

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

**Name of Program:** Emergency Medical 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 Emergency Medical Science program is dedicated to preparing competent, compassionate, and professional paramedics who are equipped with the knowledge, skills, and critical thinking abilities necessary to provide high-quality prehospital emergency care. Our mission is to graduate entry-level paramedics who are prepared to serve diverse communities, uphold the highest ethical standards, and contribute to the advancement of emergency medical services.

**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.

Emergency Medical Science program aligns with college goals 1, 2, and 3. The Emergency Medical Science program at WCC is a limited-admission bridging option allowing certified paramedics to earn an Associate of Applied Science in Emergency Medical Science.

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

| Program Type<br>(Associate, Diploma, Certificate, or Pathway) | Program Title             |
|---------------------------------------------------------------|---------------------------|
| Associate Degree                                              | Emergency Medical Science |

**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                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Proposed curriculum standard revision regarding the deletion of BIO-161 from the core of the standard; change the required credits from the associate degree from 48-50 to 21-50 semester hours credits | Scheduled to be presented and voted on by the North Carolina Community College System Board, November 2025 |

**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?)*

Program received the Letter of Review and the initial on-site visit was conducted, August 2025. We are awaiting official notification of accreditation.

Students must have paramedic certification with either the state of North Carolina.

The initial program coordinator assigned to the EMS program resigned in Fall 2024. As a result, advising and administration of the program was transferred to another full-time faculty member. The assigned faculty member also is the program coordinator for Emergency Management.

**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                                | n/a                               |
| 2023-2024 | Met with OE-EMS Advisory Committee | Reviewed accreditation standards. |
| 2024-2025 | Met with OE-EMS Advisory Committee | Reviewed accreditation standards. |

*(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?)*

Awaiting official accreditation notification.

## Section 2: Program Outcomes

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

**Baseline:** n/a # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)  
*Baseline will be set when three years of data is available to average.*

**Standard:** 14 #

**Target:** 15 #

#### Program Enrollment

| Program Enrollment ( <i>unduplicated</i> ) |            |
|--------------------------------------------|------------|
| Academic Year (Fall, Spring, Summer)       | Enrollment |
| 2021-2022                                  | -          |
| 2022-2023                                  | -          |
| 2023-2024                                  | 13         |

### 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%   |
| American Indian/Alaskan Native, Female  | -         | - | -         | - | 0         | 0.0%   |
| Asian, Female                           | -         | - | -         | - | 0         | 0.0%   |
| Caucasian, Female                       | -         | - | -         | - | 9         | 69.2%  |
| Hawaiian/Other Pacific Islander, Female | -         | - | -         | - | 0         | 0.0%   |
| Hispanic/Latino, Female                 | -         | - | -         | - | 0         | 0.0%   |
| Two or More Races, Female               | -         | - | -         | - | 0         | 0.0%   |
| Unknown, Female                         | -         | - | -         | - | 0         | 0.0%   |
| <b>Female Total</b>                     | -         | - | -         | - | 9         | 69.2%  |
| African American, Male                  | -         | - | -         | - | 2         | 15.4%  |
| American Indian/Alaskan Native, Male    | -         | - | -         | - | 0         | 0.0%   |
| Asian, Male                             | -         | - | -         | - | 0         | 0.0%   |
| Caucasian, Male                         | -         | - | -         | - | 2         | 15.4%  |
| Hawaiian/Other Pacific Islander, Male   | -         | - | -         | - | 0         | 0.0%   |
| Hispanic/Latino, Male                   | -         | - | -         | - | 0         | 0.0%   |
| Two or More Races, Male                 | -         | - | -         | - | 0         | 0.0%   |
| Unknown, Male                           | -         | - | -         | - | 0         | 0.0%   |
| <b>Male Total</b>                       | -         | - | -         | - | 4         | 30.8%  |
| <b>Total</b>                            | -         | - | -         | - | 13        | 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%   |
| American Indian/Alaskan Native, Under the age of 18  | -         | - | -         | - | 0         | 0.0%   |
| Asian, Under the age of 18                           | -         | - | -         | - | 0         | 0.0%   |
| Caucasian, Under the age of 18                       | -         | - | -         | - | 0         | 0.0%   |
| Hawaiian/Other Pacific Islander, Under the age of 18 | -         | - | -         | - | 0         | 0.0%   |
| Hispanic/Latino, Under the age of 18                 | -         | - | -         | - | 0         | 0.0%   |
| Two or More Races, Under the age of 18               | -         | - | -         | - | 0         | 0.0%   |
| Unknown, Under the age of 18                         | -         | - | -         | - | 0         | 0.0%   |
| Under the age of 18 Total                            | -         | - | -         | - | 0         | 0.0%   |
| African American, 18-24                              | -         | - | -         | - | 0         | 0.0%   |
| American Indian/Alaskan Native, 18-24                | -         | - | -         | - | 0         | 0.0%   |
| Asian, 18-24                                         | -         | - | -         | - | 0         | 0.0%   |
| Caucasian, 18-24                                     | -         | - | -         | - | 4         | 30.8%  |
| Hawaiian/Other Pacific Islander, 18-24               | -         | - | -         | - | 0         | 0.0%   |
| Hispanic/Latino, 18-24                               | -         | - | -         | - | 0         | 0.0%   |
| Two or More Races, 18-24                             | -         | - | -         | - | 0         | 0.0%   |
| Unknown, 18-24                                       | -         | - | -         | - | 0         | 0.0%   |
| 18-24 Total                                          | -         | - | -         | - | 4         | 30.8%  |
| African American, 25-44                              | -         | - | -         | - | 2         | 15.4%  |
| American Indian/Alaskan Native, 25-44                | -         | - | -         | - | 0         | 0.0%   |
| Asian, 25-44                                         | -         | - | -         | - | 0         | 0.0%   |
| Caucasian, 25-44                                     | -         | - | -         | - | 7         | 53.8%  |
| Hawaiian/Other Pacific Islander, 25-44               | -         | - | -         | - | 0         | 0.0%   |
| Hispanic/Latino, 25-44                               | -         | - | -         | - | 0         | 0.0%   |
| Two or More Races, 25-44                             | -         | - | -         | - | 0         | 0.0%   |
| Unknown, 25-44                                       | -         | - | -         | - | 0         | 0.0%   |
| 25-44 Total                                          | -         | - | -         | - | 9         | 69.2%  |
| African American, 45-64                              | -         | - | -         | - | 0         | 0.0%   |
| American Indian/Alaskan Native, 45-64                | -         | - | -         | - | 0         | 0.0%   |
| Asian, 45-64                                         | -         | - | -         | - | 0         | 0.0%   |
| Caucasian, 45-64                                     | -         | - | -         | - | 0         | 0.0%   |
| Hawaiian/Other Pacific Islander, 45-64               | -         | - | -         | - | 0         | 0.0%   |
| Hispanic/Latino, 45-64                               | -         | - | -         | - | 0         | 0.0%   |
| Two or More Races, 45-64                             | -         | - | -         | - | 0         | 0.0%   |
| Unknown, 45-64                                       | -         | - | -         | - | 0         | 0.0%   |
| 45-64 Total                                          | -         | - | -         | - | 0         | 0.0%   |
| African American, 65+                                | -         | - | -         | - | 0         | 0.0%   |
| American Indian/Alaskan Native, 65+                  | -         | - | -         | - | 0         | 0.0%   |
| Asian, 65+                                           | -         | - | -         | - | 0         | 0.0%   |
| Caucasian, 65+                                       | -         | - | -         | - | 0         | 0.0%   |
| Hawaiian/Other Pacific Islander, 65+                 | -         | - | -         | - | 0         | 0.0%   |
| Hispanic/Latino, 65+                                 | -         | - | -         | - | 0         | 0.0%   |
| Two or More Races, 65+                               | -         | - | -         | - | 0         | 0.0%   |
| Unknown, 65+                                         | -         | - | -         | - | 0         | 0.0%   |
| 65+ Total                                            | -         | - | -         | - | 0         | 0.0%   |
| Total                                                | -         | - | -         | - | 13        | 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 Emergency Medical Science degree program started Fall 2023. At this point, we do not have three years of audit data adequately analyze.

**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    | Market and advertise the program.                                                       | Work with Office of Communication to create program advertisements and increase social media presence. |

## Outcome #2: Retention

**Baseline:** n/a % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)  
Baseline will be set when three years of data is available to average.

**Standard:** 16.5 %

**Target:** 18.5 %

| Year                   | Program Retention Rate |
|------------------------|------------------------|
| Fall 2021 to Fall 2022 | -                      |
| Fall 2022 to Fall 2023 | -                      |
| Fall 2023 to Fall 2024 | 15.4%                  |

## Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

| Ethnicity & Gender                      | Spring 2022 to Spring 2023 |   | Spring 2023 to Spring 2024 |   | Spring 2024 to Spring 2025 |        |
|-----------------------------------------|----------------------------|---|----------------------------|---|----------------------------|--------|
|                                         | N                          | % | N                          | % | N                          | %      |
| African American, Female                | -                          | - | -                          | - | 0                          | 0.0%   |
| American Indian/Alaskan Native, Female  | -                          | - | -                          | - | 0                          | 0.0%   |
| Asian, Female                           | -                          | - | -                          | - | 0                          | 0.0%   |
| Caucasian, Female                       | -                          | - | -                          | - | 2                          | 100.0% |
| Hawaiian/Other Pacific Islander, Female | -                          | - | -                          | - | 0                          | 0.0%   |
| Hispanic/Latino, Female                 | -                          | - | -                          | - | 0                          | 0.0%   |
| Two or More Races, Female               | -                          | - | -                          | - | 0                          | 0.0%   |
| Unknown, Female                         | -                          | - | -                          | - | 0                          | 0.0%   |
| <b>Female Total</b>                     | -                          | - | -                          | - | 2                          | 100.0% |
| African American, Male                  | -                          | - | -                          | - | 0                          | 0.0%   |
| American Indian/Alaskan Native, Male    | -                          | - | -                          | - | 0                          | 0.0%   |
| Asian, Male                             | -                          | - | -                          | - | 0                          | 0.0%   |
| Caucasian, Male                         | -                          | - | -                          | - | 0                          | 0.0%   |
| Hawaiian/Other Pacific Islander, Male   | -                          | - | -                          | - | 0                          | 0.0%   |
| Hispanic/Latino, Male                   | -                          | - | -                          | - | 0                          | 0.0%   |
| Two or More Races, Male                 | -                          | - | -                          | - | 0                          | 0.0%   |
| Unknown, Male                           | -                          | - | -                          | - | 0                          | 0.0%   |
| <b>Male Total</b>                       | -                          | - | -                          | - | 0                          | 0.0%   |
| <b>Total</b>                            | -                          | - | -                          | - | 2                          | 100.0% |

Ethnicity & Age Range Table

| Ethnicity & Age Range                                | Spring 2022 to Spring 2023 |   | Spring 2023 to Spring 2024 |   | Spring 2024 to Spring 2025 |        |
|------------------------------------------------------|----------------------------|---|----------------------------|---|----------------------------|--------|
|                                                      | N                          | % | N                          | % | N                          | %      |
| African American, Under the age of 18                | -                          | - | -                          | - | 0                          | 0.0%   |
| American Indian/Alaskan Native, Under the age of 18  | -                          | - | -                          | - | 0                          | 0.0%   |
| Asian, Under the age of 18                           | -                          | - | -                          | - | 0                          | 0.0%   |
| Caucasian, Under the age of 18                       | -                          | - | -                          | - | 0                          | 0.0%   |
| Hawaiian/Other Pacific Islander, Under the age of 18 | -                          | - | -                          | - | 0                          | 0.0%   |
| Hispanic/Latino, Under the age of 18                 | -                          | - | -                          | - | 0                          | 0.0%   |
| Two or More Races, Under the age of 18               | -                          | - | -                          | - | 0                          | 0.0%   |
| Unknown, Under the age of 18                         | -                          | - | -                          | - | 0                          | 0.0%   |
| Under the age of 18 Total                            | -                          | - | -                          | - | 0                          | 0.0%   |
| African American, 18-24                              | -                          | - | -                          | - | 0                          | 0.0%   |
| American Indian/Alaskan Native, 18-24                | -                          | - | -                          | - | 0                          | 0.0%   |
| Asian, 18-24                                         | -                          | - | -                          | - | 0                          | 0.0%   |
| Caucasian, 18-24                                     | -                          | - | -                          | - | 0                          | 0.0%   |
| Hawaiian/Other Pacific Islander, 18-24               | -                          | - | -                          | - | 0                          | 0.0%   |
| Hispanic/Latino, 18-24                               | -                          | - | -                          | - | 0                          | 0.0%   |
| Two or More Races, 18-24                             | -                          | - | -                          | - | 0                          | 0.0%   |
| Unknown, 18-24                                       | -                          | - | -                          | - | 0                          | 0.0%   |
| 18-24 Total                                          | -                          | - | -                          | - | 0                          | 0.0%   |
| African American, 25-44                              | -                          | - | -                          | - | 0                          | 0.0%   |
| American Indian/Alaskan Native, 25-44                | -                          | - | -                          | - | 0                          | 0.0%   |
| Asian, 25-44                                         | -                          | - | -                          | - | 0                          | 0.0%   |
| Caucasian, 25-44                                     | -                          | - | -                          | - | 2                          | 100.0% |
| Hawaiian/Other Pacific Islander, 25-44               | -                          | - | -                          | - | 0                          | 0.0%   |
| Hispanic/Latino, 25-44                               | -                          | - | -                          | - | 0                          | 0.0%   |
| Two or More Races, 25-44                             | -                          | - | -                          | - | 0                          | 0.0%   |
| Unknown, 25-44                                       | -                          | - | -                          | - | 0                          | 0.0%   |
| 25-44 Total                                          | -                          | - | -                          | - | 2                          | 100.0% |
| African American, 45-64                              | -                          | - | -                          | - | 0                          | 0.0%   |
| American Indian/Alaskan Native, 45-64                | -                          | - | -                          | - | 0                          | 0.0%   |
| Asian, 45-64                                         | -                          | - | -                          | - | 0                          | 0.0%   |
| Caucasian, 45-64                                     | -                          | - | -                          | - | 0                          | 0.0%   |
| Hawaiian/Other Pacific Islander, 45-64               | -                          | - | -                          | - | 0                          | 0.0%   |
| Hispanic/Latino, 45-64                               | -                          | - | -                          | - | 0                          | 0.0%   |
| Two or More Races, 45-64                             | -                          | - | -                          | - | 0                          | 0.0%   |
| Unknown, 45-64                                       | -                          | - | -                          | - | 0                          | 0.0%   |
| 45-64 Total                                          | -                          | - | -                          | - | 0                          | 0.0%   |
| African American, 65+                                | -                          | - | -                          | - | 0                          | 0.0%   |
| American Indian/Alaskan Native, 65+                  | -                          | - | -                          | - | 0                          | 0.0%   |
| Asian, 65+                                           | -                          | - | -                          | - | 0                          | 0.0%   |
| Caucasian, 65+                                       | -                          | - | -                          | - | 0                          | 0.0%   |
| Hawaiian/Other Pacific Islander, 65+                 | -                          | - | -                          | - | 0                          | 0.0%   |
| Hispanic/Latino, 65+                                 | -                          | - | -                          | - | 0                          | 0.0%   |
| Two or More Races, 65+                               | -                          | - | -                          | - | 0                          | 0.0%   |
| Unknown, 65+                                         | -                          | - | -                          | - | 0                          | 0.0%   |
| 65+ Total                                            | -                          | - | -                          | - | 0                          | 0.0%   |
| Total                                                | -                          | - | -                          | - | 2                          | 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.)*

The Emergency Medical Science degree program started Fall 2023. At this point, we do not have three years of audit data adequately analyze.

| 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                       | Market and advertise the program.                                              | Work with Office of Communication to create program advertisements and increase social media presence. |



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

**Baseline:** n/a # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)  
Baseline will be set when three years of data is available to average.

**Standard:** 8 #

**Target:** 10 #

| Number of Completers ( <i>unduplicated</i> ) – Graduation Year – Summer, Fall, Spring |                  |
|---------------------------------------------------------------------------------------|------------------|
| Graduation Year                                                                       | Total Completers |
| 2022-2023                                                                             | -                |
| 2023-2024                                                                             | 6                |
| 2024-2025                                                                             | 7                |

### 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%          | 0         | 0.0%          |
| American Indian/Alaskan Native, Female  | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Asian, Female                           | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Caucasian, Female                       | -         | -           | 4         | 66.7%         | 4         | 57.1%         |
| Hawaiian/Other Pacific Islander, Female | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Hispanic/Latino, Female                 | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Two or More Races, Female               | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Unknown, Female                         | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| <b>Female Total</b>                     | <b>0</b>  | <b>0.0%</b> | <b>4</b>  | <b>66.7%</b>  | <b>4</b>  | <b>57.1%</b>  |
| African American, Male                  | -         | -           | 2         | 33.3%         | 0         | 0.0%          |
| American Indian/Alaskan Native, Male    | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Asian, Male                             | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Caucasian, Male                         | -         | -           | 0         | 0.0%          | 3         | 42.9%         |
| Hawaiian/Other Pacific Islander, Male   | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Hispanic/Latino, Male                   | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Two or More Races, Male                 | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| Unknown, Male                           | -         | -           | 0         | 0.0%          | 0         | 0.0%          |
| <b>Male Total</b>                       | <b>0</b>  | <b>0.0%</b> | <b>2</b>  | <b>33.3%</b>  | <b>3</b>  | <b>42.9%</b>  |
| <b>Total</b>                            | <b>0</b>  | <b>0.0%</b> | <b>6</b>  | <b>100.0%</b> | <b>7</b>  | <b>100.0%</b> |

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%   |
| American Indian/Alaskan Native, Under the age of 18  | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Asian, Under the age of 18                           | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Caucasian, Under the age of 18                       | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hawaiian/Other Pacific Islander, Under the age of 18 | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, Under the age of 18                 | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Two or More Races, Under the age of 18               | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Unknown, Under the age of 18                         | -         | -    | 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                              | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| American Indian/Alaskan Native, 18-24                | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Asian, 18-24                                         | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Caucasian, 18-24                                     | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hawaiian/Other Pacific Islander, 18-24               | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, 18-24                               | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Two or More Races, 18-24                             | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Unknown, 18-24                                       | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| 18-24 Total                                          | 0         | 0.0% | 0         | 0.0%   | 0         | 0.0%   |
| African American, 25-44                              | -         | -    | 3         | 50.0%  | 0         | 0.0%   |
| American Indian/Alaskan Native, 25-44                | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Asian, 25-44                                         | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Caucasian, 25-44                                     | -         | -    | 4         | 66.7%  | 7         | 100.0% |
| Hawaiian/Other Pacific Islander, 25-44               | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, 25-44                               | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Two or More Races, 25-44                             | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Unknown, 25-44                                       | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| 25-44 Total                                          | 0         | 0.0% | 7         | 116.7% | 7         | 100.0% |
| African American, 45-64                              | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| American Indian/Alaskan Native, 45-64                | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Asian, 45-64                                         | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Caucasian, 45-64                                     | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hawaiian/Other Pacific Islander, 45-64               | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, 45-64                               | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Two or More Races, 45-64                             | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Unknown, 45-64                                       | -         | -    | 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%   |
| American Indian/Alaskan Native, 65+                  | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Asian, 65+                                           | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Caucasian, 65+                                       | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hawaiian/Other Pacific Islander, 65+                 | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, 65+                                 | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Two or More Races, 65+                               | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| Unknown, 65+                                         | -         | -    | 0         | 0.0%   | 0         | 0.0%   |
| 65+ Total                                            | 0         | 0.0% | 0         | 0.0%   | 0         | 0.0%   |
| Total                                                | 0         | 0.0% | 7         | 116.7% | 7         | 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?)*

The Emergency Medical Science degree program started Fall 2023. At this point, we do not have three years of audit data adequately analyze.

**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    | Market and advertise the program.                                                               | Work with Office of Communication to create program advertisements and increase social media presence. |

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

**Baseline:** n/a # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)  
Baseline will be set when three years of data is available to average.

**Standard:** 3.8 #

**Target:** 4.5 #

| Budget FTE Year | Budget FTE |
|-----------------|------------|
| 2022-2023       | -          |
| 2023-2024       | 3.813      |
| 2024-2025       | 3.125      |

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 Emergency Medical Science degree program started Fall 2023. At this point, we do not have three years of audit data adequately analyze.

**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    | Market and advertise the program.                                                | Work with Office of Communication to create program advertisements and increase social media presence. |

**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.**)

Historically students enrolled in the Emergency Medical Science program are currently employed in their field of study. In CoAEMSP assessment of the affective domains students are evaluated in soft skills such as: respect, empathy, appearance and personal hygiene, and written and oral communication skills.

**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    | Evaluate soft skills as part of the program’s program learning outcome assessments.                                                                                                                                                                  | Report PLO assessments as part of the colleges assessment process.            |

**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 Wayne Community College Paramedic program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation standards through the Letter of Review Self Study Report (LSSR) and other documentation.

An on-site review was conducted August 2025. WCC received no findings and awaiting official notification of accredited status. The CAAHEP Board is scheduled to officially approve WCC’s accreditation January 2026.

**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<br>(Fiscal Year –<br>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.**

No equipment or supplies are needed for the program at this time.

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

We will continue to monitor enrollment for any potential needs regarding additional faculty.

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

Facilities are adequate.

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

Student support services are adequate.

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

Unable to determine the program’s strengths, weaknesses, or opportunities until the program has conducted a full program review cycle.

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

Angie Blizzard, Dean of Public Safety Division

**Approvals**

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

|                                |                          |            |
|--------------------------------|--------------------------|------------|
| IE Acceptance / Date:          | <u>Dorothy Moore</u>     | 11/25/2025 |
| Dean, Director, or AVP / Date: | <u>Angie S. Blizzard</u> | 11/25/2025 |
| Administrator Approval / Date: | <u>Dr. Ernie White</u>   | 11/25/2025 |