

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

Name of Program: Transitional Programs for College and Career

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The mission of the Transitional Programs for College and Career is to help adult learners fulfill their potential to become self-sufficient, contributing members of society, and to provide adult learners with the skills necessary to complete a secondary school education, to find meaningful employment, and to become parents who are full partners in the education of their children.

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 change to the mission statement at this time.

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 mission of Transitional Programs for College and Career (TPCC) strongly aligns with Wayne Community College's vision, mission, core values, and strategic goals. TPCC is committed to helping adult learners gain the skills, knowledge, and confidence needed to become self-sufficient, productive members of society. This mirrors the College's broader commitment to providing high-quality education that supports individual empowerment, workforce development, and community advancement.

By offering ABE/HSE and ELA instruction across diverse and accessible community locations, TPCC supports the College's priority of removing barriers and expanding educational access. The program also promotes student success by equipping learners with workforce-ready skills, secondary education completion pathways, and the literacy and language competencies needed for employment or further academic study. Additionally, TPCC's

partnerships with community agencies, employers, and correctional facilities reflect the College's emphasis on responsiveness to community and industry needs as well as its core values of equity, collaboration, and service.

Goal 1 – Access - Transitional Programs for College and Career expand access to adult education by providing ABE/HSE and ELA instruction in multiple non-traditional, community-based locations strategically placed throughout high-need areas of the county. Classes are offered in low-income neighborhoods, DART Cherry substance-abuse correctional facility and Neuse Correctional Institution, and other settings where adult learners naturally seek support. By reaching learners in workplaces, faith-based organizations, and correctional environments, the program reduces transportation, financial, and social barriers that often prevent participation, thereby ensuring equitable access for adult learners, English language learners, and justice-involved individuals.

To meet the needs of English Language Learners specifically, ELA classes are held both on campus and in locations with concentrated ELL populations, including Mount Olive WAGES, Spring Creek Middle School, Brogden United Methodist Church, the University of Mount Olive, Maria Reyna de las Americas, Butterball, and AP Exhaust Products Inc. This broad distribution of instructional sites enables learners to access educational opportunities where they live, work, and connect with community resources—strengthening the program's commitment to increasing student access across the county.

Goal 2: Ensure Program Excellence - TPCC collaborates with community partners, employers, schools, and correctional institutions to provide relevant, high-quality learning opportunities that respond to local workforce needs. This supports the College's emphasis on program excellence and community responsiveness.

Goal 3: Improve Student Success - The program prepares students to complete a high school credential, improve literacy and English proficiency, and obtain the foundational skills needed for employment or transition into post-secondary education. This aligns with the College's goal of helping students leave with meaningful credentials, employability skills, and pathways to college or careers.

Goal 4 – Ensure Institutional Quality - The mission of Transitional Programs for College and Career supports the College's goal of ensuring institutional quality by emphasizing continuous improvement, accountability, and learner-centered service. By committing to help adult learners become self-sufficient, employable, and fully engaged in their families and communities, the program reinforces the College's expectation that all departments operate with intentional planning, data-informed decision-making, and a focus on meaningful outcomes.

TPCC's mission drives the development of high-quality instructional practices, responsive program offerings, and support services that address real community needs. The program's broad outreach, diverse instructional sites, and emphasis on preparing adults for further education and employment reflect a strategic, mission-driven approach that aligns with the College's dedication to relevance, effectiveness, and continuous institutional improvement.

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
Adult High School Diploma	College & Career Readiness
General Education Development Diploma (GED)	College & Career Readiness
HiSet Diploma	College & Career Readiness
Basic Skills Plus	College & Career Readiness

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
New TABE Assessment Version	2025 -2026
New CASAS Assessment Version	2025 - 2026

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?)

Over the past three years, the TPCC department has added Video Conference Systems in Walnut 203 for English as Second Language Instruction to improve accessibility of off campus students participating in classroom activities.

New Electives have been added to the Adult High School course list from Edgenuity Online Course System.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	N/A	No record
2023-2024	N/A	No Record
2024-2025	TBA December 2025	Information based on Eastern Carolina Workforce Development Board

(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?)

Wayne County's low unemployment rate (4.2%) and the continued growth of its major industries—health care, manufacturing, and retail—highlight a strong demand for workers with foundational academic, communication, and technical skills. These needs align directly with TPCC's focus on ABE/HSE and ELA instruction, positioning the program to prepare adult learners for both immediate employment and advancement into higher-skilled roles.

Demographic trends, including a diverse population with significant Hispanic/Latino representation and a largely rural service area, reinforce the ongoing need for accessible English language instruction and community-based educational services. Economic challenges, such as high rates of low-income households and limited access to affordable housing, further underscore the importance of flexible scheduling, local instructional sites, and support services that reduce barriers to participation.

Local health-care shortages and the increasing sophistication of the manufacturing sector indicate growing demand for workers who possess health literacy, digital skills, and technical competencies. These trends create opportunities for TPCC to expand partnerships with health systems, manufacturing employers, and workforce agencies to develop bridge programs and credential pathways aligned with industry expectations.

Overall, TPCC demonstrates strong responsiveness to county needs through its distributed class locations, targeted ELA offerings, and emphasis on foundational skills that support workforce entry and educational advancement. Continued investment in industry partnerships, student support resources, and labor-market analysis will help ensure the program remains current, relevant, and aligned with the evolving economic landscape of Wayne County.

Section 2: Program Outcomes

Outcome #1: Enrollment (unduplicated)

Baseline: 1,500 # (Average of total enrollment for the last three years –2022-23; 2023-24; 2024-25)
Standard: 1,600 #
Target: 1,700 #

Program Enrollment

Program Enrollment (unduplicated)	
Program Year	Enrollment
2023	1,316
2024	1,560
2025	1,624

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2023		2024		2025	
	N	%	N	%	N	%
African American, Female	219	16.6%	312	20.0%	351	21.6%
American Indian/Alaskan Native, Female	10	0.8%	1	0.1%	0	0.0%
Asian, Female	14	1.1%	8	0.5%	5	0.3%
Caucasian, Female	381	29.0%	223	14.3%	155	9.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	26	2.0%	18	1.2%	229	14.1%
Two or More Races, Female	4	0.3%	14	0.9%	16	1.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	654	49.7%	576	36.9%	756	46.6%
African American, Male	282	21.4%	363	23.3%	434	26.7%
American Indian/Alaskan Native, Male	11	0.8%	12	0.8%	5	0.3%
Asian, Male	5	0.4%	3	0.2%	7	0.4%
Caucasian, Male	340	25.8%	273	17.5%	211	13.0%
Hawaiian/Other Pacific Islander, Male	1	0.1%	0	0.0%	1	0.1%
Hispanic/Latino, Male	21	1.6%	150	9.6%	182	11.2%
Two or More Races, Male	2	0.2%	13	0.8%	22	1.4%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	662	50.3%	814	52.2%	862	53.1%
Total	1,316	100.0%	1,390	89.1%	1,618	99.6%

Six students
did not
answer.

Ethnicity & Age Range Table

Ethnicity & Age Range	2023		2024		2025	
	N	%	N	%	N	%
African American, Under the age of 18	77	5.9%	80	5.1%	65	4.0%
American Indian/Alaskan Native, Under the age of 18	1	0.1%	1	0.1%	2	0.1%
Asian, Under the age of 18	1	0.1%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	88	6.7%	68	4.4%	54	3.3%
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%	32	2.1%	42	2.6%
Two or More Races, Under the age of 18	1	0.1%	12	0.8%	17	1.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	169	12.8%	193	12.4%	180	11.1%
African American, 18-24	128	9.7%	146	9.4%	151	9.3%
American Indian/Alaskan Native, 18-24	6	0.5%	3	0.2%	1	0.1%
Asian, 18-24	3	0.2%	1	0.1%	0	0.0%
Caucasian, 18-24	182	13.8%	102	6.5%	68	4.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	0.5%	67	4.3%	89	5.5%
Two or More Races, 18-24	1	0.1%	10	0.6%	8	0.5%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	326	24.8%	329	21.1%	317	19.5%
African American, 25-44	216	16.4%	354	22.7%	442	27.2%
American Indian/Alaskan Native, 25-44	12	0.9%	5	0.3%	1	0.1%
Asian, 25-44	9	0.7%	7	0.4%	8	0.5%
Caucasian, 25-44	318	24.2%	235	15.1%	182	11.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	22	1.7%	167	10.7%	199	12.3%
Two or More Races, 25-44	4	0.3%	4	0.3%	10	0.6%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	581	44.1%	772	49.5%	842	51.8%
African American, 45-64	61	4.6%	73	4.7%	99	6.1%
American Indian/Alaskan Native, 45-64	2	0.2%	4	0.3%	1	0.1%
Asian, 45-64	2	0.2%	0	0.0%	1	0.1%
Caucasian, 45-64	112	8.5%	83	5.3%	53	3.3%
Hawaiian/Other Pacific Islander, 45-64	1	0.1%	0	0.0%	1	0.1%
Hispanic/Latino, 45-64	18	1.4%	64	4.1%	76	4.7%
Two or More Races, 45-64	0	0.0%	1	0.1%	4	0.2%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	196	14.9%	225	14.4%	235	14.5%
African American, 65+	19	1.4%	22	1.4%	29	1.8%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	4	0.3%	3	0.2%	3	0.2%
Caucasian, 65+	21	1.6%	8	0.5%	10	0.6%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	8	0.5%
Hispanic/Latino, 65+	0	0.0%	8	0.5%	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	44	3.3%	41	2.6%	50	3.1%
Total	1,316	100.0%	1,560	100.0%	1,624	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 English as A Second Language Program has the potential to increase in population by adding opportunities for more online instruction. The TPCC Department will purchase more in class Audio Visual (Cameras) Conference System to increase enrollment in ESL classes.

The same system could also be used in the same classes for other TPCC programs; such as Adult High School, High School Equivalency, and Adult Basic Education Instruction 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	Recruitment through College social media pages for initial enrollment	Track the number of first time or returning students when registering for the Student Orientation.
2	Acceptance of new students through the Wayne County Reentry Council and the court system	Track the enrollment of new students referred to the TPCC department by the Reentry Council and the judicial system

Outcome #2: Retention

Baseline: 86.2 % (Average of last three years – 2023, 2024, 2025 program retention)
Standard: 88% %
Target: 90% %

Program Year	Retention Rate
2023	83.4%
2024	87.5%
2025	87.6%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2023		2024		2025	
	N	%	N	%	N	%
African American, Female	172	15.7%	274	20.1%	307	21.7%
American Indian/Alaskan Native, Female	6	0.5%	1	0.1%	0	0.0%
Asian, Female	12	1.1%	7	0.5%	4	0.3%
Caucasian, Female	318	29.0%	204	14.9%	134	9.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	14	1.3%	158	11.6%	205	14.5%
Two or More Races, Female	2	0.2%	10	0.7%	13	0.9%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	524	47.8%	654	47.9%	663	46.8%
African American, Male	236	21.5%	316	23.2%	385	27.2%
American Indian/Alaskan Native, Male	10	0.9%	12	0.9%	4	0.3%
Asian, Male	5	0.5%	3	0.2%	7	0.5%
Caucasian, Male	300	27.3%	239	17.5%	176	12.4%
Hawaiian/Other Pacific Islander, Male	1	0.1%	0	0.0%	1	0.1%
Hispanic/Latino, Male	19	1.7%	131	9.6%	165	11.6%
Two or More Races, Male	2	0.2%	0	0.0%	17	1.2%
Unknown, Male	0	0.0%	10	0.7%	0	0.0%
Male Total	573	52.2%	711	52.1%	755	53.2%
Total	1,097	100.0%	1,365	100.0%	1,418	100.0%

Three students did not answer

Ethnicity & Age Range Table

Ethnicity & Age Range	2023		2024		2025	
	N	%	N	%	N	%
African American, Under the age of 18	64	5.8%	36	2.6%	27	1.9%
American Indian/Alaskan Native, Under the age of 18	1	0.1%	0	0.0%	1	0.1%
Asian, Under the age of 18	1	0.1%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	75	6.8%	27	2.0%	24	1.7%
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%	15	1.1%	14	1.0%
Two or More Races, Under the age of 18	1	0.1%	7	0.5%	10	0.7%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	143	13.0%	85	6.2%	76	5.3%
African American, 18-24	98	8.9%	153	11.2%	146	10.3%
American Indian/Alaskan Native, 18-24	5	0.5%	4	0.3%	1	0.1%
Asian, 18-24	3	0.3%	1	0.1%	0	0.0%
Caucasian, 18-24	155	14.1%	108	7.9%	67	4.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	0.3%	63	4.6%	90	6.3%
Two or More Races, 18-24	1	0.1%	9	0.7%	8	0.6%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	265	24.2%	338	24.8%	312	22.0%
African American, 25-44	174	15.9%	317	23.2%	401	28.2%
American Indian/Alaskan Native, 25-44	8	0.7%	5	0.4%	1	0.1%
Asian, 25-44	8	0.7%	6	0.4%	7	0.5%
Caucasian, 25-44	273	24.9%	218	16.0%	161	11.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	16	1.5%	144	10.5%	184	12.9%
Two or More Races, 25-44	2	0.2%	3	0.2%	9	0.6%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	481	43.8%	693	50.8%	763	53.7%
African American, 45-64	72	6.6%	74	5.4%	108	7.6%
American Indian/Alaskan Native, 45-64	2	0.2%	4	0.3%	1	0.1%
Asian, 45-64	5	0.5%	0	0.0%	1	0.1%
Caucasian, 45-64	115	10.5%	88	6.4%	54	3.8%
Hawaiian/Other Pacific Islander, 45-64	1	0.1%	0	0.0%	1	0.1%
Hispanic/Latino, 45-64	13	1.2%	66	4.8%	78	5.5%
Two or More Races, 45-64	0	0.0%	0	0.0%	4	0.3%
Unknown, 45-64	0	0.0%	1	0.1%	0	0.0%
45-64 Total	208	19.0%	233	17.1%	247	17.4%
African American, 65+	0	0.0%	10	0.7%	11	0.8%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	3	0.2%	3	0.2%
Caucasian, 65+	0	0.0%	2	0.1%	4	0.3%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	1	0.1%	5	0.4%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	16	1.2%	23	1.6%
Total	1,097	100.0%	1,365	100.0%	1,421	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.)*

Recent retention data for Transitional Programs for College and Career (TPCC) indicate generally stable persistence among Adult Basic Education (ABE) and High School Equivalency (HSE) learners, with identified fluctuations primarily within the English Language Acquisition (ELA) population. Several external and internal factors have contributed to these trends.

A significant influence on ELA retention has been heightening community concern related to federal immigration enforcement activities, including ICE monitoring. These concerns have led some students to limit travel, reduce public visibility, or delay educational participation, resulting in decreased attendance and higher withdrawal rates. Additionally, staffing challenges—including retirements, vacancies, and delays in hiring qualified instructors—temporarily reduced instructional continuity and limited the program’s ability to offer consistent class schedules at certain sites. These disruptions affected learner engagement and course persistence across multiple instructional areas.

Despite these challenges, TPCC continues to employ a broad range of retention strategies. Instructors and support staff maintain proactive communication with students through phone calls, text messages, email, Facebook, and other social media platforms. Staff also provide individualized student counseling to address attendance barriers, clarify academic expectations, and connect learners with community resources. These efforts have contributed to improved re-engagement and helped stabilize retention where possible.

To strengthen retention moving forward, TPCC plans to (1) expedite recruitment and onboarding processes to reduce instructional gaps caused by staff turnover; (2) expand culturally responsive communication strategies to support ELA learners experiencing fear or uncertainty related to immigration enforcement; (3) increase outreach through digital platforms to maintain consistent contact with learners; and (4) enhance student support services, including early-alert systems and targeted follow-up for at-risk learners. These changes are expected to provide greater instructional consistency, build trust with vulnerable populations, and improve overall persistence across program areas.

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	Continue to offer diverse ways to study and take classes.	Retention percentage

Outcome #3: Completers (*unduplicated*)

Baseline: 66 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: 70 #
Target: 90 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Program Year	Total Completers
2023	54
2024	75
2025	69

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2023		2024		2025	
	N	%	N	%	N	%
African American, Female	7	13.0%	12	16.0%	14	20.3%
American Indian/Alaskan Native, Female	1	1.9%	0	0.0%	0	0.0%
Asian, Female	1	1.9%	0	0.0%	0	0.0%
Caucasian, Female	13	24.1%	14	18.7%	11	15.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	3	4.0%	6	8.7%
Two or More Races, Female	0	0.0%	3	4.0%	1	1.4%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	22	40.7%	32	42.7%	32	46.4%
African American, Male	5	9.3%	12	16.0%	12	17.4%
American Indian/Alaskan Native, Male	0	0.0%	1	1.3%	0	0.0%
Asian, Male	1	1.9%	0	0.0%	0	0.0%
Caucasian, Male	26	48.1%	22	29.3%	18	26.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	7	9.3%	3	4.3%
Two or More Races, Male	0	0.0%	1	1.3%	3	4.3%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	32	59.3%	43	57.3%	36	52.2%
Total	54	100.0%	75	100.0%	68	98.6%

One student
did not
answer.

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2023		2024		2025	
	N	%	N	%	N	%
African American, Under the age of 18	3	5.6%	8	10.7%	6	8.7%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	1	1.3%	0	0.0%
Asian, Under the age of 18	1	1.9%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	7	13.0%	15	20.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	5	6.7%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	2	2.7%	3	4.3%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	11	20.4%	31	41.3%	9	13.0%
African American, 18-24	6	11.1%	7	9.3%	13	18.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	1.9%	0	0.0%	0	0.0%
Caucasian, 18-24	15	27.8%	9	12.0%	10	14.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	4	5.3%	5	7.2%
Two or More Races, 18-24	0	0.0%	2	2.7%	1	1.4%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	22	40.7%	22	29.3%	29	42.0%
African American, 25-44	2	3.7%	9	12.0%	6	8.7%
American Indian/Alaskan Native, 25-44	1	1.9%	0	0.0%	0	0.0%
Asian, 25-44	17	31.5%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	11	14.7%	17	24.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	1.3%	3	4.3%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	1.4%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	20	37.0%	21	28.0%	27	39.1%
African American, 45-64	1	1.9%	0	0.0%	1	1.4%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	1.3%	2	2.9%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	1.9%	1	1.3%	3	4.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	1	1.4%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	1	1.4%
Total	54	100.0%	75	100.0%	69	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 number of GED completers has been affected by how the NC Community Systems Office grants credit for GED test completers. The policy changed from credit given to the institution where the student completed testing to credit is given to the institution the student prepared for testing.

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	Track unenrolled students who do not pass the GED or HiSet tests and recruit them for class preparation enrollment.	Track the number of students who do not complete a GED or HiSet test who enroll.
2	Implement an Academic Probation Procedure to set goals for students to aid in completing programs in a timely manner	Track the number of students who are removed from Academic probation.

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

Baseline: 235.8 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 250 #
Target: 265#

Reporting Year	Budget FTE
2022-2023	193.0
2023-2024	252.1
2024-2025	262.3

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) students 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?)*

Over the past three academic years, the program’s Budget FTE has demonstrated consistent and meaningful growth. The program generated 193.0 FTE in 2022–2023, followed by a strong increase to 252.1 in 2023–2024, and continued upward to 262.3 for 2024–2025. This sustained progression reflects continued program relevance and student demand.

Budget FTE has increased over the past three years. We will continue to recruit students to complete their high school equivalency and adult high school diplomas and recruit students for ELL programs while instituting measures to keep all students in class longer. This focus on both recruitment and retention supports ongoing growth in enrollment hours and sustained student engagement.

Although overall instruction hours could be affected by challenges due to new national legislation regarding undocumented individuals enrolled in the CCR program, we remain committed to supporting all eligible learners. We will continue to offer traditional and non-traditional modes of instruction to maintain accessibility and engagement, including flexible scheduling, varied instructional delivery formats, and expanded support services.

In addition, the TPCC department will install an Audio-Visual Conference System to enhance online-classroom connectivity and provide expanded instructional delivery options. This enhancement is expected to broaden access, strengthen participation for remote learners, and ultimately increase classroom enrollment.

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 Classroom enrollment in ABE, HSE, and AHS class	Track enrollment in ABE, HSE and AHS classes
2	Seek opportunities to open off campus class sites for ABE/HSE or ESL enrollment	Evaluate the number of new classes offered off-site

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.)

In addition to traditional academic performance measures, our program uses multiple assessment methods—such as surveys, to evaluate program effectiveness and guide continuous improvement.

- 1. Faculty Evaluations:**
At the end of each class, students complete faculty evaluations. These evaluations provide feedback on instructional quality, communication, course organization, and overall student engagement. Faculty and program leadership review the results each term to identify areas of strength and opportunities for professional development or instructional improvement.
- 2. Program Evaluations for Graduating Students (AHS and HSE):**
Adult High School (AHS) and High School Equivalency (HSE) graduates complete a comprehensive program evaluation. Of the respondents, **63.64% were AHS students and 36.36% were HSE students**. Key findings include:
 - a. 97.73% reported that their advisor counseled them on their potential for success throughout the program.**
 - b. Students identified the most helpful instructional formats as:**
 - i. Online coursework: 46.34%**
 - ii. Face-to-face instruction: 29.27%**
 - iii. Hybrid courses: 24.39%**
 - c. 100% stated they would recommend Wayne Community College to their family and friends.**

Use of Assessment Data to Improve the Program:
Feedback collected from these assessments is used to strengthen both instruction and student support services. For example, the high value placed on advising reinforces the importance of sustained academic counseling and may lead to expanded advisor training or student-advisor touchpoints. Preferences for instructional formats help guide scheduling decisions, resource allocation, and the development of flexible learning options. Faculty evaluation results inform professional development priorities and instructional enhancements. Finally, overall satisfaction measures help validate program strengths while also highlighting potential areas for future improvement.

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

Summary of Planning Objectives

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

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

The TPCC anticipates an upgrade in the operating systems or new computers because software systems will be increasing to Windows 11 and 13, and the current computers will soon no longer be able to operate effectively. We will submit a planning objective in consultation with our campus Information Technology department to update the operating systems in our classrooms

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

The TPCC will need to hire more part-time staff to meet the needs of the Winders, DART and Neuse Correction facilities to meet the needs of the new and existing classrooms.

On campus, the department needs a math instructor (part or full time), Program Quality Coordinator (to help monitor data and make suggestions for quality control) and ESL instructors to meet the growing enrollment.

More personnel are needed to make sure students are properly served in instruction, pre and post testing assessment.

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

There is a need for more on-campus classroom space during peak morning hours fully equipped with technology such as smartboards, whiteboards, projectors, and/or cameras.

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

Overall, TPCC students have benefited from strong collaboration with campus support services; however, growing demand indicates the need for expanded capacity over the next three years. Students referred to Library Services for computer loans and access to research facilities were well supported, though inventory limitations occasionally prevented all requests from being fulfilled. As technology access remains essential for classwork, assessment, and digital literacy development, increased availability of loaner devices and extended computer lab access will be critical to meeting future needs.

Referrals to the Student Counseling Department for mental health and emotional support were successfully accommodated, and counseling services have played an important role in helping TPCC learners manage stress, personal challenges, and academic pressures. Given the ongoing socioeconomic and life-balance challenges faced by many adult learners, continued investment in timely, culturally responsive counseling services will be necessary to maintain student stability and persistence.

Additionally, TPCC students who accessed the WCC Pantry received sufficient food and personal-care support. As many adult learners experience financial insecurity, sustained and possibly expanded pantry resources—and

clearer communication about available services—will help address basic-needs barriers that affect attendance and retention.

These observations suggest that while existing academic and student support services are effective, increased capacity in technology access, counseling availability, and basic-needs support will be essential to fully meet the needs of TPCC students in the coming years.

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

Strengths:

TPCC offers multiple accessible and flexible instructional formats, including in-person, online, and Skype-based learning, allowing students to pursue High School Equivalency (HSE) or Adult High School (AHS) pathways through Imagine Edgenuity as well as traditional classroom instruction. The program provides ELA classes both on campus and off campus at seven county locations, expanding reach and removing transportation barriers. Additionally, Quest Academy serves higher-level ELA students by developing advanced language skills and connecting them to occupational programs, certifications, or further academic study. TPCC consistently works to increase student transitions into post-secondary education, career training, and employment, demonstrating a strong commitment to workforce-aligned outcomes.

Weaknesses:

The program is affected by external conditions that are not internally controllable, including federal and state policy changes. Shifts in legislation regarding undocumented individuals enrolled in CCR programs can create uncertainty for students and may negatively impact ELA enrollment and the scope of services that can be provided. These external constraints can challenge staffing plans, instructional hours, and long-term program planning.

Opportunities:

There is significant potential to expand innovative delivery methods, including the use of technology-enhanced instruction such as the installation of the Audio-Visual Conference System that will increase access to online-classroom experiences and broader participation. Enhanced recruitment efforts for HSE, AHS, and ELL students, as well as initiatives to keep students engaged longer, can further increase instructional hours and Budget FTE. Strengthening employer partnerships, expanding community-based instruction, and increasing pathway visibility can accelerate transitions into occupational programs and academic advancement.

Threats:

Environmental and policy-driven changes represent ongoing operational risks, especially legislative shifts governing eligibility and enrollment for immigrant and undocumented learners. Economic fluctuations, resource constraints, and shifts in state or federal funding priorities may also impact program capacity. These external threats can disrupt enrollment trends and influence the overall stability of instructional hours.

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

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 11/25/2025

VP / Date: Renita Dawson 11/25/2025

Administrator Approval / Date: Renita Dawson 11/25/2025