

Wayne Community College Program Review – 2024-2025

Name of Program: Workforce Continuing Education Services – Occupational Extension – Allied Health Programs

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.

Occupational Extension – Allied Health Programs

To prepare students for entry level health careers by providing training that leads to certifications, licensing and specialized health care competencies.

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 revision

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, 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 partner
- 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.

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:** Allied Health courses are offered each semester during the day, afternoon, and evenings for working adults and others to accommodate their schedules and needs. The classes are one semester long so students can be trained and enter the workforce shortly after completion of a certification.
- 2) Ensure Program Excellence:** The courses will meet and strive to exceed the standards set by the accrediting and/or governing boards for each program offering additional subject areas, skills and hours as needed.
- 3) Improve Student Success: Student** success is measured by instructors and the Director based on required competencies by the certifying board. Student performance and progress is discussed throughout the course. Success is measured by testing performance/proficiency testing, clinical practice as required, and the ability to pass meeting established standards.
- 4) Ensure Institutional Quality: Assured** by continued staff and faculty development to maintain the highest level of skills and knowledge in their subject areas. A standard of behavior is set as well as goals at the beginning of

each course for students to prepare them for their future in the workforce of choice. Curriculum, equipment and resources are replaced, upgraded, and revised to help educate students.

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	Central Sterile Processing
Certificate	EKG Monitor Technician
Certificate	Dialysis Technician
Certificate	Medical Billing and Coding
Certificate	Nurse Aide 1
Certificate	Nurse Aide 2
Certificate	Pharmacy Technician
Certificate	Phlebotomy
Certificate	Medical Office Assistant

Courses Offered:

Central Sterile Processing
Dialysis
EKG Technician
Medical Billing and Coding
Medication Aide Training
Nurse Aide 1 & Refresher
Nurse Aide 2 & Refresher
Medical Office Assistant
Pharmacy Training
Phlebotomy

Credentials

CBSPD-Certified Board Sterile Processor
Certified Hemodialysis Technician
ABCM - American Board of Cardiovascular Medicine
Medical Coder and Biller
Medication Aide – NC BON
Certified Nurse Assistant 1
Nurse Aide 2
Certified MOA
CPht-Certified Pharmacy technician
Certified Phlebotomist

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
Health Unit Coordinator	Deleted
Medical Office Assistant	Added
Nurse Aide 2	Offering changed

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?)*

Health Unit Coordinator – registration for the last 3-4 years has been extremely low – unable to offer and run the course.

Medical Office Assistant – replaced Health Unit Coordinator – Registration and interest have been great. Registration is high for the current semester. NC State statistics predict a significant increase in the short-term course.

Nurse Aide 2 – Registration and the need for the 2nd level course have decreased. Decided to offer 1x a year instead of each semester.

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		Planned but not held
2023-2024	11.14.2023	Discussed new course offerings for Dialysis Technician and potential start date for Surgical Technician course. Off-Site clinical indicated that students are arriving late for clinical work. Soft skills will be shared with students and the importance of arriving on time for clinical site work.
2024-2025	No meeting held	n/a

(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?)*

Although not official advisory meeting held feedback and communication with local health care partners indicate the need for Dialysis technicians, EKG workers, medical office assistant. More online courses were needed to.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 277 # (*Average of total enrollment for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: 278 #
Target: 279 #

Program Enrollment

Program Enrollment (unduplicated)	
Reporting Year (Summer, Fall, Spring)	Enrollment
2022-2023	244
2023-2024	302
2024-2025	284

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	111	45.5%	147	48.7%	133	46.8%
American Indian/Alaskan Native, Female	2	0.8%	4	1.3%	1	0.4%
Asian, Female	4	1.6%	3	1.0%	2	0.7%
Caucasian, Female	67	27.5%	80	26.5%	80	28.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	44	18.0%	36	11.9%	45	15.8%
Two or More Races, Female	3	1.2%	6	2.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	3	1.1%
Female Total	231	94.7%	276	91.4%	264	93.0%
African American, Male	4	1.6%	7	2.3%	9	3.2%
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	6	2.5%	8	2.6%	8	2.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	1.2%	10	3.3%	3	1.1%
Two or More Races, Male	0	0.0%	1	0.3%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	13	5.3%	26	8.6%	20	7.0%
Total	244	100.0%	302	100.0%	284	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	6	2.1%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	1	0.4%	3	1.0%	7	2.5%
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%	5	1.8%
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%	1	0.4%
Under the age of 18 Total	1	0.4%	3	1.0%	19	6.7%
African American, 18-24	29	11.9%	44	14.6%	31	10.9%
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	26	10.7%	33	10.9%	50	17.6%
Hawaiian/Other Pacific Islander, 18-24	35	14.3%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	0.8%	35	11.6%	35	12.3%
Two or More Races, 18-24	0	0.0%	1	0.3%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	2	0.7%
18-24 Total	92	37.7%	113	37.4%	118	41.5%
African American, 25-44	63	25.8%	80	26.5%	80	28.2%
American Indian/Alaskan Native, 25-44	0	0.0%	2	0.7%	1	0.4%
Asian, 25-44	2	0.8%	2	0.7%	2	0.7%
Caucasian, 25-44	26	10.7%	31	10.3%	22	7.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	11	4.5%	11	3.6%	7	2.5%
Two or More Races, 25-44	1	0.4%	6	2.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	103	42.2%	132	43.7%	112	39.4%
African American, 45-64	21	8.6%	26	8.6%	23	8.1%
American Indian/Alaskan Native, 45-64	2	0.8%	2	0.7%	0	0.0%
Asian, 45-64	2	0.8%	1	0.3%	0	0.0%
Caucasian, 45-64	19	7.8%	21	7.0%	6	2.1%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.4%	0	0.0%	1	0.4%
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	45	18.4%	50	16.6%	30	10.6%
African American, 65+	2	0.8%	4	1.3%	2	0.7%
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+	1	0.4%	0	0.0%	3	1.1%
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	3	1.2%	4	1.3%	5	1.8%
Total	244	100.0%	302	100.0%	284	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.)*

Enrollment continues to increase in certain areas NA 1, NA 2. Employment of qualified instructors poses a problem at times due to low or no response to job postings.

The high school level has an increased interest in the Nurse Aide 1 course. We have implemented 2 programs on 2 campuses. The problem is there are 6 high schools feeding into those 2 high school campuses and enrollment is limited – only 10 students per instructor is allowed. Again the problem is the lack of qualified instructors to teach additional classes.

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	Additional instructors	Continue to post job openings
2	Job and Health fairs	Continue exposure of program

Outcome #2: Course Success Rate

Baseline: 84.7 % (Average of last three years – 2022-23; 2023-24; 2024-25)
Standard: 86 %
Target: 88 %

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2022-2023	254	227	89.4%
2023-2024	326	277	85.0%
2024-2025	285	229	80.4%

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

While registration has increased some in 2024-2025 success rate has decreased. We have experienced an increase in immigrant enrollment in some areas especially Nurse Aide and Phlebotomy, but language barriers interfere with their pass rates.

We have had to implement a reading test for several courses that require clinical rotation due to this barrier within the past year.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase course success rates?)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue the Reading tests	Student retention has improved since implementation in the past year
2	Continue to monitor students in classes and at clinical sites	Retention rate reassessment.

Outcome #3: Sections Offered

Baseline: 30 # (Average of total sections offered for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 31 #
Target: 32 #

Sections Offered– Reporting Year – Summer, Fall, Spring	
Reporting Year	Total Sections Offered
2022-2023	29
2023-2024	33
2024-2025	28

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

Registration varies from semester to semester. Some high enrollment classes are only offered 1x year and some only 2 x yar due to the qualified instructor's schedule to teach.

Coordination of space sometimes prohibits the ability to offer classes that fit students’ work schedules.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase sections offered in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue to evaluate usage of assigned classrooms	Number of courses able to run each semester

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

Baseline: 87.93 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 89 #
Target: 90 #

Budget FTE Year	Budget FTE
2022-2023	76.86
2023-2024	95.60
2024-2025	91.34

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?)*

Continue to work with community partners and offer classes as needed.

Implementation of new classes especially online courses.

Watch week and end of semester statistics for week areas and build on that feedback.

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	Continue to monitor semester FTEs	Feedback from registration/and admissions and enrollment numbers

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.)

Feedback from our third-party credentialing agencies is received after students take the required state or national exams for certification.

Monitor student success rates each semester.

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	2 Heavy Duty Wheelchairs	The addition of the new wheelchairs have been extremely beneficial for the Nurse Aide program. The addition has been useful when teaching the required State skill. The new wheelchairs have been in use for approximately 1 year and are used by every instructor teaching NA I courses and students during schedule laboratory procedures. The addition was much needed to replace old worn-out chairs and are very beneficial to the program and the assisting in teaching the students as they progress throughout the course(s).
2024-25	2008T Dialysis machine w/Bag	Based on limited funds, this objective was not approved for funding. The objective remains a funding priority for my program. I plan to resubmit the objective in 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 need for the Dialysis machine continues. It was not approved during the last planning period. I have requested it again.

The need is the students need the hands-on experience before they are sent to the clinical sites.

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

Some full-time nursing instructors. Full time instructors would allow me to plan classes as needed, 6, 8, hours of classes. Currently I can only run a class for 3–4 hours.

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

Space is adequate. We do need a washer and dryer for the area because we are outsourcing now at a weekly cost. This cost would be eliminated.

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.

The program is strong with well-trained experienced instructors in all areas. They are all certified and licensed in their area of expertise.

There is a need for continuous development and training for the instructors as changes occur in their areas.

The program director/coordinator continues to have to teach and manage the program

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

Joyce Hamilton-Fleming, Allied Health Director

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>	11/18/2025
VP / Date:	<u>Renita Dawson</u>	11/18/2025
Administrator Approval / Date:	<u>Renita Dawson</u>	11/18/2025