Name of Program: Transitional Programs for College and Career (TPCC)

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.)*

The Transitional Programs for College and Career serves Adult Basic Education, High School Equivalency, Adult High School, and English Language Acquisition students. All of these students enter our program with varying levels of education. It is our job to assess each student through placement testing, create an educational plan based on testing results and help the student reach their goal or goals.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.
        Goal 1: Increase Student Access
        Goal 2: Ensure Program Excellence
        Goal 3: Improve Student Success
   **Goal 4: Ensure Institutional Quality**

Transitional Programs for College and Career offers ABE/HSE classes in low income areas of the county, as well as through city housing projects, Vocational Rehabilitation, the Day Reporting Center, DART Cherry drug and alcohol correctional site, and Neuse Correctional. ELA classes are offered on campus and in targeted areas with high ELL populations. ELA courses are offered at locations such as Mount Olive Wayne Action Group for Economic Solvency (WAGES), Literacy Connections of Wayne County, Spring Creek Middle School, Brogden United Methodist Church, the University of Mount Olive, the Pikeville Library, Maria Reina de las Americas, and Iglesia Pentecostes. AHS classes are available at the college's main campus location, as well as online.

Programs / Courses Offered: Utilizing the table below, list all programs and/or courses offered.

Program / Course Type	Program / Course Title
Competency-Based Work-Relevant Curriculum	Adult Basic Education (ABE)
24 Course Program	Adult High School (AHS)
Diploma	High School Equivalency Diploma (HSED)
English Language Skills	English Language Acquisition (ELA)
HSE and AHS Pathway	Basic Skills Plus

Registration (Reporting Year – Summer, Fall, Spring)

| Registration *(unduplicated)*		
Reporting Year (Summer, Fall, Spring)	Registration	3-Year Average
2017-2018	4778	4758
2018-2019	4642	4647
2019-2020	3934	4451
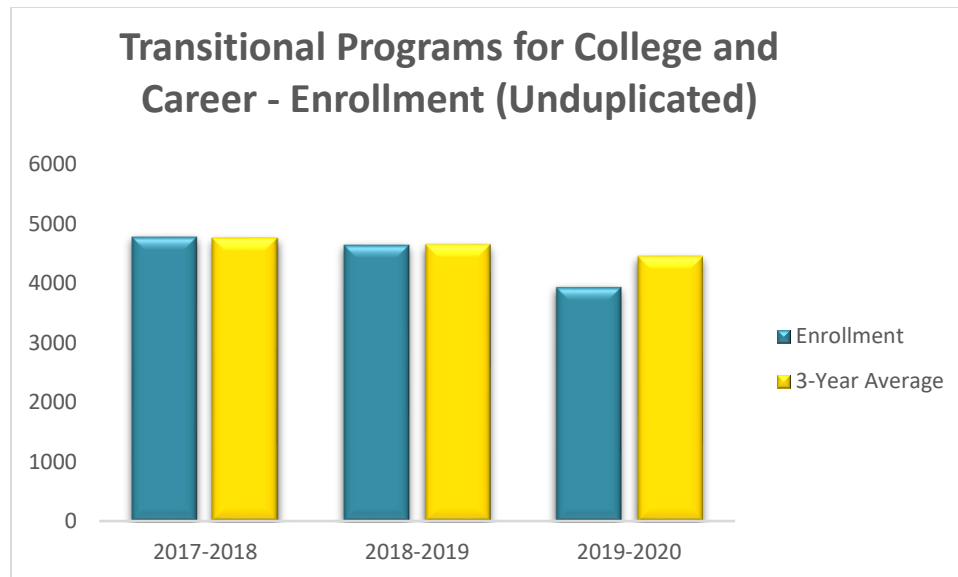
Provide narrative for analysis of registration. *(Is registration increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to improve or increase registration.)*

The Covid-19 Pandemic in the spring of 2020 accounts for the drop in registration for that year. Even though, we could continue to offer our ABE, AHS, HSE, and ELA classes virtually, we could not register students at Neuse Correction, DART Cherry, and Worksource East. These facilities are strictly face-to-face class situations. When the facilities are allowed to re-open, our registration numbers will increase.

TPCC Program Review and Outcome Assessments, 2020-21

Program Budget Full-Time Equivalent (BFTF) (Reporting Year – Summer, Fall, Spring)

Budget Full-Time Equivalent (BFTF)				
Reporting Year	**Summer**	**Fall**	**Spring**	**Total**
2017-2018	51.36	100.76	94.75	246.87
2018-2019	54.75	84.12	109.93	248.80
2019-2020	48.40	89.91	63.82	202.13
Total	154.51	274.79	268.50	697.80
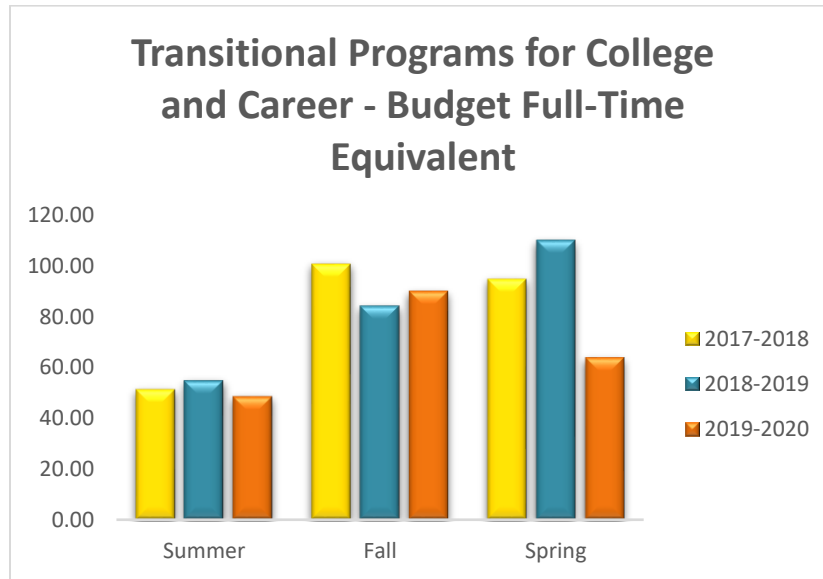
Analysis of program budget full-time equivalent (BFTF) *(What is the program budget FTE data indicating? Is the program budget FTE increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to increase program budget FTE.)*

The TPCC budget FTE was for the most part increasing during the 2017/18, 2018/19 and 2019/20 reporting years. There were fluctuations within each year between Summer, Fall, and Spring semesters. The budget increase is attributed to the fact that even though enrollment dropped, student retention increased which in turn increased student hours. The budget drop for spring 2020 was due to the COVID-19 pandemic. All campus and off-campus face-to-face classes became virtual and the department lost students/hours at DART Cherry, Neuse Correction, and Worksource East when those facilities were completely shut down When all classes resume, the budget FTE will begin to rise again.

TPCC Program Review and Outcome Assessments, 2020-21

Activities to ensure program is current (2017-18; 2018-19; 2019-20 – Reporting Year, Summer, Fall, Spring)
List program curriculum changes, revisions, and/or deletions.

Course Title	Date – Updated / Revised / Deleted
ABE and HSE courses	March 2020 became Hybrid or Blended
Transitions class	Implemented Spring 2021
ABE – online Edgenuity software	Fall 2020 (video based instruction)
ABE – online Essential Ed software	Spring 2019 to replace ITTS program (TABE prep)
Fundamental Math class	Implemented Fall 2019
Intermediate Reading class	Implemented Fall 2020

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?)*

The TPCC department has added classes and software during the past three years in order to better serve lower level students. The Fundamental Math class was added as a face to face class to help students with basic math gaps. Intermediate Reading is also face to face instruction for students who need remediation and who have an AHS goal. The Edgenuity software is video based for low level students who need teacher led instruction. The software has been very popular since we added it in the Fall of 2020. We have 118 students enrolled in it during Spring, 2021.

Advisory Committee: dates, summary of minutes, activities (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2017-2018	Meeting was held by previous director but no minutes filed.	
2018-2019	March 27, 2019	Updates provided for the ELL Program's progress; Quest Program; Off-campus ELL classes are necessary and growing; and graduation updates
2019-2020	No Advisory Meeting has been held due to COVID	

(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, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? What resources might your program need?)*

Transitional Programs offers Business and Health ABE Pathway classes for ABE/HSE students. Through the Basic Skills Plus program students are dual enrolled so that they can work on a high school diploma and take college level-courses to earn credits simultaneously. The college offers career tracks such as certified nurse aide, machining, medical office administration, turfgrass management, and EMT basic. TPCC's Quest Academy is designed for higher level ELL students to help them transition to postsecondary courses and training for higher paying jobs. Quest Academy combines English language learning and academics with technical and occupational training.

Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

Labor Market Data provided by the Office of Institutional Effectiveness applies to job titles and positions for Continuing Education program offerings not specifically those for Transitional Programs for College and Career Promise.

Section 2: Faculty Profile

Have all faculty credentials been verified? (*Verify required documents are in personnel files.*)
Yes ☒   No ☐

**List of Faculty and Status (2017-18; 2018-19; 2019-20 – Reporting Year – Summer, Fall, Spring)**

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Michael McCrae	Full-time	24	24
David McKeel	Full-time	20	20
Brandie Pavon	Full-time	3	3
Tim Rose	Full-time	15	15
Rebecca Whitman	Full-time	6	6
Sherri Winstead	Full-time	2	2
Eddie Yelverton	Full-time	20	20
Sandra Waddell	Part-time	15	15
Yanet Cast	Part-time	4	4
Daryl Boyette	Part-time	3	3
Seely Nixon	Part-time	4	4
Sherri Stafford	Part-time	3	3
Adda Duque	Part-time	4	4
Maria Gonzalez	Part-time	1	1
Bonnie Smith	Part-time	5	5
Joyce Yonke	Part-time	12	12
Thelma Reid	Part-time	15	15
Lori Batten	Part-time	6	6
Connie Thompson	Part-time	5	5

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

As of spring semester 2021, Transitional Programs has six full-time faculty and nine adjunct faculty members. Classes are also taught by three full-time staff members which allows for coverage of classes.   Full-time faculty average teaching load is from 24-30 hours per week depending on the courses and locations. Adjunct faculty members teach a maximum of 20 hours per week.

Gender *(unduplicated)* Reporting Year – Summer, Fall, Spring						
Gender (unduplicated)	2017-18		2018-19		2019-20	
	N	%	N	%	N	%
Female	857	47%	823	45%	709	46%
Male	974	53%	1014	55%	822	54%
Total	1831	100%	1837	100%	1531	100%
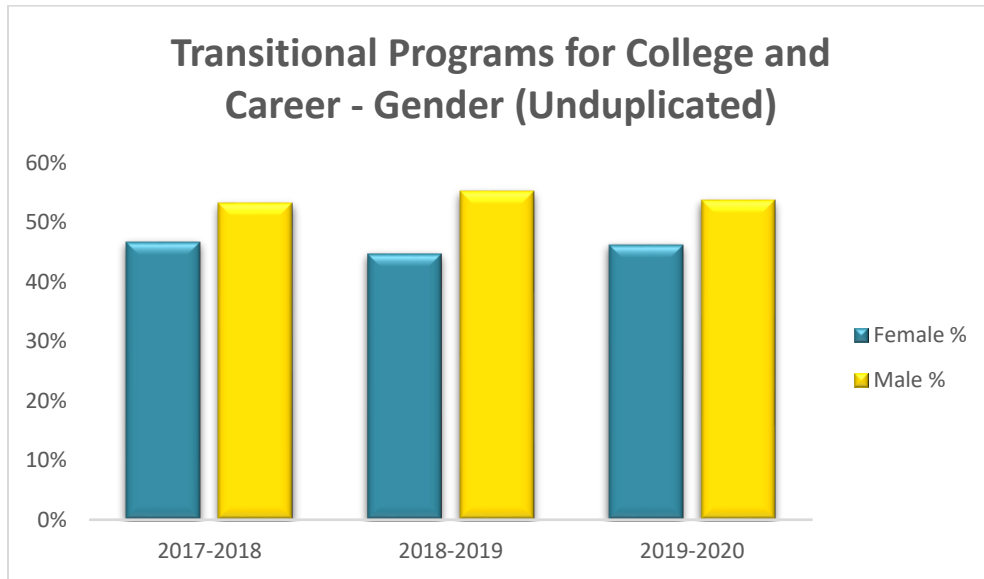
Ethnicity *(unduplicated)* Reporting Year – Summer, Fall, Spring															
Academic Year	American Indian		Asian or Pacific Islander		African American		Hispanic		Caucasian		Other / Unknown / Multiple		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	30	2%	74	4%	638	35%	520	28%	562	31%	7	0%	1831	100%
2018-19	34	2%	49	3%	616	34%	546	30%	585	32%	7	0%	1837	100%
2019-20	27	2%	38	2%	499	33%	531	35%	431	28%	5	0%	1531	100%

TPCC Program Review and Outcome Assessments, 2020-21
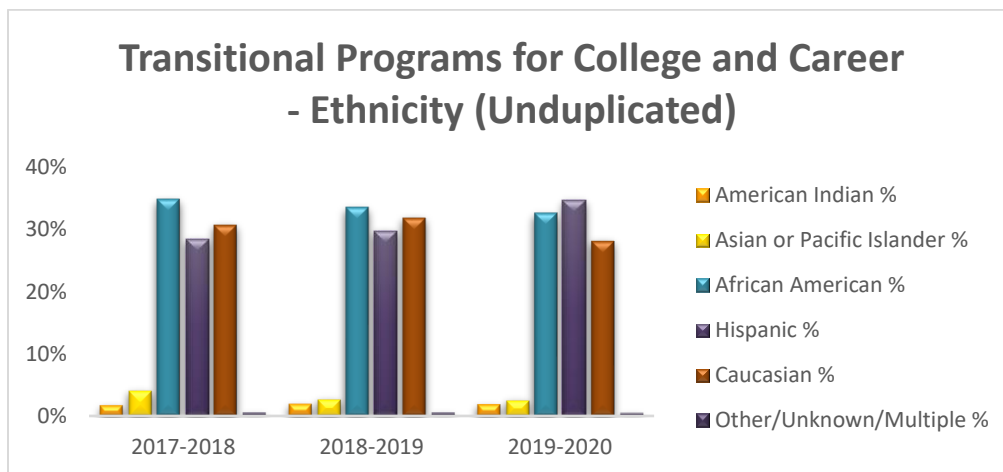
Age *(unduplicated)* Reporting Year – Summer, Fall, Spring												
Academic Year	Under 18		18-24 years		25-34 years		35-44 years		45 and older		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
2017-18	65	4%	615	34%	502	27%	367	20%	282	15%	1831	100%
2018-19	51	3%	584	32%	533	29%	359	20%	310	17%	1837	100%
2019-20	57	4%	442	29%	448	29%	331	22%	253	17%	1531	100%
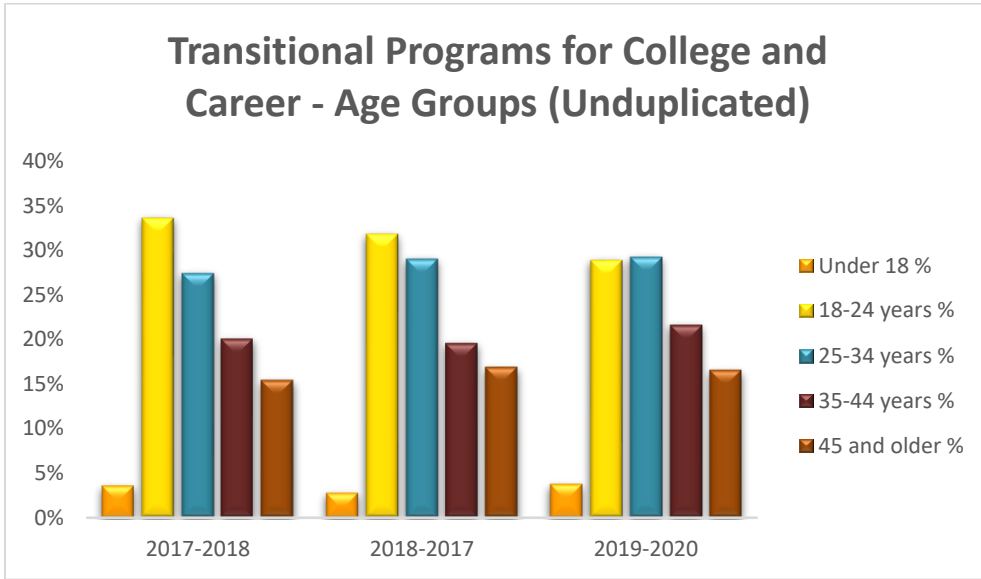
Provide narrative for analysis of student demographics. *(How are you recruiting/retaining a diverse population of students? What are some ways you can increase student diversity in your program?)*

Transitional Program demographics remain constant with a majority of students between the ages of 18-24 years old and the second largest group between 25-34 years old. The majority of TPCC students are male and African-American. The male population is higher in part due to the classes at DART Cherry and Neuse Correction which are male correctional sites. Students under 18 years are enrolled with TPCC because they either dropped out of school or have relocated to Wayne County and chose this program over the Wayne County Public Schools.

TPCC Program Review and Outcome Assessments, 2020-21

Section 4: Program Outcomes

Outcome #1: Completers *(unduplicated)*

Baseline: 111 # (*Average of total completers for the last three years – 2017-18; 2018-19; 2019-20*)
Standard: 115 #
Target: 120 #

Number of Completers *(unduplicated) – Reporting Year – Summer, Fall, Spring*			
Reporting Year	**Adult High School (AHS)**	**High School Equivalency GED (HSEGED)**	**High School Equivalency HiSET (HSEHISET)**	**Total**
2017-2018	25	38	60	123
2018-2019	26	27	77	130
2019-2020	22	17	43	82

Transitional Programs for College and Career - Completers (Unduplicated)
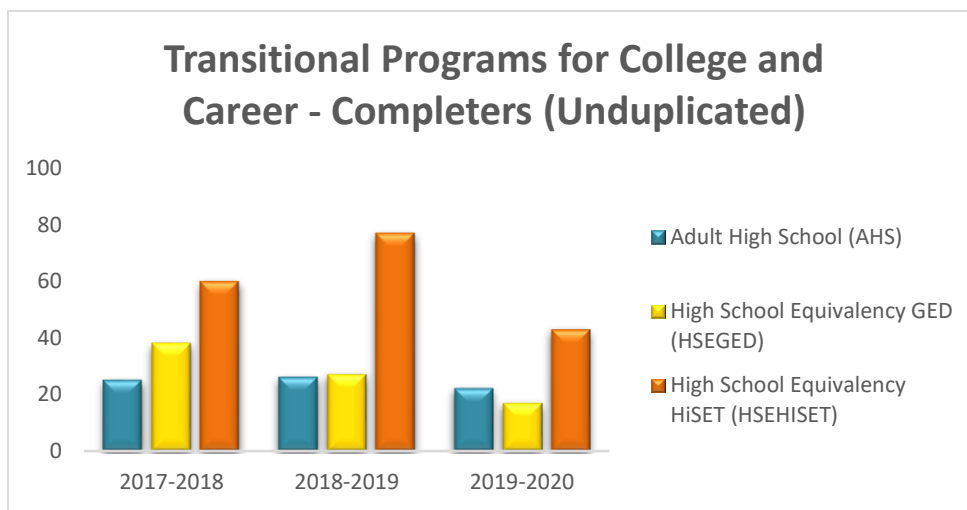
Provide narrative for analysis of completers. *(How might you increase the number of completers in your program?)*

The number of completers has always increased each year until 2019/2020. This was due to the COVID-19 Pandemic. The TPCC department lost graduates in the spring of 2020 since all HSE testing (HiSET and GED) was shut down because of the Pandemic. Adult High School classes had to go virtual instead of face-to-face so this interfered with students completing their courses. When all classes on and off campus are able to resume, the number of students completing their programs will increase.

Provide narrative for analysis of completer standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New completer standard and target was set based on the three-year baseline data from 2017-18, 2018-19 and 2019-20.

The standard has been set at 115(#) and the target at 120(#).

Identify Completer Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increase number of AHS/HSE completers.	June, 2022	Number of graduates

Outcome #2: Sections Offered

Baseline: 303 # (*Average of last three years – 2017-18; 2018-19; 2019-20; BSP-2000 sections offered*)
Standard: 305 #
Target: 307 #

Reporting Year (Summer, Fall, Spring)	Sections Offered	Sections Completed	Total Sections
2017-2018	291	291	291
2018-2019	318	318	318
2019-2020	301	301	301

Provide narrative for analysis of sections offered. *(Are students more successful in section offerings during certain semesters or via certain delivery methods? Do you plan to make any changes to sections offered based upon your analysis of the data?)*

Students have been successful in both face-to-face and online classes. The number of sections or courses offered during a school year is determined by which semester it is and what courses are needed that semester.

Provide narrative for analysis of sections offered standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New sections offered standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at 305(#) and the target at 307(#).

Identify Sections Offered Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Analyze sections offered based on semester offerings	Spring 2022	Sections and/or course offerings provided to meet the demand

Outcome #3: Course Success Rate (all delivery methods) (*Course Success Rate tab*)

Baseline: 87 **%** (*Average course success students for the last three years – 2017-18; 2018-19; 2019-20*)
Standard: 89 %
Target: 91 %

Reporting Year Summer, Fall, Spring	Course Enrolled Students	Course Success Students	Course Success Rate
2017-2018	4778	4097	86%
2018-2019	4642	4061	87%
2019-2020	3934	3479	88%

Provide narrative for analysis of student success in courses. *(Are students more successful in course offerings in face-to-face, online, hybrid, or blended methods of course delivery? Do you plan to make any changes to course offerings based upon your analysis of the data?)*

Transitional Program students who are studying to earn their HSE or AHS diploma or ABE students studying to improve math and reading skills are given the option to attend face-to-face classes or complete courses online. Students are the most successful in face-to-face classes which of course makes sense. During the last three years, more students have taken classes online and been successful. With an 88% course success, obviously students have been successful with all course delivery.

Provide narrative for analysis of student success in courses standard/target. *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New course success rate standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at 89(%) and the target at 91(%).

Identify Student Success in Courses Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Provide more face-to-face course offerings	Spring 2022	Students will be more successful with the face-to-face course offerings.

TPCC Program Review and Outcome Assessments, 2020-21

Outcome #4: Basic Skills Student Progress (NCCCS Performance Measure)

Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.

Baseline: 47% (2017-18 = 49%; 2018-19 = 45.4%)
Standard: 49%
Target: 51%

2020-2021 Action / Strategy Items: *(carried forward outcomes)*

Item #	Action / Strategy Items: *(Actions / strategies identified in the 2019-20 program outcome assessment follow-up.)*	Results / Use of Results: *(Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)*
1	Add computer based TABE and CASAS testing. *(Performance Measures Year-End Report)*	Implementation of TABE computer based testing is complete. CASAS will be completed by Summer, 2021.
2	Implement Edgenuity My Path software program for low level students. *(Performance Measures Year-End Report)*	Implementation of Edgenuity software is complete.

YEAR	Adult Basic and Secondary Education						English as a Second Language						Total	
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6		
	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP/ MSG	POP	MSG
2017-18	48 58%	203 57%	432 52%	251 47%	103 40%	68 51%	26 58%	47 49%	118 56%	98 47%	87 40%	89 22%	1570	48.7%

Source: NCCCS Performance Measures for Student Success Report

YEAR	Adult Basic and Secondary Education						English as a Second Language			Total		
	Levels 1-4			Levels 5-6			Levels 1-6					
	POPs	MSGs	MSG	POPs	MSGs	MSG	POPs	MSGs	MSG	POP	MSGs	MSG
2018-19	877	395	45%	168	87	52%	467	205	44%	1512	687	45.4%

Source: NCCCS Performance Measures for Student Success Report

Provide narrative for analysis of Basic Skills Progress. *(Based on the performance measure data, provide a narrative of your analysis of Basic Skills Progress. Indicate factors that may have affected the data. State any changes you plan to make for continuous improvement.)*

TPCC Program Review and Outcome Assessments, 2020-21

The Transitional Programs for College and Career Basic Skill Progress was 45.4%. This was above the College Average level in Student progress. We added a math fundamentals class for ABE/HSE students so that students could attend a class face to face with a math instructor as well as study through our computer software. Students will have the opportunity to use Edgenuity which should help to increase progress and completion.

Provide narrative for analysis of Basic Skills Progress standard/target. *(Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.)*

Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.

The standard has been set at 49 % and the target at 51%.

Identify Basic Skills Progress Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Add computer based TABE and CASAS testing.	Summer 2021	Implementation of TABE and CASAS computer based testing is complete.

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and include the most recent date of accreditation.

Not applicable.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment instruments used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

A graduate survey is completed annually by AHS/HSE graduates and continues to give a positive review of the program. One hundred percent of the graduates surveyed in 2019 stated that they would recommend this program to a friend or family member. Faculty is evaluated by students at the end of each course.

Identify Other Assessment(s) Action Items *(if applicable)*
Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Not applicable.		

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

Classroom space in Walnut Building, second floor is adequate for TPCC as long as the classrooms are reserved for our use only. We also schedule classes in WLC building regularly. The computer labs are also adequate. We administer GED testing in the Academic Skills Center which has proven to be more than adequate due to the collaboration with the Academic Skills Center Director.

Provide narrative for academic / student support services. *(Are services adequate for your program?)*

Transitional Program students are tested, counseled, and registered for classes in house. Our students are referred to Curriculum/Workforce Con Ed for registering for classes in the Basic Skills Plus program and to enroll in classes upon graduation. Students are also referred to the Financial Aid office for FAFSA information.

Planning Objectives (2017-18; 2018-19; 2019-20 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last three years, 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
2017-18	Four - 75" SMART Boards with mobile stands - Qualifies for the SMART Technology "refresh program". (Approved)	Carry forward to the 2018-19 Plan to report assessment and use of results. 2018-19 Use of Assessment: 80% of campus Basic Skills students are impacted by the use of Smart Boards in our AHS/HSE classes. Faculty use them on a daily basis.
2018-19	No planning objectives submitted.	No planning objectives submitted.
2019-20	No planning objectives submitted.	No planning objectives submitted.

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

Based on the last federal monitoring visit, it was noted that the instruction observed at WCC could serve as a model for other adult literacy programs across the state. Instructors were very creative in the classroom and addressed the needs of diverse learners. Program should increase its post-testing rate and increase the number of students transitioning to post-secondary education or occupational training and employment.

Strengths: Instructors creativity in the classrooms, reaching the needs of diverse student learners.

Weaknesses: Increase the number of students transitioning to post-secondary education or occupational training and employment.

Opportunities: Wayne Community College TPCC model for other adult literacy programs across the state.

TPCC Program Review and Outcome Assessments, 2020-21

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up to be addressed spring semester following review year (2021-22 and 2022-23).

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

Lynn Rabhan, Director, Transitional Programs for College and Career

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to review and approve the Review and Outcome Assessment.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

Dean, Director, or AVP / Date: _____

IE Acceptance / Date: _____

Administrator Approval / Date: _____