

**Wayne Community College
Program Review – 2024-2025**

Name of Program: Emergency Management Technology

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 Emergency Management Technology Program is to provide quality education to enhance the technical and professional knowledge of emergency responders to preserve life, protect property and the environment.

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 to the mission statement.

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 Emergency Management program mission aligns with the vision, mission, core values by doing the following:

- Increasing access by having the program 100% online, while also having faculty available to meet in purpose
- Ensuring excellence via utilization of real-world problem solving based on local and global critical incidents. These tend to be in the form of written assignments and the opportunity for verbal assignments via zoom and/or Google Meet.
- Prioritizing open dialogue with community stakeholders and asking what skills and tactical knowledge required for being high-achieving professionals

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	Emergency Management
Certificate	Management
Certificate	EMS Management
Certificate	Fire Service Management
Certificate	Law Enforcement Management
Certificate	Public Safety

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
The sequence was reordered; however, all requirements stayed the same.	Revised Fall 2022
Advisory Committee met and discussed current relevance of program	Fall 2024

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?)*

These changes were made in order to promote the highest efficiency of learning for students in the program. Every decision made is in the name of increasing enrollment and producing hireable, competent professionals.

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	N/A	No meeting was had.
2023-2024	11/16/23	Discussion was opened regarding relevance of course requirements.
2024-2025	2/26/25	Discussion included needs in the workplace and trends of high performing employees.

(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?)*

Trends indicate that there is a need for more Public Safety professionals with a degree to be promoted within the ranks of Emergency Medical Services, the Fire Service, and other safety related entities. Additionally, there is a need for development in skills necessary to manage major incidents, rather than lower-level emergencies. For example, students in North Carolina specifically are now needing to be prepared for unexpected and unprecedented emergencies such as hurricane Helene. The hurricane was not unprecedented but the dire impacts of westernmost counties of NC were.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 35 (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 37
Target: 39

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	29
2022-2023	41
2023-2024	35

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	2	6.9%	5	12.2%	2	5.7%
American Indian/Alaskan Native, Female	1	3.4%	1	2.4%	1	2.9%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	6	20.7%	12	29.3%	12	34.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	2.9%
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	9	31.0%	18	43.9%	16	45.7%
African American, Male	2	6.9%	1	2.4%	3	8.6%
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	16	55.2%	20	48.8%	15	42.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	2	6.9%	2	4.9%	1	2.9%
Male Total	20	69.0%	23	56.1%	19	54.3%
Total	29	100.0%	41	100.0%	35	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	1	3.4%	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	1	3.4%	0	0.0%	0	0.0%
African American, 18-24	2	6.9%	3	7.3%	1	2.9%
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	5	17.2%	11	26.8%	10	28.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	1	2.9%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	24.1%	14	34.1%	12	34.3%
African American, 25-44	0	0.0%	2	4.9%	3	8.6%
American Indian/Alaskan Native, 25-44	1	3.4%	1	2.4%	1	2.9%
Asian, 25-44	15	51.7%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	18	43.9%	15	42.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	2	6.9%	2	4.9%	1	2.9%
25-44 Total	18	62.1%	23	56.1%	20	57.1%
African American, 45-64	1	3.4%	1	2.4%	1	2.9%
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	2	6.9%	3	7.3%	2	5.7%
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	3	10.3%	4	9.8%	3	8.6%
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	29	100.0%	41	100.0%	35	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.)*

During the span of the 2021-2022 through 2022-2023 school year, there was a 14% increase in students due to placing a heavy emphasis on recruiting. The following academic year, the numbers reflect a decrease in students largely due to identifying students that were close to graduating but stopped short. These students were then encouraged to finish their degree, which numerically led to a decrease in enrollment.

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	Continuation of recruitment via high school visits, and visits to local public safety entities.	Monitoring number of students.
2	Ensuring that students who start the program have all necessary resources to complete the program.	Monitor number of students that complete program with associates and/or certificates.

Outcome #2: Retention**Baseline:** 70.2 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 72 %**Target:** 74 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	80.0%
Fall 2022 to Fall 2023	72.4%
Fall 2023 to Fall 2024	58.1%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	2	10.0%	2	9.5%	0	0.0%
American Indian/Alaskan Native, Female	1	5.0%	1	4.8%	1	5.6%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	4	20.0%	7	33.3%	8	44.4%
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	7	35.0%	10	47.6%	9	50.0%
African American, Male	0	0.0%	0	0.0%	1	5.6%
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	12	60.0%	9	42.9%	7	38.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	1	5.0%	2	9.5%	1	5.6%
Male Total	13	65.0%	11	52.4%	9	50.0%
Total	20	100.0%	21	100.0%	18	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	5.0%	1	4.8%	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	3	15.0%	5	23.8%	6	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	4	20.0%	6	28.6%	6	33.3%
African American, 25-44	0	0.0%	0	0.0%	1	5.6%
American Indian/Alaskan Native, 25-44	1	5.0%	1	4.8%	1	5.6%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	12	60.0%	10	47.6%	8	44.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	5.0%	2	9.5%	1	5.6%
25-44 Total	14	70.0%	13	61.9%	11	61.1%
African American, 45-64	1	5.0%	1	4.8%	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	5.0%	1	4.8%	1	5.6%
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	2	10.0%	2	9.5%	1	5.6%
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	20	100.0%	21	100.0%	18	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.)*

Retention is a major priority for the program. Some retention is lost due to student confusion between the Emergency Management Program and Emergency Medical Science program, as well as the certificates. Other potential retention is lost because students are non-traditional and attempt to balance work and family on top of education. Some students find themselves unable to manage the course load and have to take a break or discontinue enrollment completely.

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	Encouraging students to communicate challenges throughout the program.	Analysis of percentage of retained students
2	Encouraging use of on-campus resources such as tutoring, computer labs, and counselling.	Analysis of percentage of retained students

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

Baseline: 12 (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: 14
Target: 16

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	15
2023-2024	10
2024-2025	12

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	2	13.3%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	1	10.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	3	20.0%	5	50.0%	3	25.0%
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	5	33.3%	6	60.0%	3	25.0%
African American, Male	0	0.0%	0	0.0%	2	16.7%
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	8	53.3%	3	30.0%	5	41.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	1	8.3%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	2	13.3%	1	10.0%	1	8.3%
Male Total	10	66.7%	4	40.0%	9	75.0%
Total	15	100.0%	10	100.0%	12	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	6.7%	0	0.0%	1	8.3%
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	13.3%	2	20.0%	1	8.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	1	8.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	3	20.0%	2	20.0%	3	25.0%
African American, 25-44	0	0.0%	0	0.0%	1	8.3%
American Indian/Alaskan Native, 25-44	0	0.0%	1	10.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	9	60.0%	4	40.0%	7	58.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	2	13.3%	0	0.0%	0	0.0%
25-44 Total	11	73.3%	5	50.0%	8	66.7%
African American, 45-64	1	6.7%	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%	2	20.0%	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%	1	10.0%	1	8.3%
45-64 Total	1	6.7%	3	30.0%	1	8.3%
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	15	100.0%	10	100.0%	12	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?)*

Challenges with completion have been identified for several reasons, including challenges with time management, confusion about which emergency services program is most relevant for each student, and most recently, challenges occurred for many students who were impacted by or deployed to assist with hurricane Helene.

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	Continued monitoring of student progress.	Number of students that complete their degree program
2	Continued encouragement of students to alter workload when necessary but to not quit altogether.	Number of students that complete their degree program

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

Baseline: 19.626 (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 22
Target: 24

Budget FTE Year	Budget FTE
2022-2023	23.336
2023-2024	17.508
2024-2025	18.063

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?)

FTO decreased between 22-23 and 23-24 likely due to a number of factors. I started in August of 2022, approximately 3 days prior to class starting. As such, the priority had to be to get my classes going and participate in the onboarding process. Prior to my arrival, there had been a 5–6 month gap without a fulltime faculty member over the program. By the time things had settled down, I had a huge graduating class that significantly impacted enrollment. Between 23-24 and 24-25 an increase was noted due to increased recruitment activities, and changes in local agencies requiring employees to have a degree in order to advance.

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	Increased high school engagement	Monitoring FTE increase
2	Increased social media engagement	Monitoring FTE increase

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.)

The program does not have a WBL-110 portion due to the nature of the program being 100% online. Many students have communicated to me that, due to outside factors such as work and family life, it would be unrealistic for them to commit to in person instruction. Most of the students in the program are non-traditional students. As such, other methods of implementation for Work Based Learning have been implemented such as case studies on real incidents, realistic scenarios, and requiring collaborative role-playing discussions via Moodle.

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	Requiring prerecorded speaking presentations	Through analyzing the grades and employability of students
2	Implementation of guest speaker from local public safety entities	Through analyzing the grades and employability of students

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.)

Other methods of assessment include student surveys, self-assessments, and analysis of employability of students.

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

Summary of Planning Objectives		
Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objectives submitted.	Not applicable.
2024-25	No planning objectives submitted.	Not applicable.

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

In the next 3 years, I anticipate the biggest need being full-time advisory coverage through the summer. It has also been reported by students that they would like to be able to take EPT and FIP courses over the summer in order to complete their degrees faster. Several students have even ended up taking courses at other local community colleges and transferring them in. These classes are in fact offered at Wayne (on an annual or more frequent basis) but because of the timeframe of students wishing to complete their program, there is a need to utilize the summer to obtain credits as well. While there are a few general education courses students can take over the summer, there are far more needed that are not available. At this time, I am teaching approximately 52 credit hours over the course of two semesters in order to offer each required class in a reasonable time frame.

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

I do not anticipate a need for additional faculty coverage within the next 3 years in terms of hiring more faculty. I do anticipate increasing needs requiring 12-month faculty coverage rather than 9 as mentioned above.

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

The facilities available currently are adequate.

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

Academic and student support services are adequate and appreciated by students and faculty.

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

The Emergency Management program is a dynamic discipline with unique challenges, strengths and weaknesses. Some of the strengths are as follows: the program can be conducted entirely online, it satisfies necessary credentials to move up the ladder in many agencies, and, it is an understudied discipline that is becoming increasingly necessary. Some weaknesses include the following: low enrollment, lack of media representation, and lack of understanding of the discipline as a whole. Opportunities include: progression through ranks as a firefighter/EMS worker, the ability to perform as an EOC employee, and many other higher level public safety roles.

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

Caroline Ratliff- Emergency Management Coordinator

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>	10/11/2025
Dean, Director, or AVP / Date:	<u>Angie S. Blizzard</u>	10/14/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	10/12/2025