

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

Name of Program: Workforce Continuing Education Services – Occupational Extension – Public Safety 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 – Public Safety

Public Safety provides comprehensive and integrated training programs to enhance the living, learning and working experience of public safety professional in partnership with the communities that we serve.

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

No changes.

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.

Goal 1: We create community awareness of the program, especially with partnerships with Wayne County EMS, the Wayne County Fireman's Association, and Wayne County law enforcement agencies.

Goal 2: Continuous review of new industry standards

Goal 3: Helping students update workforce skills and credentials; assist students in transitioning from volunteer positions to paid career opportunities.

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

Program Type (Occupational Extension Offerings)	Program Title
Emergency Medical Technician	
Paramedic	
Firefighter I	
Firefighter II	
Detention Officer Certification	
Emergency Medical Responder	

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
Updated Detention Officer certification	NC Department of Justice Sheriff's Commission

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?)

No significant changes.

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	Law Enforcement, EMS and Fire Services conduct separate Advisory Committee meetings annually	Follow recommendations for the accreditation agencies.
2023-2024	Law Enforcement, EMS and Fire Services conduct separate Advisory Committee meetings annually	Follow recommendations for the accreditation agencies.
2024-2025	Law Enforcement, EMS and Fire Services conduct separate Advisory Committee meetings annually	Follow recommendations for the accreditation agencies.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The need for National Accreditation for the paramedic program is an industry need. 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.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)****Baseline:** 1,678 # (Average of total enrollment for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 1,700 #**Target:** 1,750 #**Program Enrollment**

Program Enrollment (unduplicated)	
Reporting Year (Summer, Fall, Spring)	Enrollment
2022-2023	1,637
2023-2024	1,699
2024-2025	1,697

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	81	4.9%	106	6.2%	121	7.1%
American Indian/Alaskan Native, Female	1	0.1%	1	0.1%	5	0.3%
Asian, Female	6	0.4%	8	0.5%	6	0.4%
Caucasian, Female	274	16.7%	283	16.7%	283	16.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	34	2.1%	42	2.5%	46	2.7%
Two or More Races, Female	1	0.1%	1	0.1%	0	0.0%
Unknown, Female	1	0.1%	0	0.0%	1	0.1%
Female Total	398	24.3%	441	26.0%	462	27.2%
African American, Male	107	6.5%	130	7.7%	133	7.8%
American Indian/Alaskan Native, Male	13	0.8%	11	0.6%	21	1.2%
Asian, Male	6	0.4%	7	0.4%	8	0.5%
Caucasian, Male	1,032	63.0%	1,049	61.7%	981	57.8%
Hawaiian/Other Pacific Islander, Male	71	4.3%	0	0.0%	0	0.0%
Hispanic/Latino, Male	8	0.5%	53	3.1%	61	3.6%
Two or More Races, Male	2	0.1%	7	0.4%	0	0.0%
Unknown, Male	0	0.0%	1	0.1%	13	0.8%
Male Total	1,239	75.7%	1,258	74.0%	1,217	71.7%
Total	1,637	100.0%	1,699	100.0%	1,679	98.9%

Ethnicity & Age Range Table

Ethnicity & Age Range	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	1	0.1%	2	0.1%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	2	0.1%	5	0.3%	6	0.4%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	47	2.9%	53	3.1%	34	2.0%
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	0.1%	5	0.3%	8	0.5%
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	51	3.1%	65	3.8%	48	2.8%
African American, 18-24	32	2.0%	38	2.2%	40	2.4%
American Indian/Alaskan Native, 18-24	1	0.1%	0	0.0%	5	0.3%
Asian, 18-24	1	0.1%	2	0.1%	3	0.2%
Caucasian, 18-24	224	13.7%	236	13.9%	230	13.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	35	2.1%	34	2.0%	32	1.9%
Two or More Races, 18-24	4	0.2%	6	0.4%	0	0.0%
Unknown, 18-24	2	0.1%	1	0.1%	5	0.3%
18-24 Total	299	18.3%	317	18.7%	315	18.6%
African American, 25-44	88	5.4%	5	0.3%	130	7.7%
American Indian/Alaskan Native, 25-44	6	0.4%	11	0.6%	9	0.5%
Asian, 25-44	9	0.5%	111	6.5%	7	0.4%
Caucasian, 25-44	633	38.7%	608	35.8%	607	35.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	55	3.4%	46	2.7%	59	3.5%
Two or More Races, 25-44	4	0.2%	2	0.1%	0	0.0%
Unknown, 25-44	1	0.1%	0	0.0%	7	0.4%
25-44 Total	796	48.6%	783	46.1%	819	48.3%
African American, 45-64	0	0.0%	81	4.8%	81	4.8%
American Indian/Alaskan Native, 45-64	65	4.0%	2	0.1%	6	0.4%
Asian, 45-64	5	0.3%	2	0.1%	4	0.2%
Caucasian, 45-64	2	0.1%	382	22.5%	339	20.0%
Hawaiian/Other Pacific Islander, 45-64	352	21.5%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	10	0.6%	8	0.5%
Two or More Races, 45-64	14	0.9%	0	0.0%	0	0.0%
Unknown, 45-64	1	0.1%	0	0.0%	0	0.0%
45-64 Total	439	26.8%	477	28.1%	438	25.8%
African American, 65+	2	0.1%	4	0.2%	3	0.2%
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+	50	3.1%	53	3.1%	56	3.3%
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	52	3.2%	57	3.4%	59	3.5%
Total	1,637	100.0%	1,699	100.0%	1,679	98.9%

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 has been consistent over the last three years.

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	Diversifying classes	Increased enrollment
2	Increase frequency of classes	Increased enrollment

Outcome #2: Course Success Rate

Baseline: 98.9 % (Average of last three years – 2022-23; 2023-24; 2024-25)
Standard: 99 %
Target: 100 %

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2022-2023	5,670	5,622	99.2%
2023-2024	6,197	6,129	98.9%
2024-2025	5,175	5,105	98.6%

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.)

Students enrolled in these courses are required to complete courses as part of their professional development within their specific field.

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	Work with stakeholders to register students for required job-related classes.	Track registrations.

Outcome #3: Sections Offered

Baseline: 388 # (Average of total sections offered for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 390 #
Target: 392 #

Sections Offered– Reporting Year – Summer, Fall, Spring	
Reporting Year	Total Sections Offered
2022-2023	383
2023-2024	409
2024-2025	373

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?)

Sections offered are scheduled according to stakeholder needs.

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	Offer sufficient sections as requested by stakeholders.	Track and schedule course sections offered.

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

Baseline: 172.38 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 175 #
Target: 178 #

Budget FTE Year	Budget FTE
2022-2023	165.92
2023-2024	186.92
2024-2025	164.30

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?)

Budget FTE calculations for these program offerings are part-time students and full-time working professionals. It would take more part-time hours to be equivalent to a full-time student FTE hours.

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	Diverse class offerings.	Maintain budget FTE calculations.

Section 3: Other Assessments

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

Other accreditations maintained by Occupational Extension Public Safety are:

- Accreditation through the NC Department of Justice – Sheriff’s Standards
- North Carolina Office of Emergency Medical Services
- North Carolina Office of State Fire Marshal

An on-site review for Fire Services was conducted September 2025. WCC has been reaccredited for Fire Services.

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	OE-Public Safety Continuing Educational Services (EMS) - Stryker Patient Moving Equipment Package	The patient moving equipment was placed into service in January 2023. It has allowed both paramedic and EMT students the ability to learn how to safely move patients onto a stretcher and move patients from elevated building levels with no elevator access. This equipment has been used in EMS 4200 (EMT) and EMS 4400 (Paramedic) classes for three semesters. Approximately one-hundred students have utilized the equipment. It has allowed students the opportunity to gain valuable experience of how to move patients safely from divers areas to the ambulance so they can be transported to medical facilities for care. Students in future classes will continue to benefit from the purchase of this equipment.
2024-25	OE - Fire Services - Seven (7) Sets of Fire Protection Turnout Gear	Based on limited funds, this objective was not approved for funding. This remains a funding priority and we intend to resubmit for the 2025-26 planning and budget cycle.

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

- Turnout gear
- Jail Cell – for jail searches
- Shooting simulator

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

One part-time Public Safety support position to aid in administrative duties in conjunction with Fire Services, Law Enforcement, and Emergency Medical Services.

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

- Clean Tower for Fire Training
- Simulation lab for EMS

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.

Strengths – Diversity of instructors and programs

Weaknesses – Lack of simulation lab space to conduct specialized training

Opportunities – There are opportunities to increase enrollment by offering different and more courses / programs

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>Renita Dawson</u>	11/30/2025