- Strengths include the experience and degrees of faculty members along with an encouraging and dedicated staff, all available to assist with learning and resources. The open computer lab and study areas in the library are greatly improved. The Academic Skills Center redesign provides greater resources and capacity to serve more students effectively. The administration is supportive of the College Transfer Program. The CCP program is still growing each year. The Global/Honors Programs are continuing to grow

and cooperate, offering students opportunities to explore real academic research and bring talent streams to our campus.

- One weakness is the lack of classroom and lab space. Faculty salaries make recruiting difficult since other community colleges have a pay scale that is higher than ours.
- Opportunities include additional agreements with other colleges (ISAs), transfer opportunities, and partnerships with other educational institutions to ensure student success.

Review prepared and submitted by: (Please list name(s) and titles)

Katina Davis, Mathematics Department Chair
Ralph Benedetto, Science Department Chair
Steven Crowder, Humanities, Social Sciences and Fine Arts Department Chair
Allyson Daly, Language and Communications Department Chair
Laura Buddin, Dean Arts & Sciences Division

Approvals

1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/20/2025
Dean, Director, or AVP / Date:	<u>Laura Buddin</u>	11/24/2025
Administrator Approval / Date:	<u>Laura Buddin</u>	11/24/2025