

Wayne Community College Program Review – 2024-2025

Name of Program: Basic Law Enforcement Training

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 Basic Law Enforcement Training program is to provide professional law enforcement training utilizing progressive adult learning concepts and innovative technology to meet the needs of the law enforcement community and the citizens they serve.

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

No changes necessary.

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

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

The Basic Law Enforcement Training program's mission aligns with all four Institutional Goals for Wayne Community College.

Goal 1: The program ensures "Student Access" through several avenues to benefit the student. First, the program coordinator sets up a meeting with the student to provide them a face-to-face contact as well as providing them the opportunity to ask questions and have a personal contact that they can reach out to. There are two Basic Law Enforcement programs offered annually at Wayne Community College, daytime delivery.

Goal 2: The program strives to ensure program excellence in an effort to provide quality training and state-of-the art equipment to utilize while in the program through the request of planning objectives and grant opportunities.

Goal 3: The program utilizes a diverse group of faculty and staff within the program that are currently serving the law enforcement profession. The assigned faculty and staff provide accessibility for the student to have the opportunity to reach out to them when the students need assistance or guidance in completing their course work or have questions about potential employment opportunities.

Goal 4: The program ensures institutional quality through the preparation of each program for delivery. The program is continually monitored and reviewed on an annual basis to ensure that we are meeting the accreditation standards set forth by the N.C. Department of Justice – Criminal Justice Standards Commission. The goal is to ensure that the program remains relevant and effective to the changing needs of society, rendering the success of the overall program and students which in turn is reflected upon the college as a whole.

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
Certificate	Basic Law Enforcement Training (C55120)

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

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

Curriculum Changes	Date – Updated / Revised / Deleted
CJC-110 was changed to LET-110	January 2025 through the Department of Justice

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?)*

The Department of Justice conducted major content revisions and updates to the entire curriculum.

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

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	No meeting held.	Not applicable.
2023-2024	No formal meeting was held.	Individual conversations were held with faculty and leaders of the community stakeholders concerning the new state requirements to take place.
2024-2025	January 2025	To ensure WCC was aligned with the state requirements.

(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 Department of Justice conducted major content revisions and updates to the entire curriculum.

The program met with each instructor and distributed outlines for the new curriculum and provide an overview of the changes and helped prepare them for the new curriculum instruction.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 23 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 24 #

Target: 24 #

*The program is capped at 24 students for accreditation purposes.

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	18
2022-2023	28
2023-2024	22

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	1	3.6%	1	4.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	5	27.8%	2	7.1%	3	13.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	4.5%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	5	27.8%	3	10.7%	5	22.7%
African American, Male	4	22.2%	3	10.7%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	4	22.2%	17	60.7%	13	59.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	27.8%	4	14.3%	3	13.6%
Two or More Races, Male	0	0.0%	1	3.6%	1	4.5%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	13	72.2%	25	89.3%	17	77.3%
Total	18	100.0%	28	100.0%	22	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	3	16.7%	3	10.7%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	7	38.9%	14	50.0%	5	22.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	16.7%	2	7.1%	2	9.1%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	4.5%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	13	72.2%	19	67.9%	8	36.4%
African American, 25-44	1	5.6%	1	3.6%	1	4.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	5.6%	4	14.3%	10	45.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	11.1%	2	7.1%	1	4.5%
Two or More Races, 25-44	0	0.0%	1	3.6%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	22.2%	8	28.6%	12	54.5%
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	1	5.6%	1	3.6%	1	4.5%
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%	1	4.5%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	5.6%	1	3.6%	2	9.1%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	18	100.0%	28	100.0%	22	100.0%

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

The enrollment has fluctuated over the three years. The program is still recovering from social and political issues at the local, state, and national levels. Pay was a concern in the past but increases in pay have been addressed with the local stakeholders.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Increase visibility of the program.	Social media advertisements; community engagement events.
2	Maintain local partnerships.	Connect with local partners for potential student recruitment.

Outcome #2: Retention**Baseline:** 74.1 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 75 %**Target:** 76 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	60.0%
Fall 2022 to Fall 2023	92.3%
Fall 2023 to Fall 2024	70.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	1	14.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	33.3%	1	8.3%	1	14.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	2	33.3%	1	8.3%	2	28.6%
African American, Male	1	16.7%	1	8.3%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	16.7%	10	83.3%	4	57.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	33.3%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	1	14.3%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	4	66.7%	11	91.7%	5	71.4%
Total	6	100.0%	12	100.0%	7	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	16.7%	1	8.3%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	33.3%	10	83.3%	2	28.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	16.7%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	14.3%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	4	66.7%	11	91.7%	3	42.9%
African American, 25-44	0	0.0%	0	0.0%	1	14.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	16.7%	1	8.3%	3	42.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	16.7%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	33.3%	1	8.3%	4	57.1%
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%	0	0.0%
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%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	6	100.0%	12	100.0%	7	100.0%

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

Reasons for retention were academic reasons, dismissal, voluntary withdrawals. For the academic reasons, we placed them with subject matter experts to help them overcome their academic deficiencies. We can't control the voluntary withdrawals, as they seek higher paying jobs within the private sector. The program maintains a high level of integrity, therefore when a student displays ethical issues, the student was dismissed from the program.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue to offer outside assistance and strategies for students with academic issues.	Place them with academic experts to coach them on those academic deficiencies.

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

Baseline: 21 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: 22 #
Target: 23 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	12
2023-2024	19
2024-2025	31

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	0	0.0%	1	5.3%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	16.7%	2	10.5%	6	19.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	2	16.7%	3	15.8%	6	19.4%
African American, Male	2	16.7%	1	5.3%	3	9.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	7	58.3%	12	63.2%	15	48.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	8.3%	2	10.5%	4	12.9%
Two or More Races, Male	0	0.0%	1	5.3%	3	9.7%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	10	83.3%	16	84.2%	25	80.6%
Total	12	100.0%	19	100.0%	31	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	8.3%	1	5.3%	2	6.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	9	75.0%	7	36.8%	10	32.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	5.3%	1	3.2%
Two or More Races, 18-24	0	0.0%	1	5.3%	1	3.2%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	10	83.3%	10	52.6%	14	45.2%
African American, 25-44	1	8.3%	1	5.3%	1	3.2%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	6	31.6%	9	29.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	8.3%	1	5.3%	3	9.7%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	3.2%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	16.7%	8	42.1%	14	45.2%
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%	1	5.3%	2	6.5%
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%	1	3.2%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	5.3%	3	9.7%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	12	100.0%	19	100.0%	31	100.0%

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

Reviewing the audit data, we have consistently increased our completion rate of the last three years. We continue to pair the student with instructor subject matter experts to head off any academic issues which promote completion.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue to offer outside assistance and strategies for students with academic issues.	Place them with academic experts to coach them on those academic deficiencies.
2	Bring Academic Skills Center representative into the classroom for an overview of the services they provide.	Schedule with ASC a time to come and present in the classroom.

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

Baseline: 40.625 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 42 #
Target: 44 #

Budget FTE Year	Budget FTE
2022-2023	40.000
2023-2024	33.125
2024-2025	48.750

All Levels

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

The number of credits hours for BLET went from 20 to 37 as part of the State requirement changes to the program. All of our students are considered full-time and for the most part are enrolled as a cohort with instructions spanning from June to November. Followed by them taking the state exam.

The BLET program is broken into 39 different blocks of instruction which require specialized instruction with limitation of student-instructor ratio. Not all of the 39 blocks are specialized instruction.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Maintain state requirements without jeopardizing accreditation standards.	Assess the instruction blocks for correct instructor-student ratios.

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

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

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

All Levels

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

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

Students are provided communication skills, report writing, ethics, and crisis intervention training as part of the required course topics mandated by NC Department of Justice. Most of our students are pre-hires with local agencies or are hired at the time of graduation.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	LET-110 provides diverse training in soft skills and employability skills.	LET-110 instruction with diverse training in career and employability skills.
2	Offer agencies the opportunity to present potential employment opportunities.	Students are provided the opportunity to speak with potential employers.

Section 3: Other Assessments

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

The students take the state exam at the conclusion of the course. A successful passing score is required for certification to be eligible for employment in a law enforcement agency.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objective submitted.	Not applicable.
2024-25	Purchase one (1) law enforcement vehicles through state surplus	Not approved. This remains a funding priority and we intend to resubmit for the 2025-26 planning and budget cycle.

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

The purchase of a law enforcement vehicle continues to be a priority, meeting accreditation standards.

Other equipment needs are: updated shotguns; simunitions training equipment; CS-CN gas masks; riot shields; and drag dummy.

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

Will review each year as student enrollment fluctuates and to meet accreditation requirements.

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

The Public Safety Division’s programs were recently moved from Pine to a renovated space in Azalea. For the most part, classroom facilities are adequate, depending on enrollment growth in the programs housed in Azalea.

Other needs are: a dedicated, paved running track; crime scene space (indoor); scenario-based residential training (living room, kitchen, etc.); and force-on-force training area (active shooter training).

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

Utilize Academic Skills Center to help identify potential areas to improve studying and testing.

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

- Strengths – subject matter experts (highly trained and qualified instructors); community partnerships; involvement in community events
- Weaknesses – lack of diversity in instructors; lack of dedicated space
- Opportunities – hiring more diverse instructors; grow the space for BLET

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

Angie Blizzard, Dean of Public Safety, BLET

Approvals

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

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/24/2025
Dean, Director, or AVP / Date:	<u>Angie Blizzard</u>	11/24/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/24/2025