

**Wayne Community College  
Program Review and Outcome Assessments, 2020-21  
(Previous Program Review Cycle, 2017-18)**

**Name of Program:** Associate in General Education

**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 General Education Program is to offer a variety of academic courses that will provide a basis for future advancement in a chosen profession or 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.)*

The mission statement for the Associate in General Education needs to be revised to reflect the option to transfer to a college or four-year university or another academic program at WCC and remove the “chosen profession” language. Completion of the degree does not prepare any student for a specific profession.

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

- Goal 1: Increase Student Access**
- Goal 2: Ensure Program Excellence**
- Goal 3: Improve Student Success**
- Goal 4: Ensure Institutional Quality**

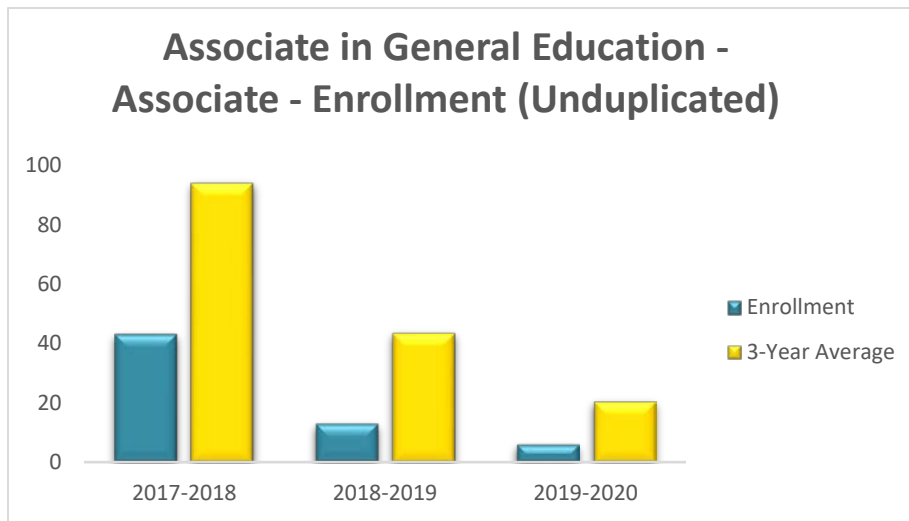
The Associate in General Education degree program is part of the College Transfer Division at Wayne Community College, which is an open-door admissions community college. Student’s representing each of Wayne County’s ten public and private high schools attend each semester. The college’s Vision and Mission Statements, as well as Core Values are aligned with the Associate in Arts degree program and College Transfer Division through the diverse faculty and educational opportunities, both inside and out of the classroom, provided to our students. Organizations such as the Phi Theta Kappa Honor Society, North Carolina Scholars of Global Distinction, and WCC Honors Program represent both an institutional and division wide commitment to academic excellence. The Associate in General Education degree program, along with the College Transfer Division are committed to ensuring program excellence (Goal 2). Three of the seven North Carolina Community College System’s performance measures are attached to the College Transfer Division, which includes the Associate in General Education; they are 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.

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

| Program Type<br>(Associate, Diploma, Certificate, or Pathway) | Program Title                  |
|---|--------------------------------|
| Associate   | Associate in General Education |

**Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level  
(Associate, Diploma, Certificate, and Pathway)**

| Program Enrollment (Associate) (unduplicated) |            |                |
|---|------------|----------------|
| Academic Year<br>(Fall, Spring, Summer)       | Enrollment | 3-Year Average |
| 2017-2018                                     | 43         | 94             |
| 2018-2019                                     | 13         | 44             |
| 2019-2020                                     | 6          | 21             |

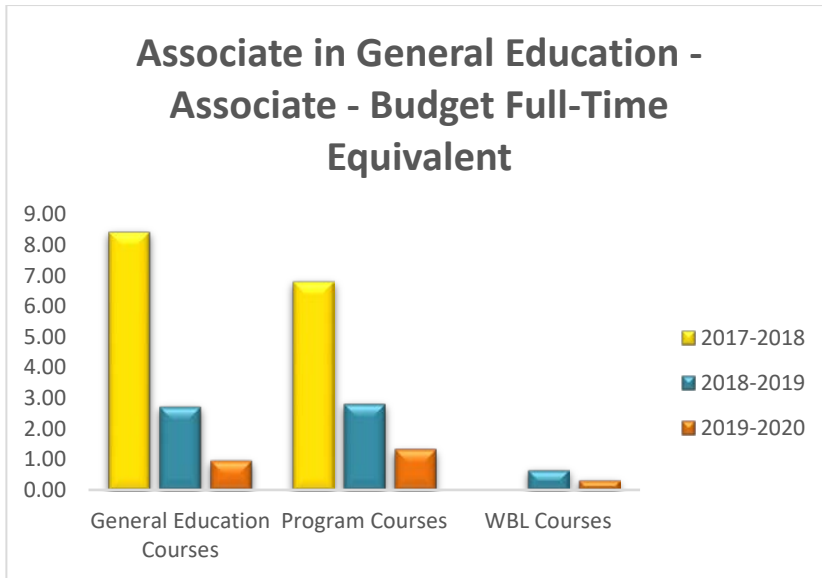


**Provide narrative for analysis of program enrollment.** (Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to improve or increase program enrollment.)

The enrollment in the Associate in General Education (AGE) degree program is decreasing each year. With the creation of the Associate in General Education – Nursing degree program, the AGE has really become an unnecessary degree option. In the past it was the entry point for students who planned on applying to the nursing program, which resulted in significant enrollment. There are no plans to increase program enrollment and it requires no additional faculty or resources.

**Program Budget Full-Time Equivalent (BFTE) (Academic Year - Fall, Spring, Summer) – (highest level only)**

| Academic Year<br>(Fall, Spring,<br>Summer) | General<br>Education<br>Courses | Program<br>Courses | WBL<br>Courses | Total |
|--|---------------------------------|--------------------|----------------|-------|
| 2017-2018                                  | 8.42                            | 6.80               |                | 15.22 |
| 2018-2019                                  | 2.72                            | 2.82               | 0.66           | 6.20  |
| 2019-2020                                  | 0.94                            | 1.31               | 0.31           | 2.56  |
| <b>Total</b>                               | 12.08                           | 10.93              | 0.97           | 23.98 |



**Analysis of program budget full-time equivalent (BFTE)** (What is the program budget FTE data indicating? Is the program budget FTE increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to increase program budget FTE.)

The program BFTE is reflective of the program enrollment. There are no plans to increase program BFTE at this time.

**Activities to ensure program is current (2017-18; 2018-19; 2019-20 – Academic Year, Fall, Spring, Summer)**

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

|   |   |
|---|---|
| DMA 025 – Applications with Real Numbers        | Spring 2018 – New course                    |
| DMA 045 – Linear Equations & Inequalities       | Spring 2018 – New course                    |
| GEO 112 – Cultural Geography                    | Spring 2018 – New course                    |
| ART 288 – Studio                                | Spring 2018 – New Course                    |
| BIO 155 – Nutrition                             | Fall 2019 – New Course                      |
| EDU 216 – Foundations of Education              | Fall 2019 – New Course                      |
| MUS 110 – Music Appreciation                    | Fall 2019 -- Updated                        |
| ART 111 – Art Appreciation                      | Fall 2019 -- Updated                        |
| EDU 144 – Child Development                     | Spring 2020 – New course                    |
| EDU 145 – Child Development II                  | Spring 2020 – New Course                    |
| EDU 131 – Child, Family, & Community            | Spring 2020 – New Course                    |
| MAT 280 – Linear Algebra                        | Spring 2020 – New Course                    |
| SOC 240 – Social Psychology                     | Spring 2020 -- Updated                      |
| COM 110 – Intro to Communication                | Fall 2017 -- Updated                        |
| COM 140 – Intro to Intercultural Communications | Fall 2017 -- Updated                        |
| COM 231 – Public Speaking                       | Fall 2017 -- Updated                        |
| COM 120 – Intro to Interpersonal Communication  | Fall 2020 -- Updated                        |
| ENG 241 – British Literature I                  | Fall 2017 -- Updated                        |
| ENG 242 – British Literature II                 | Fall 2017 -- Updated                        |
| FRE 211 – Intermediate French I                 | Fall 2017 -- Updated                        |
| FRE 212 – Intermediate French II                | Fall 2017 -- Updated                        |
| JPN 111 – Elementary Japanese I                 | Fall 2017 -- Deleted                        |
| JPN 112 – Elementary Japanese II                | Fall 2017 -- Deleted                        |
| JPN 181 – Japanese Lab I                        | Fall 2017 -- Deleted                        |
| JPN 182 – Japanese Lab II                       | Fall 2017-- Deleted                         |
| JOU 110 – Intro to Journalism                   | Fall 2017 -- Deleted                        |
| JOU 111 – Publication Workshop I                | Fall 2017 -- Deleted                        |
| JOU 112 – Publication Workshop II               | Fall 2017 -- Deleted                        |
| SPA 211 – Intermediate Spanish I                | Fall 2017 -- Updated                        |
| SPA 212 – Intermediate Spanish II               | Fall 2017 -- Updated                        |
| CHI 111—Elementary Chinese I                    | Fall 2020 -- Deleted                        |
| CHI 112 – Elementary Chinese II                 | Fall 2020 -- Deleted                        |
| CHI 181 – Chinese Lab I                         | Fall 2020 -- Deleted                        |
| CHI 182 – Chinese Lab II                        | Fall 2020 -- Deleted                        |
| ACA 122 College Transfer Success                | Revised Fall 2021 per NCCCS Memo (7/6/2020) |
| DRA 126 Story Telling                           | Fall 2020 -- Deleted                        |
| HIS 162 Women and History                       | Fall 2020 -- Deleted                        |
| HIS 226 The Civil War                           | Fall 2020 -- Deleted                        |
| HIS 228 History of the South                    | Fall 2020 -- Deleted                        |
| HIS 236 North Carolina History                  | Fall 2020 -- Deleted                        |
| HUM 120 Cultural Studies                        | Fall 2020 – New Course                      |
| HUM 121 The Nature of America                   | Fall 2020 -- Deleted                        |
| HUM 122 Southern Culture                        | Fall 2020 -- Deleted                        |
| HUM 130 Myth in Human Culture                   | Fall 2020 -- Deleted                        |
| HUM 211 Humanities I                            | Fall 2020 -- Deleted                        |
| REL 221 Religion in America                     | Deleted for Fall 2020                       |

|                                     |                      |
|-------------------------------------|----------------------|
| PED 119 Circuit Training            | Fall 2020 --Deleted  |
| PED 121 Walk, Jog, Run              | Fall 2020 --Deleted  |
| PED 139 Bowling – Beginning         | Fall 2020 --Deleted  |
| PED 148 Softball                    | Fall 2020 --Deleted  |
| PED 149 Flag Football               | Fall 2020 --Deleted  |
| PED 152 Swimming – Beginning        | Fall 2020 – Deleted  |
| DRA 111 Theatre Appreciation        | Fall 2020 -- Updated |
| HUM 110 Technology & Society        | Fall 2020 – Updated  |
| HUM 115 Critical Thinking           | Fall 2020 -- Updated |
| ENG 111 Writing & Inquiry           | Fall 2020 -- Updated |
| MAT 143 Quantitative Literacy       | Fall 2020 – Updated  |
| MAT 121 Algebra/Trigonometry I      | Fall 2020 -- Updated |
| MAT 152 Statistics                  | Fall 2020 -- Updated |
| MAT 110 Math Measurement & Literacy | Fall 2020 -- Updated |
| MAT 171 Precalculus Algebra         | Fall 2020 -- Updated |
| ECO 251 Microeconomics              | Fall 2020 -- Updated |
| ECO 252 Macroeconomics              | Fall 2020 -- Updated |

**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?)*

- As of Fall 2017, students were required to pass English 111 with a grade of C or better to enroll in COM 110, COM 140, and COM 231. These changes intensified student preparedness for communication studies and enhanced their abilities to express themselves in a more coherent manner before enrolling in the COM courses.
- In the Fall of 2017, the Associate in Engineering Degree was updated to include ENG 241 and 242, allowing these degree students more English and elective options.
- As of Fall 2017, FRE 281 – FRE 3 lab – and FRE 282 – French 4 lab -- were attached as co-requisites with FRE 211 and FRE 212, respectively, to enhance student learning opportunities in the intermediate level of French language studies.
- In the Fall of 2017, the following courses were deleted from the college catalogue due to lack of enrollment: JPN 111, JPN 112, JPN 181, JPN 182, JOU 110, JOU 111, and JOU 112.
- As of Fall 2017, SPA 281 – SPA 3 lab – and SPA 282 – SPA 4 lab -- were attached as co-requisites with SPA 211 and SPA 212, respectively, to enhance student learning opportunities in the intermediate level of Spanish language studies.
- As of Fall 2020, the following courses were deleted from the college catalogue due to low enrollment: Chi 111, Chi 112, Chi 181, and Chi 182.
- In the Fall of 2020, The NC Community College System added Com 120 to the list of UGETC course as part of the Comprehensive Agreement. The change made here at WCC regarding this class reflects this change.
- The ACA 122 course was revised per a system office memo. Only one word needed to be changed in the course description, leading to negligible differences from the previous program review cycle.
- Other Humanities, Social Sciences, and Fine Arts (HUM/SS/FA) department courses were deleted from the college catalog. Due to the 2014 CAA, fewer elective classes are needed by transfer students.
- Local pre-requisites were eliminated for ART 111 and MUS 110. This allows CCP students (and specifically WEMCHS students) an opportunity to earn 6 hours of UGETC credit and build a college GPA to a minimum of 2.8, eliminating the need (except on a limited basis for those who are unsuccessful) to take the new National Repository of Online Courses (NROC) test to place into ENG 111 and/or other courses with pre-

requisites. Briefly, this change allowed more CCP students to take college level classes ahead of the NCCC System's Reinforced Instruction for Student Excellence (RISE) initiative implementation.

- Due to RISE initiative, pre-requisites for HUM/SS/FA courses were revised or eliminated for the majority of the department's courses. Revised pre-requisites reflect the new ENG and MAT co-requisite course titles (e.g., ENG 011; ENG 002; MAT 043).
- Due to the retirement of a full-time HEA/PED instructor, the HUM/SS/FA department was able to hire a full-time Philosophy Instructor, something suggested in the last program review cycle. This was needed as previously the department had no dedicated Humanities or Philosophy instructor but instead relied solely on adjuncts to teach those classes (the latter of which are Universal General Equivalency Transfer Credit courses that have seen spikes in enrollment since the 2014 CAA).

**Advisory Committee: dates, summary of minutes, activities (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)**

**Summary of Advisory Committee Activities**

| Year      | Meeting Dates         | Recommendations / Activities   |
|-----------|-----------------------|--|
| 2017-2018 | 11/28/2017, 3/2/2018  | In the fall, met with the high school counselors of Wayne County's public/private high schools. Introduced the Associate in Engineering degree, discussed our evening and accelerated course offerings, discussed the Career & College Ready (CCRG) graduates initiative. In the spring, participated in the College Transfer Professional Association (CTPA) meeting. Discussed incentivizing AA/AS completion prior to transfer, guaranteed admission opportunities, and baccalaureate completion rather than transfer as a measure of transfer student success.   |
| 2018-2019 | 11/27/2018, 3/15/2019 | In the fall, met with the high school counselors of Wayne County's public/private high schools. Introduced the RISE initiative and the impacts on new students, discussed the Pirate Promise Initiative with East Carolina University, examined other university partnerships across the state, provided an update on CCRG. In the spring, participated in the College Transfer Professional Association meeting. Received update from the Transfer Advisory Committee from the system office, RISE presentation from state committee members, Guided pathways presentation, and Data Dashboards presentation. |
| 2019-2020 | 11/25/2019, 3/20/2020 | In the fall, met with the high school counselors of Wayne County's public/private high schools. Gave an update on the college transfer performance measures, introduced the three new achievement coaches, discussed the RISE initiative, addressed concerns regarding transcript delivery. In the spring, participated in the virtual College Transfer Professional Association meeting. UNC System transfer updates were provided, Transfer Advisory Committee updates were shared, the role of NC's Comprehensive Articulation Agreement in transfer efficiency, and RAISEME micro-scholarships.            |

*(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, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? What resources might your program need?)*

The academic programs within the College Transfer Division, which includes the Associate in General Education, are a partner to both Wayne County Public Schools and the universities and colleges within North Carolina. As such, we participate in meetings with each group in the fall and spring. Meeting with the public/private schools allows us to share initiatives and opportunities available to our students with the counselors who are an immediate contact point to high school students. System initiatives such as RISE are easily discussed and the potential impacts to high graduates are discussed. The advisory meetings also allow the high schools to have a voice concerning issues they face such as submitting transcripts. On the other hand, the CTPA allows us to stay aware of and discuss issues regarding student transfer so that we are equipped to help our students meet the ever-changing dynamics of university and college transfer. Student transfer is a complex process and requires constant learning on the part of our faculty and advising center.

\*However, as previously noted, and evident in program enrollment, the AGE degree program has become unnecessary. Thankfully, the AGE degree requires no additional faculty or resources to maintain.

### Labor Market Data

**Provide narrative for analysis of Labor Market Data.** *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

Not applicable.

## Section 2: Faculty Profile

**Have all faculty credentials been verified?** *(Verify required documents are in personnel files.)*

Yes  No

### List of Faculty and Status (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

| Faculty / Name        | Full-Time / Part-Time | Total Years within Department/Program | Total Years at WCC |
|-----------------------|-----------------------|---------------------------------------|--------------------|
| Jeanine Callaway      | Full-Time             | 12                                    | 12                 |
| Allyson Daly          | Full-Time             | 3                                     | 3                  |
| Andrea Freile         | Full-Time             | 6                                     | 16                 |
| Susana Garcia         | Part-Time             | 8                                     | 8                  |
| Rebecca Hardin-Thrift | Full-Time             | 6                                     | 6                  |
| Bethanie Lister       | Full-Time             | 3                                     | 3                  |
| Liz Meador            | Part-Time             | 38                                    | 38                 |
| Ashley Merrill        | Full-Time             | 12                                    | 12                 |
| Lisa Phelps           | Full-Time             | 6                                     | 16                 |
| Joanna Pike           | Part-Time             | 13                                    | 13                 |

|                      |                     |       |       |
|----------------------|---------------------|-------|-------|
| Rebekah Richard      | Part-Time           | 3     | 3     |
| Daniel Rollins       | Full-Time           | 21    | 24    |
| Paula Sauls          | Full-Time/Part-Time | 30    | 30    |
| Tara Thompson        | Part-Time           | 18    | 18    |
| Dean Tuck            | Full-Time           | 9     | 9     |
| Deniz Tuck           | Full-Time           | 8     | 8     |
| Elizabeth Vick-Smith | Part-Time           | 13    | 13    |
| Nevine Watkins       | Part-Time           | 6     | 6     |
| Jeff Williams        | Full-Time           | 23    | 23    |
| Anna Anaya-Vega      | Full Time           | 15    | 15    |
| Tammy Bishop         | Full Time           | 14    | 14    |
| Maria Cerra          | Full Time           | 5     | 5     |
| Julie Faucette       | Full Time           | 10    | 10    |
| Patricia Freemon     | Full Time           | 14    | 14    |
| Brooks Horne         | Full Time           | 14    | 14    |
| Charles Rouse        | Full Time           | 7     | 7     |
| Lilian Speight       | Full Time           | 5     | 5     |
| Debra Curl           | Part-Time           | 11    | 11    |
| Margaret Drotzur     | Part-Time           | 12    | 12    |
| Vince Huetter        | Part-Time           | 9     | 9     |
| Meg Kidd             | Part-Time           | 5     | 5     |
| Thomasa Mathis       | Part-Time           | 12    | 12    |
| Gloria Siler         | Part-Time           | 5     | 5     |
| Joe Sutton           | Part-Time           | 8     | 8     |
| Janet Skelton        | Part-Time           | 11    | 11    |
| Christian Turnage    | Part-Time           | 3     | 14    |
| Aletta Burton        | Part-Time           | 2     | 2     |
| Cristian Laras       | Part-Time           | 1     | 8     |
| Jocelynn Franklin    | Part-Time           | 2     | 4     |
| Sheneka Lassister    | Part-Time           | 2     | 2     |
| Gerald Soud          | Part-Time           | 2     | 2     |
| Joyce Cunningham     | Part-Time           | 1     | 1     |
| Danielle Gentry      | Part-Time           | 1     | 1     |
| Ralph Benedetto      | Full-Time           | 22.21 | 22.21 |
| Sondi Hoffman        | Full-Time           | 7.60  | 7.60  |
| Amy Cherry Millis    | Full-Time           | 5.58  | 5.58  |
| Michael Smith        | Full-Time           | 7.21  | 7.21  |
| Taylor Gray          | Full-Time           | 3.59  | 3.59  |
| Chris Boyd           | Full-Time           | 3.21  | 3.21  |
| Angela Swafford      | Full-Time           | 5.20  | 5.20  |
| Brian Duffy          | Full-Time           | 1.60  | 1.60  |
| Badrinath Dhakal     | Full-Time           | 0.60  | 0.60  |
| John Peters          | Full-Time Temporary | 1.59  | 1.59  |
| Michael Eagen        | Full-Time           | 7.96  | 7.96  |
| Lee Willimas         | Full-Time           | 7.05  | 7.05  |
| Dana Miller          | Part-Time           | 13.05 | 13.05 |
| Shere Myers          | Part-Time           | 8.19  | 8.19  |
| Leah Heim            | Part-Time           | 13.29 | 4.00  |
| Ashton Griffin       | Full-Time           |       |       |



|                         |                         |  |       |
|-------------------------|-------------------------|--|-------|
| Jamal Tayh              | Full-Time               |  |       |
| Laura R. Buddin         | Full-Time               | 9.5  | 9.5   |
| Katina Davis            | Full-Time               | 21   | 21    |
| Michael Dubrowsky       | Full-Time               | 21   | 21    |
| Mary Felzer             | Full-Time               | 15   | 15    |
| Kelli Hamm              | Full-Time               | 7.5  | 7.5   |
| Rachel Mullins Holloman | Full-Time               | 8  | 8     |
| Brooks Horne            | Full-Time               | 14   | 14    |
| Patrick Jarrett         | Full-Time/Part-Time     | 5  | 5     |
| Elizabeth King          | Full-Time               | 4  | 4     |
| Michael McKenna         | Full-Time               | 5.5  | 5.5   |
| Martha Welch            | Full-Time               | 5.5  | 5.5   |
| Sam Pouryoussefi        | Full-Time               | 0.5  | 0.5   |
| Mohammed Abdelrahman    | Full-Time/Part-Time     | 2.5  | 2.5   |
| Gina Brann              | Part-Time               | 0.5  | 0.5   |
| Shirley Boyd            | Full-Time/Part-Time     |  |       |
| Larry Stroud            | Full-Time/Part-Time     | 7.5  | 7.5   |
| Annette Hawkins         | Part-Time               | 41   | 41    |
| Deepti Dixit            | Part-Time               | 1.0  | 1.0   |
| Christie Wuebbles       | Part-Time               | 0.5  | 0.5   |
| Phyllis Patterson       | Part-Time               | 41   | 41    |
| Benjamin Anderson       | Full-Time and Part-Time | 3.02   | 3.02  |
| Melissa Asbun           | Part-Time               | 8.74   | 8.74  |
| Wallace Bateman         | Part-Time               | 11.88  | 11.88 |
| Soundra Beamon          | Part-Time               | 15.20  | 15.20 |
| William Brannon         | Part-Time               | <i>Exact number unknown because of shift in positions. Similar to total years.</i> | 44.74 |
| Charlotte Brow          | Full-Time and Part-Time | <i>Exact number unknown because of shift in positions. Similar to total years.</i> | 24.56 |
| Arthur Brown            | Part-Time               | 27.16  | 27.16 |
| Randi Chalfant          | Full-Time               | 1.20   | 1.20  |
| Milton Clark            | Part-Time               | 14.27  | 14.27 |
| Meredith Colie          | Part-Time               | 7.59   | 7.59  |
| Bradley Collier         | Full-Time and Part-Time | 12.14  | 12.14 |
| Aaron Cooley            | Part-Time               | 14.58  | 14.58 |
| David Craig             | Full-Time               | 8.21   | 8.21  |
| Steven-Michael Crowder  | Part-Time               | <i>Exact number unknown because of shift in positions. Similar to total years.</i> | 17.58 |
| Rebecca Davis           | Part-Time               | 8.14   | 8.14  |
| Duane Everhart          | Part-Time               | 20.02  | 20.02 |
| Lauren Gaither          | Part-Time               | 2.42   | 2.42  |
| Mary Garrett            | Full-Time               | 10.58  | 10.58 |
| Charles Gilmore         | Full-Time               | 8.20   | 8.20  |
| Johnny Goode            | Part-Time               | 1.59   | 1.59  |

|                     |           |  |       |
|---------------------|-----------|--|-------|
| Amy Graham          | Full-Time | 16.60  | 16.60 |
| Bryan Harrell       | Part-Time | 1.59   | 1.59  |
| Jimmy Harrell       | Part-Time | 20.61  | 20.61 |
| Querida Hills       | Part-Time | 14.38  | 14.38 |
| Joseph Hodges       | Part-Time | 5.07   | 5.07  |
| Antonio Jackson     | Part-Time | 15.42  | 15.42 |
| Brandon Jenkins     | Full-Time | <i>Exact number unknown because of shift in positions. Similar to total years.</i> | 13.20 |
| Jennifer Jundt      | Part-Time | 10.63  | 10.63 |
| Patrick Keough      | Part-Time | 19.00  | 19.00 |
| Emily Kerley        | Part-Time | 10.97  | 10.97 |
| Dean Lawson         | Full-Time | 6.60   | 6.60  |
| Akeem Lipford       | Part-Time | 2.21   | 2.21  |
| Michael Mansfield   | Part-Time | 1.50   | 1.50  |
| Chris McCallister   | Part-Time | 15.59  | 15.59 |
| Sandra McClenny     | Part-Time | 13.21  | 13.21 |
| Aaron Narron        | Part-Time | 13.20  | 13.20 |
| Christine Nicodemus | Full-Time | <i>Exact number unknown because of shift in positions. Similar to total years.</i> | 4.09  |
| Tracy Notley        | Part-Time | 13.21  | 13.21 |
| Richard Proctor     | Part-Time | 34.65  | 34.65 |
| Lynn Ragsdale       | Part-Time | 10.98  | 10.98 |
| William Reboli      | Full-Time | 5.59   | 5.59  |
| Monica Ruiz         | Part-Time | 4.20   | 4.20  |
| Darris Sawyer       | Part-Time | 1.37   | 1.37  |
| Elizabeth Saylor    | Part-Time | 11.86  | 11.86 |
| Michael Saylor      | Part-Time | 48.38  | 48.38 |
| Norman Simmons      | Full-Time | 15.72  | 15.72 |
| Charles Smith       | Part-Time | 15.42  | 15.42 |
| Angela Waller       | Full-Time | 7.60   | 7.60  |
| Rick Whaley         | Part-Time | 18.21  | 18.21 |
| Benjamin Wooster    | Part-Time | 0.81   | 0.81  |
| Brian Yarbrough     | Part-Time | 11.20  | 11.20 |

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

The Language & Communication Department have enough faculty – both full-time and adjunct – to meet the instructional needs of students in curriculum English, Foreign Language, and Communications.

The Academic Foundations Department, as of 2020-2021, have adequate faculty, but that could change with all the changes to developmental education coursework in the state of North Carolina.

The Science Department have enough faculty in Biology and Chemistry. Physics is somewhat more difficult to analyze. The number of students who require physics is small, but, particularly with the A.E. degree, the number of courses that needs to be offered has increased. With only a single physics instructor, we have been unable to offer Astronomy at for several years.

The Math Department hopes to absorb a position vacated in the Academic Foundations Department due to retirement. With the new RISE courses, math instructors are supporting the co-requisite initiative. This provides for extensive collaboration between co-requisite and gateway teachers. There is currently one full-time engineering instructor, and they serve as the leader of the initiative for Engineering at Wayne Community College. As numbers indicate, a single engineering instructor is adequate currently. He is a member of the department of mathematics and supports math initiatives for the engineering students.

The Humanities, Fine Arts, and Social Sciences Department have adequate faculty currently. However, the following should be considered moving forward:

At the end of this program review cycle (Spring 2020) one of our HEA/PED instructors retired. Due to the 2014 Comprehensive Articulation Agreement (CAA), fewer students were taking HEA and PED courses and more were taking UGETC courses like philosophy. Therefore, the department was happy to welcome a new, full-time Philosophy Instructor who is also credentialed to teach history (another UGETC) and humanities courses. This instructor's versatility adds full-time coverage for two additional disciplines (Humanities and Philosophy), which will be helpful for class coverage and for events and committees around campus. This change occurred after the current program review cycle but is addressed here to explain why concerns related to the last program review's concerns about understaffed HUM/PHI courses are not addressed in this review.

During the period covered in this program review, the department consisted of 15 disciplines. Ten full-time faculty and the department chair teach 9 of those disciplines (ART, ECO, HUM, HEA, HIS, PED, MUS, SOC, PSY). The other 6 disciplines are taught exclusively by adjunct instructors; adjunct instructors also supplement the other 9 disciplines. This reliance on adjunct faculty support requires the department to recruit and hire new adjuncts often.

During the current program review cycle, 40 part-time adjuncts taught classes for the department. Some of these individuals live cities or even states (e.g., Texas, Maryland) away. As a result, of the department's 40 adjunct faculty, the vast majority teach strictly online. Only 12 adjunct faculty taught one or more courses on campus during this program review period. In fact, five disciplines (Anthropology, Drama, Geography, Politics, Religion<sup>1</sup>) are exclusively taught by adjuncts and are exclusively taught online, limiting face-to-face offerings for two different UGETC courses (POL 120; DRA 111). Of these, POL 120 (a UGETC course) had the most enrollment, with over 100 students taking it each academic year.

Of adjuncts who did teach face-to-face or hybrid courses: (a) One of them moved out of state and now teaches exclusively online, (b) Two found other opportunities and no longer teach for the department, (c) Five<sup>2</sup> taught exclusively on Seymour Johnson Airforce Base and/or evening classes, and (d) Two taught exclusively WEMCHS courses. In other words, very few (only two, and one of them is the new full-time Philosophy Instructor and will no longer be serving as an adjunct) of the department's adjuncts are contributing to face-to-face and hybrid offerings, and it is challenging to recruit any new adjuncts who are willing/able to teach during daytime hours.<sup>3</sup>

Relatedly, one of the department's full-time faculty members teaches exclusively online. While the department has multiple full-time instructors in that content area (Psychology), one of them was the QEP facilitator during this period and served on a reduced course load. This made it challenging to offer an appropriate number of seated psychology courses at times. Perhaps an additional full-time instructor who is credentialed in multiple disciplines might be considered if seated courses are a priority for the college.

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<sup>1</sup> We do have a religion instructor who teaches the WEMCHS course and courses on SJAFB/in the evenings, but there are no daytime offerings for this discipline.

<sup>2</sup> One of these faculty used to teach a daytime Art course but has cut back since 2018 and only teaches on SJAFB now.

<sup>3</sup> For example, when trying to hire an Art instructor for the WEMCHS art course, multiple postings turned up fewer than 6 total candidates, none of whom were able/willing to teach a seated course 3 days a week.

The HUM/SS/FA department is the single largest department within the Arts & Sciences Division and is larger than some other whole divisions on campus. It has only a single administrative assistant to assist it, and that assistant is shared with another department. The administrative assistant has decades of institutional memory and experience and thus provides invaluable service in administrative tasks like purchasing, keying in the schedule, securing rooms, and reminding faculty about deadlines and procedures. Further, because of that assistant's proximity to another division that has high administrative assistant turnover, the administrative assistant is frequently spread thin. Additional assistance or remuneration should be considered for the department's (shared) administrative assistant position.

As noted in the previous program review, because of the large department-- and the large number of adjuncts, particularly—a division of the department into two more manageable entities may be appropriate, especially as the aforementioned administrative assistant is closing in on the opportunity for early retirement. Providing leadership and supervision to (and completing administrative and evaluative tasks for) a group this size has been challenging, especially during all of the changes wrought by COVID. It would be a near impossibility without the experience and guidance of a seasoned administrative assistant. For the college's posterity, restructuring should be earnestly considered.

### Faculty Contact and Credit Hours

| Faculty / Name        | Full-Time<br>Part-Time | Fall 2017 |        | Spring 2018 |        | Summer 2018 |        |
|-----------------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
|                       |                        | Contact   | Credit | Contact     | Credit | Contact     | Credit |
| Jeanine Callaway      | Full-Time              | 16        | 16     | 18          | 18     | 9           | 9      |
| Allyson Daly          | Full-Time              | N/A       | N/A    | N/A         | N/A    | N/A         | N/A    |
| Andrea FREile         | Full-Time              | 18        | 18     | 18          | 18     | 3           | 3      |
| Susana Garcia         | Part-Time              | 10        | 8      | 10          | 8      | N/A         | N/A    |
| Rebecca Hardin-Thrift | Full-Time              | 16        | 16     | 18          | 18     | N/A         | N/A    |
| Bethanie Lister       | Full-Time              | N/A       | N/A    | N/A         | N/A    | N/A         | N/A    |
| Liz Meador            | Part-Time              | 6         | 6      | 6           | 6      | N/A         | N/A    |
| Ashley Merrill        | Full-Time              | 9         | 9      | 12          | 12     | N/A         | N/A    |
| Lisa Phelps           | Full-Time              | 16        | 16     | 18          | 18     | N/A         | N/A    |
| Joanna Pike           | Part-Time              | 6         | 6      | 9           | 9      | 3           | 3      |
| Rebekah Richard       | Part-Time              | N/A       | N/A    | N/A         | N/A    | N/A         | N/A    |
| Daniel Rollins        | Full-Time              | 7         | 7      | 6           | 6      | 6           | 6      |
| Paula Sauls           | Full-Time/Part-Time    | 12        | 12     | 9           | 9      | N/A         | N/A    |
| Tara Thompson         | Part-Time              | 12        | 12     | 12          | 12     | 9           | 9      |
| Dean Tuck             | Full-Time              | 18        | 18     | 15          | 15     | N/A         | N/A    |
| Deniz Tuck            | Full-Time              | 15        | 15     | 15          | 15     | N/A         | N/A    |
| Elizabeth Vick-Smith  | Part-Time              | 6         | 6      | 6           | 6      | N/A         | N/A    |
| Nevine Watkins        | Part-Time              | 16        | 12     | 15          | 12     | N/A         | N/A    |
| Jeff Williams         | Full-Time              | 18        | 18     | 15          | 15     | 12          | 12     |
| Anna Anaya-Vega       | Full Time              | 18.75     | 15     | 16.25       | 13     | 10          | 8      |
| Tammy Bishop          | Full Time              | 10        | 8      | 12.5        | 10     | 10          | 8      |
| Maria Cerra           | Full Time              | 17.5      | 14     |             |        |             |        |
| Julie Faucette        | Full Time              | 16        | 8      | 20          | 10     |             |        |
| Patricia FREemon      | Full Time              | 21        | 18     | 14          | 12     |             |        |
| Brooks Horne          | Full Time              | 12.5      | 10     | 6.25        | 5      |             |        |

|                         |                     |      |    |       |    |      |    |
|-------------------------|---------------------|------|----|-------|----|------|----|
| Charles Rouse           | Full Time           | 17.5 | 14 | 16.25 | 13 |      |    |
| Lilian Speight          | Full Time           | 21   | 18 | 14    | 12 | 7    | 6  |
| Debra Curl              | Part-Time           | 11   | 8  | 11    | 8  | 3    | 2  |
| Margaret Drotzur        | Part-Time           | 7    | 6  | 7     | 6  |      |    |
| Vince Huetter           | Part-Time           | 2.5  | 2  | 7.5   | 6  | 7.5  | 6  |
| Meg Kidd                | Part-Time           | 3.75 | 3  | 5     | 4  | 2.5  | 2  |
| Thomasa Mathis          | Part-Time           | 1.25 | 1  |       |    |      |    |
| Gloria Siler            | Part-Time           | 5    | 4  | 7.5   | 6  | 2.5  | 2  |
| Joe Sutton              | Part-Time           | 5    | 4  | 12.5  | 10 |      |    |
| Janet Skelton           | Part-Time           | 1.25 | 1  |       |    |      |    |
| Christian Turnage       | Part-Time           | 3.5  | 3  | 10.5  | 9  |      |    |
| Aletta Burton           | Part-Time           |      |    | 5     | 4  |      |    |
| Cristian Laras          | Part-Time           |      |    | 11.25 | 9  | 6.25 | 5  |
| Sheneka Lassiter        | Part-Time           |      |    | 5     | 4  |      |    |
|                         |                     |      |    |       |    |      |    |
| Ralph Benedetto         | Full-Time           | 16   | 15 | 17    | 11 | 9    | 8  |
| Sondi Hoffman           | Full-Time           | 18   | 12 | 18    | 12 | 12   | 8  |
| Amy Cherry Millis       | Full-Time           | 18   | 12 | 18    | 16 | 0    | 0  |
| Michael Smith           | Full-Time           | 18   | 12 | 18    | 16 | 12   | 12 |
| Taylor Gray             | Full-Time           | 24   | 16 | 18    | 12 | 0    | 0  |
| Chris Boyd              | Full-Time           | 15   | 12 | 18    | 12 | 0    | 0  |
| Angela Swafford         | Full-Time           | 18   | 12 | 18    | 16 | 0    | 0  |
| Ashton Griffin          | Full-Time           | 21   | 16 | 0     | 0  | 0    | 0  |
| Michael Eagen           | Full-Time           | 16   | 12 | 18    | 12 | 11   | 8  |
| Jamal Tayh              | Full-Time           | 0    | 0  | 17    | 16 | 0    | 0  |
| Lee Williams            | Full-Time           | 18   | 16 | 21    | 16 | 12   | 8  |
| Shere Myers             | Part-Time           | 6    | 4  | 6     | 4  | 0    | 0  |
| Leah Heim               | Part-Time           | 6    | 4  | 12    | 8  | 0    | 0  |
| Dana Miller             | Part-Time           | 12   | 8  | 12    | 8  | 0    | 0  |
|                         |                     |      |    |       |    |      |    |
| Laura R. Buddin         | Full-Time           | 9    | 7  | 9     | 7  | 10   | 8  |
| Katina Davis            | Full-Time           | 20   | 16 | 19    | 15 | 15   | 12 |
| Michael Dubrowsky       | Full-Time           | 18   | 14 | 18    | 14 |      |    |
| Mary Felzer             | Full-Time           | 17   | 13 | 19    | 15 | 10   | 8  |
| Kelli Hamm              | Full-Time           | 16   | 12 | 19    | 15 | 8    | 6  |
| Rachel Mullins Holloman | Full-Time           | 20   | 16 | 19    | 15 | 4    | 3  |
| Brooks Horne            | Full-Time           | 16.5 | 13 | 18.25 | 14 |      |    |
| Patrick Jarrett         | Full-Time/Part-Time | 19   | 15 | 20    | 16 | 9    | 7  |
| Elizabeth King          | Full-Time           | 17   | 13 | 16    | 12 |      |    |
| Michael McKenna         | Full-Time           | 20   | 16 | 16    | 12 | 15   | 12 |
| Martha Welch            | Full-Time           | 16   | 12 | 19    | 15 | 14   | 11 |
| Mohammed Abdelrahman    | Full-Time/Part-Time | 13   | 9  | 16    | 12 |      |    |
| Shirley Boyd            | Part-Time           | 10   | 8  | 9     | 7  |      |    |
| Phyllis Patterson       | Part-Time           | 5    | 4  |       |    |      |    |
| Annette Hawkins         | Part-Time           | 5    | 4  | 5     | 4  |      |    |

|                        |                                |    |    |    |    |    |    |
|------------------------|--------------------------------|----|----|----|----|----|----|
| Deepti Dixit           | Part-Time                      | 4  | 3  | 4  | 3  |    |    |
| Melissa Asbun          | Part-Time                      | -- | -- | -- | -- | -- | -- |
| Wallace Bateman        | Part-Time                      | 3  | 3  | 3  | 3  | -- | -- |
| Soundra Beamon         | Part-Time                      | 9  | 9  | 9  | 9  | -- | -- |
| William Brannon        | Part-Time                      | 6  | 6  | 9  | 9  | -- | -- |
| Charlotte Brow         | Full-Time<br>and Part-<br>Time | 9  | 9  | 9  | 9  | 6  | 6  |
| Arthur Brown           | Part-Time                      | 6  | 6  | 6  | 6  | 3  | 3  |
| Randi Chalfant         | Full-Time                      | -- | -- | -- | -- | -- | -- |
| Milton Clark           | Part-Time                      | 9  | 9  | 9  | 9  | -- | -- |
| Meredith Colie         | Part-Time                      | 12 | 12 | 6  | 6  | -- | -- |
| Bradley Collier        | Full-Time<br>and Part-<br>Time | 23 | 19 | 25 | 20 | 6  | 6  |
| Aaron Cooley           | Part-Time                      | 6  | 6  | 9  | 9  | 3  | 3  |
| David Craig            | Full-Time                      | 18 | 18 | 18 | 18 | -- | -- |
| Steven-Michael Crowder | Part-Time                      | 12 | 12 | 12 | 12 | 12 | 12 |
| Rebecca Davis          | Part-Time                      | -- | -- | -- | -- | -- | -- |
| Duane Everhart         | Part-Time                      | -- | -- | -- | -- | 6  | 6  |
| Lauren Gaither         | Part-Time                      | -- | -- | -- | -- | -- | -- |
| Mary Garrett           | Full-Time                      | 20 | 13 | 20 | 14 | 3  | 2  |
| Charles Gilmore        | Full-Time                      | 12 | 8  | 12 | 8  | 8  | 7  |
| Johnny Goode           | Part-Time                      | -- | -- | -- | -- | -- | -- |
| Amy Graham             | Full-Time                      | 18 | 18 | 16 | 17 | -- | -- |
| Bryan Harrell          | Part-Time                      | -- | -- | -- | -- | -- | -- |
| Jimmy Harrell          | Part-Time                      | 6  | 6  | 9  | 9  | 3  | 3  |
| Querida Hills          | Part-Time                      | 9  | 9  | 9  | 9  | 6  | 6  |
| Joseph Hodges          | Part-Time                      | -- | -- | 3  | 3  | -- | -- |
| Antonio Jackson        | Part-Time                      | 9  | 9  | 6  | 6  | -- | -- |
| Brandon Jenkins        | Full-Time                      | 3  | 3  | 3  | 3  | 3  | 3  |
| Jennifer Jundt         | Part-Time                      | 12 | 12 | 12 | 12 | -- | -- |
| Patrick Keough         | Part-Time                      | 6  | 6  | 6  | 6  | -- | -- |
| Emily Kerley           | Part-Time                      | -- | -- | 3  | 3  | -- | -- |
| Dean Lawson            | Full-Time                      | 18 | 18 | 18 | 18 | 6  | 6  |
| Akeem Lipford          | Part-Time                      | -- | -- | -- | -- | -- | -- |
| Michael Mansfield      | Part-Time                      | -- | -- | -- | -- | -- | -- |
| Chris McCallister      | Part-Time                      | 9  | 9  | 9  | 9  | -- | -- |
| Sandra McClenny        | Part-Time                      | 5  | 3  | 12 | 6  | -- | -- |
| Aaron Narron           | Part-Time                      | 3  | 3  | 6  | 6  | -- | -- |
| Christine Nicodemus    | Full-Time                      | -- | -- | -- | -- | -- | -- |
| Tracy Notley           | Part-Time                      | 3  | 3  | 3  | 3  | -- | -- |
| Richard Proctor        | Part-Time                      | 6  | 6  | 6  | 6  | 3  | 3  |
| Lynn Ragsdale          | Part-Time                      | 3  | 3  | -- | -- | -- | -- |
| William Reboli         | Full-Time                      | 18 | 18 | 16 | 17 | 9  | 9  |
| Monica Ruiz            | Part-Time                      | 6  | 6  | -- | -- | -- | -- |
| Darris Sawyer          | Part-Time                      | 2  | 3  | -- | -- | -- | -- |
| Elizabeth Saylors      | Part-Time                      | 3  | 3  | 3  | 3  | -- | -- |
| Michael Saylors        | Part-Time                      | 9  | 9  | 6  | 6  | -- | -- |

|                  |           |    |    |    |    |    |    |
|------------------|-----------|----|----|----|----|----|----|
| Norman Simmons   | Full-Time | 18 | 12 | 20 | 14 | 9  | 6  |
| Charles Smith    | Part-Time | 12 | 12 | 9  | 9  | -- | -- |
| Angela Waller    | Full-Time | 39 | 24 | 51 | 30 | 9  | 9  |
| Rick Whaley      | Part-Time | 6  | 6  | 9  | 9  | 6  | 6  |
| Benjamin Wooster | Part-Time | -- | -- | -- | -- | -- | -- |
| Brian Yarbrough  | Part-Time | 9  | 9  | 9  | 9  | -- | -- |

| Faculty / Name        | Full-Time<br>Part-Time | Fall 2018 |        | Spring 2019 |        | Summer 2019 |        |
|-----------------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
|                       |                        | Contact   | Credit | Contact     | Credit | Contact     | Credit |
| Jeanine Callaway      | Full-Time              | 18        | 18     | 18          | 18     | 9           | 9      |
| Allyson Daly          | Full-Time              | 18        | 18     | 18          | 18     | N/A         | N/A    |
| Andrea Freile         | Full-Time              | 18        | 18     | 16          | 16     | 3           | 3      |
| Susana Garcia         | Part-Time              | 10        | 8      | 15          | 12     | N/A         | N/A    |
| Rebecca Hardin-Thrift | Full-Time              | 18        | 18     | 18          | 18     | N/A         | N/A    |
| Bethanie Lister       | Full-Time              | 20        | 16     | 20          | 16     | N/A         | N/A    |
| Liz Meador            | Part-Time              | 6         | 6      | N/A         | N/A    | N/A         | N/A    |
| Ashley Merrill        | Full-Time              | 9         | 9      | 12          | 12     | N/A         | N/A    |
| Lisa Phelps           | Full-Time              | 13        | 13     | 18          | 18     | N/A         | N/A    |
| Joanna Pike           | Part-Time              | 9         | 9      | 12          | 12     | N/A         | N/A    |
| Rebekah Richard       | Part-Time              | N/A       | N/A    | 6           | 6      | N/A         | N/A    |
| Daniel Rollins        | Full-Time              | 6         | 6      | 7           | 7      | 6           | 6      |
| Paula Sauls           | Part-Time              | 6         | 6      | 6           | 6      | N/A         | N/A    |
| Tara Thompson         | Part-Time              | 12        | 12     | 9           | 9      | 9           | 9      |
| Dean Tuck             | Full-Time              | 16        | 16     | 15          | 15     | N/A         | N/A    |
| Deniz Tuck            | Full-Time              | 15        | 15     | 13          | 13     | 6           | 6      |
| Elizabeth Vick-Smith  | Part-Time              | 6         | 6      | 6           | 6      | N/A         | N/A    |
| Nevine Watkins        | Part-Time              | N/A       | N/A    | N/A         | N/A    | N/A         | N/A    |
| Jeff Williams         | Full-Time              | 16        | 16     | 15          | 15     | 12          | 12     |
| Anna Anaya-Vega       | Full Time              | 18.75     | 15     | 17.5        | 14     | 8.75        | 7      |
| Tammy Bishop          | Full Time              | 12.5      | 10     | 12.5        | 10     | 8.75        | 7      |
| Julie Faucette        | Full Time              | 17        | 10     | 17          | 10     |             |        |
| Patricia Freeman      | Full Time              | 21        | 18     | 14          | 12     |             |        |
| Brooks Horne          | Full Time              | 6         | 4      | 6.25        | 5      |             |        |
| Charles Rouse         | Full Time              | 16.25     | 13     | 15          | 12     |             |        |
| Lilian Speight        | Full Time              | 10.5      | 9      | 14          | 12     | 10.5        | 9      |
| Debra Curl            | Part-Time              | 10        | 8      | 10          | 8      | 3           | 2      |
| Margaret Drotzur      | Part-Time              | 7         | 6      | 7           | 6      |             |        |
| Vince Huetter         | Part-Time              | 11.25     | 9      | 7.5         | 6      |             |        |
| Meg Kidd              | Part-Time              | 5         | 4      | 5           | 4      | 2.5         | 2      |
| Gloria Siler          | Part-Time              | 7.5       | 6      | 7.5         | 6      | 3.75        | 3      |
| Joe Sutton            | Part-Time              | 12.5      | 10     | 12.5        | 10     | 7.5         | 6      |
| Christian Turnage     | Part-Time              | 10.5      | 9      | 7           | 6      |             |        |
| Aletta Burton         | Part-Time              | 5         | 4      | 5           | 4      |             |        |
| Cristian Laras        | Part-Time              | 2.5       | 2      |             |        |             |        |
| Jocelynn Franklin     | Part-Time              | 3.5       | 3      |             |        |             |        |
| Sheneka Lassister     | Part-Time              | 2.5       | 2      | 5           | 4      | 2.5         | 2      |
| Gerald Stroud         | Part-Time              | 3.5       | 3      |             |        |             |        |
| Ralph Benedetto       | Full-Time              | 16        | 15     | 14          | 11     | 9           | 8      |

|                         |                         |    |    |       |    |    |    |
|-------------------------|-------------------------|----|----|-------|----|----|----|
| Sondi Hoffman           | Full-Time               | 18 | 12 | 18    | 12 | 12 | 8  |
| Amy Cherry Millis       | Full-Time               | 18 | 12 | 18    | 12 | 6  | 4  |
| Michael Smith           | Full-Time               | 18 | 12 | 18    | 12 | 12 | 8  |
| Taylor Gray             | Full-Time               | 24 | 16 | 18    | 12 | 0  | 0  |
| Chris Boyd              | Full-Time               | 15 | 12 | 18    | 12 | 0  | 0  |
| Angela Swafford         | Full-Time               | 18 | 12 | 18    | 12 | 0  | 0  |
| Michael Eagen           | Full-Time               | 18 | 12 | 17    | 12 | 11 | 7  |
| Jamal Tayh              | Full-Time               | 18 | 12 | 18    | 16 | 0  | 0  |
| Lee Williams            | Full-Time               | 18 | 12 | 21    | 16 | 12 | 8  |
| Shere Myers             | Part-Time               | 6  | 4  | 6     | 4  | 0  | 0  |
| Dana Miller             | Part-Time               | 12 | 8  | 12    | 8  | 0  | 0  |
| Leah Heim               | Part-Time               | 12 | 8  | 12    | 8  | 0  | 0  |
|                         |                         |    |    |       |    |    |    |
| Laura R. Buddin         | Full-Time               | 2  | 1  | 9     | 7  | 9  | 7  |
| Katina Davis            | Full-Time               | 18 | 14 | 19    | 15 | 15 | 12 |
| Michael Dubrowsky       | Full-Time               | 18 | 14 | 15    | 11 |    |    |
| Mary Felzer             | Full-Time               | 20 | 16 | 19    | 15 | 5  | 4  |
| Kelli Hamm              | Full-Time               | 19 | 15 | 19    | 15 | 13 | 10 |
| Rachel Mullins Holloman | Full-Time               | 19 | 15 | 20    | 16 | 13 | 10 |
| Brooks Horne            | Full-Time               | 17 | 13 | 18.25 | 14 |    |    |
| Patrick Jarrett         | Full-Time/Part-Time     | 16 | 12 | 19    | 15 | 4  | 3  |
| Elizabeth King          | Full-Time               | 19 | 15 | 19    | 15 |    |    |
| Michael McKenna         | Full-Time               | 19 | 15 | 20    | 16 | 5  | 4  |
| Martha Welch            | Full-Time               | 20 | 16 | 18    | 14 | 4  | 3  |
| Mohammed Abdelrahman    | Full-Time/Part-Time     | 17 | 12 | 15    | 12 |    |    |
| Shirley Boyd            | Part-Time               | 5  | 4  |       |    |    |    |
| Christie Wuebbles       | Part-Time               | 4  | 3  |       |    |    |    |
| Larry Stroud            | Part-Time               | 10 | 8  | 5     | 4  |    |    |
| Annette Hawkins         | Part-Time               | 4  | 3  | 5     | 4  |    |    |
| Benjamin Anderson       | Full-Time and Part-Time | 17 | 16 | 18    | 18 | 6  | 6  |
| Melissa Asbun           | Part-Time               | 3  | 3  | 6     | 6  | -- | -- |
| Wallace Bateman         | Part-Time               | 3  | 3  | --    | -- | -- | -- |
| Soundra Beamon          | Part-Time               | 9  | 9  | 6     | 6  | -- | -- |
| William Brannon         | Part-Time               | 9  | 9  | 9     | 9  | -- | -- |
| Charlotte Brow          | Full-Time and Part-Time | 9  | 9  | --    | -- | -- | -- |
| Arthur Brown            | Part-Time               | 6  | 6  | 3     | 3  | 3  | 3  |
| Randi Chalfant          | Full-Time               | -- | -- | --    | -- | -- | -- |
| Milton Clark            | Part-Time               | 6  | 6  | --    | -- | -- | -- |
| Meredith Colie          | Part-Time               | 6  | 6  | 6     | 6  | -- | -- |
| Bradley Collier         | Full-Time and Part-Time | 20 | 17 | --    | -- | 3  | 3  |



|                        |           |    |    |    |    |    |    |
|------------------------|-----------|----|----|----|----|----|----|
| Aaron Cooley           | Part-Time | 3  | 3  | 9  | 9  | 3  | 3  |
| David Craig            | Full-Time | 17 | 16 | 18 | 18 | -- | -- |
| Steven-Michael Crowder | Part-Time | 12 | 12 | 12 | 12 | 6  | 6  |
| Rebecca Davis          | Part-Time | -- | -- | -- | -- | -- | -- |
| Duane Everhart         | Part-Time | -- | -- | -- | -- | 6  | 6  |
| Lauren Gaither         | Part-Time | 3  | 3  | 6  | 6  | -- | -- |
| Mary Garrett           | Full-Time | 18 | 13 | 20 | 12 | 3  | 2  |
| Charles Gilmore        | Full-Time | 12 | 8  | 12 | 8  | 8  | 7  |
| Johnny Goode           | Part-Time | -- | -- | -- | -- | -- | -- |
| Amy Graham             | Full-Time | 18 | 18 | 18 | 18 | -- | -- |
| Bryan Harrell          | Part-Time | -- | -- | -- | -- | -- | -- |
| Jimmy Harrell          | Part-Time | 3  | 3  | -- | -- | 3  | 3  |
| Querida Hills          | Part-Time | 9  | 9  | 9  | 9  | 6  | 6  |
| Joseph Hodges          | Part-Time | -- | -- | 6  | 6  | -- | -- |
| Antonio Jackson        | Part-Time | 12 | 12 | 6  | 6  | -- | -- |
| Brandon Jenkins        | Full-Time | 3  | 3  | 3  | 3  | 3  | 3  |
| Jennifer Jundt         | Part-Time | 12 | 12 | 9  | 9  | -- | -- |
| Patrick Keough         | Part-Time | 9  | 9  | 9  | 9  | -- | -- |
| Emily Kerley           | Part-Time | 6  | 6  | -- | -- | -- | -- |
| Dean Lawson            | Full-Time | 18 | 18 | 18 | 18 | 6  | 6  |
| Akeem Lipford          | Part-Time | -- | -- | 12 | 12 | 3  | 3  |
| Michael Mansfield      | Part-Time | -- | -- | -- | -- | -- | -- |
| Chris McCallister      | Part-Time | 11 | 10 | 12 | 12 | 3  | 3  |
| Sandra McClenny        | Part-Time | 9  | 5  | 9  | 6  | -- | -- |
| Aaron Narron           | Part-Time | 3  | 3  | 3  | 3  | -- | -- |
| Christine Nicodemus    | Full-Time | -- | -- | 9  | 9  | 6  | 6  |
| Tracy Notley           | Part-Time | 3  | 3  | 3  | 3  | -- | -- |
| Richard Proctor        | Part-Time | 3  | 3  | 3  | 3  | 3  | 3  |
| Lynn Ragsdale          | Part-Time | 3  | 3  | -- | -- | -- | -- |
| William Reboli         | Full-Time | 18 | 18 | 18 | 18 | 9  | 9  |
| Monica Ruiz            | Part-Time | 3  | 3  | 9  | 9  | -- | -- |
| Darris Sawyer          | Part-Time | -- | -- | -- | -- | -- | -- |
| Elizabeth Saylor       | Part-Time | -- | -- | -- | -- | -- | -- |
| Michael Saylor         | Part-Time | 9  | 9  | 9  | 9  |    |    |
| Norman Simmons         | Full-Time | 17 | 13 | 20 | 14 | 9  | 6  |
| Charles Smith          | Part-Time | 9  | 9  | 9  | 9  | -- | -- |
| Angela Waller          | Full-Time | 51 | 28 | 69 | 39 | 9  | 9  |
| Rick Whaley            | Part-Time | 12 | 12 | 9  | 9  | 9  | 9  |
| Benjamin Wooster       | Part-Time | -- | -- | -- | -- | -- | -- |
| Brian Yarbrough        | Part-Time | 9  | 9  | 12 | 12 | 3  | 3  |

| Faculty / Name        | Full-Time<br>Part-Time | Fall 2019 |        | Spring 2020 |        | Summer 2020 |        |
|-----------------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
|                       |                        | Contact   | Credit | Contact     | Credit | Contact     | Credit |
| Jeanine Callaway      | Full-Time              | 16        | 16     | 18          | 18     | 9           | 9      |
| Allyson Daly          | Full-Time              | 18        | 18     | 16          | 16     | N/A         | N/A    |
| Andrea Freile         | Full-Time              | 18        | 18     | 16          | 16     | 6           | 6      |
| Susana Garcia         | Part-Time              | N/A       | N/A    | N/A         | N/A    | N/A         | N/A    |
| Rebecca Hardin-Thrift | Full-Time              | 16        | 16     | 18          | 18     | N/A         | N/A    |
| Bethanie Lister       | Full-Time              | 20        | 16     | 20          | 16     | N/A         | N/A    |

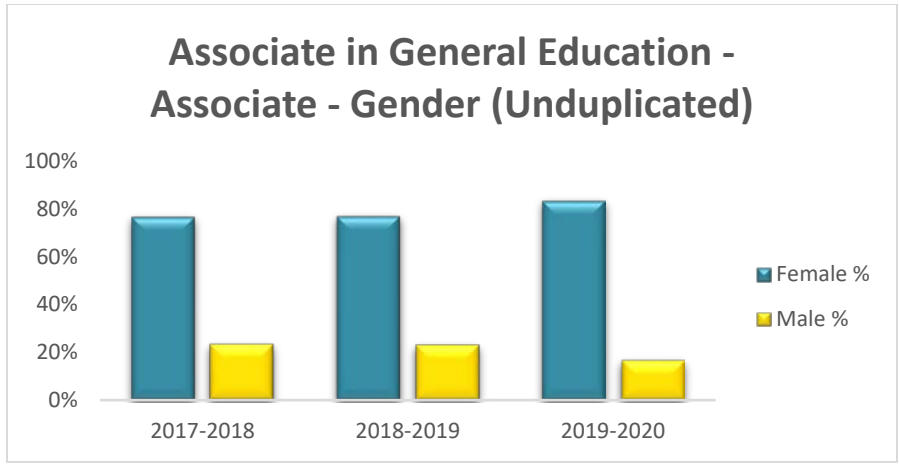
|                      |                     |       |     |       |     |       |     |
|----------------------|---------------------|-------|-----|-------|-----|-------|-----|
| Liz Meador           | Part-Time           | N/A   | N/A | N/A   | N/A | N/A   | N/A |
| Ashley Merrill       | Full-Time           | 16    | 16  | 15    | 15  | N/A   | N/A |
| Lisa Phelps          | Full-Time           | 18    | 18  | 16    | 16  | N/A   | N/A |
| Joanna Pike          | Part-Time           | 9     |     | 6     | 6   | N/A   | N/A |
| Rebekah Richard      | Part-Time           | 6     | 6   | 6     | 6   | N/A   | N/A |
| Daniel Rollins       | Full-Time           | 9     | 9   | 9     | 9   | 6     | 6   |
| Paula Sauls          | Full-Time/Part-Time | 9     | 9   | 9     | 9   | N/A   | N/A |
| Tara Thompson        | Part-Time           | 12    | 12  | 9     | 9   | 9     | 9   |
| Dean Tuck            | Full-Time           | 18    | 18  | 15    | 15  | N/A   | N/A |
| Deniz Tuck           | Full-Time           | 15    | 15  | 9     | 9   | 9     | 9   |
| Elizabeth Vick-Smith | Part-Time           | 6     | 6   | 3     | 3   | N/A   | N/A |
| Nevine Watkins       | Part-Time           | N/A   | N/A | N/A   | N/A | N/A   | N/A |
| Jeff Williams        | Full-Time           | 18    | 18  | 15    | 15  | 12    | 12  |
| Anna Anaya-Vega      | Full Time           | 18.75 | 15  | 15    | 12  | 11.25 | 9   |
| Tammy Bishop         | Full Time           | 12.5  | 10  | 12.5  | 10  | 5     | 4   |
| Julie Faucette       | Full Time           | 17    | 10  | 17    | 10  | 3     | 2   |
| Patricia Freemon     | Full Time           | 17    | 15  | 17    | 15  |       |     |
| Brooks Horne         | Full Time           |       |     |       |     |       |     |
| Charles Rouse        | Full Time           | 18.75 | 15  | 16.25 | 13  |       |     |
| Lilian Speight       | Full Time           | 21    | 18  | 10.5  | 9   | 3.5   | 3   |
| Debra Curl           | Part-Time           | 10    | 8   | 10    | 8   |       |     |
| Meg Kidd             | Part-Time           | 7.5   | 6   | 3.75  | 3   |       |     |
| Gloria Siler         | Part-Time           | 2.5   | 2   | 7.5   | 6   |       |     |
| Joe Sutton           | Part-Time           | 10    | 8   | 10    | 8   |       |     |
| Aletta Burton        | Part-Time           | 5     | 4   |       |     |       |     |
| Sheneka Lassister    | Part-Time           | 5     | 4   | 5     | 4   |       |     |
| Gerald Soud          | Part-Time           | 3.5   | 3   |       |     |       |     |
| Joyce Cunningham     | Part-Time           | 7.5   | 6   | 7.5   | 6   |       |     |
| Danielle Gentry      | Part-Time           | 7     | 6   | 3.5   | 3   |       |     |
|                      |                     |       |     |       |     |       |     |
| Ralph Benedetto      | Full-Time           | 17    | 11  | 14    | 12  | 9     | 8   |
| Sondi Hoffman        | Full-Time           | 18    | 16  | 18    | 12  | 12    | 8   |
| Amy Cherry Millis    | Full-Time           | 18    | 12  | 19    | 16  | 12    | 8   |
| Michael Smith        | Full-Time           | 24    | 18  | 18    | 16  | 15    | 12  |
| Taylor Gray          | Full-Time           | 15    | 15  | 18    | 12  | 0     | 0   |
| Chris Boyd           | Full-Time           | 18    | 12  | 18    | 12  | 0     | 0   |
| Angela Swafford      | Full-Time           | 18    | 12  | 12    | 12  | 0     | 0   |
| Brian Duffy          | Full-Time           | 17    | 12  | 17    | 12  | 11    | 8   |
| Jamal Tayh           | Full-Time           | 17    | 12  | 17    | 16  | 0     | 0   |
| John Peters          | Full-Time           | 12    | 16  | 21    | 16  | 12    | 8   |
| Shere Myers          | Part-Time           | 6     | 4   | 6     | 4   | 0     | 0   |
| Dana Miller          | Part-Time           | 12    | 8   | 12    | 8   | 0     | 0   |
| Leah Heim            | Part-Time           | 12    | 8   | 12    | 8   | 0     | 0   |
|                      |                     |       |     |       |     |       |     |
| Laura R. Buddin      | Full-Time           | 9     | 7   | 9     | 7   | 9     | 7   |
| Katina Davis         | Full-Time           | 19    | 15  | 17    | 13  | 14    | 11  |
| Michael Dubrowsky    | Full-Time           | 18    | 14  | 18    | 14  |       |     |

|                         |                         |    |    |    |    |    |    |
|-------------------------|-------------------------|----|----|----|----|----|----|
| Mary Felzer             | Full-Time               | 17 | 13 | 19 | 15 | 4  | 3  |
| Kelli Hamm              | Full-Time               | 19 | 15 | 16 | 12 | 14 | 11 |
| Rachel Mullins Holloman | Full-Time               | 16 | 12 | 18 | 12 | 13 | 9  |
| Brooks Horne            | Full-Time               | 16 | 12 | 16 | 12 |    |    |
| Patrick Jarrett         | Full-Time/Part-Time     | 20 | 16 | 19 | 15 |    |    |
| Elizabeth King          | Full-Time               | 18 | 14 | 18 | 13 |    |    |
| Michael McKenna         | Full-Time               | 20 | 16 | 20 | 16 |    |    |
| Martha Welch            | Full-Time               | 19 | 15 | 18 | 14 | 5  | 4  |
| Sam Pouryoussefi        | Full-Time               |    |    | 15 | 11 | 3  | 2  |
| Mohammed Abdelrahman    | Full-Time/Part-Time     | 3  | 2  |    |    |    |    |
| Gina Brann              | Part-Time               |    |    | 4  | 3  |    |    |
| Shirley Boyd            | Full-Time/Part-Time     | 5  | 4  | 5  | 4  |    |    |
| Larry Stroud            | Full-Time/Part-Time     | 5  | 4  | 5  | 4  |    |    |
| Benjamin Anderson       | Full-Time and Part-Time | 18 | 18 | 18 | 16 | 6  | 6  |
| Melissa Asbun           | Part-Time               | 3  | 3  | 3  | 3  | -- | -- |
| Wallace Bateman         | Part-Time               | -- | -- | -- | -- | -- | -- |
| Soundra Beamon          | Part-Time               | 3  | 3  | 3  | 3  | -- | -- |
| William Brannon         | Part-Time               | 9  | 9  | 6  | 6  | -- | -- |
| Charlotte Brow          | Full-Time and Part-Time | -- | -- | 6  | 6  | -- | -- |
| Arthur Brown            | Part-Time               | 6  | 6  | -- | -- | -- | -- |
| Randi Chalfant          | Full-Time               | -- | -- | 18 | 18 | -- | -- |
| Milton Clark            | Part-Time               | -- | -- | -- | -- | -- | -- |
| Meredith Colie          | Part-Time               | 9  | 9  | 6  | 6  | -- | -- |
| Bradley Collier         | Full-Time and Part-Time | 6  | 6  | -- | -- | 3  | 3  |
| Aaron Cooley            | Part-Time               | 6  | 6  | 9  | 9  | 3  | 3  |
| David Craig             | Full-Time               | 18 | 18 | 18 | 18 | -- | -- |
| Steven-Michael Crowder  | Part-Time               | 12 | 12 | 12 | 12 | 12 | 12 |
| Rebecca Davis           | Part-Time               | -- | -- | 3  | 3  | -- | -- |
| Duane Everhart          | Part-Time               | -- | -- | -- | -- | 3  | 3  |
| Lauren Gaither          | Part-Time               | 6  | 6  | 3  | 3  | -- | -- |
| Mary Garrett            | Full-Time               | 21 | 13 | 20 | 17 | 3  | 2  |
| Charles Gilmore         | Full-Time               | 12 | 8  | 12 | 10 | 8  | 7  |
| Johnny Goode            | Part-Time               | 3  | 3  | -- | -- | -- | -- |
| Amy Graham              | Full-Time               | 21 | 19 | 21 | 21 | -- | -- |
| Bryan Harrell           | Part-Time               | -- | -- | 3  | 3  | -- | -- |
| Jimmy Harrell           | Part-Time               | 6  | 6  | 3  | 3  | -- | -- |

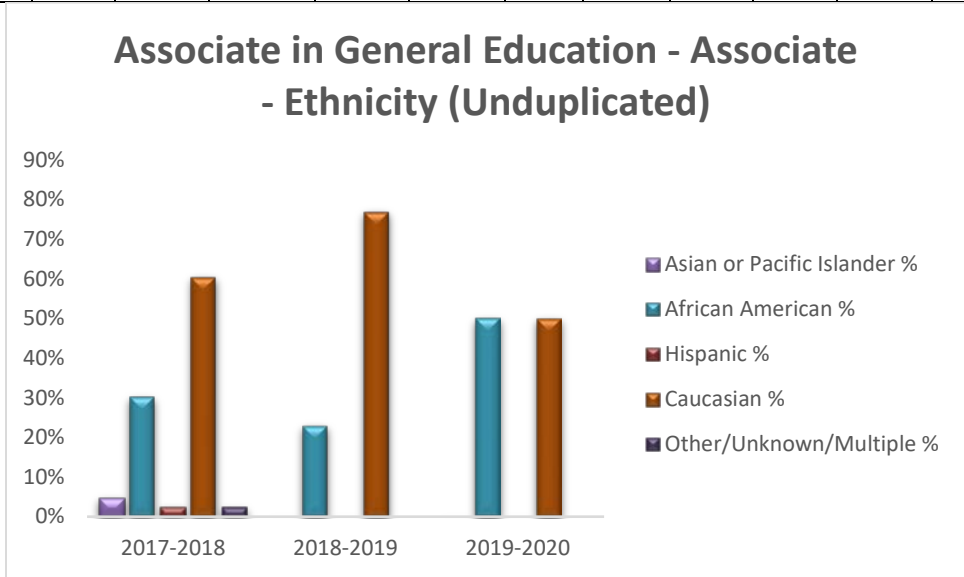
|                     |           |    |    |    |    |    |    |
|---------------------|-----------|----|----|----|----|----|----|
| Querida Hills       | Part-Time | 9  | 9  | 6  | 6  | 3  | 3  |
| Joseph Hodges       | Part-Time | 3  | 3  | -- | -- | -- | -- |
| Antonio Jackson     | Part-Time | 12 | 12 | 6  | 6  | 3  | 3  |
| Brandon Jenkins     | Full-Time | 3  | 3  | 3  | 3  | 3  | 3  |
| Jennifer Jundt      | Part-Time | 9  | 9  | 3  | 3  | 3  | 3  |
| Patrick Keough      | Part-Time | 9  | 9  | 9  | 9  | -- | -- |
| Emily Kerley        | Part-Time | -- | -- | -- | -- | -- | -- |
| Dean Lawson         | Full-Time | 18 | 16 | 18 | 18 | 9  | 9  |
| Akeem Lipford       | Part-Time | 12 | 12 | 3  | 3  | 6  | 6  |
| Michael Mansfield   | Part-Time | 6  | 6  | 3  | 3  | -- | -- |
| Chris McCallister   | Part-Time | 9  | 9  | 12 | 12 | 9  | 9  |
| Sandra McClenny     | Part-Time | 6  | 6  | 6  | 4  | -- | -- |
| Aaron Narron        | Part-Time | 2  | 2  | 2  | 1  | -- | -- |
| Christine Nicodemus | Full-Time | 9  | 9  | 9  | 9  | 9  | 9  |
| Tracy Notley        | Part-Time | 3  | 3  | 3  | 3  | -- | -- |
| Richard Proctor     | Part-Time | 3  | 3  | 3  | 3  | -- | -- |
| Lynn Ragsdale       | Part-Time | -- | -- | -- | -- | -- | -- |
| William Reboli      | Full-Time | 18 | 16 | 18 | 18 | 12 | 12 |
| Monica Ruiz         | Part-Time | 9  | 7  | 4  | 2  | -- | -- |
| Darris Sawyer       | Part-Time | -- | -- | -- | -- | -- | -- |
| Elizabeth Saylors   | Part-Time | -- | -- | -- | -- | -- | -- |
| Michael Saylors     | Part-Time | 9  | 9  | 3  | 3  | -- | -- |
| Norman Simmons      | Full-Time | 23 | 15 | 20 | 13 | 9  | 9  |
| Charles Smith       | Part-Time | 6  | 6  | 12 | 12 | -- | -- |
| Angela Waller       | Full-Time | 45 | 27 | 63 | 36 | 9  | 9  |
| Rick Whaley         | Part-Time | 6  | 6  | 12 | 12 | -- | -- |
| Benjamin Wooster    | Part-Time | -- | -- | -- | -- | 3  | 3  |
| Brian Yarbrough     | Part-Time | 6  | 6  | 12 | 12 | -- | -- |

**Section 3: Student Demographics - Parent program (highest level only) data is provided.**

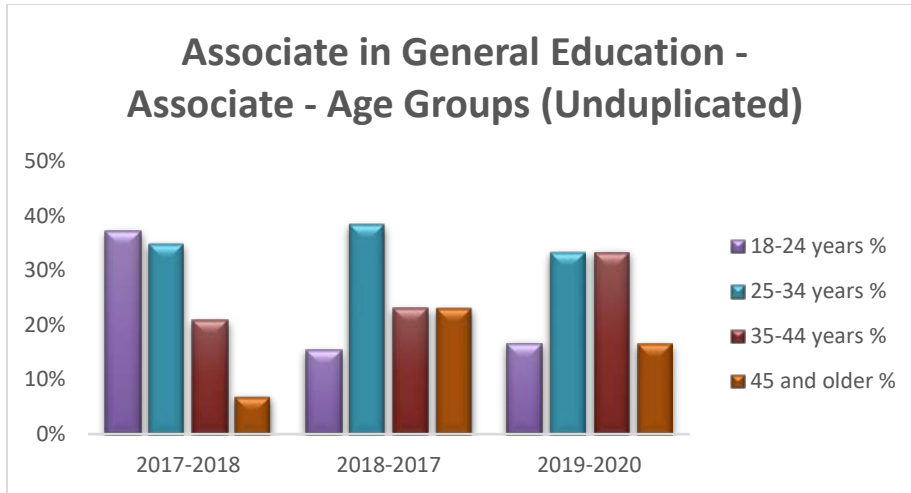
| Gender (Associate - unduplicated) Academic Year – Fall, Spring, Summer |        |     |      |     |       |      |
|--|--------|-----|------|-----|-------|------|
| Academic Year  | Female |     | Male |     | Total |      |
|  | N      | %   | N    | %   | N     | %    |
| 2017-2018  | 33     | 77% | 10   | 23% | 43    | 100% |
| 2018-2019  | 10     | 77% | 3    | 23% | 13    | 100% |
| 2019-2020  | 5      | 83% | 1    | 17% | 6     | 100% |



| Ethnicity (Associate – unduplicated) Academic Year – Fall, Spring, Summer |                 |   |                           |    |                  |     |          |    |           |     |                            |    |       |      |
|---|-----------------|---|---------------------------|----|------------------|-----|----------|----|-----------|-----|----------------------------|----|-------|------|
| Academic Year   | American Indian |   | Asian or Pacific Islander |    | African American |     | Hispanic |    | Caucasian |     | Other / Unknown / Multiple |    | Total |      |
|   | N               | % | N                         | %  | N                | %   | N        | %  | N         | %   | N                          | %  | N     | %    |
| 2017-18   | 0               | 0 | 2                         | 5% | 13               | 30% | 1        | 2% | 26        | 60% | 1                          | 2% | 43    | 100% |
| 2018-19   | 0               | 0 | 0                         | 0% | 3                | 23% | 0        | 0% | 10        | 77% | 0                          | 0% | 13    | 100% |
| 2019-20   | 0               | 0 | 0                         | 0% | 3                | 50% | 0        | 0% | 3         | 50% | 0                          | 0% | 6     | 100% |



| Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer |          |     |             |     |             |     |             |     |              |      |       |     |
|---|----------|-----|-------------|-----|-------------|-----|-------------|-----|--------------|------|-------|-----|
| Academic Year   | Under 18 |     | 18-24 years |     | 25-34 years |     | 35-44 years |     | 45 and older |      | Total |     |
|   | N        | %   | N           | %   | N           | %   | N           | %   | N            | %    | N     | %   |
| 2017-18   | 16       | 37% | 15          | 35% | 9           | 21% | 3           | 7%  | 43           | 100% | 16    | 37% |
| 2018-19   | 2        | 15% | 5           | 38% | 3           | 23% | 3           | 23% | 13           | 100% | 2     | 15% |
| 2019-20   | 1        | 17% | 2           | 33% | 2           | 33% | 1           | 17% | 6            | 100% | 1     | 17% |



**Provide narrative for analysis of student demographics.** *(How are you recruiting/retaining a diverse population of students? What are some ways you can increase student diversity in your program?)*

Students are not recruited specifically to this program. The very few students who are in the program are reflective of the student population who previously were seeking entry into our nursing or other allied health programs.

#### Section 4: Program Outcomes

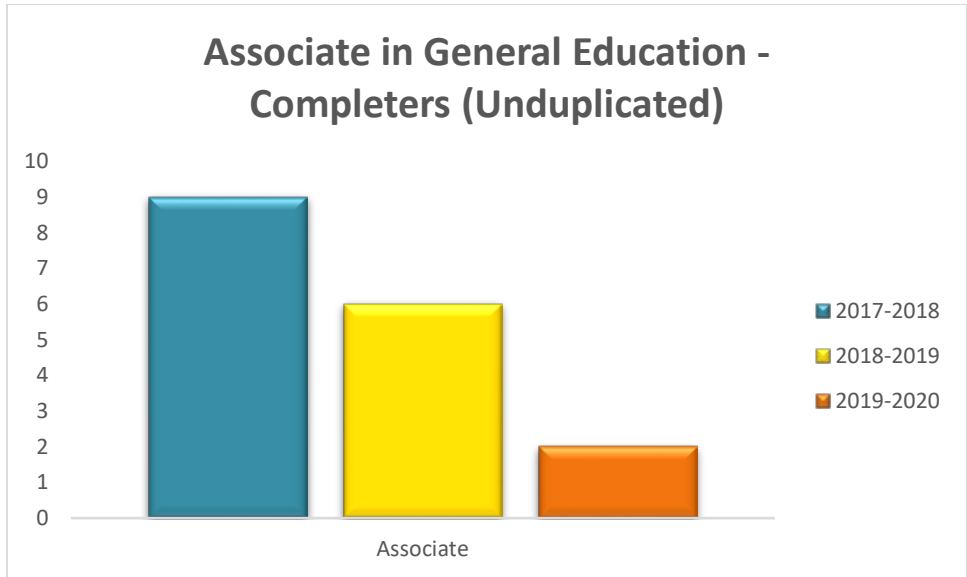
**Outcome #1: Completers (unduplicated) (Degree level, highest level of attainment)**

**Baseline:** 5 # *(Average of total completers for the last three years – 2017-18; 2018-19; 2019-20)*

**Standard:** N/A #

**Target:** N/A #

| Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring |           |         |             |       |
|--|-----------|---------|-------------|-------|
| Graduation Year  | Associate | Diploma | Certificate | Total |
| 2017-2018  | 9         |         |             | 9     |
| 2018-2019  | 6         |         |             | 6     |
| 2019-2020  | 2         |         |             | 2     |



**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?)*

Not applicable. Very few students are placed in the AGE degree program. Students placed in the AGE are encouraged to discuss more appropriate academic programs with their academic advisor. As such, students are expected to transfer to other academic areas prior to degree completion.

**Provide narrative for analysis of completer standard/target.** *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

Not applicable.

**Identify Completer Action Items**

*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(How will you assess the results of action items?)</i> |
|------|---|--|--|
| 1    | Not applicable.   |  |  |
| 2    |   |  |  |

**Outcome #2: Retention**

**Baseline:** 45.8 % *(Average of last three years – 2017-18; 2018-19; 2019-20; fall-to-fall program retention)*  
**Standard:** N/A %  
**Target:** N/A %

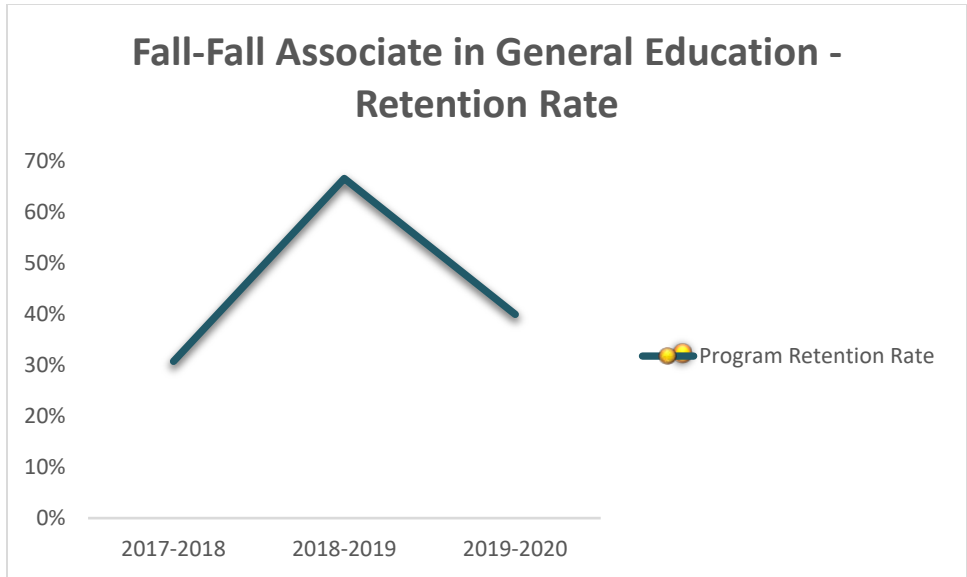
**2020-2021 Action / Strategy Items:** *(carried forward outcomes)*

| <b>Item #</b> | <b>Action / Strategy Items:</b><br><i>(Actions / strategies identified in the 2019-20 program outcome assessment follow-up.)</i> | <b>Results / Use of Results:</b> <i>(Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)</i>   |
|---------------|--|---|
| 1             | The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative.                   | During the fall 2020 and spring 2021 semesters, 13 QEP sections of ACA 122 were offered, which served 166 students total. At the conclusion of <i>OnPoint</i> , a total of 1,492 students will have been served. Based on the data currently available, students who participated in <i>OnPoint</i> earned a first semester GPA that was 0.118 higher than those students in the control cohort. Students who participated in <i>OnPoint</i> completed 96.3% of all the credit hours they attempted during their first three semesters enrolled at WCC. Of all the students who participated in <i>OnPoint</i> since the spring 2016 semester, 19% utilized the Academic Skills Center and 21% utilized Counseling Services during their first semester enrolled at WCC.  |
| 2             | The Arts & Sciences Division will continue using Aviso Retention Software as part of OnPoint.                                    | Between August 2020 and March 2021, a total of 5,093 early alerts were issued for students in the Arts & Sciences Division. Most of these early alerts (4,188) were automated early alerts related to attendance, lack of participation in Moodle, and having a course average lower than 70%. The rest of the alerts (905) were issued by faculty.<br>In some cases, the automated alert that was issued for a student was also sent manually by a faculty member. For example, an automated alert may have been issued for a student who missed 3 class days but was also issued by the faculty member. This duplication of early alerts created problems for the achievement coaches. In some cases, faculty members were not providing achievement coaches with enough detail when issuing an alert for a student. Faculty were also creating alerts for situations that the faculty member should be responsible for remedying |



|   |  |  |
|---|--|--|
|   |  | (e.g. a student not completing the enrollment verification quiz and only have a day left to do so). Because of these issues, an early alert etiquette guide was created. The guide informs faculty of exactly what types of information that achievement coaches need and describes the duties of the achievement coaches upon receiving an early alert.   |
| 3 | A Semester-to-Semester Persistence Risk Indicator will be added to Aviso Retention starting in the fall 2019 semester. | In the fall 2020 semester, there were 750 students in the Arts & Sciences Division who were categorized as either medium or high risk for not returning for the spring 2021 semester. Of these students, 512 (72%) did return for the spring 2021 semester. Of the 238 students who did not return for the spring 2021 semester, 8 completed a certificate, diploma, or degree. The students who returned for the spring 2021 semester finished the fall 2020 semester with an average GPA of 2.84. The students who did not return for the spring 2021 semester finished the fall 2020 semester with an average GPA of 2.5. |

| Year (Fall to Fall) | Program Fall Enrollment Cohort | Program Completers | Program Retained | Program Stop Outs | Program Transfers | Program Retention Rate |
|---------------------|--------------------------------|--------------------|------------------|-------------------|-------------------|------------------------|
| Fall 2017-Fall 2018 | 26                             | 5                  | 3                | 15                | 3                 | 30.8%                  |
| Fall 2018-Fall 2019 | 6                              | 3                  | 1                | 2                 | 0                 | 66.7%                  |
| Fall 2019-Fall 2020 | 5                              | 1                  | 1                | 2                 | 1                 | 40.0%                  |



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

Not applicable. The active goal of academic advisors within the College Transfer Advising Center is to help students actively investigate more appropriate academic programs. Ideally, students will not be retained in the AGE degree program from Fall to Fall, but rather transfer into other academic program areas, whether within College Transfer or any of our AAS program areas.

**Provide narrative for analysis of program retention standard/target.** *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

Not applicable.

**Identify Retention Action Items**

*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(How will you assess the results of action items?)</i> |
|------|---|--|--|
| 1    | Not applicable.   |  |  |
| 2    |   |  |  |

**Outcome #3: Program Success Rate (all delivery methods)**  
*(Duplicated based on number of courses taken by students in the program.) (Program Success Rate tab)*

**Baseline:** 74 % *(Average program success students for the last three years – 2017-18; 2018-19; 2019-20)*

**Standard:** 75 %**Target:** 76 %

| Academic Year<br>Fall, Spring, Summer | Program Enrolled Students | Program Success Students | Program Success Rate |
|---------------------------------------|---------------------------|--------------------------|----------------------|
| 2017-2018                             | 82                        | 60                       | 73%                  |
| 2018-2019                             | 16                        | 14                       | 88%                  |
| 2019-2020                             | 8                         | 5                        | 63%                  |

**Provide narrative for analysis of student success in program courses.** (Are students more successful in program courses in face-to-face, online, hybrid, or blended methods of course delivery? Do you plan to make any changes to course offerings based upon your analysis of the data?)

Across all modalities (face-to-face, hybrid, & online), Associate in General Education students perform similarly with the largest population of students taking online classes. Unlike other degree programs within college transfer, AGE students can take classes located within any academic program on campus.

**Provide narrative for analysis of student success in program courses standard/target.** (Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)

New program success rate standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at 75 (%) and the target at 76(%).

#### Identify Student Success in Program Courses Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items (Identify action items as a result of your program outcome assessment.)  | Target Date (Identify your projected target date for completion of action items.) | Assessment of Action Items (How will you assess the results of action items?)   |
|------|---|---|---|
| 1    | Collaborate with WCC's Title III grant initiative/Achievement Coaches to increase student success rates in the AGEN degree program.<br><br>*This also aligns with goal 2, objective 5 of the Title III grant. | This Title III grant is ongoing, but data will be reviewed again in April 2022.   | 1. Increase the number of faculty-initiated alerts for struggling students.<br>2. Increase the number of student-initiated visits to their respective Achievement Coach.<br>(There is no current data collected specific to the AGEN degree program or college transfer. The grant coordinator will begin collecting this data during 2021-2022.) |
| 2    | Collaborate with WCC's Title III grant initiative/Achievement Coaches to increase AGEN student usage of the Academic Skills Center.   | This Title III grant is ongoing, but data will be reviewed again in April 2022.   | 1. Increase in number of students who utilize the Academic Skills Center.<br>(There is no current data collected specific to the AGEN degree program or college transfer. The grant coordinator   |

|  |   |  |  |
|--|---|--|--|
|  | This also aligns with the goal 1, objective 1 of the Title III grant. |  | will begin collecting this data during 2021-2022.) |
|--|---|--|--|

#### Outcome #4: College Transfer Performance (NCCCS Performance Measure)

**Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.**

**Baseline:** 87.4% (2015-16 = 84%; 2016-17 = 89%; 2017-18 = 89.2%)  
**Standard:** 89%  
**Target:** 91%

#### 2020-2021 Action / Strategy Items:

| Item # | Action / Strategy Items:<br>(Actions / strategies identified in the 2019-20 Performance Measure Year-End Report.)   | Results / Use of Results: (Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)  |
|--------|---|--|
| 1      | The Arts & Sciences Division will conclude the implementation of the OnPoint Student Success Based Advising Initiative as part of the QEP. (Performance Measures Year-End Report) | During the fall 2020 and spring 2021 semesters, 13 QEP sections of ACA 122 were offered, which served 166 students total. At the conclusion of <i>OnPoint</i> , a total of 1,492 students will have been served. Based on the data currently available, students who participated in <i>OnPoint</i> earned a first semester GPA that was 0.118 higher than those students in the control cohort. Students who participated in <i>OnPoint</i> completed 96.3% of all the credit hours they attempted during their first three semesters enrolled at WCC. Of all the students who participated in <i>OnPoint</i> since the spring 2016 semester, 19% utilized the Academic Skills Center and 21% utilized Counseling Services during their first semester enrolled at WCC. |
| 2      | The Arts & Sciences Division will continue with the implementation of Aviso Retention Software. (Performance Measures Year-End Report)  | Between August 2020 and March 2021, a total of 5,093 early alerts were issued for students in the Arts & Sciences Division. Most of these early alerts (4,188) were automated early alerts related to attendance, lack of participation in Moodle, and having a course average lower than 70%. The rest of the alerts (905) were issued by faculty.  |

|  |  |  |
|--|--|--|
|  |  | <p>In some cases, the automated alert that was issued for a student was also sent manually by a faculty member. For example, an automated alert may have been issued for a student who missed 3 class days but was also issued by the faculty member. This duplication of early alerts created problems for the achievement coaches. In some cases, faculty members were not providing achievement coaches with enough detail when issuing an alert for a student. Faculty were also creating alerts for situations that the faculty member should be responsible for remedying (e.g. a student not completing the enrollment verification quiz and only have a day left to do so). Because of these issues, an early alert etiquette guide was created. The guide informs faculty of exactly what types of information that achievement coaches need and describes the duties of the achievement coaches upon receiving an early alert.</p> |
|--|--|--|

| Year    | 30 + Hours |              |              | Assoc Degree Recipient |              |              | Total |                |              |
|---------|------------|--------------|--------------|------------------------|--------------|--------------|-------|----------------|--------------|
|         | #          | # / %<br>Ret | %<br>Persist | #                      | # / %<br>Ret | %<br>Persist | #     | # / %<br>Ret   | %<br>Persist |
| 2014-15 | 56         | 43 /<br>77%  | 77%          | 138                    | 120 /<br>87% | 87%          | 194   | 163 /<br>84.0% | 84.0%        |
| 2015-16 | 49         | 35 /<br>71%  | 71%          | 142                    | 118 /<br>83% | 83%          | 191   | 153 /<br>80.1% | 80.1%        |
| 2016-17 | 111        | 95 /<br>86%  | 86%          | 123                    | 113 /<br>92% | 92%          | 234   | 208 /<br>88.9% | 88.9%        |
| 2017-18 | 124        | 109 /<br>88% | 88%          | 163                    | 147 /<br>90% | 90%          | 287   | 256 /<br>89.2% | 89.2%        |

Source: NCCCS Performance Measures for Student Success Report

**Provide narrative for analysis of college transfer performance.** (Based on the performance measure data, provide a narrative of your analysis of college transfer performance. Are you satisfied with your performance? State any changes you plan to make for continuous improvement.)

Overall, we are pleased with our College Transfer Performance measures. Overall, our 89.2% was only .2% points from meeting the system wide excellence standard of 89.4%. Furthermore, 88% of WCC students who completed 30 or more hours prior to transfer subsequently enrolled at a four-year university or college the following fall. Likewise, 90% of WCC students who earned an associate degree subsequently enrolled at a four-year university or college the following fall. Both of these benchmarks were above the system wide averages for all NCCCS institutions. As we are nearing the completion of our QEP, OnPoint Student Success Based Advising Initiative, we

continue to believe that the modification of ACA 122, both at the system level and institutional level, has placed greater emphasis on academic planning and having students explore their academic goals and career aspirations. The data continues to show us that students who graduate with a two-year degree are more likely to persist at the four-year level.

**\*Per the WCC College Catalog, p. 125, "...the AGE program is not intended for students who want to transfer to a four-year institution."**

**Provide narrative for analysis of college transfer performance standard/target.** *(Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.)*

Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.

The standard has been set at 89 % and the target at 91%.

#### **Identify College Transfer Performance Action Items**

*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| <b>Item</b> | <b>Action Items</b> <i>(Identify action items as a result of your program outcome assessment.)</i>                                   | <b>Target Date</b> <i>(Identify your projected target date for completion of action items.)</i> | <b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>                                 |
|-------------|--|---|---|
| 1           | Students enrolled in ACA 122 will create an academic transfer plan designed to ensure transfer to a four-year college or university. | This will happen concurrently each academic semester.   | 100% of students who complete an ACA 122 course will create an academic transfer plan as part of their course objectives.   |
| 2           | Provide greater opportunities for students to be exposed to college and university representatives through regular visits to WCC.    | Ongoing and as allowed due to COVID restrictions.   | The College Transfer Advising Center will be responsible for scheduling visits with college and university representatives. |

## Section 5: Other Assessments

**In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and include the most recent date of accreditation.**

Not Applicable.

**Analysis of other assessments.** *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment instruments used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Not Applicable.

### **Identify Other Assessment(s) Action Items (if applicable)**

*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| <b>Item</b> | <b>Action Items (Identify action items as a result of your program outcome assessment.)</b> | <b>Target Date (Identify your projected target date for completion of action items.)</b> | <b>Assessment of Action Items (How will you assess the results of action items?)</b> |
|-------------|---|--|--|
| 1           | Not applicable.   |  |  |
| 2           |   |  |  |

**Provide narrative for your program facility needs. If facilities are adequate, please confirm.**

#### Language & Communication Department

As an ongoing action plan instituted to enhance our English Performance Measure, English faculty members may request computer lab classrooms in which to teach English 111. During this period of review, these requests have been satisfied. We are concerned, however, that growth in technical programs that also require such classrooms may cause insufficient availability for our instructors.

#### Science Department

Lab space is at a premium and the lab spaces were not optimally designed in the first place. Holly 218 (lab used for General Chemistry II and Organic Chemistry) and Holly 217 (lab used for microbiology) are too small. New lab spaces for these courses are needed and a second lab space for Anatomy and Physiology would also be useful.

#### Humanities, Fine Arts, and Social Sciences

The HUM/SS/FA Department holds most of its classes in the Azalea building. These classrooms are adequate for seating the department's classes that have a capacity of thirty-five.

One discipline (economics) frequently holds class in the Spruce building. This is because there are not enough classrooms in the Azalea building during peak times. The Spruce classrooms limit enrollment in ECO classes to 28 or fewer students. Fortunately, it is rare for seated ECO courses to exceed this number.

Two disciplines (Music and Art) are held in the Dogwood building. The MUS classes have adequate space and storage for current needs. However, the new instructor notes that as she tries to build the AFA program, she will need the room more often. (See below noting room conflicts with two other departments. Also, there is talk of more college administrator meetings happening in that room since the renovation mentioned in the previous

program review, which could cause additional conflicts.) Regarding ART courses, studio classes for drawing, painting and design are popular and the ART room is frequently filled to capacity (and allows for very few students under COVID restrictions). If there is an opportunity for a larger space for this program, it should be explored.

Because the available classrooms are limited for the division's Language and Communication and Math Departments, those departments must occasionally use the rooms in AZA and/or the music room. It is apparent when creating our schedules that there is a dire need for more classrooms on campus; use of the music room should be minimized by other disciplines whenever possible.

Although not a capacity issue, it might be noted that the fitness center is also located in Azalea. The center is noisy and flanked by classrooms. The dropping of weights and use of other equipment can be heard through the walls when in use. Further, the fitness center has no room for floor exercise classes such as Yoga (PED 122). Those classes have to be held in the Moffitt Auditorium on the stage because there is not adequate space on campus.

In addition to limited class space, office space is at a premium. Four of the department's eleven faculty members must share an office with another faculty member. When our virtual full-time instructor returns, it would make 6 of 11 faculty members sharing. When the new automotive building opened in 2019, one additional office became available to our department. It has been earmarked as a shared (among all third floor Azalea programs) adjunct office, as those adjuncts previously had no space of their own for computing, printing, and meeting with students. Due to COVID, its conversion was halted.

#### Math Department

As currently constructed, the facilities for mathematics and engineering are adequate. The same facility concerns present in the other college transfer programs exist in the AE degree as well. There are currently no designated classrooms/labs for PHY 251/252 or any of our EGR courses such as 150, 220, 225.

#### Academic Foundations

Classroom space is adequate at this time.

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

There is concern on the part of the faculty that student advising has become so convoluted that we will soon be unable to adequately and accurately accomplish this duty. Given that faculty members are not professional advisors, we are often concerned about misadvising students, especially those who are just entering the college. We would welcome a more simple process that contains fewer enrollment measures.

#### **Planning Objectives (2017-18; 2018-19; 2019-20 – Fiscal Year, July 1-June 30)**

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

#### **Summary of Planning Objectives**

| <b>Planning Year<br/>(Fiscal Year –<br/>July 1-June 30)</b> | <b>Program</b>   | <b>Objective(s) Submitted</b>  | <b>Use of Results</b>   |
|---|--|--|---|
| 2017-18   | 1) Humanities, Social Sciences, and Fine Arts<br>2) Mathematics<br>3) Humanities, Social Sciences, and Fine Arts | 1) Fitness Center (AZA 208 and 209) needs temperature regulation for student satisfaction (Approved)<br>2) Mobile computer cart with 24 laptop | 1) The fans have been used as needed to keep air moving. The test will be this summer when the fitness center is the most uncomfortable. They were installed in March 2018. |



|         |   |  |  |
|---------|---|--|--|
|         | 4) Science  | <p>computers and a wireless printer (Approved)</p> <p>3) Update AZA 335 (Conference Room) with Dell Optiplex 7440 AIO computer and LCD projector (IT Plan upgrades)</p> <p>4) Two Mel-Temp temperature measuring devices (Approved)</p>  | <p>2) Students have access to computer and the internet during class time to engage in mathematical activities under the instruction of assigned professor.</p> <p>3) The technology upgrades requested in this objective has been included in Information Technologies listing for conference room technology upgrades. Technology upgrades included in IT's plans for replacements and additions.</p> <p>4) The equipment is in use in the labs and has allowed the students to perform new lab work that was previously impossible.</p> |
| 2018-19 | <p>1) Mathematics – Engineering</p> <p>2) Science</p> <p>3) Humanities, Social Sciences, and Fine Arts</p> <p>4) Academic Foundations</p> | <p>1) The clicking point, mobile view and exam view by turning technologies response solutions systems (Approved)</p> <p>2) Scantron Score Scanner (Not approved)</p> <p>3) iWorx TA Psychological Physiology Teaching Kit (Not approved)</p> <p>4) Replacement Symposium units in WLC 202, 203, 204, 206, 207, 208, 209, and 210 (Not approved)</p> | <p>1) This purchase will impact over 20 sections of mathematics. Informal assessment to date shows positive student response. Use of informal assessments in classroom has increased via clicker technology.</p> <p>2) Not approved for funding. No action required.</p> <p>3) Not approved for funding. Objective will be submitted in the 2019-20 Plan/Budget for consideration.</p> <p>4) Not approved for funding. No action required.</p>   |
| 2019-20 | <p>1) Humanities, Social Sciences, and Fine Arts</p> <p>2) Science</p>  | <p>1) iWorx TA Psychological Physiology Teaching Kit (Approved)</p> <p>2) Vernier LabQuest 2, and associated probes (Approved)</p>   | <p>1) Approved for funding. Carry forward to the 2020-21 Plan to report status and assess the planning objective.</p> <p>2) Approved for funding. Carry forward to the 2020-21 Plan to report status and assess the planning objective.</p>  |

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

The College Transfer Division which houses the AGE degree employs 51 full-time faculty and 35-40 adjunct faculty. Each faculty member has a graduate degree and 18 graduate hours in their respective discipline. Our faculty members have a wide range of professional and/or educational experiences. In addition to their classroom expertise, our faculty involve themselves and our students in activities outside the classroom. From our students

having artwork displayed at the North Carolina Legislative Building to student, faculty, staff, and community choir collaborations to science faculty participating in National Science Foundation activities, our faculty work hard to help our students meet their academic goals. Aside from our faculty, the Arts & Sciences Division (College Transfer) have tremendous partnerships with colleges and four-year universities. The partnerships include East Carolina University's "Pirate Promise", Fayetteville State University's "10K Degree Pathway", University of North Carolina Wilmington's "Pathway to Excellence Program", and the University of North Carolina Pembroke's "BraveStep" to name a few.

Counselors actively try to place students into other appropriate academic programs of study rather than the AGE. As previously mentioned, prior to the addition of the AGE-N, all potential nursing students were placed into the AGE. However, with the creation of the AGE-N at the system level, the AGE essentially became redundant. As demonstrated in the program enrollment, very few students are now placed in the AGE program. Students who are represent very specific circumstances, but not so extreme that they could not be placed in another associate degree or more appropriate AAS degree on campus. It is our belief that students who graduate with an AGE degree do so without any specific skillset that makes them more employable or able to transfer to a four-year college or university.

It is the recommendation of this review that the AGE degree program be terminated and removed from the college catalog. Of note, this was attempted during the previous review cycle and was unsuccessful at the curriculum committee level.

Listed below are the individual strengths, weaknesses, and opportunities of the five academic departments within Arts & Sciences.

**Language and Communication:** The greatest strength of the department is the outstanding full-time and adjunct faculty members who provide instruction to a wide range of students. Faculty members are knowledgeable and compassionate teachers who are focused on student success. Another strength is faculty flexibility. All English instructors can teach on multiple platforms and can provide instruction on every English course offered in our catalogue. The same goes for the Communications and Foreign Language instructors who offer diverse courses in their fields. The camaraderie among Language and Communication faculty is also outstanding as instructors enjoy each other's company and support their peers' efforts to be successful.

While the department chair and members of the faculty have done a better job communicating with each other on matters concerning performance, there are times when more faculty input is necessary in such areas as textbook selection and class scheduling.

While faculty members are strong classroom teachers, there is still fertile ground for expanding extra-curricular opportunities outside the classrooms. The faculty is comprised of extremely creative people who could put their talents to greater use, especially in the fine arts, to expand the college's learning culture.

**Humanities, Fine Arts, & Social Science:** The department's faculty and staff are its largest strength. Many of both our full- and part- time faculty eagerly volunteered to revamp their courses to meet the standards of WCC's new Global Distinctions program, demonstrating their commitment to the institution's mission. Many of the full-time faculty, particularly the new hires, are members of professional associations related to their fields and regularly participate in professional development. Two full-time faculty regularly design study abroad opportunities for WCC students and community members. Our art instructor is frequently finding recognition opportunities for her students and the college (e.g., the NC Troopers Association Caisson Unit, displays at local venues and in the state legislative building), and our new music instructor—despite starting the semester that COVID struck—has managed to arrange and edit multiple virtual choral ensembles. Further, both a faculty member (psychology) and a staff member (administrative assistant) from the department won college level awards for excellence during this review period.

The biggest weaknesses of the department are its size and its reliance on part-time, online instructors. Further, if faculty are going to continue to be used as advisors/registrants after the QEP, more training is needed, especially after the recent shift to RISE and Self-Service (the new advising platform).

Opportunities for the department include music's collaboration with the business division, the art instructor's drive to have WCC art students' work displayed in Washington DC, and a closer relationship with the advising center.

An additional opportunity would be dividing the department in two. Doing so would make providing leadership, evaluating faculty, hearing student concerns, and reviewing course shells and syllabi (the latter of which averaged around 275 each, per year during this review cycle) more manageable. It could also help prevent burnout and provide more opportunity for innovation and leadership for the college.

**Academic Foundations:** The strength of our department is the passion and dedication of the faculty and staff.

The weakness within the Academic Foundations department is also our greatest opportunity. With the restructure of developmental education statewide and the addition of Achievement Coaches we are in a great position to expand our connections with students. Our weakness lies in that we have not found the right strategies that will facilitate success and retention in these new structures, but we are taking this time to develop, test, and implement strategies that work.

**Math Department:** Math and engineering faculty members have tremendous content knowledge and Pedagogy skills. The department also does an excellent job of working collaboratively on curriculum development.

A lack of dedicated classroom space continues to be problematic. The math department shares classrooms with WEMCHS on the second floor of the Dogwood Building. There are available rooms until 11:00am, after that the task of finding classrooms with appropriate software becomes difficult. Courses such as MAT 171 are offered every hour of every day through 3:00pm.

Opportunities exist for the math department to develop stronger relationships with local high schools to increase enrollment and success of dual enrolled students in math classes. Continued collaboration between gateway math and co-requisite math instructors within department for curriculum development and student access. Provide liaison opportunities for AE faculty and math faculty to increase AE student degree completion.

**Science:** The greatest strength of the science department is its faculty. We have instructors who are well versed in their respective disciplines and who are dedicated to providing students with the best possible education. Our second greatest strength is the fact that we have modern and cutting-edge equipment that we can use in our classes.

The greatest weakness of the science department is our facilities, particularly lab space and in-lab storage space. Since our lab rooms must double as classrooms, that further limits us. In particular, the CHM II/organic lab and the Microbiology labs are too small.

The greatest opportunity the science department has is to increase interaction with other departments and other schools. Partnerships between departments and schools provide greater access for more students to various disciplines that they might not otherwise have access to. As a current example, members of the science department have taught forensic chemistry and biology classes for Criminal Justice programs, providing those students with experiences that the CJ program instructors could not. Partnerships with other schools – virtual classes, team taught classes, could provide further experiences that would benefit the students of both departments or institutions.

**Section 6: Outcomes Follow-Up and Approvals**

Outcomes follow-up (year-end report) to be addressed spring semester following review year (2021-22 and 2022-23).

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

- Dr. Brandon Jenkins – Dean for Arts & Sciences
- Dr. Daniel Rollins – Department Chair for Language & Communication
- Laura Buddin – Department Chair for Mathematics
- Christine Nicodemus – Department Chair for Humanities, Fine Arts, & Social Sciences
- Dr. Tammy Bishop – Department Chair for Academic Foundations
- Ralph Benedetto – Department Chair for Science

**Approvals**

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to review and approve the Review and Outcome Assessment.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

**Dean, Director, or AVP / Date:** Brandon Jenkins 5/13/2021

**IE Acceptance / Date:** Dorothy Moore 5/11/2021

**Administrator Approval / Date:** Patty Pfeiffer 5/13/2021