

**Wayne Community College  
Program Review – 2021-2022**

**Name of Program:** Associate in Science

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

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

No. The mission statement for the Associate in Science degree is appropriate as it is a transfer-oriented degree with a primary focus on helping students prepare for transfer to a four-year college or university.

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

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

The Associate in Science degree program is part of the College Transfer Division at Wayne Community College, which is an open-door admissions community college. (Goal 1) Students 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 Science degree program and College Transfer Division through the diverse faculty and educational opportunities, both inside and out of the classroom, are 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 Science 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 primarily attached to the College Transfer Division, which includes the Associate in Arts; 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 for these three measures. (Goals 3 and 4)

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

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

**Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)**

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

AS Curriculum Changes	Date – Updated / Revised / Deleted
MAT 280 – Linear Algebra	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
BIO 155 –Nutrition	Fall 2019 –New Course
ENG 011 – Writing and Inquiry Support	Spring 2020 – New Course
MAT 052 – Statistical Methods I Support	Spring 2020 – New Course
MAT 171 – Precalculus Algebra Support	Spring 2020 – New Course
HUM 120 – Cultural Studies	Fall 2020 – New Course
ECO 251 – Microeconomics	Fall 2020 - Updated
ECO 252 – Macroeconomics	Fall 2020 - Updated
PED 113 – Aerobics	Fall 2020 – Deleted
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 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 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	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 152 – Statistics	Fall 2020 – Updated
MAT 171 – Precalculus Algebra	Fall 2020 – Updated
COM 120 – Intro to Interpersonal Communication	Fall 2020 – 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
SOC 240 –Social Psychology	Fall 2020 - Updated
EDU 144 –Child Development	Fall 2020 – Updated
EDU 145 –Child Development II	Fall 2020 – Updated
EDU 131 –Child, Family, & Community	Fall 2020 – Updated
CIS 110 – Introduction to Computers	Fall 2020 - Updated
EDU 221 – Children with Exceptionalities	Fall 2020 – Updated
CJC 212 – Ethics & Comm Relations	Fall 2021 – Add New Existing Course
CSC 251 – Advanced JAVA Programming	Fall 2021 – Add New Existing Course
CSC 249 – Data Structure & Algorithms	Fall 2021 – Add New Course
ACA 122 – College Transfer Success	Fall 2021 – Revised per NCCCS Memo (7/6/2020)
MAT 143 – Quantitative Literacy	Fall 2022 – Updated
MAT 152 – Statistics	Fall 2022 – Updated
MAT 171 – Precalculus Algebra	Fall 2022 – Updated
SPA 281 – Spanish Lab 3	Fall 2022 – Updated
SPA 282 – Spanish Lab 4	Fall 2022 – 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 2020, the following courses were deleted from the college catalogue due to low enrollment: Chi 111, Chi 122, Chi 181, and Chi 182. In the fall of 2020, the NC Community College System added Com 120 to the list of UGETC courses 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.
- The department of Hum/SS/Fa had several classes deleted as noted in the chart above. 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 allowed CCP students (and specifically WEMCHS students) an opportunity to earn 6 hours of UGETC credit and build a college GPS 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 prerequisites. 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 the RISE initiative, pre-requisites for HUM/SS/FA and MAT courses were revised or eliminated for the majority of the department's courses. Revised pre-requisites reflect the new ENG and MSAT 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/SSA/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).

- A number of History and HUM/SS/FA courses were deleted from the catalogue due to a lack of student interest and programmatic need. None of these courses had been taught within the last three year period.
- BIO 155 was added as a Pre-Major/Elective for students, particularly those who plan to complete a BSN.
- Several EDU courses were added to assist transfer students interested in pursuing education programs.

**Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)**

**Summary of Advisory Committee Activities**

Year	Meeting Dates	Recommendations / Activities
2019-2020	11/25/2019; 3/20/2020	In the fall, we 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, we 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
2020-2021	12/08/2020	The new AATP and ASTP programs were introduced for students interested in teacher preparation. The National University partnership was introduced by K. Denny. The S-Stem grant with ECU for AE majors was reviewed by L. Buddin. ECU partnership Teach was reviewed. Six CT pathways for CCP and 52 for CTE were reviewed by L. Waller. T. Bishop explained the coaching initiative funded by Title III grant. A. Daly discussed the global/worldview program at WCC and UNC-CH.
2021-2022	11/29/2021	We highlighted the many opportunities WCC offered high school students and graduates. E. Byrd discussed the bison Benefit scholarship. Lynn Mooring reviewed the ECU Partnership Teach. Laura Buddin and VP Brandon Jenkins used the WCC website to explain partnerships with ECU (Pirate Promise), FSY (\$10K pathway), NC Wesleyan (Wesleyan works), NCSU (C3 military connect), UMO (Trojan alliance), WGU and UNC Pembroke (Brave step). Lorie Waller answered questions about CCP/CTE.

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

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

The college's associates degree programs in Arts, Science, and Teacher Preparation are well poised to maintain program relevance.

As noted previously, three of the seven North Carolina Community College System performance measures (i.e., curriculum math, curriculum English, and college transfer student success) are primarily attached to the Arts & Sciences Division, and Wayne Community College is regularly ranked in the top 25% of North Carolina Community Colleges which are assessed on these performance measures.

Another of the state's performance measures is College Transfer Performance. This performance measure looks at the percentage of community college Associate Degree completers (or those who have completed 30 or more articulated transfer credits) who subsequently transfer to a four-year university or college during the fall semester graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester. Wayne Community College consistently performs well in this category as well and continues to partner with public, private, and independent universities to provide more transfer support and options for our students. While a number of dual enrollment agreements have been signed over the last few years, there may be opportunities to look into more bilateral transfer agreements for specific programs.

The recent addition of the Associate in Arts/Science in Teacher Preparation degree programs will be helpful as they provide an additional avenue for aspiring K-12 instructors, a field which is sorely understaffed at present in our community, state and nationwide.

## Section 2: Program Outcomes

### Outcome #1: Enrollment (*unduplicated*)

**Baseline:** 495 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)

**Standard:** 500 #

**Target:** 510 #

#### Program Enrollment

Program Enrollment ( <i>unduplicated</i> )	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	568
2019-2020	490
2020-2021	427

#### Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	53	9.3%	45	9.2%	45	10.5%
American Indian/Alaskan Native, Female	1	0.2%	1	0.2%	1	0.2%
Asian, Female	9	1.6%	6	1.2%	6	1.4%
Caucasian, Female	188	33.1%	169	34.5%	133	31.1%
Hawaiian/Other Pacific Islander, Female	54	9.5%	1	0.2%	1	0.2%
Hispanic/Latino, Female	0	0.0%	43	8.8%	41	9.6%
Two or More Races, Female	15	2.6%	9	1.8%	8	1.9%
Unknown, Female	5	0.9%	5	1.0%	6	1.4%
<b>Female Total</b>	<b>325</b>	<b>57.2%</b>	<b>279</b>	<b>56.9%</b>	<b>241</b>	<b>56.4%</b>
African American, Male	31	5.5%	23	4.7%	31	7.3%
American Indian/Alaskan Native, Male	1	0.2%	0	0.0%	1	0.2%
Asian, Male	9	1.6%	6	1.2%	8	1.9%
Caucasian, Male	154	27.1%	135	27.6%	110	25.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	39	6.9%	39	8.0%	24	5.6%
Two or More Races, Male	9	1.6%	7	1.4%	8	1.9%
Unknown, Male	0	0.0%	1	0.2%	4	0.9%
<b>Male Total</b>	<b>243</b>	<b>42.8%</b>	<b>211</b>	<b>43.1%</b>	<b>186</b>	<b>43.6%</b>
<b>Total</b>	<b>568</b>	<b>100.0%</b>	<b>490</b>	<b>100.0%</b>	<b>427</b>	<b>100.0%</b>

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	27	4.8%	13	2.7%	9	2.1%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	7	1.2%	6	1.2%	3	0.7%
Caucasian, Under the age of 18	118	20.8%	91	18.6%	56	13.1%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	22	3.9%	18	3.7%	13	3.0%
Two or More Races, Under the age of 18	8	1.4%	2	0.4%	5	1.2%
Unknown, Under the age of 18	1	0.2%	1	0.2%	0	0.0%
<b>Under the age of 18 Total</b>	<b>183</b>	<b>32.2%</b>	<b>131</b>	<b>26.7%</b>	<b>86</b>	<b>20.1%</b>
African American, 18-24	40	7.0%	48	9.8%	52	12.2%
American Indian/Alaskan Native, 18-24	1	0.2%	1	0.2%	2	0.5%
Asian, 18-24	9	1.6%	4	0.8%	10	2.3%
Caucasian, 18-24	180	31.7%	171	34.9%	150	35.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	1	0.2%	1	0.2%
Hispanic/Latino, 18-24	59	10.4%	60	12.2%	44	10.3%
Two or More Races, 18-24	11	1.9%	11	2.2%	8	1.9%
Unknown, 18-24	4	0.7%	4	0.8%	9	2.1%
<b>18-24 Total</b>	<b>304</b>	<b>53.5%</b>	<b>300</b>	<b>61.2%</b>	<b>276</b>	<b>64.6%</b>
African American, 25-44	15	2.6%	5	1.0%	14	3.3%
American Indian/Alaskan Native, 25-44	1	0.2%	0	0.0%	0	0.0%
Asian, 25-44	2	0.4%	2	0.4%	1	0.2%
Caucasian, 25-44	44	7.7%	38	7.8%	34	8.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	11	1.9%	4	0.8%	8	1.9%
Two or More Races, 25-44	5	0.9%	3	0.6%	3	0.7%
Unknown, 25-44	0	0.0%	1	0.2%	1	0.2%
<b>25-44 Total</b>	<b>78</b>	<b>13.7%</b>	<b>53</b>	<b>10.8%</b>	<b>61</b>	<b>14.3%</b>
African American, 45-64	2	0.4%	2	0.4%	1	0.2%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	4	0.8%	3	0.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.2%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>3</b>	<b>0.5%</b>	<b>6</b>	<b>1.2%</b>	<b>4</b>	<b>0.9%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>568</b>	<b>100.0%</b>	<b>490</b>	<b>100.0%</b>	<b>427</b>	<b>100.0%</b>

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

For a variety of social and educative reasons, males overall are not entering or completing degrees in the US college or universities systems in as great a number as females. Only 40% of the nation’s university and college students are male, while 60% are female. These numbers are reflected specifically at WCC where just over 40% of AS students are male and nearly 60% are female.

It is difficult to draw conclusions from 2018-2021 enrollment data given that this data is impacted by the Covid pandemic. While there were signs of growth from 2018-2020, lower enrollment in the 2020-2021 academic year is reflective of the impact the pandemic caused on education across the county.

**Identify Enrollment Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Participate in recruiting events such as Career Day, Pickle Festival, Military Night, CCP showcase, Senior Night, Wayne County Fair, Science Night and other community events.	<p>A senior night was held on 3/30/22 and 63% of the attendees enrolled for Fall 2022.</p> <p>Science Nights are held annually at WCC for elementary school students.</p> <p>Data of attendance will be reported in the outcome follow-up.</p>



**Outcome #2: Retention****Baseline:** 38.4 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 40 %**Target:** 43 %

Year	Program Retention Rate
2018-2019	34.2%
2019-2020	39.3%
2020-2021	41.7%

**Retention by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	8	5.2%	10	6.7%	12	8.7%
American Indian/Alaskan Native, Female	1	0.7%	0	0.0%	0	0.0%
Asian, Female	5	3.3%	4	2.7%	5	3.6%
Caucasian, Female	55	35.9%	52	34.7%	43	31.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	1	0.7%	1	0.7%
Hispanic/Latino, Female	17	11.1%	14	9.3%	17	12.3%
Two or More Races, Female	3	2.0%	4	2.7%	2	1.4%
Unknown, Female	1	0.7%	3	2.0%	3	2.2%
<b>Female Total</b>	<b>90</b>	<b>58.8%</b>	<b>88</b>	<b>58.7%</b>	<b>83</b>	<b>60.1%</b>
African American, Male	8	5.2%	6	4.0%	4	2.9%
American Indian/Alaskan Native, Male	1	0.7%	0	0.0%	1	0.7%
Asian, Male	3	2.0%	2	1.3%	1	0.7%
Caucasian, Male	39	25.5%	42	28.0%	40	29.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	6.5%	10	6.7%	4	2.9%
Two or More Races, Male	2	1.3%	2	1.3%	4	2.9%
Unknown, Male	0	0.0%	0	0.0%	1	0.7%
<b>Male Total</b>	<b>63</b>	<b>41.2%</b>	<b>62</b>	<b>41.3%</b>	<b>55</b>	<b>39.9%</b>
<b>Total</b>	<b>153</b>	<b>100.0%</b>	<b>150</b>	<b>100.0%</b>	<b>138</b>	<b>100.0%</b>

Ethnicity & Age Range	2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	6	3.9%	2	1.3%	1	0.7%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	3	2.0%	1	0.7%	2	1.4%
Caucasian, Under the age of 18	26	17.0%	28	18.7%	17	12.3%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	4	2.6%	4	2.7%	3	2.2%
Two or More Races, Under the age of 18	0	0.0%	1	0.7%	2	1.4%
Unknown, Under the age of 18	1	0.7%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>40</b>	<b>26.1%</b>	<b>36</b>	<b>24.0%</b>	<b>25</b>	<b>18.1%</b>
African American, 18-24	7	4.6%	13	8.7%	13	9.4%
American Indian/Alaskan Native, 18-24	1	0.7%	0	0.0%	1	0.7%
Asian, 18-24	4	2.6%	4	2.7%	4	2.9%
Caucasian, 18-24	59	38.6%	56	37.3%	53	38.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	1	0.7%	1	0.7%
Hispanic/Latino, 18-24	21	13.7%	19	12.7%	16	11.6%
Two or More Races, 18-24	4	2.6%	4	2.7%	3	2.2%
Unknown, 18-24	0	0.0%	3	2.0%	4	2.9%
<b>18-24 Total</b>	<b>96</b>	<b>62.7%</b>	<b>100</b>	<b>66.7%</b>	<b>95</b>	<b>68.8%</b>
African American, 25-44	2	1.3%	1	0.7%	2	1.4%
American Indian/Alaskan Native, 25-44	1	0.7%	0	0.0%	0	0.0%
Asian, 25-44	1	0.7%	1	0.7%	0	0.0%
Caucasian, 25-44	9	5.9%	10	6.7%	11	8.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	1.3%	1	0.7%	2	1.4%
Two or More Races, 25-44	1	0.7%	1	0.7%	1	0.7%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>16</b>	<b>10.5%</b>	<b>14</b>	<b>9.3%</b>	<b>16</b>	<b>11.6%</b>
African American, 45-64	1	0.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	2	1.4%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>1</b>	<b>0.7%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>1.4%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>153</b>	<b>100.0%</b>	<b>150</b>	<b>100.0%</b>	<b>138</b>	<b>100.0%</b>

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

Retention numbers compared to enrollment data provide a somewhat positive portrait of the college's ability to retain Associate in Science students, and it should be noted that retention has climbed over the last three years. Broken down demographically, the school retained less than 20% of female and male Associate in Science students in one major demographic area (African-American) and less than 30% in another (Caucasian) but retained 80% of Asian and nearly 70% of Latino students.

In 2015, the college's Quality Enhancement Plan (QEP), entitled On-Point, was implemented to assure that more college transfer students were remaining in school. The program, however, was a forced issue from a previous administration and never received buy-in from faculty. Thus, the program was never administered properly and failed to live up to expectations.

To improve retention, a focus will be placed on giving students appointments for advising using new software purchased for the CTAC from a planning objective for 2022-2023.

#### **Identify Retention Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase program retention?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Implement new appointment scheduling software for advising and registration.	The number of appointments will be collected by the CTAC director.
2	Coaches, advisors and instructors will reach out to students who are underperforming academically to promote retention.	Retention data will show at least a 4.6% increase in data from the Office of Institutional Effectiveness.

**Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)****Baseline:** 70 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 71 #**Target:** 75 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2019-2020	74
2020-2021	65
2021-2022	71

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	6	8.1%	7	10.8%	2	2.8%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	3	4.1%	6	9.2%	2	2.8%
Caucasian, Female	21	28.4%	19	29.2%	22	31.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	1	1.5%	0	0.0%
Hispanic/Latino, Female	11	14.9%	5	7.7%	12	16.9%
Two or More Races, Female	3	4.1%	1	1.5%	3	4.2%
Unknown, Female	0	0.0%	0	0.0%	1	1.4%
<b>Female Total</b>	<b>44</b>	<b>59.5%</b>	<b>39</b>	<b>60.0%</b>	<b>42</b>	<b>59.2%</b>
African American, Male	5	6.8%	1	1.5%	2	2.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	2	2.7%	2	3.1%	1	1.4%
Caucasian, Male	18	24.3%	16	24.6%	18	25.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	6.8%	6	9.2%	4	5.6%
Two or More Races, Male	0	0.0%	1	1.5%	4	5.6%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>30</b>	<b>40.5%</b>	<b>26</b>	<b>40.0%</b>	<b>29</b>	<b>40.8%</b>
<b>Total</b>	<b>74</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	9	12.2%	7	10.8%	2	2.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	5	6.8%	7	10.8%	3	4.2%
Caucasian, 18-24	34	45.9%	30	46.2%	37	52.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	1	1.5%	0	0.0%
Hispanic/Latino, 18-24	15	20.3%	9	13.8%	15	21.1%
Two or More Races, 18-24	3	4.1%	1	1.5%	7	9.9%
Unknown, 18-24	0	0.0%	0	0.0%	1	1.4%
<b>18-24 Total</b>	<b>66</b>	<b>89.2%</b>	<b>55</b>	<b>84.6%</b>	<b>65</b>	<b>91.5%</b>
African American, 25-44	2	2.7%	1	1.5%	2	2.8%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	1.5%	0	0.0%
Caucasian, 25-44	5	6.8%	5	7.7%	1	1.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	1.4%	2	3.1%	1	1.4%
Two or More Races, 25-44	0	0.0%	1	1.5%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>8</b>	<b>10.8%</b>	<b>10</b>	<b>15.4%</b>	<b>4</b>	<b>5.6%</b>
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	2	2.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>2.8%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>74</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>

**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?)*

Many students who are classified as Associate in Science degree program students plan to transfer to a four-year institution with many students never intending to graduate from WCC. The current Comprehensive Articulation Agreement (CAA) between the University of North Carolina System and North Carolina Community College allows students to easily transfer after their completion of the first 30 hours of the CAA. These first 30 hours are referred to as Universal General Education Transfer Courses (UGETC) and include an English sequence (6sh), two math's (8sh), two sciences (8sh), 9sh in Communications/Humanities/Fine Arts, and 6sh in Social/Behavioral Sciences. All new students are required to take ACA 122 which is a College Transfer Success course. This course allows students to research potential transfer institutions and complete their academic pathway for their remaining time at WCC as it relates to their intended transfer destination and potential academic major. Additionally, the Career & College Promise program has expedited the path to transfer by allowing students to complete an average of 18-24 hours while still in high school.

The percentages of those who enroll versus those who complete an Associate in Science degree are reflected in the factors listed above. Only 12% or fewer of females in the college's major demographic areas (African-American, Caucasian, and Hispanic-Latino) who enroll in Associate in Science programs complete their degree while fewer than 16% of males in these same demographics do so. (The outlier in both cases is Asian-American, with 33% of females and 22% of males completing their degree). Fewer than one-quarter of Associate in Science students 18-24 years old complete degrees, while fewer than 10% of students 25-44 years old do so.

If, however, the college maintains enrollees, the numbers look more positive. 48% of females and males who remain in classes complete their degrees. Over 70% of students 18-24 years old (with the exception of the Caucasian population) who are retained after enrollment complete degrees while over 50% of students 25-44 do so (with the exception of African-Americans).

#### **Identify Completer Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase student completion in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Implement new appointment scheduling software for advising and registration.	The number of appointments will be collected by the CTAC director.
2	Coaches, advisors and instructors will reach out to students who are underperforming academically to promote retention.	Completion data from the Office of Institutional Effectiveness will show at least 75 completers.

### Section 3: Other Assessments

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

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

#### Planning Objectives (2019-20; 2020-21; 2021-22 – 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

Planning Year (Fiscal Year – July 1-June 30)		
2019-20	Worx TA Psychological Physiology Teaching Kit	2019-20 Status Report: Submitted for purchase by Purchasing Director. Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. 2021-22 Use of Results / Assessment: The iWorx kit has been received. However, it was not used in academic year 2021-22 as the course instructor continued to teach online due to Covid. The instructor hopes to return to the seated classroom in Fall 2022. Therefore, please carry forward to the 2022-23 Plan (or beyond) to report assessment. Carry forward to 2022-23 Plan to report assessment.
2020-21	No objectives submitted	Not applicable.
2021-22	iPad 10.2 inch with 128GB Wi-Fi	Submitted for purchase by Purchasing Director. Carry forward to 2022-23 Plan to report assessment.

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

As viewed in the table above, the iWorx TA Psychological Physiology Teaching Kit will provide Psychology instructors with the classroom tools needed to demonstrate many of the concepts they are learning. Using the observational/interactive learning model will give students hands on demonstrations in the areas of psychophysiology, psychobiology, conditioning, shaping, modeling, stimulus /response, sensory, memory, and many other psychological concepts. Students will be assessed through quizzes, tests, and essay assignments as well as observed abilities with instructor assisted experiments.

In the 2022-23 Plan/Budget cycle a planning objective was submitted for audio editing equipment and software to facilitate the study of electronic music.

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

At present, the number of faculty members needed to provide instruction in AS classes is adequate to meet demands with three exceptions: biology, psychology, and Developmental Math. At present, these positions lack full-time instructors but are currently under consideration for replacement.

Should enrollment numbers rise in the future, it will be necessary to add either more adjunct or full-time faculty to cover instructional needs. During and immediately after the Covid pandemic, many adjuncts who had been employed by the college to teach in the AS program lost classes to full-time faculty so that the latter could have complete schedules. Positions vacated by full-time faculty have, over the last year, often not been replaced due to budget shortfalls. Recalling and/or replacing adjuncts or filling full-time positions will be necessary should enrollment numbers return to pre-Covid levels.

As the AATP and ASTP program grows, we anticipate the need for a full-time staff member in the CTAC (currently part-time position) and a leadership position, coaches and instructors for EDU courses (per EPP guidelines.)

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

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

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

WEMCHS should be allotted its own building or moved to its own area, thus returning the second floor of Dogwood to Math and English. This move would create more space for curriculum classes in these fields. The first row of chairs in Dogwood 201 should be removed to provide greater access for events and flexibility for musical performances and various classroom lectures and meetings. Facilities should be appraised yearly to keep up with changing technology demands of students and instructors.

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

- The CTAC needs one additional advisor or a full-time Administrative Assistant that can support students with advising and registration needs.
- The hours for testing in the Academic Testing Center need to be increased for student accessibility.
- Evening hours for placement testing, one night a week, are needed for increased student access.
- The online and face-to-face tutoring from the ASC is an excellent resource for students. Additional tutors in Math, Science, Foreign Language and Social Sciences are always needed.



