Wayne Community College
Program Review – 2024-2025

Name of Program: Workforce Continuing Education Services – Occupational Extension – Human Resources Development Program

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 – Human Resources Development Program
The purpose of the HRD program is to educate and train unemployed, underemployed, and justice-involved individuals for life skills and success in the workplace.

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.)*

After meeting with HRD faculty and reviewing our program. We have decided to revise our mission statement. The revised mission statement is below.

To prepare unemployed, underemployed, and justice-involved individuals for meaningful employment by developing the essential skills, confidence, and resilience needed to excel in today's dynamic workplace.

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 programs mission aligns with with goal #1 (Increase Student Access) as it removes barriers to education and training by serving populations who are often excluded from traditional academic pathways. By offering flexible, supportive entry points into workforce preparation, it fulfills the College's goal to expand access and opportunity for all learners.

The program aligns with goal #2 (Ensure Program Excellence) by the program being grounded in collaboration with community and industry partners, ensuring that the curriculum remains responsive to current labor market needs. This focus on relevance and quality reflects the College's goal of maintaining program excellence through continuous improvement and community engagement.

The program aligns with goal #3 (Improve Student Success) by equipping students with employable skills, recognized credentials, and essential workplace competencies, the program directly contributes to improved student outcomes. Graduates leave with the tools needed to secure meaningful employment and achieve economic stability, advancing the College's goal of preparing students to thrive in the workforce or pursue further education.

The program aligns with goal #4 (Ensure Institutional Quality) by engaging in continuous assessment, using data-driven strategies to evaluate outcomes and inform improvements. This approach aligns with the College's institutional commitment to accountability, relevance, and ongoing quality enhancement across all programs and services.

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**
B20	Human Resources Development

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**
NA	NA

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?)*

Not applicable.

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	NA	NA
2023-2024	NA	NA
2024-2025	NA	NA

(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?*

HRD has no specific advisory committee.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **586** # (*Average of total enrollment for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **800** #
Target: **1000** #

Program Enrollment

Program Enrollment (unduplicated)	
Reporting Year (Summer, Fall, Spring)	**Enrollment**
2022-2023	397
2023-2024	636
2024-2025	724

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	26	6.5%	45	7.1%	46	6.4%
American Indian/Alaskan Native, Female	1	0.3%	1	0.2%	1	0.1%
Asian, Female	2	0.5%	1	0.2%	2	0.3%
Caucasian, Female	49	12.3%	37	5.8%	54	7.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	6	0.9%	6	0.8%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	1	0.2%	3	0.4%
Female Total	78	19.6%	91	14.3%	112	15.5%
African American, Male	113	28.5%	172	27.0%	222	30.7%
American Indian/Alaskan Native, Male	14	3.5%	25	3.9%	23	3.2%
Asian, Male	3	0.8%	7	1.1%	9	1.2%
Caucasian, Male	175	44.1%	299	47.0%	303	41.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	12	3.0%	25	3.9%	31	4.3%
Two or More Races, Male	1	0.3%	11	1.7%	0	0.0%
Unknown, Male	1	0.3%	6	0.9%	24	3.3%
Male Total	319	80.4%	545	85.7%	612	84.5%
Total	397	100.0%	636	100.0%	724	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2022-2023 N	2022-2023 %	2023-2024 N	2023-2024 %	2024-2025 N	2024-2025 %
African American, Under the age of 18	0	0.0%	0	0.0%	5	0.7%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	2	0.3%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	7	1.0%
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	1	0.3%	0	0.0%	4	0.6%
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	0.3%	0	0.0%	18	2.5%
African American, 18-24	10	2.5%	16	2.5%	24	3.3%
American Indian/Alaskan Native, 18-24	0	0.0%	3	0.5%	3	0.4%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	14	3.5%	14	2.2%	23	3.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	6	0.9%	9	1.2%
Two or More Races, 18-24	1	0.3%	1	0.2%	0	0.0%
Unknown, 18-24	0	0.0%	1	0.2%	1	0.1%
18-24 Total	25	6.3%	41	6.4%	60	8.3%
African American, 25-44	79	19.9%	119	18.7%	142	19.6%
American Indian/Alaskan Native, 25-44	14	3.5%	19	3.0%	15	2.1%
Asian, 25-44	5	1.3%	5	0.8%	6	0.8%
Caucasian, 25-44	160	40.3%	245	38.5%	239	33.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	9	2.3%	19	3.0%	19	2.6%
Two or More Races, 25-44	1	0.3%	10	1.6%	0	0.0%
Unknown, 25-44	1	0.3%	4	0.6%	19	2.6%
25-44 Total	269	67.8%	421	66.2%	440	60.8%
African American, 45-64	44	11.1%	81	12.7%	90	12.4%
American Indian/Alaskan Native, 45-64	1	0.3%	4	0.6%	6	0.8%
Asian, 45-64	0	0.0%	3	0.5%	3	0.4%
Caucasian, 45-64	48	12.1%	69	10.8%	85	11.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	0.3%	6	0.9%	4	0.6%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	2	0.3%	7	1.0%
45-64 Total	94	23.7%	165	25.9%	195	26.9%
African American, 65+	6	1.5%	1	0.2%	7	1.0%
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+	2	0.5%	8	1.3%	3	0.4%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	1	0.1%
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	8	2.0%	9	1.4%	11	1.5%
Total	397	100.0%	636	100.0%	724	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 Human Resources Development (HRD) program has experienced consistent enrollment growth from 2022–2023 through 2024–2025. This steady increase demonstrates the program's ongoing relevance and effectiveness in meeting the needs of our target population.

A significant portion of HRD enrollment comes from captive audiences, primarily individuals housed at the DART Center, a local substance abuse treatment facility serving males in 90-day residential programs. In addition, HRD courses are offered at Neuse Correctional Institution, another all-male facility. Collectively, these partnerships have contributed to sustained program growth and stable participation rates.

Across the past three years, over 80% of enrolled students have been male. The predominant age group served is 25–44 years old, representing more than 60% of total enrollment each year, with the 2022–2023 academic year recording the highest percentage at 67.8%. In terms of ethnicity, the student population remains primarily Caucasian (ranging from 33% to 40.3%), followed closely by African American participants.

The enrollment increases can be attributed to strong community partnerships, consistent program delivery at partner sites, and the program's reputation for providing relevant workforce readiness and life skills training.

2025-2026 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	**Expand partnerships** with additional community-based organizations to reach new populations of underemployed and justice-involved individuals.	Number of partnerships with community-based organizations.

Outcome #2: Course Success Rate

Baseline: **85.4** % (*Average of last three years – 2022-23; 2023-24; 2024-25*)
Standard: **85.5** %
Target: **86.9** %

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2022-2023	536	466	86.9%
2023-2024	769	672	87.4%
2024-2025	1,039	863	83.1%

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.)*

Over the past three academic years, course success rates have shown slight fluctuations: 86.9% in 2022–2023, 87.4% in 2023–2024, and 83.1% in 2024–2025. While performance remained relatively strong overall, the most recent year reflects a 4.3 percentage point decrease compared to the prior year.

The majority of courses continue to be offered in a face-to-face delivery format, which aligns with the needs of our student population. However, because many of our students are in captive or controlled environments, several external factors can affect their ability to successfully complete courses. These include interruptions such as treatment or medical appointments, disciplinary infractions, court appearances, or behavioral removals from class.

As our programs expand to serve justice-involved students in community settings, similar barriers to course completion are expected to persist, including inconsistent attendance and external obligations. Additionally, the COVID-19 pandemic contributed to earlier fluctuations in course success rates, creating ongoing challenges in maintaining student engagement and consistent participation.

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	Increase the number of courses offered on campus.	Number of courses offered on campus.
2	Increase the number of students who complete the Get Hired! Bootcamp.	Number of students who complete the Get Hired! Bootcamp.

Outcome #3: Sections Offered

Baseline: **68** # (*Average of total sections offered for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **73** #
Target: **80**_ #

Sections Offered– *Reporting Year – Summer, Fall, Spring*	
Reporting Year	**Total Sections Offered**
2022-2023	67
2023-2024	64
2024-2025	74

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?)*

The number of course sections offered has varied slightly over the past three academic years, reflecting adjustments in enrollment demand and program delivery. In 2022–2023, a total of 67 sections were offered. This number decreased slightly to 64 sections in 2023–2024, representing a 4.5% reduction, likely due to shifts in student enrollment patterns and scheduling efficiencies.

In 2024–2025, the number of sections increased to 74, marking a 15.6% rise from the previous year. This growth suggests an expansion in course offerings to meet student demand, accommodate a broader range of class times or delivery formats, or support increased participation from community-based and justice-involved students.

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	Increase the number of sections offered outside of captive settings.	Number of sections offered outside of captive settings.

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

Baseline: **51.71** # (*Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **75** #
Target: **90** #

Budget FTE Year	Budget FTE
2022-2023	26.65
2023-2024	43.57
2024-2025	84.92

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 program's budgeted Full-Time Equivalent (FTE) has shown significant growth over the past three academic years, reflecting both increased student enrollment and expanded instructional activity. In 2022–2023, the program reported an FTE of 26.65. This increased substantially to 43.57 in 2023–2024, representing a 63.6% rise from the prior year. The growth trend continued into 2024–2025, with the FTE reaching 84.92, nearly doubling from the previous year.

This steady and substantial increase in FTE correlates with the rising number of students served at the DART Center. As enrollment has grown the increase in FTE also reflects the program's expanding capacity to serve individuals at this facility and

Overall, the upward trajectory in program budget FTE demonstrates strong program growth and enhanced instructional engagement.

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	Increase the number of classes offered in Mount Olive	Number of classes offered in Mount Olive.

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.)*

Not applicable.

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 objective submitted.	Not applicable.
2024-25	No planning objective submitted.	Not applicable.

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

NA

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

Over the next three years, we anticipate the need for both additional instructional and administrative positions to support continued program growth and expansion of services.

As student enrollment continues to rise—particularly within the DART Center and correctional facilities—there is a clear need for additional part-time instructors who are comfortable and experienced working in prison and jail environments. Recruiting qualified instructors for these settings has been challenging due to the unique nature of the work and the specialized instructional environment. However, the growing demand for occupational and reentry training for individuals nearing release underscores the importance of expanding our instructional team to meet workforce preparation and transition goals.

In addition to part-time faculty, there is a need to add one full-time instructor dedicated to providing consistent, stable instruction and program coordination at the DART Center and correctional locations. Full-time faculty presence will help ensure instructional continuity, improved student outcomes, and better coordination with correctional and community partners.

Furthermore, the program has been operating without an HRD Director for approximately five years. As enrollment and course offerings continue to expand, it will be critical to fill this leadership position to provide strategic oversight, program development, and administrative support. Currently, the Vice President for Workforce Continuing Education has been fulfilling these duties in addition to their regular responsibilities.

Restoring the HRD Director position will allow for more focused leadership, efficient program management, and better support for instructional staff.

Overall, projected growth in enrollment, program scope, and training demands will require investment in both instructional and administrative personnel to sustain program quality and support future expansion.

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

The majority of our classes are held in a captive setting. We also hold classes in facilities in the community and on campus. We do not see a need for any additional facility needs over the next three years.

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

As the program continues to expand its work with justice-involved students, there will be a growing need to strengthen and broaden academic and student support services to promote successful reentry, retention, and completion. Many students transitioning from incarceration face significant barriers to stability and academic persistence, including unmet basic needs, limited access to mental health support, and the need for specialized accommodations.

To address these challenges, increased support through the Food Pantry, Clothing Closet, and mental health and accommodations counseling will be essential. These services play a critical role in reducing non-academic barriers that can impede student success, particularly for individuals who are rebuilding their lives after incarceration. Access to food, appropriate clothing for school or employment, and consistent mental health support can directly influence students' ability to remain engaged and complete their coursework.

Additionally, as federal funding cuts continue to affect students' access to food assistance, childcare, and other supportive services, it will be increasingly important for the college to explore ways to expand and enhance institutional efforts to meet these needs. Expanding the capacity of on-campus support programs and coordinating closely with external agencies will ensure that students receive comprehensive assistance necessary for academic and personal success.

Over the next three years, prioritizing basic needs support, counseling, childcare resources, and reentry-focused student services will be key to improving retention, completion, and long-term outcomes for this unique and growing student population.

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

Strengths

- Continuous enrollment allows for consistent course offerings and stable student participation throughout the year.
- Qualified and experienced faculty with strong understanding of workforce training and justice-involved student needs.
- Long-standing and established program with a solid reputation and history of community engagement.
- Flexible course delivery methods that adapt to the needs of both captive and community-based students.
- Strong alignment with community and workforce needs, ensuring program relevance and responsiveness.
- Growing program capacity, as reflected in increased sections, FTE, and student enrollment at the DART Center.
- Collaborative partnerships with correctional institutions and local organizations that enhance program access and reach.

Weaknesses

- Heavy reliance on captive audiences (prison and jail populations) for enrollment, limiting flexibility in recruitment.
- Difficulty recruiting and retaining qualified instructors willing to teach in correctional or secure environments.
- Limited full-time instructional staff, resulting in dependence on part-time faculty for instructional coverage.
- Lack of an HRD Director, creating leadership and administrative gaps within the program.
- Limited institutional capacity to fully support justice-involved students' basic needs (food, clothing, housing, mental health).

Opportunities

- Rising demand for soft skills and employability training to support workforce readiness and reentry success.
- Potential to grow community-based instruction for justice-involved and reentry populations beyond captive settings.
- Entrepreneurship and small business training as a pathway for students transitioning back into the community.
- Increased visibility and advocacy opportunities as the college strengthens its role in workforce development and reentry education.

Threats

- Lingering effects of the COVID-19 pandemic, which disrupted instruction and student persistence.
- Competition from higher wages in entry-level jobs, reducing incentive for some individuals to pursue education or training.
- Changing attitudes toward work and formal education, especially among younger and justice-involved populations.

- Unstable funding streams, including potential reductions in federal or state support for reentry and workforce programs.
- Logistical challenges associated with delivering instruction in secure facilities (scheduling, access restrictions, technology limitations).

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

Renita Allen Dawson, VP – Workforce Continuing Education & Community Engagement
Brandi Matthews, HRD Faculty
Andrew Rose, HRD Faculty
Patricia Whitfield, HRD PT Faculty
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Arlin Castellanos, HRD PT Faculty

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: Dorothy Moore 11/13/2025

VP / Date: Renita Dawson 11/17/2025

Administrator Approval / Date: Dr. Patty Pfeiffer 11/13/2025