

2026

# **REAFFIRMATION REPORT**

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## Part I: Signatures Attesting to Compliance

### Part I

By signing below, we attest to the following:

1. That Wayne Community College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the Principles of Accreditation.
2. That Wayne Community College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for SACSCOC Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That Wayne Community College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

#### Accreditation Liaison

Dr. Dorothy Moore, Associate Vice President of Institutional Effectiveness / Chief of Staff SACSCOC Accreditation Liaison

Signature



Date: March 1, 2025

#### Chief Executive Officer

Dr. Patricia Pfeiffer, President

Signature



Date: March 1, 2025

## Part II: List of Substantive Changes Approved

### *Since the Last Reaffirmation*

## Part II

**Directions:** For each substantive change approved since the institution's initial accreditation or last reaffirmation review, briefly describe the change and provide the date of SACSCOC approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write "none" in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported *immediately* to SACSCOC staff.

Substantive changes requiring approval:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution's programs

Refer to SACSCOC's policy [Substantive Change Policy and Procedures](#) for additional information on reporting substantive change, including examples of the changes listed above.

| Approval Date | Description of Substantive Change                                                                                 |
|---------------|-------------------------------------------------------------------------------------------------------------------|
| May 31, 2024  | <b>Swine Management Technology</b> - Program closure due to low enrollment. SACSCOC approved the program closure. |
| May 31, 2024  | <b>AI and Cloud Technologies</b> - Program closure due to low enrollment. SACSCOC approved the program closure.   |

|                               |                                                                                                                                                                                                                                                                                              |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 7, 2023                  | <b>Emergency Medical Science</b> - New associate degree program (bridge from Paramedic certification); because less than 25% of program was new content, SACSCOC deemed that no notification was necessary.                                                                                  |
| September 29, 2023            | <b>Educator Preparation Certificate Program</b> (Certificate in Elementary Education Residency Licensure) - SACSCOC approved the new program.                                                                                                                                                |
| September 1, 2023             | <b>Associate in Engineering</b> - closure -SACSCOC approved closing the program.                                                                                                                                                                                                             |
| September 1, 2023             | <b>Public Safety Administration</b> - closure -SACSCOC approved closing the program.                                                                                                                                                                                                         |
| August 19, 2022               | <b>Entertainment Technologies</b> - SACSCOC approved the new program.                                                                                                                                                                                                                        |
| August 2, 2022                | <b>Artificial Intelligence Engineer</b> - SACSCOC accepted notification of the program.                                                                                                                                                                                                      |
| August 13, 2021               | <b>Off-site location closures</b> (Charles B. Aycock; Eastern Wayne HS; Rosewood HS; Spring Creek HS; and Southern Wayne HS) - SACSCOC approved the off-site location closures.                                                                                                              |
| July 27, 2021                 | <b>Artificial Intelligence and Automation Programming (AAS)</b> - SACSCOC accepted notification of the program.                                                                                                                                                                              |
| February 12, 2021             | <b>Associate in Arts and Associate in Science in Teacher Preparation</b> - Seeking approval to offer new degree program. Commission approved the two new programs.                                                                                                                           |
| October 5, 2020               | <b>Distance Education</b> - Seeking approval to offer additional programs through distance education. Commission acknowledged the information. No sub change was needed.                                                                                                                     |
| June 29, 2020                 | <b>Transfer agreement in Funeral Services Education</b> - Seeking approval to offer general education courses for students who would like to transfer to Fayetteville Technical Community College (FTCC) in Funeral Services. Commission acknowledged information. No sub change was needed. |
| June 29, 2020 and May 5, 2020 | <b>Turfgrass Management Technology</b> - Seeking approval to add a diploma program to the AAS degree in Turfgrass Management. Commission acknowledged the information. No sub change was needed.                                                                                             |
| March 23, 2020                | <b>Temporary Emergency Relocation of Instruction (online) due to COVID-19 Pandemic</b> - Seeking approval to offer additional programs and courses online. Approved by the Commission.                                                                                                       |
| February 14, 2020             | <b>Public Safety Administration (AAS)</b> - Seeking approval to offer an AAS in Public Safety Administration. Approved by the Commission.                                                                                                                                                    |
| July 19, 2019                 | <b>Phlebotomy (certificate program)</b> - Seeking approval to close the certificate program. Approved by the Commission.                                                                                                                                                                     |
| June 21, 2019                 | <b>Risk Management &amp; Insurance</b> - Addition of AAS degree in Risk Management and Insurance. Approved by the Commission.                                                                                                                                                                |
| May 17, 2019                  | <b>Nursing (RIBN and aRIBN)</b> - Contractual Agreement with East Carolina University (ECU). Commission acknowledged information. No sub change needed.                                                                                                                                      |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| March 22, 2019                    | <b>Accounting and Finance</b> - Addition of a diploma program. Commission acknowledged the info (no sub change was needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| March 22, 2019                    | <b>Systems Security (Associate)</b> - Name change from Systems Security to Cybersecurity. Commission acknowledged the information (no sub change was needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| February 28, 2019                 | <b>Medical Office Administration</b> - The addition of a diploma in Medical Office Administration and a certificate in Medical Office Admin/Dental Office and certificate in Medical Office/Legal Assistant was reported. The Commission acknowledged the information (no sub change was needed).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| March 16, 2018 and April 16, 2018 | <b>Swine Management Technology</b> - Request approval to offer an AAS, diploma, and certificate programs in Swine Management. Approved by the Commission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| March 8, 2018                     | <b>Off-campus instructional site (Dixie Trail, Advanced Manufacturing Center)</b> - programs include: HVAC, Mechanical Engineering, Industrial Systems, Welding, and Computer-Integrated Machining - Request to close the off-campus site. Approved by the Commission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| March 8, 2018                     | <b>Accounting (name change only)</b> - Provided notification of the name change in the AAS degree program in Accounting as part of the NCCCS Accounting Realignment Project. The Commission acknowledged the notification.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| July 24, 2017                     | <b>Sustainability Technology (AAS)</b> - Request approval to close the program. Approved by the Commission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| August 16, 2017                   | <b>Systems Security (Associate)</b> - Request approval for planned addition of the Associate Systems Security degree program. (Was deemed not a significant departure and the Commission accepted notification).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| January 17, 2017                  | <b>Biotechnology</b> – ISA between WCC and Pitt Community College - Request to close program. Approved by the Commission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| August 11, 2016                   | <b>Computer Programming and Development (AAS) - Certificates included in parent program are: Application Development, Computer Programming, Java Programming, Mobile Web Development, Systems and Hardware Support, Web Development, and Web Programming</b> - Modified prospectus was included as an attachment in the February 9, 2016 letter to SACSCOC. Correspondence received from SACSCOC, dated May 16, 2016, accepted notification but deferred action concerning the AAS degree programs in computer programming and development, database administration and data center technologies, information technology business support, and network management, and the referenced embedded diploma and certificate programs pending review of requested additional information. WCC submitted requested additional information in correspondence dated June 6, 2016. - Received approval 8/11/16 for AAS degree programs. |
| August 11, 2016                   | <b>Database Administration and Data Center Technologies (AAS)</b> - Certificates included in parent program are: Database Management, Network Systems, Systems and Hardware Support, Virtualization Support, and Virtualization Technologies - Modified prospectus was included as an attachment in the February 9, 2016 letter to SACSCOC. Correspondence received from SACSCOC, dated May 16, 2016, accepted notification but deferred action concerning the AAS degree programs in computer programming and development, database administration and data center                                                                                                                                                                                                                                                                                                                                                           |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | technologies, information technology business support, and network management, and the referenced embedded diploma and certificate programs pending review of requested additional information. WCC submitted requested additional information in correspondence dated June 6, 2016. - Received approval 8/11/16 for AAS degree programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| August 11, 2016 | <b>IT Business Support (AAS)</b> - Diploma included in parent program is: IT - Certificates included in parent program are: A+ Fundamentals - Modified prospectus was included as an attachment in the February 9, 2016 letter to SACSCOC. Correspondence received from SACSCOC, dated May 16, 2016, accepted notification but deferred action concerning the AAS degree programs in computer programming and development, database administration and data center technologies, information technology business support, and network management, and the referenced embedded diploma and certificate programs pending review of requested additional information. WCC submitted requested additional information in correspondence dated June 6, 2016. - Received approval 8/11/16 for AAS degree programs. |
| May 16, 2016    | <b>Computer Information Technology</b> - NCCCS Information Technology Project is the determining factor in the deletion of the program. The Commission approved the closure of the AAS degree programs in computer technology and in networking technology and requests no additional information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| May 16, 2016    | <b>Networking Technology</b> - NCCCS Information Technology Project is the determining factor in the deletion of the program. The Commission approved the closure of the AAS degree programs in computer technology and in networking technology and requests no additional information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| May 6, 2016     | <b>Associate in Engineering (degree)</b> - Add degree program, effective Fall 2016. A modified prospectus was included as an attachment. SACSCOC correspondence received 5/6/2016 approved the Associate in Engineering degree program and include it in the scope of the current accreditation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| April 25, 2016  | <b>School Age Education</b> - Low enrollment is the determining factor in the deletion of the program. A tech-out plan was included as an attachment. SACSCOC correspondence received 4/25/2016 approved the closure of the School Age Education program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| April 25, 2016  | <b>Healthcare Management Technology</b> - Low enrollment is the determining factor in the deletion of the program. A teach-out plan was included as an attachment. SACSCOC correspondence received 4/25/2016 approved the closure of the Healthcare Management Technology program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| April 25, 2016  | <b>Public Safety Technology (certificate) and Public Safety Technology (certificate pathway)</b> - Add two new certificate programs, the parent program, Emergency Management Technology, is a current program at WCC. The College does not deem the addition of two new certificates as a substantive change. SACSCOC correspondence received 4/25/2016 accepted notification of the new certificate programs in Public Safety Technology and in Public Safety Technology Certificate Pathway and requires no additional information.                                                                                                                                                                                                                                                                       |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 25, 2016    | <b>Aviation Airframe (diploma)</b> - Add an Aviation Airframe diploma, the parent program is Aviation Systems Technology (AAS). SACSCOC correspondence received 4/25/2016 accepts notification of the new diploma program and required no additional information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| April 25, 2016    | <b>Aviation Powerplant (diploma)</b> - Add the Aviation Powerplant diploma, the parent program is Aviation Systems Technology (AAS). SACSCOC correspondence received 4/25/2016 accepts notification of the new diploma program and requires no additional information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| April 25, 2016    | <b>Process Improvement (certificate)</b> - Add a Process Improvement certificate, the parent program is Business Administration/Operations Management (AAS). SACSCOC correspondence received 4/25/2016 accepts notification of the new certificate program and requires no additional information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| November 25, 2015 | <b>Air Conditioning, Heating, and Refrigeration Technology (diploma and certificates); Mechanical Engineering Technology (AAS and certificates); Industrial Systems Technology (AAS and certificates); Welding Technology (diploma and certificates); Computer-Integrated Machining (AAS, diploma, and certificates)</b> - Prospectus submitted 3/28/2015 notifying SACSCOC of intention to offer 50% or more credits for five programs at new off-campus instructional site. SACSCOC correspondence received 11/25/2015 approves Wayne Advanced Manufacturing Center as an off-campus instructional site and will include in the scope of the current accreditation. The approval of the site is effective for a maximum of five years. The site will be reviewed as part of the institution's fifth-year or decennial review. |

## Section 1: The Principle of Integrity

### 1.1

The institution operates with integrity in all matters.

(Institutional mission) **[CR]**

(Note: While this principle is not addressed by the institution in its Compliance Certification or its application for accreditation, failure to adhere to this principle will lead to the imposition of a sanction, adverse action, or denial of authorization of a Candidacy Committee.)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College affirms that it operates with integrity in all matters.

## Section 2: Mission

### 2.1

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

*(Institutional mission)* [CR]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### Wayne Community College's Mission Statement

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina, and is part of the North Carolina Community College System.

***Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.***

The college's mission is supported by its vision statement, core values, and goals.

### Vision Statement

Wayne Community College will be the preferred source for quality education and workforce preparedness to serve as a catalyst for economic growth.

### Core Values

The college is united in sharing these core values:

*Communication:* Encourage open dialogue at all levels

*Compassion:* Exhibit concern for others

*Diversity:* Value and respect each person's uniqueness

*Equity:* Ensure freedom from bias or favoritism

*Excellence:* Set and meet high standards

*Inclusion:* Improve participation for all

*Integrity:* Cultivate an environment of fairness and honesty

*Leadership:* Develop and demonstrate leadership skills for our students, employees, and community

*Learning:* Improve the quality of life by providing knowledge and developing skills

*Service:* Foster a commitment in employees and students of serving and assisting others

*Stewardship:* Hold ourselves accountable for the efficient and effective use of the resources entrusted to us

*Teamwork:* Work together and encourage collaboration

*Unity:* Operate as one college in purpose, plans, priorities, and processes

## Goals

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 college's mission, vision, goals, and core values are regularly reviewed over a three-year cycle, as is stated in the [College Procedures Manual \(CPM\) 09-0203 – Mission Statement Review](#) and [Board Policy 01-08](#).

Review of the mission statement is conducted by the college's Planning Council. The WCC Planning Council is a significant contributor to the college's institutional effectiveness process. The Planning Council is a standing committee but may activate ad hoc committees or task forces to study specific topics or challenges. The purpose and membership of the Planning Council is stated in the [CPM 01-0301 – Purpose, Authority, and Membership of Standing Committees](#).

Proposed changes to the mission, vision, goals, and/or core values are also reviewed and approved by the college's Board of Trustees.

From September 2023 to February 2024 there were multiple meetings and proposed changes to the mission, vision, goals, and core values. The following summaries indicate the results of these meetings:

[September 22, 2022](#), Planning Council meeting minutes show that the group reviewed the college's mission and goals as part of its three-year cycle review process. No revisions were recommended at that time.

[September 28, 2023](#), the Planning Council met to review the mission, vision, and core values as part of the new five-year strategic plan (2024-2029). There were no suggested changes to the mission statement at that time. There were, however, suggestions to add equity and inclusion as part of the core values, and it was recommended that the vision statement be revised.

[October 25, 2023](#), the Planning Council met to further review the mission statement and propose changes to the vision and core values.

[November 28, 2023](#), the mission statement was an agenda item for the Board of Trustees meeting. During that [meeting](#), the Board discussed the proposed changes and decided they would like to have further discussions, such as adding the word "economic" to the mission statement.

[December 7, 2023](#), the Planning Council discussed the Board's proposal to add "economic" to the mission statement. After much discussion, the Planning Council decided to add "catalyst for economic growth" to the vision statement, as it is the more appropriate location to address economic growth because the impact cannot be directly measured by the college. Changes to the mission, vision, goals, and core values were thoroughly vetted and recommended.

[February 15, 2024](#), the Planning Council finalized the mission, vision, institutional goals, and core values.

[March 22, 2024](#), the Board of Trustees unanimously voted in favor of the proposed changes to the mission, vision, goals, and core values.

### **The institution publishes its mission statement**

The mission statement is incorporated in a variety of college publications, which are disseminated to students, faculty, staff, and the community. The mission statement can be found on Wayne Community College's [website](#), [General Catalog and Student Handbook](#), and the [WCC Strategic Plan for Institutional Effectiveness](#).

### **The mission statement is appropriate for higher education and addresses teaching and learning**

The mission statement is appropriate to the college's role as a comprehensive, public community college in the North Carolina Community College System (NCCCS), as defined by [North Carolina General Statute \(NCGS\) 115D-1 – Statement of Purpose](#) and [North Carolina State Board Code 1A SBCCC 200.1](#) – Mission of the Community College System.

The college's four goals of increasing student access, ensuring program excellence, improving student success, and ensuring institutional quality indicate the college's expectations as a "learning- centered" institution that the instructional programs and services offered to students will be appropriate for their success. The college also expects the teaching-learning environment to be conducive to supporting the college's mission.

### **Distinctiveness**

As one of the 58 community colleges in North Carolina, Wayne Community College distinguishes itself from the majority of the other colleges by offering some programs that are not widely available in the state but meet the educational and training needs of its community. For example, WCC offers:

- Artificial Intelligence – one of only three community college programs in the state (Alamance and Central Piedmont)
- Entertainment Technology – one of only three community college programs in the state (Fayetteville Technical and Guilford Technical)
- Forestry Management – one of only three community college programs in the state (Haywood and Montgomery).

### **The mission addresses where applicable research and public service**

The elements of research and public service are not applicable to Wayne Community College.

Wayne Community College has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education that addresses teaching and learning. Therefore, WCC is compliant with Core Requirement 2.1.

## Section 4: Governing Board

### 4.1

The institution has a governing board of at least five members that:

- a. is the legal body with specific authority over the institution.
- b. exercises fiduciary oversight of the institution.
- c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
- d. is not controlled by a minority of board members or by organizations or institutions separate from it.
- e. is not presided over by the chief executive officer of the institution.

(Governing board characteristics) [CR]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

The institution has a governing board of at least five members that:

(a) is the legal body with specific authority over the institution.

Wayne Community College's (WCC) 13-member [Board of Trustees](#) is the legal body with governing authority over the college as stated in [North Carolina General Statute \(NCGS\) 115D-20](#), the State Board of Community Colleges Code [1B SBCCC 300.1 – Authority](#), and in the [WCC Board of Trustees Bylaws](#). Specifically,

- The Board of Trustees is a body corporate established under the provisions of Chapter 115D of the General Statutes of North Carolina, and it possesses all of the powers of a body corporate for the purposes created by or that may exist under provisions of the law.
- The Board of Trustees has the responsibility for the development and operation of the college in accordance with the provisions of the law and the standards of the State Board of Community Colleges.

Additionally, the Board is responsible for appointing the college's President, subject to approval of the State Board of Community Colleges, as is found in the [Board Bylaws – Article III](#). The college's [organizational chart](#) indicates the Board's oversight of the President.

### Board Meetings

[Article V](#) of the Board Bylaws delineates that regular meetings of the Board are held on the fourth Tuesday of alternate months beginning with January unless another time or location is authorized by the Chair. The Assistant Secretary to the Board records and stores the minutes. Board meeting agendas and minutes are stored on the [college's internal website](#).

## Board Appointment

Board members are appointed by the Board of Education, County Commissioners, Governor, Senate Representatives, and members of the House of Representatives. Additionally, the Student Government Association President serves as an ex-officio, non-voting member of the Board, representing the student body. The college President and Executive Assistant to the President and the Board also serve as non-voting members of the Board of Trustees. Board appointments are posted on the [BOT webpage](#).

| Board of Trustee Member Name | Date of Appointment and Appointing Agency |
|------------------------------|-------------------------------------------|
| Ms. Veda McNair, Chair       | July 1, 2005 (Board of Education)         |
| Mr. James Faulk, Vice Chair  | September 13, 2021 (Board of Education)   |
| Mr. Wayne Aycock             | July 1, 2015 (County Commissioners)       |
| Mr. Donald Barnes            | July 1, 2015 (County Commissioners)       |
| Mr. Charles Brogden          | July 1, 2024 (County Commissioners)       |
| Ms. Kay Cooke                | January 31, 2019 (Governor)               |
| Ms. Deborah Harris           | July 17, 2018 (County Commissioners)      |
| Mr. Geoffrey Hulse           | July 1, 2018 (Governor)                   |
| Dr. Anthony Slater           | July 1, 2024 (Senate)                     |
| Dr. David Tayloe             | July 18, 2017 (Governor)                  |
| Mr. Craig West               | August 1, 2022 (Board of Education)       |
| Ms. Selena Worrell           | July 1, 2024 (House of Representatives)   |
| Mario Lopez                  | September 1, 2024 (WCC Student Body)      |

## Board Committees

[Article IV](#) of the Board Bylaws describes each committee of the Board. Essential to the operation of the Board are committees to review and consider matters before the Board related to budget and finance, governmental relations, and student outcomes. Recommendations are made by committees for full Board consideration and approval.

Board minutes from [January 25, 2022](#); [January 24, 2023](#); and [January 23, 2024](#), are provided to indicate reports from the executive committee; building committee; personnel, student services, policy committee; and finance committee.

## Board Training

New and reappointed trustees are required by [NCGS 115-D-19\(b\)](#) to participate “within six months of appointment in a trustee orientation and education session sponsored by the North Carolina Association of Community College Trustees.” These sessions provide training on the role of a trustee. [NCGS 138A-14](#) outlines the ethics education program for the Board of Trustees.

Each Board member also participates in a mandatory orientation facilitated by the college President, Executive Assistant to the President and Board, and other members of the President’s Cabinet. The [training materials for the orientation](#) are included as supporting documentation. Specifically, Board member orientation includes information regarding an overview of the college and the North Carolina Community College System; the college’s strategic plan; finance and business of the college; the roles and responsibilities of Board members; and [ethics](#). Specific expectations of Board members covered in the training include:

- Rendering all decisions based on available facts;
- Maintaining confidentiality;
- Avoiding conflicts of interest and the appearance of conflicts of interest; and
- Avoiding using their position for direct or indirect personal gain.

**(b) exercises fiduciary oversight of the institution.**

The financial health and proper use of funds is a priority for the Board of Trustees. The Board’s responsibility in ensuring that financial resources are adequate is clearly outlined in the Board Bylaws which state that the Board approves all budgets. Specifically, Article III (10) states that the Board shall “Approve and submit current expenses and capital outlay budgets.”

The Board of Trustees exercises fiduciary responsibility and oversight over Wayne Community College in accordance with the State Board of Community Colleges Code [1B SBCCC 300.1](#).

The State Board of Community College Code requires colleges to adopt policies that assure a community college has sound fiscal and management practices ([1A SBCCC 200.4](#)).

Wayne Community College’s Board of Trustees [Policy 04-17 – Sound Fiscal and Management](#) requires that “the President and the Vice President of Financial and Business Services/Chief Financial Officer shall institute procedures to steward the funds available to the college prudently and report regularly to the Board of Trustees.”

The college’s procedures for sound fiscal and management practices are outlined in the College Procedures Manual [CPM 04-0702 - Sound Fiscal and Management Practices](#).

The Finance Committee reviews an institutional financial report prior to every Board meeting. The committee recommends to the Board for action such items as the approval of the annual budget, transfer of funds between line items, establishment and expenditures of special funds, and approval of policies related to the budget. Financial information is provided to each Board member prior to the regularly scheduled board meeting. Supporting documentation can be found in board minutes from [January 25, 2022](#); [November 28, 2023](#); and [May 21, 2024](#).

**(c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**

The Conflict of Interest [Policy \(01-10\)](#) for the Board of Trustees of Wayne Community College (Board) states, “In compliance with NCGS 115D-26, all local trustees and employees of Wayne Community College will adhere to the conflict of interest provisions as stated in [NCGS 14-234](#) which prohibits public officials and firms in which they have a financial interest from conducting business with the college.”

[North Carolina General Statute \(NCGS\) 115D-26 Conflict of Interest](#) states that “all local trustees and employees of community colleges covered under this chapter are subject to the conflict of interest provision found in NCGS 14-234.”

Wayne Community College Board of Trustees members are also subject to the North Carolina State Government Ethics Act of 2006 ([NCGS 138A-2](#)) which requires elected and appointed State agency officials to "exercise their authority honestly and fairly, free from impropriety, threats, favoritism, and undue influence."

The North Carolina Government Ethics Act requires Board of Trustee members, Presidents and Chief Financial Officers (CFO) to file an annual [Statement of Economic Interest](#) (SEI), pursuant to [NCGS 138A-22](#). The individuals are required to list by April 15 of each year all public and non-public companies, organizations, and associations with which they and their immediate families are involved.

**(d) is not controlled by a minority of board members or by organizations or institutions separate from it.**

The Bylaws of the Board eliminate the ability of a minority of its membership from exercising control over the Board. Board Bylaws Article V, Section 4 – Quorums states,

- Seven (7) members of the Board of Trustees in actual attendance of meetings shall constitute a quorum for the transaction of business. No business shall be transacted without an affirmative vote of at least four (4) members of the Board.
- A majority vote of all of the voting members of the Board shall be required for the determination of policy, and for the election of a President.

Additionally, Board Bylaws Article VI, Section 1 states,

By an affirmative vote of a majority of all the members of the Board, the Board may make or amend such policies, rules, and regulations as may be authorized by the law and as may be required in the judgment for the effective discharge of its responsibilities and the effective operation of the college.

To further indicate that the Board is not controlled by a minority of board members or by organizations or institutions separate from it, Article 1, Section 1 (e) of the Bylaws states "...the Board of Trustees must not be subject to undue pressure from political, religious or other external bodies. Furthermore, the Board should protect the administration from similar pressures."

**(e) is not presided over by the chief executive officer of the institution.**

The President is not the presiding officer of the Board but reports directly to the WCC Board of Trustees (please see the [organizational chart](#)) which is the legal body exercising authority over the college as established by [NCGS 115D-14](#). The thirteen-member Board of Trustees elects the presiding officer from its membership on an annual basis.

Article II, Section 1 (d) of the Board Bylaws states, "The Chair and the Vice Chair shall be elected at the regular July meeting for a period of one (1) year. The Chair and the Vice Chair may be reelected to serve one (1) additional term, for a maximum of two (2) consecutive years in office."

Additionally, Article II, Section 2 of the Bylaws states,

The Chair shall appoint the members of and serve as an ex-officio voting member of all the committees of the Board, execute contracts and other documents on authority by, and in the name of the Board, preside at all meetings of the

Board, call meetings of the Board and discharge all other functions delegated to the position by the Board. The Chair shall serve as an ex-officio member of the Foundation of Wayne Community College Board of Directors.

Mrs. Veda McNair was elected as Chair of the WCC Board at the [July 18, 2024](#) meeting and serves as the presiding officer of the Board as evidenced in minutes of that meeting.

[Article II, Section 6 \(a\)](#) of the Bylaws of the Board of Trustees of Wayne Community College clearly indicate that the President is the Chief Executive Officer of the college and is not a Board member, therefore, they cannot be the presiding officer of the Board. "The President shall attend and participate, without vote, in all meetings of the Board of Trustees and all committee meetings except where the President's absence is expressly desired." The Board elects its presiding officer on an annual basis from the membership of the Board.

Wayne Community College maintains compliance with core requirement 4.1, governing board characteristics.

## Section 4: Governing Board

### 4.2.d

The governing board defines and addresses potential conflict of interest for its members.  
(Conflict of interest)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

The Conflict of Interest [Policy \(01-10\)](#) for the Board of Trustees of Wayne Community College (Board) is found in the Board's Policy Manual. The policy reads: "In compliance with North Carolina General Statute (NCGS) 115D-26, all local trustees and employees of Wayne Community College will adhere to the conflict of interest provisions as stated in [NCGS 14-234](#) which prohibits public officials and firms in which they have a financial interest from conducting business with the College."

[NCGS 115D-26 Conflict of Interest](#) states that "all local trustees and employees of community colleges covered under this chapter are subject to the conflict of interest provision found in [NCGS 14-234](#)."

Wayne Community College Board of Trustees members are also subject to the North Carolina State Government Ethics Act of 2006 ([NCGS 138A-2](#)) which requires elected and appointed state agency officials to "exercise their authority honestly and fairly, free from impropriety, threats, favoritism, and undue influence."

[NCGS 138A-14](#) further requires ethics education for each member of the board within six months of their original appointment and every two years thereafter. Community college trustees are required to attend a trustee training session sponsored by the North Carolina Association of Community College Trustees (NCACCT) where they receive [A Manual for Trustees](#) that describes their responsibilities regarding undue influence. The manual states that trustees will "vote my honest conviction on all issues based on fact and concern for all persons affected rather than on personal bias or political or other outside pressure."

Each Wayne Community College Board of Trustee member is in compliance with these requirements, as documented in the [SEI and Ethics Training spreadsheet](#).

At the beginning of each Board meeting and Executive Committee meeting, the Chair (presiding officer) reads the following conflict of interest statement. "In accordance with the State Government Ethics Act, it is the duty of every Board member to avoid both conflicts of interest and appearances of conflict. Does any Board member have any known conflict of interest or appearance of conflict with respect to any matters coming before the Board today? If so, please identify the conflict or appearance of conflict and refrain from any undue participation in the particular matter involved."

The following board meeting minutes have been included as further supporting documentation:

- [September 27, 2022](#)
- [July 25, 2023](#)
- [January 23, 2024](#)

Supporting documentation has also been provided from Executive Committee meeting minutes from:

- [July 19, 2022](#)
- [January 17, 2023](#)
- [May 14, 2024](#)

There have been two occasions since the last reaffirmation in 2016 that a member of the WCC Board had to recuse themselves from a vote because of a conflict of interest or a potential conflict of interest. Those events happened during a [January 29, 2019](#) meeting and a Board of Trustee closed session on [January 23, 2024](#).

The North Carolina Government Ethics Act requires board of trustee members, presidents and chief financial officers (CFO) to file an annual Statement of Economic Interest (SEI), pursuant to [NCGS 138A-22](#). The individuals are required to list by April 15 of each year all public and non-public companies, organizations, and associations with which they and their immediate families are involved.

The State Ethics Commission confirms submission of these documents by the [WCC Board of Trustees members, the President, and CFO](#).

The Commission evaluates each SEI for actual and potential conflicts of interest between the individual's public duties and private interests. In the event a conflict is identified, the Ethics Commission notifies the individual and the college's Ethics Liaison so that the individual is recused from participation in such matters. At present, the President, CFO, nor any member of the Board has inappropriate contractual, employment, or personal/familial interest in the institution.

The WCC Board of Trustees has a written policy addressing conflict of interest for its members. The Board also follows the requirements regarding conflict of interest as stated in North Carolina General Statute 115D-26, the North Carolina Government Ethics Act, and the Code of Ethics of the North Carolina Association of Community College Trustees. Therefore, the college is in compliance with Comprehensive Standard 4.2.d.

## Section 4: Governing Board

### 4.2.f

The governing board protects the institution from undue influence by external persons or bodies.  
(*External influence*)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) is governed by a board consisting of thirteen members. Board members are appointed by the Board of Education, County Commissioners, Governor, Senate Representatives, and members of the House of Representatives. Additionally, the Student Government Association President serves as an ex-officio, non-voting member of the Board, representing the student body. The college President and Executive Assistant to the President and the Board also serve as non-voting members of the Board of Trustees.

| Board of Trustee Member Name | Date of Appointment and Appointing Agency |
|------------------------------|-------------------------------------------|
| Ms. Veda McNair, Chair       | July 1, 2005 (Board of Education)         |
| Mr. James Faulk, Vice Chair  | September 13, 2021 (Board of Education)   |
| Mr. Wayne Aycock             | July 1, 2015 (County Commissioners)       |
| Mr. Donald Barnes            | July 1, 2015 (County Commissioners)       |
| Mr. Charles Brogden          | July 1, 2024 (County Commissioners)       |
| Ms. Kay Cooke                | January 31, 2019 (Governor)               |
| Ms. Deborah Harris           | July 17, 2018 (County Commissioners)      |
| Mr. Geoffrey Hulse           | July 1, 2018 (Governor)                   |
| Dr. Anthony Slater           | July 1, 2024 (Senate)                     |

|                    |                                         |
|--------------------|-----------------------------------------|
| Dr. David Tayloe   | July 18, 2017 (Governor)                |
| Mr. Craig West     | August 1, 2022 (Board of Education)     |
| Ms. Selena Worrell | July 1, 2024 (House of Representatives) |
| Mario Lopez        | September 1, 2024 (WCC Student Body)    |

### **The governing board protects the institution from undue influence by external persons or bodies.**

The [Bylaws of the Board of Trustees of Wayne Community College](#) speak to the responsibilities, duties, powers, policies, and regulations expected of board members. Board Bylaws, Article I Section 1 (e), states "...the Board of Trustees must not be subject to undue pressure from political, religious or other external bodies. Furthermore, the Board should protect the administration from similar pressures."

### **Board of Trustee Training**

New and reappointed trustees are required by [North Carolina General Statute \(NCGS\) 115-D-19\(b\)](#) to participate "within six months of appointment in a trustee orientation and education session sponsored by the North Carolina Association of Community College Trustees."

These sessions provide training on the role of a trustee, including opportunities for ethics training through the [North Carolina State Ethics Commission](#). In addition, the North Carolina Government Ethics Act of 2006 ([NCGS 138A-22](#)) requires that all members of community college Boards of Trustees, as public servants, file an annual Statement of Economic Interest (SEI). This document requires trustees to list all public and non-public companies with which they are associated as well as boards of nonprofit organizations, agencies and associations to which they belong. Not only do trustees need to list these relationships, but they must also disclose relationships that members of their immediate families have with such entities. The President and Chief Financial Officer (CFO) are also required to file an annual SEI.

A spreadsheet verifying [SEI and Ethics](#) training for Board members, the President, and CFO have been provided as evidence for 2024 that WCC Board members comply with this requirement.

Each board member also participates in a mandatory orientation facilitated by the college President, Executive Assistant to the President and Board, and other members of the President's Cabinet. The [training materials for the orientation](#) are included as supporting documentation. Specifically, board member orientation includes information regarding an overview of the college and the North Carolina Community College System; the college's strategic plan; finance and business of the college; the roles and responsibilities of board members; and ethics. Specific expectations of Board members covered in the training include:

- Rendering all decisions based on available facts;
- Maintaining confidentiality;
- Avoiding conflicts of interest and the appearance of conflicts of interest; and
- Avoiding using their position for direct or indirect personal gain.

### **Cases of Undue External Pressure**

Wayne Community College has no cases of undue external pressures. Therefore, no documentation for this can be provided.

Wayne Community College provides all Board of Trustee members with orientation and materials, as well as state-sponsored training regarding member duties and responsibilities, ethics, and economic interest. The governing board protects the institution from undue influence by external persons or bodies, and therefore, WCC is compliant with standard 4.2.f.

## Section 4: Governing Board

### 4.2.g

The governing board defines its responsibilities and regularly evaluates its effectiveness.  
(Board self-evaluation)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### Defined Responsibilities

Wayne Community College's board members have a defined role at the college, as evidenced in the [Board Bylaws](#) and in North Carolina General Statute ([NCGS 115D-20 – Powers and duties of trustees](#)). Specifically, the board is responsible for, "the development and operation of the College in accordance with the provisions of the law and the standards of the State Board of Community Colleges."

Article III – Powers and Duties of the Board of Trustees outlines that:

The Board of Trustees shall:

1. Establish the basic qualifications for and appoint a President for such term and under such conditions as it may fix, such election to be subject to the approval of the State Board of Community Colleges.
2. Evaluate the President on an annual basis in accordance with State Board of Community College regulations.
3. Provide for the employment and / or dismissal of vice presidents and chief financial officer, upon nomination or recommendation by the President, subject to standards established by the State Board of Community Colleges. One action by the Board for election of these employees shall be effective for the whole of their employment.
4. Acquire by purchase or otherwise all land required for the college site, and rights of-way, which shall be necessary for the proper operation of the College, when such site has been approved by the State Board of Community Colleges, and, if necessary, to acquire land by condemnation in the same manner and under the same procedures as provided in Article 2, Chapter 40, of the General Statutes. For the purpose of condemnation, the determination of the Board as to the amount of land to be taken and the necessity thereof shall be conclusive.
5. Apply the standards and requirements for admission and graduation of students and other standards established by the State Board of Community Colleges.

6. Receive and accept private donations, gifts, bequests, and the like and apply them or invest any of them and apply the proceeds for the purposes which the donor may prescribe and which are consistent with the provisions of State law and the regulations of the State Board of Community Colleges.
7. Provide all or part of the instructional services for the institution, including contracting with other public or private educational institutions of the State, according to regulations and standards adopted by the State Board of Community Colleges.
8. Establish and disestablish programs of instruction within the College upon recommendation by the President.
9. Require the execution of such studies and take such steps as are necessary to ensure that the functions of the College are always those which are most helpful Bylaws of the Board of Trustees of Wayne Community College 11 (Amended 01/23/2024) and feasible in light of the resources available to the College.
10. Approve and submit current expenses and capital outlay budgets.
11. Advocate before the Board of County Commissioners, the Legislature, State Board of Community Colleges, the North Carolina Community College System, and other agencies and offices on matters concerned with the securing of adequate financial support for the needs of the College to include current operating expenses and support for capital outlay needs.
12. Perform such other acts and do such other things as may be necessary or proper for the exercise of the foregoing specific powers, including the adoption and enforcement of all reasonable rules, regulations, and bylaws for the government and operation of the College under law.
13. Adopt policies for inclusion in the Policies Manual of the Board of Trustees of Wayne Community College.
14. Approve the mission, vision, and values statements of Wayne Community College as needed.

### **Delegations to the President**

Per the Board Bylaws, “The President of the College shall be the executive officer of the Board and shall serve on appointment by the Board under terms set by the Board.” [Section 6 of the Board Bylaws](#) outlines the responsibilities and duties of the President of the college as delegated by the Board.

### **Committee Structure and Responsibilities**

[Article IV of the Board Bylaws](#) describes the structure and responsibilities of Board committees. Standing committees include the Executive Committee; Building Committee; Finance Committee; Personnel, Student Services, and Policy Committee; and Curriculum Committee. Documentation from [Board meeting minutes from May 2024](#) has been provided to indicate how committees report to the entire Board.

### **Orientation to Board Members**

Board members must participate in a trustee orientation and education session sponsored by the North Carolina Association of Community College Trustees within six months of their appointment. WCC also conducts its own [internal Board member orientation](#).

### **Regular Self-Evaluation**

Wayne Community College’s board members participate in an annual self-evaluation. This responsibility is defined in [Board policy 01-23 – Board of Trustees Annual Self-Assessment](#). The policy states, “The Board of Trustees has the responsibility for the development and operation of the College in accordance with the provisions of the General Statutes of North Carolina and the standards of the State Board of Community Colleges. The Board is committed to assessing its own performance with regards to its responsibilities in order to identify strengths and opportunities for growth. The Board will conduct an annual self-assessment, review assessment results, and appropriate action is taken, if deemed necessary.”

A survey is administered to each board member prior to their annual board retreat. Survey questions address board organization, policy role, community relations, policy direction, board-president relations, standards for college operations,

institutional performance, board leadership, advocating for the college, board education, and additional thoughts and comments related to the board members' roles and responsibilities of and to the college.

Survey results are calculated by the college's Office of Institutional Effectiveness and presented to board members before the retreat so that they can review and discuss the results during the retreat. Results from the last three years of board self-assessments have been provided as supporting documentation ([2021-2022](#); [2022-2023](#); [2023-2024](#)).

Wayne Community College's governing board defines its responsibilities and regularly evaluates its effectiveness and is therefore in compliance with standard 4.2.g.

## Section 4: Governing Board

### 4.3

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.  
(Multi-level governance)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) operates as part of a state system where the system board is a super governing board, and the local governing board has delegated authority. As a result of that delegated authority, the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

In accordance with North Carolina Administrative Code and clearly defined by institutional policy ([Powers and Duties of the Board of Trustees, Article III](#)), the Wayne Community College Board of Trustees is the legal, decision-making body of the college as established in [Chapter 115D-20](#) of the North Carolina General Statutes. In [1B SBCCC 300.1](#) of the State Board of Community Colleges Code, the Wayne Community College Board of Trustees is the legal body with sole authority over the institution. The college does not operate within a multiple level governance system. [WCC's organizational chart](#) depicts the authority of the Board over the President and subsequent administration.

As authorized in the North Carolina General Statutes [NCGS 115D-14](#), boards of trustees "shall be a body corporate with powers to enable it to acquire, hold, and transfer real and personal property, to enter into contracts, to institute and defend legal actions and suits, and to exercise such other rights and privileges as may be necessary for the management and administration of the institution in accordance with the provisions and purposes of this Chapter."

A review of how the Board functions indicates that Wayne Community College Trustee practice is consistent with this responsibility. Board minutes reflect the work and nature of the Board in fulfilling its purpose, determining the mission of the college, establishing policies, and ensuring financial viability. The following Board of Trustee meeting minutes provide supporting documentation of these functions:

- [May 21, 2024 – Leased Property](#)
- [July 18, 2024 – Contract D&D](#)
- [September 27, 2022 – Truck Driving 3-1](#)

[Bylaws Article II](#) and [Article III](#) for the Wayne Board of Trustees outline the organization and operation of the Board. Essential to the operation of the Board are committees ([Bylaws Article IV](#)) to review and consider matters before the Board related to budget and finance, capital improvements, personnel and policy, and curriculum. Recommendations are made by committees for full board consideration and approval.

### **Institutional Mission**

The State Board of Community Colleges requires that each college engage in an ongoing planning process that includes a review of the mission, goals and objectives of the college ([1B SBCCC 400.2](#)). The college's mission states that "Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves." The current mission statement was approved by the Board in 2023 ([Board Minutes January 24, 2023](#)). The mission statement is reviewed and reaffirmed every three years, or as needed, by the Board of Trustees ([BOT Minutes 2.8.2019](#)) per College Procedures Manual [09-0203 – Mission Statement Review](#) and [Board Policy 01-08 – Mission Statement](#).

### **Fiscal Stability**

The financial health and proper use of funds is a priority for the Board of Trustees. The college has a long-standing record of financial stability and adequate funding since its founding. Information found in [13.1 – Financial Resources](#) includes financial statements and audits, ratio calculations and analysis, and the summary of the analysis of unrestricted net assets, exclusive of plant assets, currently substantiate this stability.

The Board of Trustees exercises fiduciary responsibility and oversight over Wayne Community College in accordance with the State Board of Community Colleges Code [1B SBCCC 300.1](#).

The State Board of Community College Code requires colleges to adopt policies that assure a community college has sound fiscal and management practices ([1A SBCCC 200.4](#)).

Wayne Community College's Board of Trustees Policy on Sound Fiscal and Management Policy requires that "the President and the Vice President of Financial and Business Services/Chief Financial Officer shall institute procedures to steward the funds available to the College prudently and report regularly to the Board of Trustees" ([BOT Policy 04-17 Sound Fiscal and Management Policy](#)). The college's procedures for sound fiscal and management practices are outlined in the College Procedures Manual ([CPM 04-0702 Sound Fiscal and Management Practices](#)). With guidance from the [Board of Trustee finance committee](#), the full Board regularly votes on financial decisions for the college by reviewing and approving budgets, projects, and facility plans. Supporting documentation can be found in Board minutes from [November 28, 2023](#); [January 25, 2022](#); and [May 25, 2021](#).

### **Institutional Policy**

[North Carolina General Statute \(NCGS\) 115D-20 \(7\)](#) specifically grants legal authority to the Board of Trustees to enact institutional policies. The Bylaws of the Board of Trustees of Wayne Community College reflect the language of the NCGS by stating in Article III, 12 and 13:

"The Board of Trustees shall:

Perform other acts and do such other things as may be necessary or proper for the exercise of the foregoing specific powers, including the adoption and enforcement of all reasonable rules, regulations, and bylaws for the government and operation of the college;

Adopt policies for inclusion in the Policies Manual of the Board of Trustees of Wayne Community College."

The Board of Trustees is responsible for hiring the college president to serve as the Chief Executive Officer. The [President's Job Description](#) lists as an essential function that the president will "submit recommended policies and public policy decisions to the Board when requested to do so by the Board or when it is deemed to be in the best interest of the college." In addition, the president is responsible for ensuring the institution adheres to the policies established by the Board of Trustees.

Recommendations for new or revised institutional and fiscal policies are made to the Board's Personnel, Student Services, and Policy Committee (PSSP) or to the Finance Committee as evidenced in ([PSSP committee minutes July 19, 2022](#); [January 17, 2023](#); and [March 19, 2024](#)) where such recommendations were made. The PSSP and Finance Chairs then recommend the new or revised policies to the full Board for approval at the next regularly scheduled meeting. (Corresponding BOT minutes for [July 26, 2022](#); [January 24, 2023](#); and [March 22, 2024](#)) are included for reference.

#### **Separate Accreditation for the Units of Member Institution**

SACSCOC has not determined that Wayne Community College has any extended unit that is sufficiently autonomous to the extent that the parent campus has little or no control. This statement is supported by the narrative and documentation found in [14.5 – policy compliance](#).

Wayne Community College has clearly defined the governance structure related to the institution's mission, fiscal stability of the institution, and institutional policy as it relates to standard 4.3.

## Section 5: Administration and Organization

### 5.1

The institution has a chief executive officer whose primary responsibility is to the institution.  
(Chief executive officer)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) has a chief executive officer whose primary responsibility is to the institution. The President is elected by the Board of Trustees in accordance with [Chapter 115D-20\(1\)](#) of the North Carolina General Statute.

[Dr. Patricia A. Pfeiffer](#) is President of Wayne Community College and as such serves as the chief executive officer of the institution. The Wayne Community College Board of Trustees elected Dr. Pfeiffer as Interim President on [June 22, 2021](#), pending approval of the State Board of Community Colleges (SBCC). The SBCC approved Dr. Pfeiffer's interim appointment on [July 16, 2021](#). After a presidential search, the Wayne Community College Board of Trustees (Board) elected Dr. Pfeiffer as President on [December 17, 2021](#), pending approval of the (SBCC). The SBCC also approved Dr. Pfeiffer's appointment on [December 17, 2021](#). Dr. Pfeiffer became the seventh president of the college, effective January 1, 2022. The Board of Trustees approved a [contract extension for Dr. Pfeiffer](#) in November 2023 and it was [approved by the State Board in January 2024](#).

As stated in the Board of Trustees of Wayne Community College [Bylaws, Article II, Section 6\(a\)](#), "As chief executive officer of the College, the President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges' policies, rules, and budgets. The President shall be elected by the Board of Trustees and shall hold office at the pleasure of the Board." In addition, [Article III of the Bylaws](#) states that the Board shall "establish the basic qualifications for and appoint a President for such term and under such conditions as it may fix, such election to be subject to the approval of the State Board of Community Colleges."

[Article II, Section 6](#) of the Board's Bylaws and the President's [job description](#) outline the President's duties. Both documents clearly indicate that the President's primary responsibility is to the college. In addition, [Board Policy 02-22 – Secondary Employment](#) mandates that all employees of WCC, including the President, report and receive approval for any secondary employment before engaging in such. Dr. Pfeiffer does not have any outside employment responsibilities other than as President of WCC from her time of appointment. Evidence is provided in the [2024 Secondary Employment Form](#) that was signed by the Board Chair.

### Other Key Activities

As is reflected on her [resume](#), other activities of the President include voluntary membership on community boards which enhance the college's position in the community and on the state level. Those boards include:

- [Wayne Memorial Hospital Foundation Board of Directors](#)
- [Wayne County Chamber of Commerce Board of Directors](#)
- [WAGES Board of Directors](#)
- [Partnership for Children Board of Directors](#)

Additionally, Dr. Pfeiffer was appointed to the [North Carolina Institute of Medicine Board of Directors](#) in 2024. She also serves on the [North Carolina Community College System Curriculum Course Review Committee](#), and the [North Carolina Association of Community College President's Program Committee](#). This benefits the college by providing current and upcoming information related to compliance and curriculum changes that have a direct impact on the college and programs.

No conflict of interest has been noted regarding these voluntary activities of the President.

Wayne Community College's CEO has ultimate responsibility for priorities and initiatives that advance its board-approved mission, goals, and priorities. WCC's president minimizes conflicts of interest, and their responsibilities are not shared amongst competing interests, nor do they hold any position other than that of the institution's chief executive officer. Therefore, Wayne Community College is compliant with Core Requirement 5.1.

## Section 5: Administration and Organization

### 5.2.a

The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:  
The institution's educational, administrative, and fiscal programs and services.  
(CEO Control)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College's President has the ultimate responsibility for, and appropriately exercises control over the institution's educational, administrative, and fiscal programs and services.

#### Responsibilities of the President

[Board of Trustees of Wayne Community College Bylaws](#) state that, "As chief executive officer of the College, the President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges' policies, rules, and budgets. The President shall be elected by the Board of Trustees and shall hold office at the pleasure of the Board. As Chief Executive Officer of the College, the President shall organize, reorganize, and align administrative or instructional personnel in any manner which best serves the mission and goals of Wayne Community College, subject to conformity with those rules and regulations established by the State Board for Community Colleges. In support of the College's mission, the President shall maintain an effective community of teaching and learning among students, faculty, staff, and administrators."

The [president's job description](#) outlines their duties to include:

- Full authority and responsibility for all college operations within established Board, college, and State Board of Community Colleges' policies, rules, and budgets;
- Organizing, reorganizing, and aligning administrative and instructional personnel in any manner which best serves the mission and goals of Wayne Community College; and
- Responsibility for all administrative and managerial aspects of the development and operation of the college.

#### Organization of the College

The direct reporting relationship between those in administration, to include the President, Vice Presidents, Associate Vice President, and Executive Director is clearly indicated on the college's [administrative organizational chart](#).

In addition, the [organizational chart for the entire college](#) shows the reporting lines between each senior leader and those that report to them.

Organizational charts are posted on the college's internal website under "[Documents and Information](#)" and are accessible to all faculty and staff. Organizational changes are [communicated](#) to the campus by the Human Resources Department.

### **President's Cabinet**

[College Procedure Manual 01-0201](#) – Purpose, Membership, and Authority of the President's Cabinet and Administrative Council explains the purpose of the President's Cabinet:

"The President's Cabinet is composed of executive leaders that report directly to the President of Wayne Community College. The Cabinet serves to provide advice and counsel to the President, to prepare items for consideration and decision making to the Administrative Council, and to coordinate activities and work across campus."

The President's Cabinet is chaired by the President and is composed of the following membership:

- Vice President of Academic and Student Services
- Vice President of Operations
- Vice President of Financial and Business Services and Chief Finance Officer
- Vice President of Workforce Continuing Education and Community Engagement
- Associate Vice President of Institutional Effectiveness and Chief of Staff
- Executive Director of the Foundation for Wayne Community College

### **Administrative Council**

To expand and broaden communication across campus and have greater accountability for the educational, administrative, and fiscal programs and services at WCC, the President formed an Administrative Council in February 2023.

The [agenda](#) and [minutes](#) from the first Administrative Council meeting have been included as supporting documentation.

The purpose of the Administrative Council is to act on college-wide matters relating to policies and procedures; to participate in long-range planning for the institution, and to ensure a direct communication link between the various operating units of the college. The Administrative Council is an administrative body and as such receives its authority from this procedure ([CPM 01-0201](#)) and the Office of the President. Final responsibility and accountability for operational decisions rests with the Office of the President working within established Wayne Community College Board of Trustees' and State Board of Community Colleges' policies, rules, and budgets.

The Administrative Council is chaired by the President and is composed of the following membership:

- Vice President of Academic and Student Services
- Vice President of Operations
- Vice President of Financial and Business Services and Chief Financial Officer
- Vice President of Workforce Continuing Education Services and Community Engagement
- Associate Vice President of Institutional Effectiveness and Chief of Staff
- Associate Vice President of Academic and Student Services
- Executive Director of the Foundation for Wayne Community College
- Public Information Officer
- Controller
- Director of Information Technology
- Director of Human Resources
- Dean of Applied Technologies
- Dean of Allied Health and Public Services
- Dean of Arts and Sciences
- Dean of Business and Computer Technologies

- Dean of Public Safety
- Director of Admissions and Records (Curriculum)
- Director of Admissions and Records (Workforce Continuing Education)

Both Administrative Council and President's Cabinet meet bi-weekly, or as needed. Examples of Administrative Council meeting minutes and President's Cabinet meeting minutes are included as documentation.

- [President's Council – August 22, 2022](#)
- [President's Cabinet – November 13, 2023](#)
- [President's Cabinet – May 13, 2024](#)
- [Administrative Council – June 12, 2023](#)
- [Administrative Council – October 9, 2023](#)
- [Administrative Council – July 22, 2024](#)

### **Internal Communication between the President and Campus**

The President frequently communicates to all faculty and staff members via [email](#), [newsletters](#), and campus-wide events such as [convocation](#).

Email communication includes upcoming events such as the campus fund drive kick-off, requests for information regarding budgeting, organizational changes, and clarification for information from the State.

### **Responsibilities of President's Cabinet**

In carrying out their responsibilities, the President is assisted by six senior executive officers who report directly to them: the Vice President of Academic and Student Services; Vice President of Financial and Business Services / Chief Financial Officer; Vice President of Workforce and Continuing Education and Community Engagement; Vice President of Operations; Associate Vice President of Institutional Effectiveness / Chief of Staff; and Executive Director of the Foundation for Wayne Community College. These officers are responsible for overseeing the work of direct reports in their respective areas and for programs and activities that fall under their jurisdiction.

Specific to this standard, the responsibilities of the [Vice President of Academic and Student Services](#) include, but are not limited to:

- Provide leadership to the college in the absence of the president
- Provide leadership for all academic and student service functions
- Serve as a liaison between administration and academic and student service departments and disseminate relevant information
- Assist the president with college-wide improvements in student learning
- Ensure all programs and courses reflect current thinking and practice and are in compliance with state and national accreditation standards
- Ensure that curriculum and student service activities are appropriately communicated to the WCC Board of Trustees.

The responsibilities of the [Vice President of Financial and Business Services / Chief Financial Officer](#) include, but are not limited to:

- Provide leadership and direction over the college's financial and business operations and human resources to ensure the integrity of the college
- Oversee the management of Business Office operations ensuring compliance with federal and state regulations
- Oversee internal control and safeguards for receipt of revenue, costs, and program budgets and expenditures
- Oversee risk management programs
- Oversee the funding for the college's building projects and associated reporting
- Oversee general contracted services
- Oversee infrastructure related to state and federal reporting compliance
- Organize, coordinate, and supervise the development of the annual budget

- Analyze financial data and present financial reports in an accurate and timely manner
- Clearly communicate to the president and Board financial statements
- Serve as the chief financial advisor to the president
- Exercise administrative direction over Information Technology Department.

The responsibilities of the [Vice President of Workforce and Continuing Education and Community Engagement](#) include, but are not limited to:

- Provide leadership and supervise the administration and implementation of all Workforce Continuing Education programs including classes on the main campus and external locations
- Serve as a liaison between the college and business and industry in the community
- Build community support and promote the institution through involvement in community activities
- Design, develop, and implement programs, initiatives, and opportunities to encourage and promote growth and education
- Facilitate partnerships between the college and public and private organizations for service and community-based learning and/or volunteer opportunities.

The responsibilities of the [Vice President of Operations](#) include, but are not limited to:

- Exercise administrative direction over facilities and grounds, housekeeping, construction projects, associated contract vendors, and general contracted services
- Manage the college's Long Range Master Plan construction activities
- Manage the college's building projects and associated reporting
- Serve as a liaison to county government for facilities and construction
- Oversee the management of Campus Police
- Manage infrastructure-related state and federal reporting compliance.

The responsibilities of the [Associate Vice President of Institutional Effectiveness / Chief of Staff](#) include, but are not limited to:

- Serve as the strategic planning officer of the college and assist the president in developing, implementing, and maintaining the college's strategic plan to ensure mission effectiveness
- Coordinate and conduct institutional research to provide information for planning, policy information, and decision-making
- Oversee the institution's strategic planning process and establish institutional performance indicators and strategic priorities
- Responsible for ensuring the college remains in compliance with SACSCOC
- Serve as the institutional effectiveness liaison to the North Carolina Community College System (NCCCS)

The responsibilities of the [Executive Director of the Foundation for Wayne Community College](#) include, but are not limited to:

- Plan and implement the Foundation annual fund drive and other fundraising activities
- Serve as liaison between the Foundation Board of Directors and the college faculty, staff, and community
- Manage the Foundation's investments and disbursements of assets to enhance the educational programs and services offered by the college
- Pursue and accept gifts to the Foundation
- Establish an annual budget plan

The Chief Executive Officer has ultimate responsibility for, and exercises appropriate control over the institution's educational, administrative, and fiscal programs and services. Therefore, Wayne Community College is in compliance with standard 5.2.a.

## Section 5: Administration and Organization

### 5.2.b

The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:  
The institution's intercollegiate athletics program.  
*(Control of intercollegiate athletics)*

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

The college does not have intercollegiate athletic programs and therefore this standard is not applicable.

## Section 5: Administration and Organization

### 5.2.c

The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:  
The institution's fund-raising activities.  
(Control of fund-raising activities)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### Mission

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina, and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

### President's Responsibilities

The President of Wayne Community College (WCC) is the chief executive officer of the college as outlined in the Bylaws of the Board of Trustees of Wayne Community College (Board) and in their [job description](#). "As chief executive officer of the College, the President shall have full authority and responsibility for all College operations within established Board, College and State Board of Community Colleges' policies, rules, and budgets" ([Bylaws Article II, Section 6a](#)).

Additionally, the Board's Bylaws specifically state, "The President shall be authorized to control the institution's fundraising activities exclusive of institutional-related foundations that are independently and separately incorporated."

### The Foundation of Wayne Community College

The responsibility for fundraising at Wayne Community College (WCC) lies with the [Foundation of Wayne Community College, Inc.](#), which is an independent, separately incorporated [501 \(c\)\(3\) tax-exempt](#) corporation. WCC [Board Policy 04-02 – Charitable Donations](#) and [College Procedures Manual 08-0401](#) emphasizes that gifts and other acquisitions should be channeled through the Foundation, supporting that the Foundation is the significant fundraising entity of the college.

The [WCC Organizational Chart](#) shows that the President directly supervises the [Foundation's Executive Director](#). In addition, Article IV, Section 2 of the Foundation By-laws states that "the Executive Director of the Foundation shall be appointed by the President of Wayne Community College". Article IV, Section 5 reads, "With the advice of the Board, the Executive Director shall serve at the pleasure of the President of Wayne Community College."

The President, as directed in their job description, and by the By-laws of the Board of Trustees and the [By-laws of the Foundation](#), works closely with the Executive Director and the Board of Directors of the Foundation. They are an active participant in decisions regarding funding campaigns, special events, policy development, and investment procedures related to the Foundation.

As stated in [Article II](#) of its Bylaws, the Foundation, in consultation with the President, is responsible for:

- The planning and executing of comprehensive fund-raising and donor acquisition programs in support of Wayne Community College;
- The development of the facilities and services of Wayne Community College for broader educational opportunities for and service to its students, staff, faculty and alumni than would be available solely from tax and other governmental services; and
- The awarding of scholarships and grants to students, faculty, and staff of Wayne Community College.

The President's relationship to the Foundation is also described in [WCC Board Bylaws, Article II, Section 6 \(m\)](#), "The President shall serve as an ex-officio, non-voting member of the Foundation of Wayne Community College and shall advance the mission and goals of the Foundation."

Examples of minutes from Foundation Board meetings in [2022](#), [2023](#), and [2024](#) have been provided as evidence of the President's participation in decisions and activities regarding funding campaigns such as naming rights ([Keller Stage](#) and [Mount Olive Pickle Machine Shop](#)), [special events](#), policy development, and investment procedures.

No major fundraising occurs at Wayne Community College outside of the Foundation of Wayne Community College, Inc.

Wayne Community College's Chief Executive Officer has ultimate responsibility for, and exercises appropriate control over the institution's fund-raising activities, and therefore in compliance with standard 5.2.c.

## Section 5: Administration and Organization

### 5.4

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

*(Qualified administrative/academic officers)* [Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### President and Administration

The WCC Board of Trustees has the authority to elect and hire the President or Chief Administrative Officer of the institution ([Bylaws, Board of Trustees Article III \(1\)](#)). The President is “qualified by training, experience, habits, and philosophy to maintain a comprehensive community college of high quality in accordance with State Laws and regulation and sound public educational theory and practice” ([Bylaws, Board of Trustees Article II, Section 6](#)).

“The President is responsible for the selection, appointment or dismissal of personnel required for the operation of the College subject to the standards established by the State Board of Community Colleges, except that the Board shall retain authority to employ and/or dismiss vice presidents and the chief financial officer upon nomination or recommendation by the President” ([Bylaws, Board of Trustees Article II Section 6 \(d\)](#)).

The President structures the organization and administration of the college, as is evidenced in the [college's organizational chart](#) and [College Procedures Manual \(CPM\) 01-0101 – Internal Organization](#).

The President's Cabinet is composed of executive leaders who report directly to the President of Wayne Community College. The Cabinet serves to provide advice and counsel to the President, to prepare items for consideration and decision making to the Administrative Council, and to coordinate activities and work across campus. College Procedures Manual 01-0201 – President's Cabinet and Administrative Council detail information regarding the purpose and makeup of this group.

Members of the President's Cabinet include:

- President
- Vice President of Academic and Student Services
- Vice President of Operations
- Vice President of Financial and Business Services and Chief Finance Officer
- Vice President of Workforce Continuing Education Services and Community Engagement

- Associate Vice President of Institutional Effectiveness and Chief of Staff
- Executive Director of the Foundation for Wayne Community College

The Administrative Council is an administrative body and as such receives its authority from the Office of the President. The purpose ([CPM 01-0201](#)) of the Administrative Council is to act on college-wide matters relating to policies and procedures, to participate in long-range planning for the institution, and to ensure a direct communication link between the various operating units of the college.

Members of Administrative Council include:

- President
- Vice President of Academic and Student Services
- Vice President of Operations
- Vice President of Financial and Business Services and Chief Financial Officer
- Vice President of Workforce Continuing Education Services and Community Engagement
- Associate Vice President of Institutional Effectiveness and Chief of Staff
- Executive Director of the Foundation for Wayne Community College
- Associate Vice President of Academic and Student Services
- Dean of Applied Technologies
- Dean of Allied Health and Public Services
- Dean of Arts and Sciences
- Dean of Business and Computer Technologies
- Dean of Public Safety
- Public Information Officer
- Controller
- Director of Information Technology
- Director of Human Resources
- Director of Admissions and Records (Curriculum)
- Director of Admissions and Records (Workforce Continuing Education)

Final responsibility and accountability for operational decisions rests with the Office of the President working within established Wayne Community College Board of Trustees' and State Board of Community Colleges' policies, rules, and budgets.

### Key Academic Officers

WCC employs five academic Deans who oversee the college's academic divisions ([WCC Organizational Chart – Academic and Student Services](#)). Each Dean has the appropriate qualifications and experience to lead their respective academic unit. These key decision makers, along with the Administrative Council, have primary responsibility to support the institution and its programs and have organizational and budgetary oversight of all academic departments within the college.

### Administrative and Academic Officer Qualifications and Evaluations

Job descriptions for each of these positions include the requirements for education and experience which are used to identify capable and competent candidates to fill all administrative and academic roles at the college. All administrative and academic leaders at WCC have academic and work-related qualifications verified by the Human Resources Department for their positions at the institution. Official transcripts verifying educational degrees for all administrative and academic officers are filed in the personnel folders within the HR Department of the college.

The table below lists all administrative and academic officers of the institution. Included for each administrative and academic officer are job descriptions, earned degrees, experience, and the last three years of annual evaluations.

| Administrator Name /<br>Position / Job Description | Education | Experience | Evaluations |
|----------------------------------------------------|-----------|------------|-------------|
|----------------------------------------------------|-----------|------------|-------------|

|                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |
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| <div data-bbox="159 92 386 128" data-label="Text"><p>[REDACTED]</p></div> <div data-bbox="159 163 378 226" data-label="Text"><p>President – effective<br/>1.1.2022</p></div> <div data-bbox="159 235 342 264" data-label="Text"><p><a href="#">(Job Description)</a></p></div> <div data-bbox="159 300 435 369" data-label="Text"><p>[REDACTED]<br/>[REDACTED]</p></div> | <div data-bbox="496 92 824 197" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="496 231 857 300" data-label="Text"><p>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="496 333 850 403" data-label="Text"><p>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="496 436 824 506" data-label="Text"><p>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="496 539 862 644" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> | <div data-bbox="902 92 1011 126" data-label="Text"><p><a href="#">(Resume)</a></p></div> <div data-bbox="902 159 1230 264" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 298 1182 403" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 436 1247 577" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 611 1268 716" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 749 1227 890" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 924 1221 1064" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 1098 1279 1203" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 1236 1169 1341" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> | <div data-bbox="1325 92 1446 121" data-label="Text"><p><a href="#">2021-2022</a></p></div> <div data-bbox="1325 159 1446 189" data-label="Text"><p><a href="#">2022-2023</a></p></div> <div data-bbox="1325 226 1446 256" data-label="Text"><p><a href="#">2023-2024</a></p></div> |
| <div data-bbox="159 1415 375 1451" data-label="Text"><p>[REDACTED]</p></div> <div data-bbox="159 1482 461 1583" data-label="Text"><p>Vice President for Academic<br/>and Student Services<br/><a href="#">(Job Description)</a></p></div>                                                                                                                                | <div data-bbox="496 1415 834 1520" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="496 1554 834 1623" data-label="Text"><p>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="496 1656 867 1726" data-label="Text"><p>[REDACTED]<br/>[REDACTED]</p></div>                                                                                                                                                                                             | <div data-bbox="902 1415 1011 1449" data-label="Text"><p><a href="#">(Resume)</a></p></div> <div data-bbox="902 1482 1247 1623" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 1656 1279 1797" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div> <div data-bbox="902 1831 1256 1936" data-label="Text"><p>[REDACTED]<br/>[REDACTED]<br/>[REDACTED]</p></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div data-bbox="1325 1415 1386 1444" data-label="Text"><p><a href="#">2022</a></p></div> <div data-bbox="1325 1482 1386 1512" data-label="Text"><p><a href="#">2023</a></p></div> <div data-bbox="1325 1549 1386 1579" data-label="Text"><p><a href="#">2024</a></p></div>         |



|                                                                                                                                                |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <div>[REDACTED]</div> <p>Vice President, Workforce and Continuing Education and Community Engagement<br/>(<a href="#">Job Description</a>)</p> | <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>                       | <p>(<a href="#">Resume</a>)</p> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> | <p><a href="#">2022</a></p> <p><a href="#">2023</a></p> <p><a href="#">2024</a></p> |
| <div>[REDACTED]</div> <p>Associate Vice President Institutional Effectiveness and Chief of Staff<br/>(<a href="#">Job Description</a>)</p>     | <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> | <p>(<a href="#">Resume</a>)</p> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>                                                                                                                                                           | <p><a href="#">2022</a></p> <p><a href="#">2023</a></p> <p><a href="#">2024</a></p> |
| <div>[REDACTED]</div> <p>Executive Director Foundation<br/>(<a href="#">Job Description</a>)</p>                                               | <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>                                                                   | <p>(<a href="#">Resume</a>)</p> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>                                                                                                                                                           | <p><a href="#">2022</a></p> <p><a href="#">2023</a></p> <p><a href="#">2024</a></p> |









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|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <a href="#">(Job Description)</a>                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>               | <a href="#">2024</a>                                                                            |
| <div>[REDACTED]</div> <div>Director, Admissions and Records (Continuing Education)</div> <div><a href="#">(Job Description)</a></div> | <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> | <div><a href="#">(Resume)</a></div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> | <div><a href="#">2022</a></div> <div><a href="#">2023</a></div> <div><a href="#">2024</a></div> |

### Annual Evaluation Process

WCC regularly evaluates administrative and academic officers. [State Board of Community Colleges Code \(1C SBCCC 300.2\) – Evaluation of Presidents](#) requires that each local board shall evaluate its President annually and notify the State Board in writing that the evaluation has been completed by June 30th of each year. The notification to the State Board spells out the timeline and details the steps taken in conducting the annual evaluation of the President. [Dr. Pfeiffer's evaluation for 2023-2024](#), as well as a letter to the State Board is provided as supporting documentation that this process is followed.

The college evaluates the effectiveness of administrators and academic officers annually, per the [College Procedures Manual \(CPM\) 02-0401- Performance Evaluations](#) and [Board of Trustees Policy \(01-18\) – Performance Evaluation](#). Administrators are rated in the areas of quality/dependability, job knowledge, communication, institutional service, leadership/professionalism, and professional development. Evaluations are archived in employees' personnel files.

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. Therefore, Wayne Community College demonstrates compliance with standard 5.4.

## Section 6: Faculty

### 6.1

The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.  
(Full-time faculty) [CR; Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### Mission

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina, and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Program faculty are responsible for describing how their program aligns with the college's vision, mission, and core values in their program reviews. A program review from [Criminal Justice Technology Forensic Science](#) has been included as supporting documentation.

### Organizational Structure

The Vice President of Academic and Student Services and five Academic Deans are responsible for managing curriculum programs. Each division (Allied Health/Public Services, Applied Technologies, Arts and Sciences, Business and Computer Technologies, and Public Safety) has full-time Department Chairs or Program Directors for their respective programs. An [organizational chart](#) is included for reference.

### Definition of Faculty

College Procedures Manual (CPM) [03-0307 - Curriculum Faculty Workloads](#) defines full-time faculty teaching loads as 18 – 22 contact hours. Specific teaching loads within those parameters are assigned by Program Directors and Department Chairs, under the direction of the appropriate Dean, who take into consideration the number of lecture, laboratory, clinical, practicum, and work-based learning hours required for each course; available lab space and equipment; and any required teacher/student ratios.

As outlined in [CPM 02-0106 – Recruitment, Employment, and Supervision of Part-Time Faculty](#), part-time curriculum faculty teaching loads do not exceed 12 contact hours per semester. Part-time contracts are based on course sections and are issued on a semester basis.

As described in [CPM 03-0307](#), faculty members teaching a combination of lecture, laboratory, clinical, practicum, and/or work-based hours will be considered for overload pay when they reach twenty-two contact hours. Deans, Associate Deans, and Department Chairs, because of their administrative responsibilities and additional compensation, are eligible for overload payments for a maximum of one (1) single course over the corresponding instructional workload.

### Determining Number of Faculty

With their professional judgment as a guide, informed by accepted higher education practices and industry standards, Program Directors, Department Chairs, and Deans work with the Vice President for Academic and Student Services to identify the number of full-time faculty needed to support the college's mission and goals. These faculty and administrators consider program content, specialization, professional standards, number of course preparations, safety, and enrollment, as well as college and community responsibilities in justifying the number of full-time instructors needed. Consideration is always given to the availability of funding and qualified faculty.

### Total Number of Full-Time Faculty

Data from the North Carolina Community College System (NCCCS) public dashboards show that as of October 1, 2023, WCC employed 190 total faculty members. Of these faculty members, 59% were full-time and 41% were part-time. Wayne Community College ranked 5th among the 58 community colleges in the NCCCS for the number of full-time faculty members. Among the comparison to colleges within the NCCCS that are similar in size, WCC had the highest percentage of full-time faculty members. Table 1 shows a comparison to colleges within the NCCCS that are similar in size to WCC.

**Table 1: Number of Curriculum Faculty for Peer Institutions as of October 1, 2023**

| Number of Curriculum Faculty for Peer Comparison |               |                   |            |                   |            |                         |
|--------------------------------------------------|---------------|-------------------|------------|-------------------|------------|-------------------------|
| College                                          | Total Faculty | Full-time Faculty |            | Part-time Faculty |            | Full-time Rank in NCCCS |
|                                                  |               | n                 | %          | n                 | %          |                         |
| Alamance CC                                      | 254           | 117               | 46%        | 137               | 54%        | 35th                    |
| Caldwell CC & TI                                 | 209           | 113               | 54%        | 96                | 46%        | 15th                    |
| Coastal Carolina CC                              | 244           | 114               | 47%        | 130               | 53%        | 34th                    |
| Johnston CC                                      | 264           | 110               | 42%        | 154               | 58%        | 46th                    |
| Sandhills CC                                     | 215           | 117               | 54%        | 98                | 46%        | 14th                    |
| <b>Wayne CC</b>                                  | <b>190</b>    | <b>113</b>        | <b>59%</b> | <b>77</b>         | <b>41%</b> | <b>5th</b>              |

Source: NC Community Colleges Public-Facing Dashboard – Employee Headcount

### Adequacy of Full-Time Faculty

Wayne Community College tracks the average student-to-faculty ratio. Table 2 shows the comparison of full-time faculty-to-student ratio to colleges within the NCCCS of similar size. Data indicates that WCC tied with another institution for the second lowest student-to-faculty ratio. Wayne Community College defines student-to-faculty ratio as the number of students at an institution compared to the number of faculty. Wayne Community College uses this formula:

$$\text{Student-to-Faculty Ratio} = [\text{SF} + \text{SP}] / [\text{FFI} + \text{FPI}]$$

SF = the number of full-time enrolled students, SP = the number of part-time enrolled students, FFI = the number of full-time instructional faculty, and FPI = the number of part-time instructional faculty.

**Table 2: Number of Full-Time Faculty and Student/Faculty Ratio for Peer Institutions**

| Student / FT Faculty Ratio for Peer Institutions |                          |
|--------------------------------------------------|--------------------------|
| College                                          | Student/FT Faculty Ratio |
| Alamance CC                                      | 17 to 1                  |
| Caldwell CC & TI                                 | 18 to 1                  |
| Coastal Carolina CC                              | 14 to 1                  |
| Johnston CC                                      | 18 to 1                  |
| Sandhills CC                                     | 18 to 1                  |
| <b>Wayne CC</b>                                  | <b>17 to 1</b>           |

Source: NC Community Colleges Public-Facing Dashboard – Curriculum Headcount

During the fall 2023 semester, 619 total course sections were taught by full- and part-time faculty. Of the 619 courses, full-time faculty accounted for 79.5% of the instruction, while part-time faculty accounted for 20.5% of instruction.

Table 3 shows a comparison of sections taught by full-time and part-time faculty for the last five academic terms. The range for sections taught by full-time faculty ranges from 75.4% to 81.2%.

**Table 3: Comparison of Full-Time and Part-Time (All Sections Taught)**

| Comparison of Full-Time and Part-Time Faculty - All Sections Taught |                                      |       |                                      |       |                |
|---------------------------------------------------------------------|--------------------------------------|-------|--------------------------------------|-------|----------------|
| Semester                                                            | Sections Taught by Full-Time Faculty |       | Sections Taught by Part-Time Faculty |       | Total Sections |
|                                                                     | n                                    | %     | n                                    | %     | n              |
| Fall 2021                                                           | 534                                  | 77.7% | 153                                  | 22.3% | 687            |
| Spring 2022                                                         | 454                                  | 75.4% | 148                                  | 24.6% | 602            |
| Fall 2022                                                           | 506                                  | 78.4% | 139                                  | 21.6% | 645            |
| Spring 2023                                                         | 487                                  | 81.2% | 112                                  | 18.8% | 597            |
| Fall 2023                                                           | 492                                  | 79.5% | 127                                  | 20.5% | 619            |

Source: Curriculum Fall and Spring Institutional Class Reports (ICR)

A further breakdown of full-time to part-time faculty ratios by teaching modalities is documented below in Tables 4, 5, 6, and 7. Each table shows that the majority of classes taught in either face-to face, hybrid (more than 50% online), blended (50% or less online), or online modalities at WCC are taught by full-time faculty members.

**Table 4: Comparison of Full-Time and Part-Time Face-to-Face Sections Taught**

| Comparison of Full-Time and Part-Time Face-to-Face Sections Taught |                                      |       |                                      |       |                |
|--------------------------------------------------------------------|--------------------------------------|-------|--------------------------------------|-------|----------------|
| Semester                                                           | Sections Taught by Full-Time Faculty |       | Sections Taught by Part-Time Faculty |       | Total Sections |
|                                                                    | n                                    | %     | n                                    | %     | n              |
| Fall 2021                                                          | 104                                  | 88.9% | 13                                   | 11.1% | 117            |
| Spring 2022                                                        | 153                                  | 89.0% | 19                                   | 11.0% | 172            |
| Fall 2022                                                          | 164                                  | 89.6% | 19                                   | 10.4% | 183            |
| Spring 2023                                                        | 158                                  | 91.3% | 15                                   | 8.7%  | 173            |
| Fall 2023                                                          | 147                                  | 89.6% | 17                                   | 10.4% | 164            |

Sources: Curriculum Fall and Spring Institutional Class Reports (ICR)

**Table 5: Comparison of Full-Time and Part-Time Hybrid Sections Taught**

| Comparison of Full-Time and Part-Time Hybrid Sections Taught |                                      |       |                                      |       |                |
|--------------------------------------------------------------|--------------------------------------|-------|--------------------------------------|-------|----------------|
| Semester                                                     | Sections Taught by Full-Time Faculty |       | Sections Taught by Part-Time Faculty |       | Total Sections |
|                                                              | n                                    | %     | n                                    | %     | n              |
| Fall 2021                                                    | 179                                  | 82.9% | 37                                   | 17.1% | 216            |
| Spring 2022                                                  | 121                                  | 80.7% | 29                                   | 19.3% | 150            |
| Fall 2022                                                    | 116                                  | 83.5% | 23                                   | 16.5% | 139            |
| Spring 2023                                                  | 117                                  | 90.0% | 13                                   | 10.0% | 130            |
| Fall 2023                                                    | 63                                   | 82.9% | 13                                   | 17.1% | 76             |

Sources: Curriculum Fall and Spring Institutional Class Reports (ICR)

**Table 6: Comparison of Full-Time and Part-Time Blended Sections Taught**

| Comparison of Full-Time and Part-Time Blended Sections Taught |                                      |        |                                      |      |                |
|---------------------------------------------------------------|--------------------------------------|--------|--------------------------------------|------|----------------|
| Semester                                                      | Sections Taught by Full-Time Faculty |        | Sections Taught by Part-Time Faculty |      | Total Sections |
|                                                               | n                                    | %      | n                                    | %    | n              |
| Fall 2021                                                     | 11                                   | 100.0% | 0                                    | 0.0% | 11             |
| Spring 2022                                                   | 8                                    | 100.0% | 0                                    | 0.0% | 8              |

|             |    |        |   |      |    |
|-------------|----|--------|---|------|----|
| Fall 2022   | 23 | 95.8%  | 1 | 4.2% | 24 |
| Spring 2023 | 11 | 100.0% | 0 | 0.0% | 11 |
| Fall 2023   | 80 | 98.8%  | 1 | 1.2% | 81 |

Sources: Curriculum Fall and Spring Institutional Class Reports (ICR)

**Table 7: Comparison of Full-Time and Part-Time Online Sections Taught**

| Comparison of Full-Time and Part-Time Online Sections Taught |                                      |       |                                      |       |                |
|--------------------------------------------------------------|--------------------------------------|-------|--------------------------------------|-------|----------------|
| Semester                                                     | Sections Taught by Full-Time Faculty |       | Sections Taught by Part-Time Faculty |       | Total Sections |
|                                                              | n                                    | %     | n                                    | %     | n              |
| Fall 2021                                                    | 240                                  | 70.0% | 103                                  | 30.0% | 343            |
| Spring 2022                                                  | 172                                  | 63.2% | 100                                  | 36.8% | 272            |
| Fall 2022                                                    | 203                                  | 67.9% | 96                                   | 32.1% | 299            |
| Spring 2023                                                  | 196                                  | 70.5% | 82                                   | 29.5% | 278            |
| Fall 2023                                                    | 199                                  | 67.9% | 94                                   | 32.1% | 293            |

Sources: Curriculum Fall and Spring Institutional Class Reports (ICR)

Table 8 indicates the number of student credit hours generated by both full-time and part-time faculty in face-to-face courses.

**Table 8: Face-to-Face Student Credit Hours Generated by Faculty**

| Face-to-Face Student Credit Hours Generated by Faculty |                   |                   |                                 |
|--------------------------------------------------------|-------------------|-------------------|---------------------------------|
| Semester                                               | Full-Time Faculty | Part-Time Faculty | Face-to-Face Total Credit Hours |
| Fall 2021                                              | 3,069             | 430               | 3,499                           |
| Spring 2022                                            | 5,380             | 412               | 5,792                           |
| Fall 2022                                              | 7,470             | 661               | 8,131                           |
| Spring 2023                                            | 7,134             | 557               | 7,691                           |
| Fall 2023                                              | 6,996             | 721               | 7,717                           |

Source: WCC's End-of-Term Datasets

### Faculty Responsibilities

Full-time faculty at WCC are required to perform the following essential functions: instruct students; advise students; assess student learning; attend college functions and events; cultivate relationships with other discipline experts, business/industry

partners, and university colleagues; develop course materials; hold office hours; maintain academic records; maintain discipline, teaching, and technical expertise through professional development; review, evaluate, and revise courses and curricula; participate in initiatives to recruit and retain students; and serve on college, community, and professional committees. Responsibilities of employment and course management are described in the [Curriculum Instructor Handbook](#).

### Non-Traditional Faculty Functions

Faculty responsibilities outside of the classroom include academic advising, committee assignments, community service, advising student clubs and organizations, building and maintaining industry partnerships, and organizing educational summer camps. Two examples from each academic division are included in the following table to indicate non-traditional faculty functions.

**Table 9: Non-Traditional Faculty Functions**

| Division                         | Name, Instructor Title                                                      | Committee Assignment                                                                         | Other Duties                                                                                                         |
|----------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Allied Health & Public Services  | ██████████ Dental Assisting Instructor                                      | ████████████████████<br>████████████████████<br>████████                                     | ████████████████████<br>████████████████████                                                                         |
| Allied Health & Public Service   | ██████████ Human Services Instructor                                        | ████████████████████<br>████████████████████<br>████████████████████<br>████████             | ████████████████████                                                                                                 |
| Applied Technologies             | ██████████ Applied Animal Science Instructor                                | ████████████████████<br>████████████████████                                                 | ████████████████████                                                                                                 |
| Applied Technologies             | ██████████ Mechatronics/Industrial Systems Technology Instructor            | ████████████████████<br>████████████████████<br>████████████████████<br>████████████████████ | ████████████████████                                                                                                 |
| Arts & Sciences                  | ██████████ Biology Instructor                                               |                                                                                              | ████████████████████<br>████████████████████                                                                         |
| Arts & Sciences                  | ██████████ Mathematics Instructor                                           |                                                                                              | ████████████████████<br>████████████████████<br>████████████████████                                                 |
| Business & Computer Technologies | ██████████ Business Instructor                                              | ████████████████████<br>████████                                                             | ████████████████████<br>████████████████████<br>████████████████████<br>████████████████████<br>████████████████████ |
| Business & Computer Technologies | ██████████ Medical Office Administration & Office Administration Instructor | ████████████████████<br>████████████████████<br>████████████████████<br>████████████████████ | ████████████████████                                                                                                 |
| Public Safety                    | ██████████ Emergency Medical Science Instructor                             | ████████████████████<br>████████                                                             | ████████████████████<br>████████████████████<br>████████████████████                                                 |

|               |                                            |                                     |             |
|---------------|--------------------------------------------|-------------------------------------|-------------|
| Public Safety | <div>Emergency Management Instructor</div> | <div></div> <div></div> <div></div> | <div></div> |
|---------------|--------------------------------------------|-------------------------------------|-------------|

Wayne Community College employs an adequate number of full-time faculty members to support the mission and goals of the institution. Therefore, the college demonstrates compliance with Core Requirement 6.1.

## Section 6: Faculty

### 6.2.a

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.  
(Faculty qualifications)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) has adopted minimum requirements for use in hiring instructors to teach curriculum (credit) courses, determined by course classification. Wayne Community College's employment criteria for faculty are based on Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and specific programmatic requirements. Faculty credential guidelines are communicated to faculty, department chairs, and academic deans through the WCC College Procedures Manual ([CPM 02-0108 Faculty Credentials](#)). Faculty credential guidelines apply to full-time and part-time faculty members.

College Procedures Manual [CPM 02-0101 – Employment Procedures](#) defines the college's procedures for the employment of personnel. [Wayne Community College's Hiring Guide](#) addresses the process of employing qualified faculty and staff to accomplish the mission and goals of the institution. This process begins with the approval of the position, the legal responsibilities associated with hiring, and the appropriate advertisement which includes requirements and credentials necessary for the position.

When the decision to hire a full-time instructor is approved by the President of the college, a [job vacancy announcement](#) is written by the appropriate Department Chair and approved by Human Resources. Job vacancy announcements include the requirements and credentials for faculty positions. Upon hire, a [Faculty Credential Datasheet](#) is completed for all full- and part-time faculty and placed, along with [official transcripts](#), in their personnel file. Two examples of recently hired faculty ([Brian Jensen](#) and [Mary Carmichael](#)) have been provided as evidence that Wayne Community College follows the appropriate procedures to ensure that faculty qualifications are vetted and appropriate for the faculty position.

[College Procedures Manual 02-0106 – Recruitment, Employment, and Supervision of Part-time Faculty](#) defines the employment process for part-time faculty. Faculty positions that are advertised as part-time ([PT Faculty Job Vacancy Announcement](#)) follow the same process of posting the job vacancy announcement with requirements and credentials listed. A Faculty Credential Datasheet, along with official transcripts, is filed in the part-time faculty member's personnel file. An example of a [part-time faculty datasheet](#) is provided as evidence.

Full- and part-time faculty follow the same human resource process and receive the following forms and information:

- [Personnel checklist](#)
- [I-9](#)
- [Direct Deposit Form](#)
- [Compliance with College Procedures](#)
- [Drug Free Workplace Policy](#)
- [Non-Disclosure Statement](#)
- [Acknowledgement of Required Documents](#)
- [W-4](#)
- [NC-4 Employee Withholding Allowance Certificate](#)

**When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline**

Credential guidelines outlined in [CPM 02-0108 – Faculty Credentials](#) address the following teaching situations:

- Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline (please see [Credentialing by Exception in CPM 02-0108](#)).
- Faculty teaching certification/diploma courses: college credential at similar level in program area, or certification/licensure in the program area and documentation of demonstrated competencies that includes letters from employers in areas related to the teaching discipline.
- Faculty teaching developmental education courses: a baccalaureate degree in the teaching discipline, or baccalaureate degree in related field with at least 12 credit hours in the discipline; or a recognized state teacher certification in secondary education in the discipline.

**The institution justifies and documents the qualifications of its faculty**

The official roster of all full-time and part-time curriculum faculty for the Spring 2024 and Fall 2024 provides details for all instructors, their assigned courses, their college/university degree(s), diplomas, and/or certifications, as well as where appropriate, coursework, professional licensures/certifications, and related work experience.

[Allied Health and Public Services Division](#)

[Applied Technologies Division](#)

[Apprenticeship and Career Development Department](#)

[Arts & Sciences Division](#)

[Business and Computer Technologies Division](#)

[Public Safety Division](#)

[Faculty from prior review](#) are included as documentation.

Wayne Community College employs competent faculty members qualified to accomplish the mission and goals of the institution. Therefore, Wayne Community College is in compliance with 6.2.a.

## Section 6: Faculty

### 6.2.b

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

(Program faculty) [Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

Wayne Community College (WCC) employs a sufficient number of full-time faculty members to ensure the quality, integrity, and review of its academic programs. WCC offers 45 associate degree programs, 19 diploma programs, and 109 certificate programs. A list of degrees, diplomas, and certificates is provided in the [Institutional Summary Form](#). During fall 2023, the college employed 113 full-time faculty members.

### Mission and Goals

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

College-wide goals are to:

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.

### Definition of Full- and Part-Time Faculty

As outlined in the Wayne Community College Procedures Manual (CPM) [CPM 03-0307 – Curriculum Faculty Workloads](#), full-time faculty teach between 18-22 contact hours, while part-time faculty teach 12 contact hours or less.

**Sufficient Number of Full-Time Faculty**

Wayne Community College’s department chairs and deans monitor teaching loads to ensure that the number of full-time faculty is sufficient to meet the college’s needs and the needs of each program. This includes the overall distribution of full-time to part-time faculty by semester, full-time to part-time faculty distribution disaggregated by program and delivery methods, faculty-to-student ratio, and peer comparison of full-time faculty.

**Comparison of Full-Time and Part-Time Faculty (All Sections Taught)**

Table 1 shows a comparison of sections taught by full-time and part-time faculty for the last five academic terms. An analysis shows that an average of 78.8% of course sections over the last five academic semesters were taught by full-time faculty.

**Table 1: Comparison of Full-Time and Part-Time Faculty (All Sections Taught)**

| Comparison of Full-Time and Part-Time Faculty - All Sections Taught |                                      |       |                                      |       |                |
|---------------------------------------------------------------------|--------------------------------------|-------|--------------------------------------|-------|----------------|
| Semester                                                            | Sections Taught by Full-Time Faculty |       | Sections Taught by Part-Time Faculty |       | Total Sections |
|                                                                     | n                                    | %     | n                                    | %     | n              |
| Fall 2021                                                           | 534                                  | 77.7% | 153                                  | 22.3% | 687            |
| Spring 2022                                                         | 454                                  | 75.4% | 148                                  | 24.6% | 602            |
| Fall 2022                                                           | 506                                  | 78.4% | 139                                  | 21.6% | 645            |
| Spring 2023                                                         | 485                                  | 81.2% | 112                                  | 18.8% | 597            |
| Fall 2023                                                           | 492                                  | 79.2% | 127                                  | 20.5% | 619            |

Sources: Curriculum Fall and Spring Institutional Class Reports (ICR)

**Courses Taught by Full-Time and Part-Time Faculty by Program Type**

The following table shows the percentage of courses taught by full- and part-time faculty in each academic program during fall 2023. All programs had full-time instructor percentages of 55% or greater.

**Table 2: Fall 2023 Sections Taught by Faculty Status**

| Fall 2023 Courses Taught by Faculty Status |           |    |           |    |       |                |
|--------------------------------------------|-----------|----|-----------|----|-------|----------------|
| Program Type                               | Full-Time |    | Part-Time |    | Total | Total Sections |
|                                            | n         | %  | n         | %  | n     | n              |
| College Transfer Degrees                   |           |    |           |    |       |                |
| Associate in Arts                          | 403       | 74 | 144       | 26 | 547   | 547            |
| Associate in Engineering                   | 4         | 80 | 1         | 20 | 5     | 5              |
| Associate in General Education             | 15        | 79 | 4         | 21 | 19    | 19             |

|                                                                                                                                                             |     |     |    |    |     |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|----|----|-----|-----|
| Associate in General Education - Nursing                                                                                                                    | 129 | 73  | 47 | 27 | 176 | 176 |
| Associate in Science                                                                                                                                        | 231 | 74  | 81 | 26 | 312 | 312 |
| Associate in Arts in Teacher Preparation                                                                                                                    | 46  | 66  | 24 | 34 | 70  | 70  |
| Associate in Science in Teacher Preparation                                                                                                                 | 6   | 55  | 5  | 45 | 11  | 11  |
| <b>Associate Degrees</b>                                                                                                                                    |     |     |    |    |     |     |
| Accounting and Finance +                                                                                                                                    | 73  | 77  | 22 | 23 | 95  | 270 |
| Agribusiness Technology                                                                                                                                     | 39  | 93  | 3  | 7  | 42  | 54  |
| Applied Animal Science Technology                                                                                                                           | 40  | 93  | 3  | 7  | 43  | 46  |
| Artificial Intelligence Engineer                                                                                                                            | 18  | 78  | 5  | 22 | 23  | 56  |
| Associate Degree Nursing                                                                                                                                    | 10  | 67  | 5  | 33 | 15  | 15  |
| Automotive Systems Technology +                                                                                                                             | 64  | 89  | 8  | 11 | 72  | 261 |
| Aviation Systems Technology                                                                                                                                 | 15  | 88  | 2  | 12 | 17  | 19  |
| Business Administration +                                                                                                                                   | 159 | 85  | 28 | 15 | 187 | 550 |
| Collision Repair and Refinishing Technology                                                                                                                 | 31  | 86  | 5  | 14 | 36  | 48  |
| Computer-Integrated Machining                                                                                                                               | 14  | 100 | 0  | 0  | 14  | 14  |
| Criminal Justice Technology                                                                                                                                 | 26  | 55  | 21 | 45 | 47  | 47  |
| Criminal Justice Technology - Forensic Science                                                                                                              | 48  | 71  | 20 | 29 | 68  | 68  |
| Dental Hygiene                                                                                                                                              | 15  | 88  | 2  | 12 | 17  | 17  |
| Early Childhood Education +                                                                                                                                 | 46  | 72  | 18 | 28 | 64  | 246 |
| Emergency Management                                                                                                                                        | 24  | 80  | 6  | 20 | 30  | 62  |
| Entertainment Technologies                                                                                                                                  | 33  | 92  | 3  | 8  | 36  | 48  |
| Forest Management Technology                                                                                                                                | 27  | 79  | 7  | 21 | 34  | 36  |
| Funeral Service Education (awarded by Fayetteville Technical Community College (FTCC), students may take up to 31 non-program semester credit hours at WCC) | 8   | 62  | 5  | 38 | 13  | 13  |
| Human Services Technology                                                                                                                                   | 34  | 76  | 11 | 24 | 45  | 45  |
| Industrial Systems Technology                                                                                                                               | 41  | 82  | 9  | 18 | 50  | 120 |
| Information Systems Technology +                                                                                                                            | 83  | 81  | 19 | 19 | 102 | 877 |

|                                                         |     |     |    |    |     |     |
|---------------------------------------------------------|-----|-----|----|----|-----|-----|
| Mechanical Engineering Technology                       | 31  | 89  | 4  | 11 | 35  | 45  |
| Mechatronics Engineering Technology                     | 19  | 100 | 0  | 0  | 19  | 23  |
| Medical Assisting                                       | 27  | 93  | 2  | 7  | 29  | 39  |
| Medical Laboratory Technology                           | 7   | 64  | 4  | 36 | 11  | 11  |
| Medical Office Administration                           | 106 | 85  | 18 | 15 | 124 | 288 |
| Office Administration                                   | 36  | 86  | 6  | 14 | 42  | 84  |
| Simulation and Game Development +                       | 57  | 88  | 8  | 12 | 65  | 217 |
| Sustainable Agriculture                                 | 9   | 75  | 3  | 25 | 12  | 12  |
| Swine Management Technology                             | 14  | 93  | 1  | 7  | 15  | 15  |
| Turfgrass Management Technology                         | 34  | 92  | 3  | 8  | 37  | 42  |
| <b>Diploma</b>                                          |     |     |    |    |     |     |
| Air Conditioning, Heating, and Refrigeration Technology | 13  | 93  | 1  | 7  | 14  | 32  |
| Dental Assisting                                        | 8   | 73  | 3  | 27 | 11  | 11  |
| Practical Nursing                                       | 2   | 100 | 0  | 0  | 2   | 2   |
| Welding Technology                                      | 24  | 92  | 2  | 8  | 26  | 103 |
| <b>Certificate</b>                                      |     |     |    |    |     |     |
| Basic Law Enforcement Training                          | 1   | 100 | 0  | 0  | 1   | 1   |

*Legend: + = Certificates may be included under multiple associate degrees in catalog.*

*-Program Type only counted the parent program in each section.*

*-All degrees, diplomas, and Certificates count all courses required to be completed to be awarded the credentials.*

*Source: Fall 2023 Curriculum Institutional Class Report (ICR)*

### Full-Time and Part-Time Faculty Disaggregated by Delivery Method

Data were further disaggregated by delivery method and program type. The analysis showed that full-time faculty are responsible for the majority of the courses taught by all methods of instruction. The percentages of full-time faculty teaching by delivery method for fall 2023 were as follows: 90% face-to-face, 83% hybrid, 68% online, 99% blended, and 60% Hy-Flex.

Tables 3, 4, 5, and 6 show the distribution of full-time and part-time faculty by delivery methods.

**Table 3: Comparison of Fall 2023 Full-Time and Part-Time Face-to-Face Sections**

#### Comparison of Fall 2023 Full-Time and Part-Time Face-to-Face Sections

| Subject | Sections Taught by Full-Time Faculty |     | Sections Taught by Part-Time Faculty |    | Total |
|---------|--------------------------------------|-----|--------------------------------------|----|-------|
|         | n                                    | %   | n                                    | %  | n     |
| ACA-085 | 1                                    | 100 | 0                                    | 0  | 1     |
| ACA-122 | 1                                    | 100 | 0                                    | 0  | 1     |
| AHR-110 | 1                                    | 100 | 0                                    | 0  | 1     |
| AHR-111 | 1                                    | 100 | 0                                    | 0  | 1     |
| AHR-113 | 1                                    | 100 | 0                                    | 0  | 1     |
| AHR-160 | 1                                    | 100 | 0                                    | 0  | 1     |
| ART-111 | 2                                    | 67  | 1                                    | 33 | 3     |
| ART-114 | 1                                    | 100 | 0                                    | 0  | 1     |
| ART-121 | 2                                    | 100 | 0                                    | 0  | 2     |
| ART-131 | 1                                    | 100 | 0                                    | 0  | 1     |
| ART-132 | 2                                    | 100 | 0                                    | 0  | 2     |
| ART-240 | 1                                    | 100 | 0                                    | 0  | 1     |
| ART-241 | 1                                    | 100 | 0                                    | 0  | 1     |
| ART-288 | 1                                    | 100 | 0                                    | 0  | 1     |
| AVI-230 | 1                                    | 100 | 0                                    | 0  | 1     |
| AVI-240 | 1                                    | 100 | 0                                    | 0  | 1     |
| BIO-110 | 1                                    | 100 | 0                                    | 0  | 1     |
| BIO-111 | 2                                    | 67  | 1                                    | 33 | 3     |
| BIO-112 | 1                                    | 100 | 0                                    | 0  | 1     |
| BIO-160 | 1                                    | 100 | 0                                    | 0  | 1     |
| BIO-168 | 2                                    | 100 | 0                                    | 0  | 2     |
| BIO-169 | 1                                    | 100 | 0                                    | 0  | 1     |
| BIO-175 | 1                                    | 100 | 0                                    | 0  | 1     |
| BPR-135 | 1                                    | 100 | 0                                    | 0  | 1     |
| CHM-130 | 3                                    | 100 | 0                                    | 0  | 3     |

|          |    |     |   |     |    |
|----------|----|-----|---|-----|----|
| CHM-130A | 3  | 100 | 0 | 0   | 3  |
| CHM-151  | 5  | 100 | 0 | 0   | 5  |
| CHM-152  | 2  | 100 | 0 | 0   | 2  |
| CJC-110  | 1  | 100 | 0 | 0   | 1  |
| COM-110  | 1  | 100 | 0 | 0   | 1  |
| COM-120  | 1  | 100 | 0 | 0   | 1  |
| COM-231  | 3  | 100 | 0 | 0   | 3  |
| DEN-100  | 1  | 100 | 0 | 0   | 1  |
| DEN-101  | 1  | 100 | 0 | 0   | 1  |
| DEN-102  | 0  | 0   | 1 | 100 | 1  |
| DEN-110  | 1  | 100 | 0 | 0   | 1  |
| DEN-111  | 1  | 50  | 1 | 50  | 2  |
| DEN-112  | 2  | 100 | 0 | 0   | 2  |
| DEN-120  | 1  | 100 | 0 | 0   | 1  |
| DEN-121  | 1  | 100 | 0 | 0   | 1  |
| DEN-125  | 1  | 100 | 0 | 0   | 1  |
| DEN-220  | 1  | 100 | 0 | 0   | 1  |
| DEN-221  | 1  | 100 | 0 | 0   | 1  |
| DEN-222  | 0  | 0   | 1 | 100 | 1  |
| DEN-224  | 0  | 0   | 1 | 100 | 1  |
| DMA-025  | 0  | 0   | 1 | 100 | 1  |
| DMA-045  | 0  | 0   | 1 | 100 | 1  |
| DRA-111  | 0  | 0   | 1 | 100 | 1  |
| DRE-098  | 1  | 100 | 0 | 0   | 1  |
| ECO-251  | 3  | 100 | 0 | 0   | 3  |
| ENG-111  | 12 | 100 | 0 | 0   | 12 |
| ENG-112  | 6  | 100 | 0 | 0   | 6  |
| ENG-125  | 1  | 100 | 0 | 0   | 1  |

|          |   |     |   |     |   |
|----------|---|-----|---|-----|---|
| ENG-232  | 1 | 100 | 0 | 0   | 1 |
| ENG-235  | 1 | 100 | 0 | 0   | 1 |
| FOR-121  | 1 | 100 | 0 | 0   | 1 |
| FOR-175  | 1 | 100 | 0 | 0   | 1 |
| FOR-285  | 1 | 100 | 0 | 0   | 1 |
| HEA-110  | 2 | 100 | 0 | 0   | 2 |
| HIS-111  | 3 | 100 | 0 | 0   | 3 |
| HIS-112  | 1 | 100 | 0 | 0   | 1 |
| HIS-131  | 1 | 100 | 0 | 0   | 1 |
| MAC-141  | 1 | 100 | 0 | 0   | 1 |
| MAC-160  | 1 | 100 | 0 | 0   | 1 |
| MAC-228  | 1 | 100 | 0 | 0   | 1 |
| MAT-071  | 1 | 100 | 0 | 0   | 1 |
| MAT-143  | 3 | 100 | 0 | 0   | 3 |
| MAT-280  | 1 | 100 | 0 | 0   | 1 |
| MED-110  | 1 | 100 | 0 | 0   | 1 |
| MED-240  | 1 | 100 | 0 | 0   | 1 |
| MED-250  | 1 | 100 | 0 | 0   | 1 |
| MLT-110  | 0 | 0   | 1 | 100 | 1 |
| MLT-140  | 0 | 0   | 1 | 100 | 1 |
| MLT-255  | 0 | 0   | 1 | 100 | 1 |
| MLT-264  | 0 | 0   | 1 | 100 | 1 |
| MUS-110  | 2 | 100 | 0 | 0   | 2 |
| MUS-111  | 1 | 100 | 0 | 0   | 1 |
| MUS-131  | 1 | 100 | 0 | 0   | 1 |
| MUS-132  | 1 | 100 | 0 | 0   | 1 |
| MUS-151B | 0 | 0   | 1 | 100 | 1 |
| MUS-214  | 1 | 100 | 0 | 0   | 1 |

|              |            |            |           |            |            |
|--------------|------------|------------|-----------|------------|------------|
| NUR-101      | 2          | 100        | 0         | 0          | 2          |
| NUR-111      | 2          | 100        | 0         | 0          | 2          |
| NUR-113      | 1          | 100        | 0         | 0          | 1          |
| NUR-212      | 1          | 100        | 0         | 0          | 1          |
| NUR-212AB    | 1          | 100        | 0         | 0          | 1          |
| PED-120      | 0          | 0          | 2         | 100        | 2          |
| PHI-240      | 2          | 100        | 0         | 0          | 2          |
| PHY-151      | 1          | 100        | 0         | 0          | 1          |
| PHY-251      | 1          | 100        | 0         | 0          | 1          |
| PSY-150      | 9          | 100        | 0         | 0          | 9          |
| PSY-241      | 2          | 100        | 0         | 0          | 2          |
| PSY-281      | 2          | 100        | 0         | 0          | 2          |
| REL-110      | 0          | 0          | 1         | 100        | 1          |
| WBL-111      | 2          | 100        | 0         | 0          | 2          |
| WBL-112      | 1          | 100        | 0         | 0          | 1          |
| WBL-121      | 1          | 100        | 0         | 0          | 1          |
| WBL-122      | 1          | 100        | 0         | 0          | 1          |
| WLD-110      | 1          | 100        | 0         | 0          | 1          |
| WLD-112      | 3          | 100        | 0         | 0          | 3          |
| WLD-121      | 1          | 100        | 0         | 0          | 1          |
| WLD-131      | 1          | 100        | 0         | 0          | 1          |
| WLD-141      | 1          | 100        | 0         | 0          | 1          |
| <b>Total</b> | <b>147</b> | <b>90%</b> | <b>17</b> | <b>10%</b> | <b>164</b> |

Sources: *Entrinsic Informer: IE – Course Sections Schedule and Access CU Faculty Database*

**Table 4: Comparison of Fall 2023 Full-Time and Part-Time Hybrid Sections** (greater than 50% of instruction is online)

|                                                                        |
|------------------------------------------------------------------------|
| <b>Comparison of Fall 2023 Full-Time and Part-Time Hybrid Sections</b> |
|------------------------------------------------------------------------|

| Subject  | Sections Taught by Full-Time Faculty |     | Sections Taught by Part-Time Faculty |     | Total |
|----------|--------------------------------------|-----|--------------------------------------|-----|-------|
|          | n                                    | %   | n                                    | %   | n     |
| ACA-085  | 4                                    | 100 | 0                                    | 0   | 4     |
| ACA-111  | 3                                    | 100 | 0                                    | 0   | 3     |
| ACA-122  | 4                                    | 100 | 0                                    | 0   | 4     |
| ACC-120  | 1                                    | 100 | 0                                    | 0   | 1     |
| ART-111  | 0                                    | 0   | 1                                    | 100 | 1     |
| AST-111A | 1                                    | 100 | 0                                    | 0   | 1     |
| AUB-111  | 1                                    | 100 | 0                                    | 0   | 1     |
| AUB-121  | 1                                    | 100 | 0                                    | 0   | 1     |
| AUB-131  | 1                                    | 100 | 0                                    | 0   | 1     |
| AVI-110  | 1                                    | 100 | 0                                    | 0   | 1     |
| BIO-163  | 3                                    | 100 | 0                                    | 0   | 3     |
| BIO-168  | 1                                    | 100 | 0                                    | 0   | 1     |
| BUS-110  | 1                                    | 100 | 0                                    | 0   | 1     |
| BUS-115  | 1                                    | 100 | 0                                    | 0   | 1     |
| CIS-110  | 2                                    | 100 | 0                                    | 0   | 2     |
| CJC-111  | 1                                    | 100 | 0                                    | 0   | 1     |
| CJC-115  | 0                                    | 100 | 1                                    | 100 | 1     |
| CJC-120  | 1                                    | 100 | 0                                    | 0   | 1     |
| CJC-222  | 1                                    | 100 | 0                                    | 0   | 1     |
| CJC-250  | 1                                    | 100 | 0                                    | 0   | 1     |
| CTI-110  | 1                                    | 100 | 0                                    | 0   | 1     |
| CTS-115  | 1                                    | 100 | 0                                    | 0   | 1     |
| DFT-111  | 1                                    | 100 | 0                                    | 0   | 1     |
| DMA-025  | 4                                    | 57  | 3                                    | 43  | 7     |
| DMA-045  | 3                                    | 60  | 2                                    | 40  | 5     |

|              |           |            |           |            |           |
|--------------|-----------|------------|-----------|------------|-----------|
| DRE-097      | 3         | 75         | 1         | 25         | 4         |
| DRE-098      | 3         | 75         | 1         | 25         | 4         |
| ECO-252      | 1         | 100        | 0         | 0          | 1         |
| EDU-119      | 1         | 100        | 0         | 0          | 1         |
| EDU-162      | 1         | 100        | 0         | 0          | 1         |
| EDU-221      | 1         | 100        | 0         | 0          | 1         |
| EDU-261      | 0         | 0          | 1         | 100        | 1         |
| EDU-262      | 0         | 0          | 1         | 100        | 1         |
| EDU-280A     | 1         | 100        | 0         | 0          | 1         |
| ENG-102      | 1         | 100        | 0         | 0          | 1         |
| FOR-161      | 1         | 100        | 0         | 0          | 1         |
| FOR-273      | 1         | 100        | 0         | 0          | 1         |
| HEA-110      | 1         | 100        | 0         | 0          | 1         |
| HEA-112      | 1         | 100        | 0         | 0          | 1         |
| HIS-132      | 0         | 0          | 1         | 100        | 1         |
| HSE-110      | 1         | 100        | 0         | 0          | 1         |
| HSE-112      | 1         | 100        | 0         | 0          | 1         |
| HUM-110      | 1         | 100        | 0         | 0          | 1         |
| HYD-110      | 0         | 0          | 1         | 100        | 1         |
| LDD-112      | 1         | 100        | 0         | 0          | 1         |
| NUR-117      | 1         | 100        | 0         | 0          | 1         |
| SAB-110      | 1         | 100        | 0         | 0          | 1         |
| SWK-110      | 1         | 100        | 0         | 0          | 1         |
| TRF-152      | 1         | 100        | 0         | 0          | 1         |
| <b>Total</b> | <b>63</b> | <b>83%</b> | <b>13</b> | <b>17%</b> | <b>76</b> |

Sources: *Entrinsik Informer: IE – Course Sections Schedule and Access CU Faculty Database*

**Table 5: Comparison of Fall 2023 Full-Time and Part-Time Online Sections** (100% of instruction is delivered online)

| Comparison of Fall 2023 Full-Time and Part-Time Online Sections |                                      |     |                                      |     |       |
|-----------------------------------------------------------------|--------------------------------------|-----|--------------------------------------|-----|-------|
| Subject                                                         | Sections Taught by Full-Time Faculty |     | Sections Taught by Part-Time Faculty |     | Total |
|                                                                 | n                                    | %   | n                                    | %   | n     |
| ACA-085                                                         | 2                                    | 100 | 0                                    | 0   | 2     |
| ACA-111                                                         | 12                                   | 92  | 1                                    | 8   | 13    |
| ACA-122                                                         | 7                                    | 70  | 3                                    | 30  | 10    |
| ACC-120                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ACC-121                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ACC-129                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ACC-140                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ACC-150                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ACC-220                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| AGR-139                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| AGR-140                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| AGR-150                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| AGR-170                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| AGR-213                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ANS-110                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ANS-115                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ANS-130                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ANS-140                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ANS-141                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ANS-170                                                         | 1                                    | 100 | 0                                    | 0   | 1     |
| ART-111                                                         | 0                                    | 100 | 4                                    | 100 | 4     |
| ART-114                                                         | 0                                    | 0   | 1                                    | 100 | 1     |
| ART-115                                                         | 0                                    | 0   | 1                                    | 100 | 1     |
| AST-111                                                         | 1                                    | 100 | 0                                    | 0   | 1     |

|         |   |     |   |     |   |
|---------|---|-----|---|-----|---|
| BIO-110 | 3 | 100 | 0 | 0   | 3 |
| BIO-111 | 1 | 100 | 0 | 0   | 1 |
| BIO-168 | 0 | 0   | 2 | 100 | 2 |
| BIO-175 | 1 | 0   | 0 | 0   | 1 |
| BUS-110 | 4 | 67  | 2 | 33  | 6 |
| BUS-115 | 3 | 75  | 1 | 25  | 4 |
| BUS-137 | 2 | 100 | 0 | 0   | 2 |
| BUS-151 | 0 | 0   | 1 | 100 | 1 |
| BUS-153 | 1 | 100 | 0 | 0   | 1 |
| BUS-225 | 1 | 100 | 0 | 0   | 1 |
| BUS-230 | 1 | 100 | 0 | 0   | 1 |
| BUS-240 | 1 | 100 | 0 | 0   | 1 |
| BUS-253 | 1 | 100 | 0 | 0   | 1 |
| CCT-121 | 0 | 0   | 1 | 100 | 1 |
| CCT-251 | 0 | 0   | 1 | 100 | 1 |
| CHM-090 | 1 | 100 | 0 | 0   | 1 |
| CIS-110 | 2 | 25  | 6 | 75  | 8 |
| CJC-111 | 1 | 100 | 0 | 0   | 1 |
| CJC-121 | 0 | 0   | 1 | 100 | 1 |
| CJC-170 | 0 | 0   | 1 | 100 | 1 |
| CJC-213 | 1 | 100 | 0 | 0   | 1 |
| CJC-231 | 0 | 0   | 1 | 100 | 1 |
| CJC-240 | 1 | 100 | 0 | 0   | 1 |
| COM-110 | 0 | 0   | 1 | 100 | 1 |
| COM-231 | 1 | 50  | 1 | 50  | 2 |
| CSC-113 | 1 | 100 | 0 | 0   | 1 |
| CSC-114 | 1 | 100 | 0 | 0   | 1 |
| CSC-115 | 1 | 100 | 0 | 0   | 1 |

|         |    |     |   |     |    |
|---------|----|-----|---|-----|----|
| CSC-128 | 0  | 0   | 1 | 100 | 1  |
| CSC-162 | 1  | 100 | 0 | 0   | 1  |
| CSC-221 | 1  | 100 | 0 | 0   | 1  |
| CSC-251 | 1  | 100 | 0 | 0   | 1  |
| CTI-110 | 2  | 100 | 0 | 0   | 2  |
| CTS-115 | 1  | 50  | 1 | 50  | 2  |
| CTS-130 | 3  | 100 | 0 | 0   | 3  |
| CTS-220 | 0  | 0   | 1 | 100 | 1  |
| DBA-120 | 1  | 100 | 0 | 0   | 1  |
| DFT-111 | 1  | 100 | 0 | 0   | 1  |
| DFT-151 | 1  | 100 | 0 | 0   | 1  |
| DMA-025 | 2  | 100 | 0 | 0   | 2  |
| DMA-045 | 2  | 100 | 0 | 0   | 2  |
| DRA-111 | 0  | 0   | 1 | 100 | 1  |
| DRE-098 | 2  | 100 | 0 | 0   | 2  |
| ECO-251 | 1  | 33  | 2 | 67  | 3  |
| ECO-252 | 1  | 100 | 0 | 0   | 1  |
| EDU-119 | 0  | 0   | 2 | 100 | 2  |
| EDU-131 | 2  | 100 | 0 | 0   | 2  |
| EDU-144 | 1  | 100 | 0 | 0   | 1  |
| EDU-145 | 1  | 100 | 0 | 0   | 1  |
| EDU-187 | 0  | 0   | 1 | 100 | 1  |
| EDU-279 | 0  | 0   | 1 | 100 | 1  |
| EDU-280 | 1  | 100 | 0 | 0   | 1  |
| EGR-110 | 1  | 100 | 0 | 0   | 1  |
| EGR-150 | 0  | 0   | 1 | 100 | 1  |
| ENG-111 | 14 | 100 | 0 | 0   | 14 |
| ENG-112 | 10 | 100 | 0 | 0   | 10 |

|         |   |     |   |     |   |
|---------|---|-----|---|-----|---|
| ENG-114 | 1 | 100 | 0 | 0   | 1 |
| ENG-232 | 1 | 100 | 0 | 0   | 1 |
| EPT-120 | 1 | 100 | 0 | 0   | 1 |
| EPT-124 | 1 | 100 | 0 | 0   | 1 |
| EPT-140 | 1 | 100 | 0 | 0   | 1 |
| EPT-210 | 1 | 100 | 0 | 0   | 1 |
| EPT-220 | 1 | 100 | 0 | 0   | 1 |
| FIP-120 | 1 | 100 | 0 | 0   | 1 |
| FIP-128 | 1 | 100 | 0 | 0   | 1 |
| FIP-228 | 1 | 100 | 0 | 0   | 1 |
| GEO-111 | 0 | 0   | 1 | 100 | 1 |
| HEA-110 | 1 | 20  | 4 | 80  | 5 |
| HIS-111 | 1 | 100 | 0 | 0   | 1 |
| HIS-112 | 0 | 0   | 1 | 100 | 1 |
| HIS-131 | 0 | 0   | 3 | 100 | 3 |
| HIS-132 | 0 | 0   | 3 | 100 | 3 |
| HSE-210 | 1 | 100 | 0 | 0   | 1 |
| HSE-225 | 1 | 100 | 0 | 0   | 1 |
| HUM-110 | 2 | 50  | 2 | 50  | 4 |
| HUM-115 | 0 | 0   | 2 | 100 | 2 |
| INS-122 | 0 | 0   | 1 | 100 | 1 |
| INS-125 | 0 | 0   | 1 | 100 | 1 |
| INS-129 | 0 | 0   | 1 | 100 | 1 |
| ISC-121 | 1 | 100 | 0 | 0   | 1 |
| ISC-132 | 1 | 100 | 0 | 0   | 1 |
| ISC-210 | 1 | 100 | 0 | 0   | 1 |
| MAT-110 | 2 | 100 | 0 | 0   | 2 |
| MAT-143 | 3 | 75  | 1 | 25  | 4 |

|         |   |     |   |     |   |
|---------|---|-----|---|-----|---|
| MAT-152 | 2 | 100 | 0 | 0   | 2 |
| MAT-171 | 4 | 100 | 0 | 0   | 4 |
| MAT-172 | 1 | 100 | 0 | 0   | 1 |
| MAT-263 | 1 | 100 | 0 | 0   | 1 |
| MAT-271 | 1 | 100 | 0 | 0   | 1 |
| MEC-231 | 1 | 100 | 0 | 0   | 1 |
| MED-121 | 2 | 100 | 0 | 0   | 2 |
| MED-122 | 1 | 100 | 0 | 0   | 1 |
| MED-230 | 0 | 0   | 1 | 100 | 1 |
| MKT-120 | 2 | 100 | 0 | 0   | 2 |
| MKT-220 | 2 | 100 | 0 | 0   | 2 |
| MKT-232 | 1 | 100 | 0 | 0   | 1 |
| MUS-110 | 0 | 0   | 4 | 100 | 4 |
| MUS-112 | 0 | 0   | 3 | 100 | 3 |
| NET-110 | 1 | 100 | 0 | 0   | 1 |
| NET-125 | 2 | 100 | 0 | 0   | 2 |
| NOS-230 | 1 | 100 | 0 | 0   | 1 |
| OMT-110 | 1 | 100 | 0 | 0   | 1 |
| OMT-135 | 1 | 100 | 0 | 0   | 1 |
| OMT-156 | 1 | 100 | 0 | 0   | 1 |
| OMT-260 | 1 | 100 | 0 | 0   | 1 |
| OST-131 | 2 | 100 | 0 | 0   | 2 |
| OST-134 | 1 | 100 | 0 | 0   | 1 |
| OST-136 | 1 | 100 | 0 | 0   | 1 |
| OST-143 | 1 | 100 | 0 | 0   | 1 |
| OST-148 | 1 | 100 | 0 | 0   | 1 |
| OST-149 | 2 | 100 | 0 | 0   | 2 |
| OST-153 | 1 | 100 | 0 | 0   | 1 |

|         |   |     |   |     |   |
|---------|---|-----|---|-----|---|
| OST-164 | 1 | 100 | 0 | 0   | 1 |
| OST-171 | 1 | 100 | 0 | 0   | 1 |
| OST-247 | 1 | 100 | 0 | 0   | 1 |
| OST-248 | 1 | 100 | 0 | 0   | 1 |
| OST-249 | 1 | 100 | 0 | 0   | 1 |
| OST-286 | 1 | 100 | 0 | 0   | 1 |
| OST-289 | 1 | 100 | 0 | 0   | 1 |
| PED-120 | 1 | 100 | 0 | 0   | 1 |
| PHI-215 | 0 | 0   | 2 | 100 | 2 |
| PHI-240 | 0 | 0   | 1 | 100 | 1 |
| PHY-131 | 1 | 100 | 0 | 0   | 1 |
| POL-120 | 0 | 0   | 2 | 100 | 2 |
| PSY-150 | 2 | 25  | 6 | 75  | 8 |
| PSY-241 | 1 | 100 | 0 | 0   | 1 |
| PSY-281 | 1 | 100 | 0 | 0   | 1 |
| REL-110 | 0 | 0   | 1 | 100 | 1 |
| SEC-150 | 1 | 100 | 0 | 0   | 1 |
| SEC-160 | 1 | 100 | 0 | 0   | 1 |
| SEC-175 | 0 | 0   | 1 | 100 | 1 |
| SOC-210 | 0 | 0   | 5 | 100 | 5 |
| SOC-213 | 0 | 0   | 1 | 100 | 1 |
| SOC-220 | 0 | 0   | 2 | 100 | 2 |
| SOC-225 | 0 | 0   | 1 | 100 | 1 |
| SPA-111 | 0 | 0   | 1 | 100 | 1 |
| SPA-112 | 0 | 0   | 1 | 100 | 1 |
| SPA-181 | 0 | 0   | 1 | 100 | 1 |
| SPA-182 | 0 | 0   | 1 | 100 | 1 |
| WBL-110 | 2 | 100 | 0 | 0   | 2 |

|              |            |            |           |            |            |
|--------------|------------|------------|-----------|------------|------------|
| WBL-115      | 1          | 100        | 0         | 0          | 1          |
| WEB-111      | 2          | 100        | 0         | 0          | 2          |
| WEB-115      | 1          | 100        | 0         | 0          | 1          |
| WEB-182      | 1          | 100        | 0         | 0          | 1          |
| <b>Total</b> | <b>199</b> | <b>68%</b> | <b>94</b> | <b>32%</b> | <b>293</b> |

Sources: *Entrinsik Informer: IE – Course Sections Schedule and Access CU Faculty Database*

**Table 6: Comparison of Fall 2023 Full-Time and Part-Time Blended Sections** (50% or less of instruction delivered online)

| Comparison of Fall 2023 Full-Time and Part-Time Blended Sections |                                      |     |                                      |     |       |
|------------------------------------------------------------------|--------------------------------------|-----|--------------------------------------|-----|-------|
| Subject                                                          | Sections Taught by Full-Time Faculty |     | Sections Taught by Part-Time Faculty |     | Total |
|                                                                  | n                                    | %   | n                                    | %   | n     |
| ACC-120                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| ACC-121                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| AGR-110                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| AGR-130                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| AGR-210                                                          | 0                                    | 0   | 1                                    | 100 | 1     |
| ATR-280                                                          | 2                                    | 100 | 0                                    | 0   | 2     |
| AUB-136                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| AUB-162                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| AUC-115                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| AUT-183                                                          | 2                                    | 100 | 0                                    | 0   | 2     |
| AUT-231                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| BUS-110                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| BUS-115                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| BUS-137                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| BUS-151                                                          | 1                                    | 100 | 0                                    | 0   | 1     |
| DDF-212                                                          | 1                                    | 100 | 0                                    | 0   | 1     |

|         |    |     |   |   |    |
|---------|----|-----|---|---|----|
| DFT-151 | 1  | 100 | 0 | 0 | 1  |
| EGR-131 | 2  | 100 | 0 | 0 | 2  |
| ELC-111 | 3  | 100 | 0 | 0 | 3  |
| ELC-120 | 1  | 100 | 0 | 0 | 1  |
| ELC-125 | 1  | 100 | 0 | 0 | 1  |
| ELC-127 | 1  | 100 | 0 | 0 | 1  |
| ELC-128 | 1  | 100 | 0 | 0 | 1  |
| ELC-130 | 2  | 100 | 0 | 0 | 2  |
| ENT-111 | 1  | 100 | 0 | 0 | 1  |
| ENT-114 | 1  | 100 | 0 | 0 | 1  |
| ENT-135 | 1  | 100 | 0 | 0 | 1  |
| FOR-171 | 1  | 100 | 0 | 0 | 1  |
| FOR-212 | 1  | 100 | 0 | 0 | 1  |
| LDD-112 | 1  | 100 | 0 | 0 | 1  |
| MAC-131 | 1  | 100 | 0 | 0 | 1  |
| MAC-143 | 1  | 100 | 0 | 0 | 1  |
| MAC-151 | 1  | 100 | 0 | 0 | 1  |
| MAC-171 | 1  | 100 | 0 | 0 | 1  |
| MAT-110 | 2  | 100 | 0 | 0 | 2  |
| MAT-152 | 2  | 100 | 0 | 0 | 2  |
| MAT-171 | 10 | 100 | 0 | 0 | 10 |
| MAT-172 | 1  | 100 | 0 | 0 | 1  |
| MAT-271 | 1  | 100 | 0 | 0 | 1  |
| MAT-272 | 1  | 100 | 0 | 0 | 1  |
| MAT-273 | 1  | 100 | 0 | 0 | 1  |
| MEC-128 | 1  | 100 | 0 | 0 | 1  |
| MED-121 | 1  | 100 | 0 | 0 | 1  |
| MED-272 | 1  | 100 | 0 | 0 | 1  |

|              |           |            |          |           |           |
|--------------|-----------|------------|----------|-----------|-----------|
| MKT-120      | 1         | 100        | 0        | 0         | 1         |
| OST-136      | 1         | 100        | 0        | 0         | 1         |
| OST-164      | 1         | 100        | 0        | 0         | 1         |
| SGD-111      | 1         | 100        | 0        | 0         | 1         |
| SGD-116      | 1         | 100        | 0        | 0         | 1         |
| TRF-110      | 1         | 100        | 0        | 0         | 1         |
| TRF-210      | 1         | 100        | 0        | 0         | 1         |
| TRF-230      | 1         | 100        | 0        | 0         | 1         |
| TRN-110      | 3         | 100        | 0        | 0         | 3         |
| TRN-111      | 2         | 100        | 0        | 0         | 2         |
| TRN-112      | 2         | 100        | 0        | 0         | 2         |
| TRN-170      | 3         | 100        | 0        | 0         | 3         |
| TRN-180      | 1         | 100        | 0        | 0         | 1         |
| WEB-120      | 1         | 100        | 0        | 0         | 1         |
| <b>Total</b> | <b>80</b> | <b>99%</b> | <b>1</b> | <b>1%</b> | <b>81</b> |

Sources: *Entrinsik Informer: IE – Course Sections Schedule and Access CU Faculty Database*

**Table 7: Comparison of Fall 2023 Full-Time and Part-Time Hy-Flex Sections** (100% of instruction delivered both face-to-face and online)

| Comparison of Fall 2023 Full-Time and Part-Time Hy-Flex Sections |                                      |            |                                      |            |          |
|------------------------------------------------------------------|--------------------------------------|------------|--------------------------------------|------------|----------|
| Subject                                                          | Sections Taught by Full-Time Faculty |            | Sections Taught by Part-Time Faculty |            | Total    |
|                                                                  | n                                    | %          | n                                    | %          | n        |
| SGD-125                                                          | 1                                    | 100        | 0                                    | 0          | 1        |
| SGD-162                                                          | 0                                    | 0          | 1                                    | 100        | 1        |
| SGD-174                                                          | 0                                    | 0          | 1                                    | 100        | 1        |
| SGD-212                                                          | 1                                    | 100        | 0                                    | 0          | 1        |
| SGD-214                                                          | 1                                    | 100        | 0                                    | 0          | 1        |
| <b>Total</b>                                                     | <b>3</b>                             | <b>60%</b> | <b>2</b>                             | <b>40%</b> | <b>5</b> |

**Off-Campus Instructional Sites**

WCC offers courses at three off-campus instructional sites: Wayne Executive Jetport, Seymour Johnson Air Force Base (SJAFB) Watkins-Das Education Center, and Wayne School of Engineering. None of the off-campus instructional sites offer entire programs at the location. Aviation program classes are taught at the Wayne Executive Jetport solely by full-time faculty. Required general education courses for Aviation may be taught at the main campus, at SJAFB, or online. General education courses are taught at SJAFB and can be applied to college transfer or AAS programs. Department Chairs determine whether full-time or part-time faculty are teaching the general education courses based on workload, availability, and subject matter specialization. Individual drafting courses for Mechanical Engineering are taught at Wayne School of Engineering. The Department Chair determines whether full-time or part-time faculty teach the drafting courses based upon instructor workload and availability.

**Peer Institutions – Student-to-Faculty Ratio**

Wayne Community College tracks the average student-to-faculty ratio. The table below shows the comparison of student-to-faculty ratio with peer institutions of similar size. Data indicates that WCC tied with another institution for the second lowest student-to-faculty ratio.

**Table 8: Student/Faculty Ratio for Peer Institutions**

| Student / FT Faculty Ratio for Peer Institutions |                          |
|--------------------------------------------------|--------------------------|
| College                                          | Student/FT Faculty Ratio |
| Alamance CC                                      | 17 to 1                  |
| Caldwell CC & TI                                 | 18 to 1                  |
| Coastal Carolina CC                              | 14 to 1                  |
| Johnston CC                                      | 18 to 1                  |
| Sandhills CC                                     | 18 to 1                  |
| <b>Wayne CC</b>                                  | <b>17 to 1</b>           |

Source: *NC Community Colleges Public-Facing Dashboard – Curriculum Headcount*

The North Carolina Community College System (NCCCS) publishes public dashboards that compare statistics from the 58 member colleges. Data from the North Carolina Community College System (NCCCS) public dashboards shows that as of October 1, 2023, WCC employed 190 total faculty members. Of that number, 59% of faculty were full-time and 41% part-time. Wayne Community College ranked 5th among the 58 community colleges in the NCCCS for number of full-time faculty members. Among the peer comparison colleges, WCC had the highest percentage of full-time faculty members.

Table 9 shows a comparison to colleges with the NCCCS that are similar in size to WCC.

**Table 9: Number of Curriculum Faculty for Peer Institutions as of October 1, 2023**

| Number of Curriculum Faculty for Peer Comparison |               |                   |                   |                         |
|--------------------------------------------------|---------------|-------------------|-------------------|-------------------------|
| College                                          | Total Faculty | Full-time Faculty | Part-time Faculty | Full-time Rank in NCCCS |
|                                                  |               |                   |                   |                         |

|                     |            | n          | %          | n         | %          |            |
|---------------------|------------|------------|------------|-----------|------------|------------|
| Alamance CC         | 254        | 117        | 46%        | 137       | 54%        | 35th       |
| Caldwell CC & TI    | 209        | 113        | 54%        | 96        | 46%        | 15th       |
| Coastal Carolina CC | 244        | 114        | 47%        | 130       | 53%        | 34th       |
| Johnston CC         | 264        | 110        | 42%        | 154       | 58%        | 46th       |
| Sandhills CC        | 215        | 117        | 54%        | 98        | 46%        | 14th       |
| <b>Wayne CC</b>     | <b>190</b> | <b>113</b> | <b>59%</b> | <b>77</b> | <b>41%</b> | <b>5th</b> |

Source: NC Community Colleges Public-Facing Dashboard – Employee Headcount

### Teaching Loads

The number of faculty members needed is based upon student demands, enrollment, and the programs and courses offered. All full-time faculty members are employed to teach on a nine-month contract. Some faculty members are offered an additional contract for one to three months based upon demand within their program or discipline.

Per CPM [CPM 03-0307 – Curriculum Faculty Workloads](#), in addition to 18 – 22 instructional contact hours, full-time faculty members are required to schedule five office hours per week to be available to students. Part-time faculty workloads are defined as 12 instructional contact hours per week or less per [CPM 02-0106 – Recruitment, Employment, and Supervision of Part-Time Faculty](#).

Contact hour reductions are allowed when faculty members are asked to take on responsibilities outside their normal workload, such as QEP facilitation. Some full-time faculty members may be assigned additional teaching loads above the defined instructional contact hours. In these instances, the full-time faculty member must agree to the additional teaching hours prior to the beginning of the academic term. The Vice President for Academic and Student Services must approve the additional teaching load. Once approved, the faculty member receives additional compensation.

Table 10 below shows full-time faculty with overload assignments for fall 2023 and fall 2022.

**Table 10: Instructor Overload**

| 2023 Fall Instructor Overload |                         |                                  |          |         |                |
|-------------------------------|-------------------------|----------------------------------|----------|---------|----------------|
| Instructor's Last Name        | Instructor's First Name | Division                         | Semester | Payroll | Hours Overload |
| ██████                        | ██████                  | Arts & Science                   | Fall 23  | ██████  | █              |
| ██████                        | ██████                  | Arts & Science                   | Fall 23  | ██████  | █              |
| ██████                        | ██                      | Arts & Science                   | Fall 23  | ██████  | █              |
| ██████                        | ██████                  | Business & Computer Technologies | Fall 23  | ██████  | █              |
| ██████                        | ██████                  | Business & Computer Technologies | Fall 23  | ██████  | █              |

|        |        |                                  |         |        |                      |
|--------|--------|----------------------------------|---------|--------|----------------------|
| ██████ | ██████ | Business & Computer Technologies | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Business & Computer Technologies | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Allied Health                    | Fall 23 | ██████ | ██                   |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | ██████<br>██████████ |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| ██████ | ██████ | Applied Technologies             | Fall 23 | ██████ | █                    |
| Total  |        |                                  |         | ██████ | 51.5                 |

| 2022 Fall Instructor Overload |                         |                                  |          |         |                |
|-------------------------------|-------------------------|----------------------------------|----------|---------|----------------|
| Instructor's Last Name        | Instructor's First Name | Division                         | Semester | Payroll | Hours Overload |
| ██████                        | ██████                  | Arts & Science                   | Fall 22  | ██████  | █              |
| ██████                        | ██████                  | Arts & Science                   | Fall 22  | ██████  | █              |
| ██████                        | ██████                  | Arts & Science                   | Fall 22  | ██████  | █              |
| ██████                        | ██████                  | Business & Computer Technologies | Fall 22  | ██████  | █              |
| ██████                        | ██████                  | Business & Computer Technologies | Fall 22  | ██████  | █              |

|              |      |                                  |         |      |           |
|--------------|------|----------------------------------|---------|------|-----------|
| ████         | ████ | Business & Computer Technologies | Fall 22 | ████ | █         |
| ████         | ████ | Applied Technologies             | Fall 22 | ████ | █         |
| ████         | ████ | Applied Technologies             | Fall 22 | ████ | █         |
| ████         | ████ | Applied Technologies             | Fall 22 | ████ | █         |
| ████         | ████ | Applied Technologies             | Fall 22 | ████ | █         |
| ████         | ████ | Applied Technologies             | Fall 22 | ████ | █         |
| <b>Total</b> |      |                                  |         | ████ | <b>39</b> |

### Faculty Responsibilities and Functions

Each division is managed by an Academic Dean who reports directly to the Vice President for Academic and Student Services. Program coordination, as well as curriculum development and review for all Wayne Community College programs, is assigned to persons academically and/or professionally qualified in the field—an academic Dean, Department Chair, or Program Director.

The college recognizes that its faculty is comprised of dedicated professionals whose work is best carried out in an environment that affords flexibility and adaptability. To ensure the quality and integrity of the college's academic programs, full-time faculty, including program administrators, regularly engage in the following duties: carrying out teaching assignments; evaluating student work; providing academic advising and registration approval; maintaining currency in their disciplines, professions, or technical areas of expertise; working independently and collaboratively in curriculum development and improvement; assisting in college governance and decision-making; and completing other duties which support and ensure the quality and integrity of each academic program.

While all full-time faculty members also serve as program advisors, the college utilizes staff members to assist with advising specific programs and populations of students. For example, college transfer students are advised by both faculty advisors and staff in the College Transfer Advising Center (CTAC); dual-enrolled high school students are advised by the Coordinator of Career and College Promise; and active-duty military are advised by the Coordinator of Seymour Johnson Air Force Base Programs.

Faculty have the same duties, responsibilities, oversight, and supervision whether they teach face-to-face on-campus, at off-campus locations, or online. Specifically, two full-time faculty members teach aviation courses at the Wayne Executive Jetport, both full-time and part-time faculty teach general education courses at Seymour Johnson Air Force Base, and full-time faculty teach at Wayne School of Engineering. Teaching schedules are determined by Department Chairs who consider departmental needs, content specialization, and contact hour workloads.

WCC has policies and procedures in place outlining the role of faculty in meeting college-wide goal 2, Ensure Program Excellence. As defined in [CPM 03-0309 - Faculty Responsibility and Authority in Academic and Governance Matters](#), WCC describes the faculty's responsibility and authority in academic and governance affairs including curriculum development and revision. In addition, the [Curriculum Instructor Handbook](#) outlines the responsibilities of employment, faculty advising, and functions related to course management.

Faculty are responsible for making recommendations and implementing procedures relating to academic processes which include, but are not limited to, procedures on limited admission, transfer credit evaluation, placement, grading, attendance, graduation requirements, dismissals, suspensions and readmissions, and academic program funding.

### Program Quality

Wayne Community College organizes program faculty into departments and divisions, led by Department Chairs, Program Directors, and Deans ([Organizational Chart](#)). Those in charge of programs work with faculty to assess the quality and effectiveness of programs.

Wayne Community College holds faculty accountable for the quality, integrity, and review of curriculum. Faculty are responsible for preparing, delivering, and teaching course content that aligns with the respective Program Learning Outcomes (PLOs). Program Learning Outcomes are evaluated on a three-year cycle. An example from [Business Administration](#) has been provided.

Faculty members contribute to the assessment and improvement of their programs through participation in program advisory committees ([nursing](#), [dental](#), and [medical office administration](#)). Program advisory committees provide a link between the college and the community, as committees are composed of local educators, business and industry representatives, and citizens from the service area who are familiar with and interested in the needs of the community. Input from advisory committees help faculty stay abreast of current program accreditation/licensing requirements, keep academic programs current with industry-related changes, and provide appropriate professional development activities that support teaching and learning within the program discipline. Because committee members have expert knowledge in the areas they represent, their advice is carefully considered by college members. However, their service is limited to suggestions, recommendations, and assistance. Their authority does not include administrative or fiscal control.

Additionally, the college established a Center for Teaching and Learning Excellence (CTLE) to help strengthen the involvement and pedagogy of both full- and part-time faculty. The CTLE was funded by a US Department of Education Title III Strengthening Institutions grant specific to Coaching, Advising, and Planning for Student Success. The CTLE provides [resources](#) and instructional strategies for full-time and part-time faculty to improve teaching and learning on campus. CTLE staff developed and published a [WCC eLearning Toolkit](#) used by faculty for course improvement. The CTLE also provides [onboarding](#) workshops for all new faculty and ongoing professional development, as well as virtual assistance and training for faculty. Center offerings and projects are driven by faculty interest and need.

### **Program Integrity**

Within the academic services areas at WCC, the [Curriculum Committee](#) establishes guidelines to:

- Review and recommend current curriculum program/course changes;
- Review and recommend requests for new curriculum programs of study or requests for curriculum deletions;
- Coordinate recommendations from advisory committees, accrediting or certifying agencies and state offices affecting curricula;
- Review, revise, and recommend internal procedures/processes associated with curriculum committee functions and/or curriculum program approval; and
- Ensure continuing compliance with the Southern Association of Colleges and Schools (SACSCOC) accreditation standards with authority to make curricular recommendations to the Administrative Council and the Curriculum Committee of the Board of Trustees.

Faculty comprise most of the Curriculum Committee. Administrators and staff representing appropriate service areas make up the remainder of the committee. [Minutes](#) from a Curriculum Committee meeting illustrates faculty involvement in academic changes.

### **Program Review**

To ensure the quality of educational programs, WCC follows a process for reviewing and revising existing programs, developing new programs, and terminating ineffective programs. This process establishes a local chain of responsibility that follows sound academic practices and adheres to both WCC and North Carolina Community College System (NCCCS) policies, as well as the NC State Board of Community College Codes.

Program Review is discussed in [State Board Code 1B SBCCC 400.3](#) states, "Colleges shall monitor the quality and viability of all its programs and services. Colleges shall review each curriculum program, each program area within continuing education, and their Basic Skills programs at least every five years to determine program strengths and weaknesses and to identify areas

for program improvement. The program review process shall be consistent with the requirements of the regional accrediting agency.

State Board Code also addresses curriculum program approvals and terminations in [1D SBCCC 400.6](#).

To plan for and establish curriculum standards for new degree programs, Wayne Community College follows the [NCCCS's program application procedure](#). To initiate a new program, faculty, Department Chairs, and Deans work together to complete internal [substantive change report forms](#) indicating the intent to offer a new program. This process is outlined in the [CPM 09-0202 – Substantive Change Notification](#). The new program is submitted to the college's Curriculum Committee ([Curriculum Committee Minutes, October 2022](#)) for review, discussion, and subsequent approval.

Full-time faculty, through shared governance, are instrumental in curriculum and program reviews. Full-time faculty members are responsible for assessment activities coordinated by the Office of Institutional Effectiveness, to include Program Reviews, which are conducted on a three-year cycle. As outlined in the college's [Strategic Plan for Institutional Effectiveness](#), each academic program undergoes an in-depth, data-driven review every three years to look critically at performance in all aspects of the academic program to identify areas of need in which to focus improvement efforts and resources. These actions and improvements (outcomes) are reported by the faculty during the two years following the program review.

Academic program reviews consist of curriculum changes; advisory committee recommendations; industry trends; student demographics; program enrollment, retention, and completions; adequacy of available resources; and strengths, weaknesses, and opportunities of the program. An example of an academic program review from the college's [Business Administration](#) program is provided.

For each of its educational programs, Wayne Community College employs sufficient full-time faculty members to ensure the quality, integrity, and review of its academic programs. Therefore, WCC demonstrates compliance with standard 6.2.b.

## Section 6: Faculty

### 6.2.c

For each of its educational programs, the institution assigns appropriate responsibility for program coordination.  
(Program coordination) **[Off-Site/On-Site Review]**

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

Wayne Community College (WCC) assigns appropriate responsibility for coordination for all programs, regardless of delivery modality or location. WCC offers 45 associate degree programs, 19 diploma programs, and 109 certificate programs. A list of degrees, diplomas, and certificates is provided in the [Institutional Summary Form](#).

The [Vice President for Academic and Student Services](#) provides leadership for and management of all academic divisions. Each division is managed by an Academic Dean who reports directly to the Vice President for Academic and Student Services.

General faculty responsibilities are defined in the [College Procedures Manual \(CPM\) 03-0309 - Faculty Responsibility and Authority in Academic and Governance Matters](#).

Program coordination, as well as curriculum development and review for all Wayne Community College programs, is assigned to persons academically and/or professionally qualified in the field by either a department chair or program director/coordinator. The table below indicates program/discipline, person responsible for the program, and academic/professional qualifications are provided for each of the college's five divisions.

### Program Coordinators

| Faculty                                    | Position / Program Discipline | Academic Preparation (Degree, Major, Institution) | Discipline-Related Credentials / Experience |
|--------------------------------------------|-------------------------------|---------------------------------------------------|---------------------------------------------|
| Allied Health and Public Services Division |                               |                                                   |                                             |

[illegible]

[illegible]

|                                             |                                                                              |                                                                                                                                                                                                                                         |  |
|---------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <div><div></div><div></div></div>           | <div><div></div><div>Language and Communication</div></div>                  | <div><div></div><div></div></div>                                                                                                                                                                                                       |  |
| <div><div></div><div></div></div>           | <div><div></div><div>Mathematics</div></div>                                 | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>                                                                                                               |  |
| Business and Computer Technologies Division |                                                                              |                                                                                                                                                                                                                                         |  |
| <div><div></div><div></div></div>           | <div><div></div><div>Medical and Office Administration</div></div>           | <div><div></div><div></div><div></div><div></div><div></div></div>                                                                                                                                                                      |  |
| <div><div></div><div></div></div>           | <div><div></div><div>Business and Accounting</div></div>                     | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> |  |
| <div><div></div><div></div></div>           | <div><div></div><div>Business and Computer Technologies Division</div></div> | <div><div></div><div></div><div></div></div>                                                                                                                                                                                            |  |
| <div><div></div><div></div></div>           | <div><div></div><div>Systems Technology</div></div>                          | <div><div></div><div></div><div></div><div></div><div></div></div>                                                                                                                                                                      |  |
| Public Safety Division                      |                                                                              |                                                                                                                                                                                                                                         |  |

|                         |                                       |                         |                                                                         |
|-------------------------|---------------------------------------|-------------------------|-------------------------------------------------------------------------|
| <div></div> <div></div> | <div></div> Public<br>Safety Division | <div></div> <div></div> | <div></div> <div></div> <div></div>                                     |
| <div></div> <div></div> | Basic Law<br>Enforcement<br>Training  | <div></div> <div></div> | <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> |

### Tracking Curricula Content

As a means of ensuring the quality of educational programs, Deans, Department Chairs, Program Coordinators/Directors, and faculty track curricula content through the college's curriculum committee, program review process, and program advisory committees.

### Curriculum Committee

The college's Curriculum Committee is a standing committee that establishes guidelines to:

- Review and recommend current curriculum program/course changes;
- Review and recommend requests for new curriculum programs of study or requests for curriculum deletions;
- Coordinate recommendations from advisory committees, accrediting or certifying agencies and state offices affecting curricula;
- Review, revise, and recommend internal procedures/processes associated with curriculum committee functions and/or curriculum program approval; and
- Ensure continuing compliance with the Southern Association of Colleges and Schools (SACSCOC) accreditation standards with authority to make curricular recommendations to the Administrative Council and the Curriculum Committee of the Board of Trustees.

[Minutes](#) from a Curriculum Committee meeting illustrate faculty involvement in curricula changes.

### Program Review Process

Each academic program undergoes an in-depth, data-driven program review and outcome assessment every three years. Reviews are conducted by faculty, with oversight by department chairs, deans, associate vice presidents, and/or vice president.

Based on an analysis of the available data, faculty, department chairs, and deans take a critical look at performance in all aspects of the academic program to identify areas of need in which to focus improvement efforts and resources. These actions and improvements are reported in outcome assessments.

Program reviews consist of curriculum changes; advisory committee recommendations; industry trends; program enrollment, retention, and completions; student demographics; adequacy of available resources; and strengths, weaknesses, and opportunities of the program. An example of an academic program review from the [Criminal Justice Technology](#) program is provided.

### Advisory Committees

Academic Deans, Department Chairs, and Program Coordinators/Directors use program advisory committees to help the college keep academic programs current with industry-related changes. Program advisory committees provide a link between the college and the community. Input from advisory committees help faculty stay abreast of current program

accreditation/licensing requirements, keep academic programs current with industry-related changes, and provide appropriate professional development activities that support teaching and learning within the program discipline. Because committee members have expert knowledge in the areas they represent, their advice and recommendations are carefully considered by program faculty, Department Chairs, Deans, and other academic administrators.

Faculty members contribute to the assessment and improvement of their programs through participation on program advisory committees. [Minutes](#) are included from an Applied Animal Science Advisory Committee meeting.

For each of its educational programs, Wayne Community College assigns appropriate responsibility for program coordination. Therefore, WCC demonstrates compliance with standard 6.2.c.

## Section 7: Institutional Planning and Effectiveness

### 7.1

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

*(Institutional planning)* [CR]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College demonstrates a commitment to principles of continuous improvements based upon a systematic and documented process of assessing institutional performance with respect to the mission in all aspects of the institution.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

The documented institutional planning process can be found in the college's five-year [Strategic Plan for Institutional Effectiveness 2024-2029](#).

Wayne Community College's Strategic Plan for Institutional Effectiveness has three essential components:

1. Strategic Planning and Evaluation;
2. Academic Program and Service Unit Planning/Evaluation; and
3. Annual Operational Planning/Evaluation, which includes the budget process.

The components of Wayne Community College's Strategic Plan meet the following criteria:

**Ongoing** – The institutional effectiveness process at WCC is a continuous recursive loop of assessment, evaluation, planning and implementation which happens formally within planning units and on an institutional basis through the process of reporting outcomes assessment, completing program and service reviews, and monitoring the College's strategic institutional plan of operations. The college provides documentation of on-going outcomes assessment through its operational planning process (planning objectives tied to budget). Examples of this are provided in Planning Objectives End of Year Reports for the years 2020-2021, 2021-2022, and 2022-2023:

- [2020-2021 Academic & Student Services End of Year Status Report](#)
- [2020-2021 Administrative & Financial Services End of Year Status Report](#)
- [2020-2021 HR, Safety, & Communications End of Year Status Report](#)
- [2021-2022 Academic & Student Services End of Year Status Report](#)

- [2021-2022 Business & Financial Services End of Year Status Report](#)
- [2021-2022 HR, Safety, & Communications End of Year Status Report](#)
- [2022-2023 Academic & Student Services End of Year Status Report](#)
- [2022-2023 Business & Financial Services End of Year Status Report](#)
- [2022-2023 HR, Safety, & Communications End of Year Status Report](#)

**Comprehensive** – institutional planning and evaluation at WCC occurs at the institutional level and includes every facet of the college, from facilities maintenance and housekeeping to academic and service units, as well as administration. Examples include academic program and service reviews for the following:

- [Academic Skills Center Service Review 2021-2022](#)
- [Accounting & Finance Program Review 2021-2022](#)
- [Business Administration Program Review 2021-2022](#)
- [Criminal Justice Technology Program Review 2021-2022](#)
- [Facilities Service Review 2021-2022](#)
- [Institutional Effectiveness Service Review 2021-22](#)

**Integrated** – Institutional effectiveness processes are integrated and influence each other. For example, institutional data provide trend information on measures such as student enrollment, which is analyzed in program and service reviews. The college's mission statement is reflected in the mission/purpose statements of academic programs and service units and drives planning initiatives. Strategic priorities and key performance indicators guide the academic programs and service units' planning objectives and outcomes. Annual operational plans incorporate planning objectives, tie to the annual budget, and complete the overall institutional planning process. The WCC Planning and Evaluation Process diagram demonstrates how each part of the institutional effectiveness process is integrated.



**Research-based** – All outcome measures are quantitatively- or qualitatively-based with data from many of the measures calculated by the Office of Institutional Effectiveness. Quantitative data include demographic enrollment data, retention rates, transfer and graduation rates, and licensure and certification exam pass rates. Wayne Community College's progress toward achieving its measurable objectives is evaluated through a set of key performance indicators. Each indicator includes standards (acceptable performance) and targets (desired performance). Indicator results that fall below the acceptable standard require further investigation or review, while the target provides a focus for improvement efforts. This information is documented and published in Strategic Year-End Reports. Strategic Year-End Reports for [2022-2023](#), [2021-2022](#), and [2020-2021](#) have been provided as evidence. Additionally, evidence that WCC measures outcomes through a program review process is provided in two examples – one from the [Business Administration program](#) and one from the [Criminal Justice Technology program](#).

Qualitative data are generally provided in the form of surveys to include [advisory committee/employers](#), [current students](#), and [WCC employees](#). For example, in the college's 2021-2022 service review process, the Academic Skills Center used survey data as one of their outcomes resulting in two action items.

**Outcome #1:** Students and college employees will be satisfied with the services provided by the Academic Skills Center.

**Action item 1:** Articulate better with WCC academic departments to better support and promote ASC functions.

**Results:** ASC Director and Coordinators provided office visits, seminars, class visits, and targeted email campaigns. Video resources were added to Moodle for students. Met with Nursing Department Chair and Faculty to discuss adding Nested Peer Tutors (students in PN program who can serve as devoted tutors for courses) in Fall 2024. In addition, ASC will speak to the students at nursing orientation. Class visits were performed over the last three semesters, and we have seen an uptick in visits from students in those classes and applications for peer tutors have increased from those courses. With the renovations completed, the ASC hosted a "Welcome Back Social", 115 students, faculty, and staff attended. Following the event, we have seen a 66% increase in signups for tutorial support.

**Action item 2:** Have all ASC Tutors Certified to minimum levels of NTA Tutor Certifications.

**Results:** All ASC Peer Tutors currently on staff have completed the requisite training for NTA Basic Level Certification. All ASC Professional Tutors currently on staff have completed the requisite training for NTA Intermediate Level Certification. Other training sessions are being scheduled.

Another example is that of the Office of Institutional Effectiveness, which also used survey data as part of their 2021-2022 service review, resulting in action items.

**Outcome #1:** Improve assessment processes.

**Survey question:** The Office of Institutional Effectiveness adequately supports college-wide assessment through Institutional Learning Outcomes, Program Learning Outcomes, program and service review.

**Action item #1:** Implement the new assessment process.

**Results:** Informally we've received positive comments from faculty and staff who have attended IE workshops. Their comments are that the process is more streamlined, and the reporting forms are easier to understand. We received 100% satisfaction (strongly agree/agree) from employees on the WCC Services Review Survey.

**Action item #2:** Host workshops for program and service reviews.

**Results:** Four 2024, four Outcome Assessment workshops were held. Service Outcome workshops (10/23/24 & 11/13/24), Program Outcome workshops (10/30/24 & 11/6/24). In lieu of workshops, IE provided a PLO and ILO PowerPoint training and materials for department chairs, deans, and program faculty to review. For 2024, the Office of Institutional Effectiveness has held a total of 8 workshops: 4 for program outcomes and 4 for service outcomes. We've had a total of 29 attend the workshops.

Focus groups also provide the college with qualitative information. As an example, two focus groups were held in April 2023 for students aged 25-44 to ask about barriers they face when coming to college. Through the focus groups, it was ascertained that some challenges are outside of the college's control, such as FAFSA. However, some of the student's recommendations were able to be implemented, such as marketing the college's foundation scholarships, lowering textbook costs, and making students aware of services available to them at the college and in the community.

## Strategic Institutional Planning

The institutional mission statement is the focus of all planning and evaluation activities at the college. The mission statement defines the college's identity and purpose and is approved by the Planning Council and the [Board of Trustees](#). The college's Planning Council is a significant contributor to the college's strategic planning process. The Planning Council is a standing

committee but may also activate ad hoc committees or task forces to study specific topics or challenges. The purpose of the Planning Council is to:

- Provide direction, leadership, and oversight for the college's planning and institutional effectiveness process;
- Serve as liaisons for planning groups and units; and
- Ensure continuous compliance with SACSCOC accreditation standards 2.1 (Institutional Mission), 4.2.a (Mission Review), 7.1 (Institutional Planning), 7.3 (Administrative Effectiveness), 8.1 (Student Achievement), 8.2.a (Student Outcomes: Educational Programs), and 8.2.c (Student Outcomes: Academic and Student Support Services).

### ***Institutional Goals***

Institutional goals serve as pathways to achieving the college's mission. The goals, like the mission, are reviewed every three years, or as needed, by the Planning Council and Board of Trustees. The mission statement and goals are published on the [college's website](#), in the [Strategic Plan for Institutional Effectiveness](#), and the [General Catalog and Student Handbook](#).

Each goal statement focuses on a critical aspect of the college and is assessed by institutional performance indicators.

**Strategic Priorities** - As a result of the strategic planning process, the Planning Council identifies strategic priorities for each college goal that focus on college-wide improvements. These priorities are as follows:

#### Goal 1: Increase student access

##### Strategic Priorities:

- Track enrollment
- Expand Workforce Continuing Education course offerings
- Increase annual curriculum headcount
- Increase annual Workforce Continuing Education headcount
- Increase Transitional Programs for College and Career (adult high school) enrollment
- Increase annual English as a Second Language headcount

#### Goal 2: Ensure Program Excellence

##### Strategic Priorities:

- Support a teaching and learning center for faculty development
- Maintain institutional and program accreditations
- Track online learning communications via Regular and Substantive Interactive (RSI)

#### Goal 3: Improve Student Success

##### Strategic Priorities:

- Increase curriculum retention
- Increase curriculum persistence
- Increase curriculum completion
- Track curriculum student completion rates
- Track basic skills student progressing academically toward attainment
- Workforce continuing education pass rates
- Track college transfer students who progress to a four-year college or university
- Foster educational and workforce partnerships to create broad opportunities for students through apprenticeships

#### Goal 4: Ensure Institutional Quality

##### Strategic Priorities:

- Improve institutional quality through data-informed strategic planning

**Key Performance Indicators** - Wayne Community College's progress toward achieving its goals is evaluated through a set of key performance indicators. The indicators reflect outcomes in enrollment, retention, persistence, graduation, and other aspects of student success and allow the college to document improvement. Each indicator also includes standards (acceptable performance) and targets (desired performance). Performance indicators are used to evaluate and improve the quality of all areas of the college, including academic programs and instruction, student services, support services, and use of resources.

In 2023-2024, institutional performance indicators were revised and updated to reflect the college's current strategic priorities. These indicators were approved by the Planning Council. ([Planning Council Minutes, February 2024](#); [KPI email vote](#)).

Each indicator has a stated expected outcome (acceptable performance standard) and a target or desired performance. The results of key performance indicator assessment can be found on the college's Institutional Effectiveness webpage under "Documents."



WAYNE COMMUNITY COLLEGE

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## Institutional Effectiveness Documents

OTHER INFORMATION RELATED TO INSTITUTIONAL EFFECTIVENESS

- Institutional Effectiveness Dashboards
- Institutional Effectiveness Documents**
- Integrated Postsecondary Education Data System (IPEDS)
- National Student Clearinghouse
- National Student Clearinghouse Research Center - Student Insights Dashboard
- Program Outcome Follow-Ups
- Program Reviews
- Survey of Entering Student Engagement (SENSE)
- Voluntary Framework of Accountability

WCC Strategic Plan for Institutional Effectiveness

2024-2029

WCC Strategic Plan Year-End Reports

- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2019
- 2019-2020
- 2020-2021
- 2021-2022
- 2022-2023

Key Performance Indicators (KPIs) Report

- 2021
- 2022
- 2023

Discussions regarding key performance indicator results are shared with [Planning Council \(9.28.2023 meeting minutes\)](#), Board of Trustee members ([BOT Retreat Agenda 2024](#)), and published on the college's Institutional Effectiveness webpage. KPI results from [2021](#), [2022](#), and [2023](#) have been provided as supporting documentation.

### Academic Program Planning

Wayne Community College assesses academic programs through general education outcomes and program learning outcomes.

Wayne Community College has five general education outcomes, or institutional learning outcomes (ILOs), to assess overall student learning:

- Make effective oral presentations;
- Compose effective written documents;
- Apply critical or creative reasoning, including diverse perspectives, to address complex problems or to analyze original works;
- Apply appropriate mathematics to solve real-world problems; and
- Interpret or analyze natural phenomena using concepts and principles of the natural sciences.

These general education outcomes were [reviewed and revised in 2022](#). Members of the college's Planning Council, as well as faculty, Department Chairs, and Deans vetted the outcomes (referred to as Institutional Learning Outcomes, or ILOs) to identify any changes that needed to be made. It was determined that the college would decrease from six ILOs to five. It was determined that the sixth ILO (explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences) was able to be combined with ILO number three.

Minutes from the [June 23, 2022, Planning Council meeting](#) have been provided as supporting documentation, as well as the excerpt from the meeting found below.

|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| DISCUSSION                                                                                                                                                                                                          | [REDACTED] presented a proposed revision to the college's Institutional Learning Outcomes (ILOs). Currently, the College has six Institutional Learning Outcomes. ILOs are outcomes a graduate of WCC are expected to develop as a result of their overall experiences through academic programs. The Arts and Sciences' Division, College Transfer programs, assess Institutional Learning Outcomes. The Office of Institutional Effectiveness met with Arts and Sciences Division, the Dean, Department Chairs, in addition to a select group of faculty, in the review of ILOs and review cycles. The following table represents the discussion and proposed changes to ILOs: |                                                                                                                                                                                                                                     |                                |
|                                                                                                                                                                                                                     | ILO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ILO Description                                                                                                                                                                                                                     | Department Responsible         |
|                                                                                                                                                                                                                     | ILO #1:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Make effective oral presentations.                                                                                                                                                                                                  | Language and Communications    |
|                                                                                                                                                                                                                     | ILO #2:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Compose effective written documents.                                                                                                                                                                                                | Language and Communications    |
|                                                                                                                                                                                                                     | ILO #3:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Analyze aspects of human culture, such as creative expressions or diverse social structures. <u>Apply critical or creative reasoning, including diverse perspectives, to address complex problems or to analyze original works.</u> | Humanities and Social Sciences |
|                                                                                                                                                                                                                     | ILO #4:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Apply appropriate mathematics to solve real-world problems.                                                                                                                                                                         | Mathematics                    |
|                                                                                                                                                                                                                     | ILO #5:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Interpret or analyze natural phenomena using concepts and principles of the natural sciences.                                                                                                                                       | Sciences                       |
|                                                                                                                                                                                                                     | ILO #6:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences.                                                                                                                     | Humanities and Social Sciences |
| Findings                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
| No change                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
| No change                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
| Propose merging of ILOs #3 and #6 into one revised statement                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
| No change                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
| No change                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
| Propose deletion of ILO #6, merged into one revised statement, see proposed ILO#3 new statement                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
| [REDACTED] presented the proposed changes to the Planning Council for an official vote. According to the College's Strategic Plan for Institutional Effectiveness, revisions to the Institutional Learning Outcomes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                |
| CONCLUSIONS                                                                                                                                                                                                         | Motion to approve the revisions to the Institutional Learning Outcomes was made by [REDACTED], seconded by [REDACTED], and all members present unanimously approved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                     |                                |
|                                                                                                                                                                                                                     | The Office of Institutional Effectiveness will send the approved revisions to Student Services for updates to the online version of the General Catalog and Student Handbook.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                     |                                |

Outcomes are measured every three years. Action plans are developed when acceptable standards of performance are not met, or to reach higher targets if the measure is met. An example of ILO #3 has been included for [2021-2022](#) and [2023-2024](#) for supporting documentation.

Academic program reviews and program learning outcomes are conducted every three years, with an outcome assessment conducted during years two and three, prior to the next full academic program review. This is further discussed in 8.2.a.

## Service Unit Planning

Also on a three-year cycle, planning units complete an in-depth evaluation using data to assess their current status and to identify areas needing improvement. During the review process, service units analyze data to include information about the customer or students being served; internal and external environments; overall effectiveness; and available resources. The service review process allows units to take into account the institutional goals, strategic priorities, and key performance indicators to help identify areas of improvement and to create action plans to achieve those improvements. As an example, and supporting documentation, a service review for the college's Academic Skills Center ([ASC 2021-2022](#)) and service outcome report ([ASC 2022-2023](#)) have been included.

## **Annual Operational Planning**

The college links planning unit objectives to the planning process and to the college's budget.

**Budget** - The college develops budgets as part of the institution-wide planning process and Strategic Plan. Budget development begins with each planning unit of the college. Each planning unit requests an essential operational budget allocation based upon prior year expenses. The Vice President of Administrative and Financial Services / Chief Financial Officer compiles all budget information that serves as the college's preliminary operational budget.

**Planning Objectives** – Each planning unit is responsible for identifying additional goals and objectives they would like to accomplish in the coming year and what resources are necessary to accomplish those objectives. Planning objectives must be tied to specific needs or goals identified during the planning unit's review and outcome assessments process. Planning objectives are prioritized within the various reporting levels through the senior administrative level. The prioritized list is presented to the President's Cabinet for review, discussion, and final allocation. Funding for approved planning objectives are added to departmental budgets for the year.

The strategic planning process operates on a three-year cycle. Institutional data provide trend information which is analyzed in the program and service reviews and outcome assessments. The college's mission statement is reflected in the mission / purpose statements of the academic programs and service units and drives all planning initiatives. Strategic priorities and key performance indicators guide the academic programs and service units' planning objectives and outcome assessments. Operational plans involving planning objectives complete the overall planning process at Wayne Community College.

## **Institutional Improvements**

Institutional improvements identified and funded through WCC's planning and effectiveness process includes examples such as:

### **Goal 1: Increase student access**

- Implement Element 451 software, which will be used for marketing and digital emails to students, as well as automated college forms.
- Specific faculty and staff will participate in North Carolina Community College System's regional strategic enrollment management professional development series.
- Targeted marketing campaigns, especially for career and technical programs will be developed.
- The college will apply for grants to help with specific program needs, as well as student recruitment.

### **Goal 2: Ensure program excellence**

- English 112 instructors will place greater emphasis on research format and process, adding APA to the MLA format normally utilized in English instruction.
- The college's Center for Teaching and Learning Excellence (CTLE) began offering on-demand training specifically for adjuncts in the evenings.
- The CTLE will provide students with an in-course resource to support their readiness for online learning.
- The "Need Help" content has been updated and revised to include videos for student services and links to the Moodle Orientation course and the Request to Drop a Class Form.

### **Goal 3: Improve student success**

- The college will offer targeted scholarships such as Bison Benefit to students.
- Through grant and other funding, the college is offering more wrap-around services to students such as gas cards, childcare funding, food, counseling, and tutoring.
- Course redundancy is being eliminated and academic programs are being streamlined to help students complete their programs of study.
- Data for first-year progression is being monitored by pulling a cohort list of students by term so that faculty, advisors, and achievement coaches can help address issues within that term to help student retention.
- Focus on vulnerable students and utilize achievement coaches to reach out to stop-out students to get them re-enrolled.

#### Goal 4: Ensure institutional quality

- Strategic priorities and key performance indicators are assessed on an annual basis and information is shared with college decision-makers such as the President's Cabinet, Administrative Council, Planning Council, and the Board of Trustees.
- The college is applying for targeted grants to help continually improve the relevance and quality in all college administrative, student, and support service areas to ensure the college's vision, mission, and goals are achieved.

[Strategic Year-End Reports for 2020-21](#), [2021-22](#), and [2022-23](#) have been provided for further documentation of the process.

To address the "cultural needs of the communities it serves" portion of the college's mission statement, a Cultural Diversity and Global Education Committee was created in 2011. The purpose of this committee is to recommend programs and activities that promote the awareness and acceptance of global education and cultural diversity principles and practices to students, faculty, and staff. An example from meeting minutes from [2024](#) has been included.

For students, the Foundation of Wayne Community College provides mini grants each semester to faculty who see a need that would otherwise go unmet without Foundation funding. [Examples](#) include trips to see plays, Black History Month events, and international festivals. For faculty, the Foundation of Wayne Community College provides two [Distinguished Chair](#) awards each fall semester so that faculty can travel and experience new cultural experiences to bring back to the campus to share with others.

Additionally, the college felt that it was important to get an objective evaluation of the college's policies, practices, and procedures to identify areas that could create disparities. Therefore, the college asked the Belk Center for Community College Leadership and Research to conduct an audit of specific policies and procedures to ascertain any cultural disparities and to assist with solutions to noted discrepancies. The results can be found in the [Belk Center Policy Review](#).

#### Timelines

The college's institutional planning process calendar begins in the fall of each year. The timeline is provided to the college's Planning Council, which includes members of the President's Cabinet and Administrative Council. The timeline is also published in the Strategic Plan for Institutional Effectiveness.

#### I. The Strategic Planning Timeline

##### Fall Semester

- Review and revise Strategic Plan for Institutional Effectiveness (every five years, or as needed)
- Review vision, mission, core values, and goals (every three-years, or as needed)
- Review strategic priorities (every three years, or as needed)
- Review key performance indicators (every three-years, or as needed)
- Annual strategic plan year-end report from previous planning year is published
  - Year-end report provides data analysis and use of results for each of the institutional goals, indicators, and priorities. Each indicator is evaluated through baselines, standards, and targets.
- Program / service reviews (three-year cycle)
- Program / service outcome assessments (annually)
- Program / service mission / purpose statements reviewed (three-year cycle)

- Program and institutional learning outcome assessments reported according to assessment cycle
- Conduct workshops (program / service review, outcome assessments, and program and institutional learning outcome assessments)
- Environmental Scan SWOT – Strengths, weaknesses, opportunities and threats (SWOT) by students, employees, and external stakeholders (conducted every five years)

#### Spring / Summer Semesters

- Revise and publish WCC Fast Facts (annually)
- Program and institutional learning outcome assessments reported according to assessment cycle
- Annual review of NCCCS Performance Measures for Student Success Report with Planning Council and action items identified.
- Institutional Effectiveness develops program/service review reporting forms and prepares for workshop training sessions (three-year cycle)
- Institutional Effectiveness develops program/service outcome assessment reporting forms and prepares for workshop training sessions (annually)

## **II. The Academic Program and Service Unit Review and Outcome Assessment Timeline**

#### Fall Semester

- Program reviews conducted over a three-year cycle providing an in-depth, data-driven evaluation of programs. Reviews are prepared and submitted by the department chair and program faculty and approved by institutional effectiveness, division dean, and senior administrator.
  - Program review components include:
    - Review of mission / purpose statements (three-year cycle)
    - Description of how the program's mission aligns with college's vision, mission, core values, and institutional goals
    - Report activities to ensure program is current (curriculum changes, revisions, and/or deletions)
    - Overview of significant changes and improvements over the past three years
    - Analysis of Advisory Committee input on trends in the field or emerging needs that contribute to maintaining program relevance
    - Analysis of program outcomes (Enrollment, Retention, and Completion). Data are reviewed; baselines established; programs identify standards and targets; disaggregated data are reviewed for each outcome; data are analyzed; action items and assessment of action items are developed
    - Other methods of assessment are reviewed and used to evaluate programs (programmatic accreditation, self-assessments, or other credentials or assessments)
    - Planning objectives are reviewed, and the use of results is reported (three-years)
    - Program needs are reviewed (equipment, supplies, software) (three-years)
    - Faculty positions are reviewed and justified for the next three-years
    - Program review and justification of facility needs over the next three-years
    - Review of academic and student support service needs over the next three-years
    - Analysis of program's / discipline's strengths, weaknesses, and opportunities
- Service reviews are conducted over a three-year cycle providing an in-depth, data-driven evaluation of service. Reviews are prepared and submitted by the service director and service unit staff and approved by institutional effectiveness and senior administrator(s).
  - Service review components include:
    - Review of mission / purpose statements (three-year cycle)
    - Description of how the service unit's mission aligns with the college's vision, mission, core values, and institutional goals
    - Analysis of service functions and/or processes and how they are documented
    - Analysis of service unit's personnel and departments' tools and resources
    - Address services to distance education students, if applicable
    - Review and analysis of internal unit effectiveness data

- Analysis of trends or emerging needs that contribute to maintaining service relevance
  - Overview of significant changes and improvements over the past three years
  - Analysis of service outcomes; data are provided by the service unit; baselines are established; service unit staff identifies standards and targets; an analysis of the outcome is provided; and action items and assessment of action items are identified
  - Other methods of assessment are reviewed and used to evaluate the effectiveness of service (surveys, self-assessments, focus groups, or other tools or supporting documentation of assessment)
  - Planning objectives are reviewed and submitted, along with the use of results (three-year)
  - Service unit needs are identified (equipment, supplies, software) in preparation for the next three-years
  - New staff positions needed over the next three years are identified and justified
  - Facility needs over the next three years are identified
  - The service unit's strengths, weaknesses, and opportunities are identified and discussed.
- Program / service outcome assessment follow-ups are reported annually. Outcome assessment follow-ups are prepared and submitted by the department chair / service unit director and program / service faculty or staff, and approved by institutional effectiveness, division dean, and senior administrator(s)
    - Outcomes identified in the review process are assessed, new data are analyzed, and results of action items are provided (ongoing through cycle with final assessment due at the end of the three-year cycle)

#### Spring / Summer Semesters

- Complete and submit program and institutional learning outcome reports according to assessment cycle

### **III. The Operational Planning and Budget Process Timeline**

#### Fall Semester

- Planning objective mid-year, end-of-year, and use of results are reported (ongoing through cycle with final assessment due at the end of the three-year cycle)
- Departments identify planning objective needs based on program/service review, outcome assessments, and advisory committee input
- Planning objectives submitted on three-year cycle (July-August)
  - Planning units develop planning objectives and coordinate with respective personnel for objectives requiring facility, equipment, information technology, advertising, and/or instructional resources (July)
  - Planning units review planning objectives with department chair / director / or respective associate vice president and prioritize objectives (July)
  - Deans and Associate Vice President's prioritize objectives for planning group (July)
  - Prioritized planning objectives are submitted to Institutional Effectiveness using the SharePoint directory
  - Institutional Effectiveness prepares prioritized objectives for President's Cabinet review (August)
  - President's Cabinet reviews and approves planning objectives based on available funds (federal, state, county, and/or grants) (August)
  - College awaits state budget from NC House / Senate (July-October)
  - Institutional Effectiveness develops funding priorities spreadsheet and works with the Director of Procurement and Inventory Management in assigning budget codes and spreadsheet is used to track purchases
  - Program / service (faculty/staff) coordinate with Director of Procurement and Inventory Management on approved planning objectives providing quotes and processing purchase orders (August-December)
- Institutional Effectiveness publishes end-of-year planning objective status reports (at the end of the three-year cycle)

#### Spring / Summer Semesters

- Mid-year budget review annually (transfers and reversions) (January)
- Mid-year planning objectives (new or additional) may be submitted annually based on funding availability (January)
- Planning and budget process instructions and resources shared (March-June)
- County budget and needs identified and submitted (February/March)
- Essential budget projections submitted for next fiscal year annually (June)

- Planning objective mid-year, end-of-year, and use of results reported (ongoing through cycle with final assessment due at the end of the three-year cycle)

In summary, the documentation provided are evidence that Wayne Community College engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness and incorporate a systematic review of institutional goals and outcomes consistent with its mission. Therefore, the college is in compliance with Core Requirement 7.1.

## Section 7: Institutional Planning and Effectiveness

### 7.2

The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

*(Quality Enhancement Plan)*

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

The institution is currently working on its Quality Enhancement plan, to be completed and submitted in September 2025.

## Section 8: Student Achievement

### 8.1

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

(Student achievement) **[Off-Site/On-Site Review]**

*[Note: Each member institution has chosen a specific metric with SACSCOC for measuring graduation rate and analyzing that measure of student success. As part of its response to this standard, the institution should identify its chosen metric; provide appropriate data regarding its performance as measured by that metric (including its baseline data, goals, and outcomes); and discuss any changes it has made based on its analysis of this graduation-rate data. Institutions are also required to disaggregate their graduation data in appropriate ways; they should discuss that disaggregated data and any changes made as a result of analyzing that data.]*

Compliance



Non-compliance

Partial Compliance

## Narrative:

### Mission

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina, and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

### Nature of Students Served

Wayne Community College serves over 9,000 curriculum, adult high school, English as a Second Language, and workforce continuing education students annually. The majority (68%) of students are enrolled part-time in short-term, certificate, diploma, and associate degree courses and programs. The average age of WCC curriculum students is 24 years old. Of those students, 63% are female; 53% of students are White, 22% of students are Black, and 20% of students are Hispanic.

Workforce continuing education students' average age is 38. Male students make up the majority of the population (67%). By ethnicity, students are 64% white; 25% Black; and 7% Hispanic.

Transitional Programs for College and Career (basic skills) students' average age is 32 and 52% of those students are female. By ethnicity, students are 18% white; 38% Black; and 41% Hispanic.

**Wayne Community College identifies, systematically evaluates, and publishes goals and outcomes for student achievement and uses multiple measures to document student success.**

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines institutional effectiveness as “the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution” (Resource Manual, 2024, p. 171).

The basis of Wayne Community College’s Strategic Plan for Institutional Effectiveness is the college’s vision, mission, core values, and goals. The [2024-2029 Strategic Plan](#) is available both in print and online.

The mission of Wayne Community College is to meet the educational, training, and cultural needs of the communities it serves. College-wide goals are to:

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.

To ensure that the college is effectively fulfilling its mission and goals, WCC uses a variety of internal and external methods to evaluate success with respect to student achievement.

**Institutionally, Wayne Community College identifies and evaluates goals and outcomes for student achievement through academic program reviews, program learning outcomes, institutional learning outcomes, and key performance indicators.**

Student success at Wayne Community College is when a student completes courses with a grade of a “C” or better; when a student has a cumulative grade point average of 2.00 or better; when a student earns academic credentials to include certificates, diplomas, and/or degrees; and/or when a student transfers to another college.

**Academic Program Reviews**

Each academic program and service unit undergoes an in-depth, data-driven academic program or service review and outcome assessment every three years. Reviews are conducted by faculty and staff, with oversight by Department Chairs, Deans, Associate Vice Presidents, and/or Vice Presidents. These reviews serve as one method of assessment of student achievement for the academic program or service unit.

During the academic program or service review process, faculty and staff analyze data relevant to the unit including information related to their customers or students served, the internal and external environments, program or service unit effectiveness, and available resources. These reviews take into account the institutional mission and goals while identifying areas needing improvement. From there, during the outcome follow-up process, action items are created for the following year. An example of a [program outcome report for Criminal Justice Technology](#) has been included as supporting documentation. These are also published on the college’s [Institutional Effectiveness webpage](#).

Academic program reviews consist of curriculum changes; advisory committee recommendations; industry trends; student demographics; program enrollment, retention, and completions; adequacy of available resources; and strengths, weaknesses, and opportunities of the program. An example of an academic program review from the college’s [Criminal Justice](#) program is provided.

**Program Learning Outcomes**

Program learning outcomes (PLOs) are defined as outcomes that students should have mastered upon graduation from a specific program of study.

Program learning outcomes are established by program faculty and clearly defined in measurable terms (baselines, standards, and targets) and assessed every three years. PLOs for each educational program are published in WCC's General Catalog and Student Handbook and on course syllabi. Examples of [program learning outcomes from the catalog](#) and syllabi from [Criminal Justice 111](#) and [Business 110](#) are included as supporting documentation.

An example of a program learning outcome report from the college's [Business Administration](#) and [Criminal Justice Technology](#) programs is provided.

### **Institutional Learning Outcomes**

Institutional learning outcomes (ILOs), or general education outcomes, are embedded in general education courses to describe the knowledge or abilities that students in any curriculum program should have acquired by the time they graduate.

The college has five institutional learning outcomes. A graduate of Wayne Community College should be able to:

1. Make effective oral presentations
2. Compose effective written documents
3. Apply critical or creative reasoning, including diverse perspectives, to address complex problems or to analyze original works
4. Apply appropriate mathematics to solve real-world problems
5. Interpret or analyze natural phenomena using concepts and principles of the natural sciences.

Wayne Community College's ILOs are included on course syllabi and published in the General Catalog and Student Handbook ([catalog example of ILOs](#)), which is available both in print and online. Examples of ILOs have been provided in the following course syllabi:

- [Math 172](#)
- [English 112](#)
- [Biology 110](#)

### **Key Performance Indicators**

Wayne Community College's progress toward achieving college-wide goals is evaluated through a set of key performance indicators. While not inclusive, the indicators reflect trends in enrollment, retention, completion, and other aspects of student success and allow the college to document improvement. Each indicator also includes baselines (established based upon a three-year data average), standards (acceptable performance), and targets (desired performance).

Indicator results that fall below the acceptable standard require further investigation or review, while the target provides a focus for improvement efforts. The college's [Planning Council](#) annually evaluates the success achieved for each indicator as compared to the standard and target.

A spreadsheet of [KPI results from 2022-2023](#) is attached, as well as results reported in the [Wayne Community College Strategic Plan Year-End Report](#). Based upon the findings / results, faculty and Planning Council members recommend changes to the indicators or performance levels. Strategic Plan year-end reports and [key performance outcomes are published on the college's website](#) on the Institutional Effectiveness page.

**Externally, Wayne Community College identifies and evaluates goals and outcomes for student achievement through the National Student Clearinghouse and the North Carolina Community College System's annual performance measures.**

### **National Student Clearinghouse**

In efforts to monitor and support student completion data, the Commission requires colleges to select a key student completion metric and peer institutions for comparison. Wayne Community College chose to utilize National Student Clearinghouse (NSC) data as an additional form of measuring student achievement, specifically student completion data.

Wayne Community College has identified four criteria to evaluate student achievement. The [National Student Clearinghouse](#) completion data is the first criterion.

When comparing WCC’s completion rates using the SACSCOC graduation rate, Integrated Postsecondary Education Data System (IPEDS) overall graduation rate, IPEDS outcome measure, and National Student Clearinghouse total completion rate, WCC administrators felt strongly that the NSC data was the more comprehensive resource for the institution as it included both full- and part-time students in the cohort.

The [National Student Clearinghouse \(NSC\) Six-Year Total Graduation Rate](#) looks at first-time students who have not attended any postsecondary institution after high school. Dual enrollment students (high school) are excluded in the first-time student cohort. NSC tracks students over a six-year period to see if they have completed at WCC, at another two-year institution, at a four-year institution, are still enrolled at any institution, or not enrolled at any institution. NSC disaggregates those students by enrollment intensity, gender, age at first entry, and race/ethnicity.

The National Student Clearinghouse Six-Year Total Completion Rate criterion aligns with WCC’s institutional Goal 3 – Improve Student Success. The purpose of this goal is to 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. Successful student completion of a credential supports the mission of WCC.

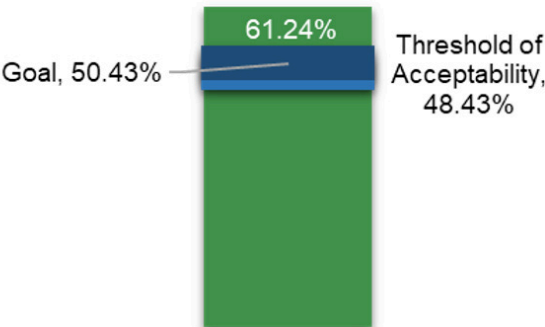
**Outcome:** WCC seeks to increase the six-year completion rate for first-time fall credential seeking (degree, diploma, or certificate) students who have graduated from secondary education institutions.

**Threshold of Acceptability** – 48.43%

**Rationale:** The Office of Institutional Effectiveness uses the National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark reports to examine the six-year total graduation rate for the specific entering cohorts. The threshold of acceptability is an average of the previous three years, whereby it remains static over the next three years when the Office of Institutional Effectiveness, along with Planning Council, reexamines this criterion. The static threshold of acceptability aligns with WCC’s process for establishing baselines, standards, and targets for Key Performance Indicators (KPIs).

**Goal** – 50.43% (an increase of 2% annually). The goal is to increase WCC’s acceptability threshold by 2%.

**WCC exceeded the threshold of acceptability by 12.81% and the goal by 10.81%**



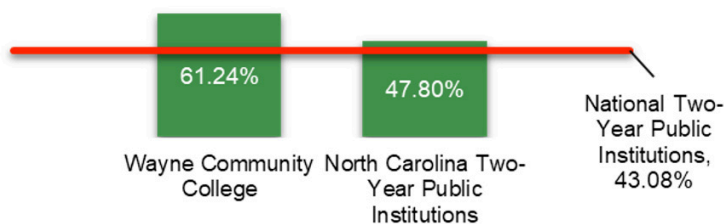
**Evaluation of Data:** For first-time, degree-seeking students in the fall 2016 entering cohort (n = 392), the six-year total completion rate was 61.24% (n = 240). WCC exceeded the threshold of acceptability by 12.81% and the goal by 10.81%. After the six-year timeframe, 6.09% (n = 24) were still enrolled at any institution, and 32.66% (n = 128) were not enrolled.

**Strategies for Improvement:** After creating WCC's homegrown stop-out initiative, WCC joined the fourth cohort of the John M. Belk Endowment's NC Reconnect project. The project focuses on engaging adult learners and improving student retention. WCC participated in this project to help reengage and retain adult learners to help WCC improve student retention among adult learners.

**Comparison Data:** WCC opted to compare completion rates to both the North Carolina two-year public institutions and national two-year public institutions. WCC selected the North Carolina two-year public institutions because it included all 58 of the North Carolina Community Colleges and the national two-year public institutions due to the accessibility of the NSC Research Center's StudentTracker Postsecondary Completions Institutional Benchmark Reports.

| Completion Comparison                       |                    |                           |                                         |                                       |
|---------------------------------------------|--------------------|---------------------------|-----------------------------------------|---------------------------------------|
| Benchmark Groups                            | Total Enrolled (#) | Total Completion Rate (%) | Still Enrolled (at any institution) (%) | Not Enrolled (at any institution) (%) |
| Wayne Community College                     | 392                | 61.24%                    | 6.09%                                   | 32.66%                                |
| North Carolina Two-Year Public Institutions | 26,260             | 47.80%                    | 9.20%                                   | 43.10%                                |
| National Two-Year Public Institutions       | 721,089            | 43.08%                    | 11.55%                                  | 45.37%                                |

**For the Fall 2016 Entering Cohort, WCC exceeded the national benchmark by 18.16% and the North Carolina Two-Year Public Institutions by 13.44%.**



**Evaluation of Data:** WCC's overall six-year completion rate (61.24%) was higher than the national benchmark for two-year public institutions (43.08%) by 18.16%. WCC's overall six-year completion rate (61.24%) was higher than that of North Carolina public two-year institutions (47.80%) by 13.44%.

**Strategies for Improvement:** WCC will monitor its benchmark group to see if WCC is still outperforming the national and North Carolina two-year public institutions.

The following tables indicate disaggregated student completion data by age at first entry, enrollment intensity, gender, and race/ethnicity.

| National Student Clearinghouse Six-Year Graduation Rate by Age at First Entry |         |                |       |               |
|-------------------------------------------------------------------------------|---------|----------------|-------|---------------|
| Age at First Entry                                                            | Overall | 20 and Younger | 21-24 | Older than 24 |
| Total Enrolled (#)                                                            | 392     | 323            | 30    | 39            |
| Total Completion Rate (%)                                                     | 61.24   | 63.80          | 40.00 | 56.41         |
| First Completion at WCC (%)                                                   | 53.08   | 54.82          | 40.00 | 48.72         |
| First Completion at Another Institution: 2-Year (%)                           | 4.08    | 4.34           | 0.00  | 5.13          |
| First Completion at Another Institution: 4-Year (%)                           | 4.09    | 4.65           | 0.00  | 2.56          |
| Subsequent Completion at a 4-Year (%)                                         | 9.95    | 11.77          | 0.00  | 2.56          |
| Total 4-Year Completion Rate (%)                                              | 14.04   | 16.42          | 0.00  | 5.13          |
| Still Enrolled (At Any Institution) (%)                                       | 6.09    | 6.47           | 3.33  | 5.13          |
| Not Enrolled (At Any Institution) (%)                                         | 32.66   | 29.73          | 56.67 | 38.46         |

*Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Report – Fall 2016 Entering Cohort*

**Evaluation of Data:** The fall 2016 entering cohort had 392 students. The cohort consists of the following age categories: 20 and younger (82%, n = 323), 21 – 24 (8%, n = 30), and older than 24 (10%, n = 39).

**National Public Two-Year Institutions Benchmark:** WCC's 20 and younger age category's six-year completion rate (63.80%) was higher than the national public two-year institutions' 20 and younger category (44.24%) by 19.56%. WCC's 21 – 24 age category's six-year completion rate (40.00%) was higher than the national public two-year institutions' 21 -24 age category (35.21%) by 4.79%. WCC's older than 24 age category's six-year completion rate (56.41%) was higher than the national public two-year institutions' older than 24 age category (39.72%) by 16.69%.

**Strategies for Improvement:** The college exceeded the national benchmark and will continue to monitor the data regarding completion rates, while maintaining current services and initiatives for student success.

| National Student Clearinghouse Six-Year Graduation Rate by Enrollment Intensity |         |                       |                       |                  |
|---------------------------------------------------------------------------------|---------|-----------------------|-----------------------|------------------|
| Enrollment Intensity                                                            | Overall | Exclusively Full-Time | Exclusively Part-Time | Mixed Enrollment |
| Total Enrolled (#)                                                              | 392     | 176                   | 22                    | 194              |
| Total Completion Rate (%)                                                       | 61.24   | 88.07                 | 22.73                 | 41.26            |
| First Completion at WCC                                                         | 53.08   | 81.81                 | 22.73                 | 30.43            |
| First Completion at Another Institution: 2-Year (%)                             | 4.08    | 1.14                  | 0.00                  | 7.22             |
| First Completion at Another Institution: 4-Year (%)                             | 4.09    | 5.12                  | 0.00                  | 3.61             |

|                                         |       |       |       |       |
|-----------------------------------------|-------|-------|-------|-------|
| Subsequent at a 4-Year (%)              | 9.95  | 20.45 | 0.00  | 1.55  |
| Total 4-Year Completion Rate (%)        | 14.04 | 25.57 | 0.00  | 5.16  |
| Still Enrolled (at any institution) (%) | 6.09  | 0.00  | 9.09  | 11.29 |
| Not Enrolled (at any institution) (%)   | 32.66 | 11.93 | 68.18 | 47.45 |

Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Report – Fall 2016 Entering Cohort

**Evaluation of Data:** The fall 2016 entering cohort had 392 students. The intensity consists of exclusively full-time enrollment (45%, n = 176), exclusively part-time enrollment (6%, n = 22), and mixed enrollment (49%, n = 194).

**National Public Two-Year Institutions Benchmark:** WCC's exclusively full-time students' six-year completion rate (88.07%) was higher than the national public two-year institutions' exclusively full-time students (66.54%) by 21.53%. WCC's exclusively part-time students' six-year completion rate (22.73%) was higher than the national public two-year institutions' exclusively part-time students (19.49%) by 3.24%. WCC's mixed enrollment students' six-year completion rate (41.26%) was higher than the national public two-year institutions' mixed enrollment students' six-year completion rate (38.04%) by 3.22%.

**Strategies for Improvement:** The college exceeded the national benchmark and will continue to monitor the data regarding completion rates, while maintaining current services and initiatives for student success.

| National Student Clearinghouse Six-Year Graduation Rate by Gender |         |       |        |
|-------------------------------------------------------------------|---------|-------|--------|
| Gender                                                            | Overall | Male  | Female |
| Total Enrolled (#)                                                | 392     | 166   | 191    |
| Total Completion Rate (%)                                         | 61.24   | 59.08 | 64.92  |
| First Completion at WCC                                           | 53.08   | 56.67 | 50.78  |
| First Completion at Another Institution: 2-Year (%)               | 4.08    | 0.60  | 7.85   |
| First Completion at Another Institution: 4-Year (%)               | 4.09    | 1.81  | 6.29   |
| Subsequent at a 4-Year (%)                                        | 9.95    | 8.44  | 12.56  |
| Total 4-Year Completion Rate (%)                                  | 14.04   | 10.25 | 18.85  |
| Still Enrolled (at any institution) (%)                           | 6.09    | 8.37  | 5.24   |
| Not Enrolled (at any institution) (%)                             | 32.66   | 32.55 | 28.84  |

Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Report – Fall 2016 Entering Cohort

**Evaluation of Data:** The fall 2016 entering cohort had 392 students, 191 (n = 49%) female and 166 (n = 42%) male students. Of the 392 students, 35 (9%) were excluded from the table because the gender data in the WCC's NSC enrollment data was missing.

**National Public Two-Year Institutions Benchmark:** WCC's female population's six-year completion rate (64.92%) was higher than the national public two-year institutions' female population (46.31%) by 18.61%. WCC's male population's six-year

completion rate (59.08%) was higher than the national public two-year institutions' male population (40.82%) by 18.26%.

**Strategies for Improvement:** The college exceeded the national benchmark and will continue to monitor the data regarding completion rates, while maintaining current services and initiatives for student success.

| National Student Clearinghouse Six-Year Graduation Rate by Race/Ethnicity |         |       |       |          |       |        |             |                                     |
|---------------------------------------------------------------------------|---------|-------|-------|----------|-------|--------|-------------|-------------------------------------|
| Race / Ethnicity                                                          | Overall | Asian | Black | Hispanic | White | Other  | Two or More | Race / Ethnicity Unknown or Missing |
| Total Enrolled (#)                                                        | 392     | 8     | 71    | 78       | 220   | 2      | 7           | 6                                   |
| Total Completion Rate (%)                                                 | 61.24   | 87.50 | 30.99 | 64.21    | 68.64 | 100.00 | 85.71       | 33.33                               |
| First Completion at WCC (%)                                               | 53.08   | 75.00 | 21.13 | 61.64    | 59.99 | 100.00 | 42.86       | 33.33                               |
| First Completion at Another Institution: 2-Year (%)                       | 4.08    | 0.00  | 8.45  | 1.28     | 3.18  | 0.00   | 28.57       | 0.00                                |
| First Completion at Another Institution: 4-Year (%)                       | 4.09    | 12.50 | 1.41  | 1.29     | 5.46  | 0.00   | 14.29       | 0.00                                |
| Subsequent Completion at a 4-Year (%)                                     | 9.95    | 50.00 | 7.04  | 8.99     | 10.00 | 0.00   | 14.29       | 0.00                                |
| Total 4-Year Completion Rate (%)                                          | 14.04   | 62.50 | 8.45  | 10.28    | 15.46 | 0.00   | 28.57       | 0.00                                |
| Still Enrolled (at any institution) (%)                                   | 6.09    | 0.00  | 12.68 | 4.97     | 4.09  | 0.00   | 0.00        | 33.33                               |
| Not Enrolled (at any institution) (%)                                     | 32.66   | 12.50 | 56.34 | 30.82    | 27.27 | 0.00   | 14.29       | 33.33                               |

*Source: National Student Clearinghouse (NSC) StudentTracker Postsecondary Completion Institutional Benchmark Report – Fall 2016 Entering Cohort*

**Evaluation of Data:** The fall 2016 entering cohort had 392 students. The following breakdown of the race/ethnicity categories are the African American population (18%, n = 71), the Asian population (2%, n = 8), the Caucasian population (56%, n = 220), the Hispanic population (19%, n = 78), the Other population (1%, n = 2), the Two or More Races (2%, n = 7), and the Race/Ethnicity Unknown or Missing population (2%, n = 6).

**National Public Two-Year Institutions Benchmark:** WCC's African American population's six-year completion rate (30.99%) was lower than the national public two-year institutions' African American population's six-year completion rate (31.10%) by 0.11%. WCC's Asian population's six-year completion rate (87.50%) was higher than the national public two-year institutions' Asian population's six-year completion rate (53.41%) by 34.09%. WCC's Caucasian population's six-year completion rate (68.64%) was higher than the national public two-year institutions' Caucasian population's six-year completion rate (50.55%) by 18.09%. WCC's Hispanic population's six-year completion rate (64.21%) was higher than the national public two-year institutions' Hispanic population's six-year completion rate (37.86%) by 26.35%.

**Strategies for Improvement:** The college’s six-year completion rate for African American students was lower than the national average. In [2022](#) the college started pulling data specifically regarding [vulnerable](#) students, of which students of color are included. This list monitors attempted credits, completed credits, and credit completion rate, demographically. This information is shared with the Vice President of Academic and Student Services; Deans; Department Chairs; Faculty; and Achievement Coaches. Students who are not performing well are identified and referred to an Achievement Coach, tutoring, and other student support services.

**Additional Student Achievement Criteria**

In addition to the National Student Clearinghouse Six-Year Graduation metric, Wayne Community College chose three additional criteria to evaluate student achievement to include annual curriculum headcount (enrollment), fall-to-fall retention, and annual curriculum completers.

**Criterion 2: Annual Curriculum Headcount**

Annual curriculum headcount aligns with WCC’s institutional Goal 1 – Increase Student Access. WCC works to achieve this goal by developing 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. In addition, criterion two supports the mission of WCC by meeting the educational needs of the communities it serves.

**Outcome:** WCC seeks to increase the annual curriculum headcount each year.

**Threshold of Acceptability:** 4,425 students

**Rationale:** The Office of IE examined WCC’s annual curriculum headcount for the reporting years of 2015-2016, 2016-2017, and 2017-2018. To get the threshold of acceptability for this criterion, the Office of IE averaged the annual curriculum headcount for these reporting years. The threshold of acceptability is not a moving three-year average. The threshold of acceptability will stay static until the Office of IE reexamines this criterion and approves it through WCC’s Planning Council. The static threshold of acceptability aligns with how WCC establishes its KPI baselines, standards, and targets in its 2024-2029 Strategic Plan for Institutional Effectiveness.

**Goal:** 4,514 students. The goal is to increase annual curriculum headcount by 2% annually.

| Annual Curriculum Headcount |           |           |           |             |           |
|-----------------------------|-----------|-----------|-----------|-------------|-----------|
| Criterion                   | 2015-2016 | 2016-2017 | 2017-2018 | 3-Year Mean | 2022-2023 |
| Annual Curriculum Headcount | 4,515     | 4,331     | 4,429     | 4,425       | 4,145     |

Source: WCC’s End of the Term Semester Data Marts

**Evaluation of Data:** The annual curriculum headcount for the reporting year of 2022-2023 is 4,145 students. For the reporting year of 2022-2023, WCC did not meet its threshold of acceptability of 280 students and did not meet its goal of 369 students.

**Strategies for Improvement:** After creating WCC’s homegrown stop-out initiative, WCC joined the fourth cohort of the John M. Belk Endowment’s NC Reconnect project. The project focuses on engaging adult learners and improving student retention. WCC participated in this project to help reengage and retain adult learners to help WCC improve student retention among adult learners.

**Criterion 3: New First-Time Students at Wayne Community College (WCC) Fall-to-Fall Retention**

Fall-to-fall retention aligns with institutional Goal 1 (Increase Student Access) and Goal 3 (Improve Student Success). WCC works to achieve Goal 1 by developing 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. WCC stives to achieve Goal 3 by preparing 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. In addition, criterion three supports the mission of WCC by meeting the educational needs of the communities it serves.

New first-time students at WCC includes any student enrolled in WCC for the first time regardless of whether they previously attended another post-secondary college or university. Also, new first-time students at WCC refers to any dual-enrollment students or non-degree seeking students who enrolled in the fall semester.

**Outcome:** WCC seeks to increase the fall-to-fall retention of new first-time students at WCC.

**Threshold of Acceptability:** 53.1%

**Rationale:** To set the threshold of acceptability for this criterion the Office of Institutional Effectiveness analyzed new first-time students at WCC fall-to-fall retention for the following semesters: fall 2015 to fall 2016, fall 2016 to fall 2017, and fall 2017 to fall 2018.

**Goal:** 54.1%. The goal is to increase WCC's threshold of acceptability by 1% annually for this criterion.

| WCC New First-Time Students' Fall-to-Fall Retention     |                          |                          |                          |                |                           |
|---------------------------------------------------------|--------------------------|--------------------------|--------------------------|----------------|---------------------------|
| Criterion                                               | Fall 2015 –<br>Fall 2016 | Fall 2016 –<br>Fall 2017 | Fall 2017 –<br>Fall 2018 | 3-Year<br>Mean | Fall 2022 to<br>Fall 2023 |
| New First-Time Student at WCC<br>Fall-to-Fall Retention | 55.0%                    | 51.8%                    | 52.4%                    | 53.1%          | 59.0%                     |

*Source: WCC's End of the Term Semester Data Marts*

**Evaluation of Data:** For Fall 2022 to Fall 2023, WCC exceeded its threshold of acceptability by 5.9% and goal by 4.9%. For fall 2022, WCC had 952 new first-time students. Five hundred sixty-two new first-time students at WCC returned for the fall 2023 semester. Three hundred and ninety new first-time students (41.0%) did not return for the fall 2023 semester.

**Strategies for Improvement:** Each academic program conducts a program review every three years and an outcome review in years two and three. Programs are provided retention data so that they can develop action items pertaining to their retention. Additionally, the college joined the fourth cohort of the John M. Belk Endowment's NC Reconnect project. The project focuses on engaging adult learners and improving student retention. WCC participated in this project to help reengage and retain adult learners to help WCC improve student retention among adult learners.

#### **Criterion 4: Annual Curriculum Completers**

Criterion four aligns with WCC's institutional goal 3. WCC's institutional goal 3 is to 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. In addition, this criterion supports the mission of WCC by meeting the educational and training needs of the communities it serves.

For this criterion, the annual curriculum completers are an unduplicated count of WCC's graduates based on the graduation year set by the North Carolina Community College System Office. WCC decided to use its institutional data instead of data from the IPEDS Completions survey because of the timeframe required for the IPEDS Completions survey. The IPEDS completions survey timeframe (July – June) will overlap two graduation years that the North Carolina College System Office sets. The annual curriculum completion is a lagging indicator of student achievement.

**Outcome:** WCC seeks to increase its annual completers for a specific graduation year.

**Threshold of Acceptability:** 855 completers

**Rationale:** The Office of IE examined WCC's annual curriculum completers for the 2015-2016, 2016-2017, and 2017-2018 graduation years. To get the threshold of acceptability of this criterion, the Office of IE averaged the annual curriculum completers for the graduation years of 2015-2016, 2016-2017, and 2017-2018. The threshold of acceptability is not a moving three-year average. The threshold of acceptability will stay static until the Office of IE reexamines this criterion and any change is approved through WCC's Planning Council. The static threshold of acceptability aligns with how WCC establishes its KPI baselines, standards, and targets in its 2024-2029 Strategic Plan for Institutional Effectiveness.

**Goal:** 872 completers. The goal is to increase WCC's completers by 2% annually.

| Annual Curriculum Completers |           |           |           |             |           |
|------------------------------|-----------|-----------|-----------|-------------|-----------|
| Criterion                    | 2015-2016 | 2016-2017 | 2017-2018 | 3-Year Mean | 2022-2023 |
| Annual Curriculum Completers | 843       | 821       | 901       | 855         | 920       |

Source: WCC's Graduation Data Marts

**Evaluation of Data:** The annual curriculum completers for the graduation year of 2022-2023 was 920. For the 2022-2023 graduation year, WCC exceeded its threshold of acceptability by 65 completers and did not meet the goal by 48 completers.

**Strategies for Improvement:** Each academic program conducts a program review every three years and an outcome review in years two and three. Programs are provided completion data so that they can develop action items pertaining to their completion rates. Additionally, in 2022 the college started pulling data specifically regarding vulnerable students, of which students of color are included. This list monitors attempted credits, completed credits, and credit completion rate, demographically. This information is shared with the Vice President of Academic and Student Services; Deans; Department Chairs; Faculty; and Achievement Coaches. Students who are not performing well are identified and referred to an Achievement Coach, tutoring, and other student support services.

Student achievement reports can be found in their entirety on the college's website under Institutional Effectiveness. The following years are available online:

- [Student Achievement – 2017-2018](#)
- [Student Achievement – 2018-2019](#)
- [Student Achievement – 2019-2020](#)
- [Student Achievement – 2020-2021](#)
- [Student Achievement – 2021-2022](#)
- [Student Achievement – 2022-2023](#)

### North Carolina Community College System Performance Measures for Student Success

The North Carolina Community College System (NCCCS) annually reports the results of seven student success measures for all 58 North Carolina community colleges. Each of the NCCCS performance measures has an associated performance goal, determined by the North Carolina Community College System Office, and is based on the previous performance of all 58 North Carolina community colleges. There are five levels that include:

- Below Baseline
- Baseline
- Average
- Above Average, but Below Excellent
- Excellent

The college understands the importance of student achievement and uses the results of each NCCCS performance measure (indicator) for institutional improvement.

The seven measures are:

- Basic Skills Student Progress Section
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First Year Progression
- Curriculum Student Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

### **Basic Skills Student Progress**

**Purpose:** To ensure individuals with low literacy skills are progressing academically toward credential or employment.

**Description:** Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG).

**Collection Period:** 2022-2023

**System Goal:** 1.213

**Results:** For this measure, WCC earned an index score of 1.032 and the goal was 1.213, so WCC was considered “average.”

**Strategies for Improvement:** Advise completers to transition to pathways to achieve marketable employment skills.

| Performance Levels – Basic Skills Student Progress |                            |
|----------------------------------------------------|----------------------------|
| System Excellence Level                            | 1.216 (index score)        |
| Average Band Max                                   | 1.104 (index score)        |
| System Mean                                        | 0.992 (index score)        |
| Average Band Min                                   | 0.880 (index score)        |
| System Baseline                                    | 0.543 (index score)        |
| <b>Wayne Community College</b>                     | <b>1.032 (index score)</b> |

### **Student Success Rate in College-Level English Courses**

**Purpose:** To ensure students are successfully completing a credit-bearing English course within their first three academic years.

**Description:** Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within three years.

**Collection Period:** Fall 2020 Cohort

**System Goal:** 1.174

**Results:** For this measure, WCC earned an index score of 1.032, which is considered “above average, but below excellent.”

**Strategies for Improvement:** Ensure that English courses have preferred access to computer labs; continue to keep class sizes to 22 students or less; provide professional development for faculty.

| Performance Levels – Student Success Rate in College-Level English Courses |                            |
|----------------------------------------------------------------------------|----------------------------|
| System Excellence Level                                                    | 1.174 (index score)        |
| Average Band Max                                                           | 1.099 (index score)        |
| System Mean                                                                | 1.025 (index score)        |
| Average Band Min                                                           | 0.950 (index score)        |
| System Baseline                                                            | 0.727 (index score)        |
| <b>Wayne Community College</b>                                             | <b>1.165 (index score)</b> |

#### Student Success Rate in College-Level Math Courses

**Purpose:** To ensure students are successfully completing credit-bearing Math courses within their first three academic years.

**Description:** Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within three years.

**Collection Period:** Fall 2020 Cohort

**System Goal:** 1.204

**Results:** For this measure, WCC earned an index score of 0.908, which is considered “below average.”

**Strategies for Improvement:** Continue to offer one-on-one tutoring for math students; enroll students in required math courses within their program of study early in their academic journey; begin a targeted marketing campaign to promote early enrollment into curriculum math classes.

| Performance Levels – Student Success Rate in College-Level Math Courses |                            |
|-------------------------------------------------------------------------|----------------------------|
| System Excellence Level                                                 | 1.204 (index score)        |
| Average Band Max                                                        | 1.114 (index score)        |
| System Mean                                                             | 1.024 (index score)        |
| Average Band Min                                                        | 0.934 (index score)        |
| System Baseline                                                         | 0.665 (index score)        |
| <b>Wayne Community College</b>                                          | <b>0.908 (index score)</b> |

#### First Year Progression

**Purpose:** To ensure first-year students are making progress toward credential completion.

**Description:** Index score based on the percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in post-secondary education the subsequent fall semester.

**Collection Period:** Fall 2022 Cohort

**System Goal:** 1.063

**Results:** For this measure, the college earned an index score of 1.083, which is considered “excellent.”

**Strategies for Improvement:** Students enrolled in ACA 122 will create an academic transfer plan designed to ensure transfer to a four-year college or university.

| Performance Levels – First Year Progression |                            |
|---------------------------------------------|----------------------------|
| System Excellence Level                     | 1.063 (index score)        |
| Average Band Max                            | 1.036 (index score)        |
| System Mean                                 | 1.009 (index score)        |
| Average Band Min                            | 0.981 (index score)        |
| System Baseline                             | 0.899 (index score)        |
| <b>Wayne Community College</b>              | <b>1.083 (index score)</b> |

### Curriculum Completion

**Purpose:** To ensure student completion and/or persistence toward a post-secondary credential in a timely manner.

**Description:** Index score based on the percentage of first-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.

**Collection Period:** Fall 2019 Cohort

**System Goal:** 1.094

**Results:** For this measure, WCC earned an index score of 1.043, which is deemed “average.”

**Strategies for Improvement:** Maintain best practices with CCP students; monitor and review the credit completion rate for first-time fall credential-seeking curriculum students.

| Performance Levels – Curriculum Completion |                     |
|--------------------------------------------|---------------------|
| System Excellence Level                    | 1.094 (index score) |
| Average Band Max                           | 1.048 (index score) |
| System Mean                                | 1.002 (index score) |

|                                |                            |
|--------------------------------|----------------------------|
| Average Band Min               | 0.956 (index score)        |
| System Baseline                | 0.817 (index score)        |
| <b>Wayne Community College</b> | <b>1.043 (index score)</b> |

### Licensure and Certification Passing Rate

**Purpose:** To ensure programmatic coursework prepares students to competently practice in their chosen profession.

**Description:** Index score based on the percentage of first-time test-takers passing licensure and certification exams within each exam. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

**Collection Period:** 2022-2023

**System Goal:** 1.073

**Results:** For this measure, WCC earned an index score of 0.979, which is “average.”

**Strategies for Improvement:** The dental department will continue to use manikins for non-patient days in the clinic. Guided tutoring will be utilized for instrument competencies and lab practicals.

The nursing department will continue to use ATI Comprehensive Predictors for both PN and ADN cohort. In addition, ExamSoft is continuing so faculty can continue to help students prepare for the NCLEX testing environment. Simulation will be utilized with all cohorts. Faculty will collaborate to assist the Simulation Coordinator in creating scenarios that support weak areas identified in the comprehensive predictor. In addition, Virtual Reality equipment will be utilized to provide a safe learning environment that mimics real-life clinical scenarios. Debriefing will occur and allow students to practice clinical judgement strategies.

The nurse aide department will continue to do mock skills testing at the end of each course to assure the students can pass the state NA 1 test. Written exams from each module are given. Weak areas identified while testing the students will be identified and changes or re-education will be conducted as needed.

The coordinator will communicate closely with the instructor to discuss the students’ progress. There will be continued discussion about time management and dedication to completing assignments consistently and not falling behind.

Public Safety (BLET, Detention Officer, EMT, Fire Inspection) – Continued conducting post exam review in preparation for state comprehensive exam.

| Performance Levels – Licensure and Certification Passing Rate |                     |
|---------------------------------------------------------------|---------------------|
| System Excellence Level                                       | 1.073 (index score) |
| Average Band Max                                              | 1.029 (index score) |
| System Mean                                                   | 0.985 (index score) |
| Average Band Min                                              | 0.942 (index score) |
| System Baseline                                               | 0.811 (index score) |

|                         |                     |
|-------------------------|---------------------|
| Wayne Community College | 0.979 (index score) |
|-------------------------|---------------------|

### College Transfer Performance

**Purpose:** To ensure the academic success of community college students at a four-year university or college.

**Description:** Index score based on the percentage of community college students (associate degree completers and those who have completed 30 or more articulated transfer credits) transferring at a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to.

**Collection Period:** 2021-2022

**System Goal:** 1.031

**Results:** For this measure, WCC earned an index score of 0.990, which is considered “average.”

**Strategies for Improvement:** Students enrolled in ACA 122 will create an academic transfer plan designed to ensure transfer to a four-year college or university; provide greater opportunities for students to be exposed to college and university representatives through regular visits to WCC.

| Performance Levels – College Transfer Performance |                     |
|---------------------------------------------------|---------------------|
| System Excellence Level                           | 1.031 (index score) |
| Average Band Max                                  | 1.012 (index score) |
| System Mean                                       | 0.993 (index score) |
| Average Band Min                                  | 0.974 (index score) |
| System Baseline                                   | 0.917 (index score) |
| Wayne Community College                           | 0.990 (index score) |

The full North Carolina Community Colleges [2024 Performance Measures for Student Success](#) is provided as supporting documentation.

### **Multiple Methods of Evaluation**

The college utilizes multiple measures to document student success that are appropriate to the college’s mission of meeting the educational, training, and cultural needs of the communities it serves, as well as college goals. The college utilizes both internal and external data to identify and evaluate goals and outcomes for student achievement through academic program reviews; program learning outcomes; institutional learning outcomes; key performance indicators; National Student Clearinghouse; annual curriculum headcount; fall-to-fall retention; annual curriculum completion; and North Carolina Community College System Performance Measures for Student Success.

### **Wayne Community College publishes student achievement goals and outcomes.**

The college regularly publishes internal goals and outcomes for student achievement through academic program reviews, program learning outcomes, institutional learning outcomes, and key performance indicators. Externally, Wayne Community publishes goals and outcomes for student achievement to include the National Student Clearinghouse and the North Carolina

Community College System's annual performance measures. Additionally, student achievement results can be found on the college's [Institutional Effectiveness website](#).

Wayne Community College identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. Therefore, Wayne Community College demonstrates compliance with Core Requirement 8.1.

## Section 8: Student Achievement

### 8.2.a

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

Student learning outcomes for each of its educational programs.

*(Student outcomes: educational programs)* [Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College's (WCC) Office of Institutional Effectiveness is responsible for the coordination and oversight of institutional assessment at the college. Wayne Community College identifies and assesses expected student learning outcomes for all of its educational programs and uses the results to seek program improvement. The assessment process, which is documented in the college's [Strategic Plan](#), is an ongoing, systematic, and comprehensive means of continual improvement of all educational programs.

[North Carolina State Board of Community Colleges Code 1B SBCCC 400.2](#) states, "Each community college shall maintain an ongoing planning process. At a minimum, college plans shall address program and facility needs; shall include the college's mission, goals and objectives, consistent with the mission of the System and with the State Board's priorities; and shall provide for evaluation of student outcomes."

#### Assessment Process

Institutional Effectiveness, as practiced at Wayne Community College, is an organizational commitment that focuses on planning, assessment, evaluation, and improvement. Assessment includes data collection, analysis, and dissemination to key stakeholders that provide information to be used to determine if intended outcomes are being achieved. Assessment information is used to support decisions for maintaining, revising, or eliminating instructional programmatic practices. These strategies are used to inform the nature and extent of learning, facilitate curricular decision making, make connections between teaching and learning and improve learning environments.

Student learning outcomes are assessed on a three-year cycle for each academic program through program learning outcomes (PLOs), institutional learning outcomes (ILOs), program reviews, and outcome assessments.

**Wayne Community College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes for each of its educational programs.**

WCC offers an organized sequence of curriculum level courses that lead to at least one of the college's associate degree, diploma, and/or certificate programs that are housed in five academic divisions. Each academic program identifies and assesses expected outcomes as part of the college's planning and evaluation process, which is outlined in the college's [Strategic Plan](#). Outcomes related to student achievement include Program Learning Outcomes, Institutional Learning Outcomes, program reviews, and outcome assessments.

Outcomes are assessed using established baselines, standards, and targets. Baselines are determined using the average of the last three years of reported data; standards are the accepted performance level as determined by the respective program faculty, Department Chairs, and Deans; and targets are the desired performance rates as determined by the individual program faculty, Department Chairs, and Deans.

### Planning Council Assessment Subcommittee and College-Wide Assessment Review

In 2021 ([Assessment Review Timeline](#)), the Office of Institutional Effectiveness (IE) introduced a proposal to review the assessment processes to the college's [Planning Council](#). [Planning Council members](#) provide direction, leadership, and oversight for the college's planning and institutional effectiveness process and to serve as liaisons for planning groups and units. From the Planning Council membership, an ad-hoc committee was formed to evaluate the existing assessment processes which included Institutional Learning Outcomes, Program Learning Outcomes, Program Reviews, and Outcome Assessment Follow-Ups. As part of this review, IE staff met with faculty, Department Chairs, and Deans from the vocational technical programs and college transfer programs to outline a more thorough review of their program learning outcomes (PLOs), and to make improvements to their PLO statements, courses being evaluated, and assessment cycles.

### Program Learning Outcomes

Program learning outcomes (PLOs) are defined as outcomes that students who complete a specific program of study should have mastered upon graduation. PLOs for each academic program are published in [WCC's General Catalog and Student Handbook](#) and on [course syllabi](#).

Program learning outcomes are established and clearly defined in measurable terms (baselines, standards, and targets) by program faculty. Every PLO assessment is completed in the same manner, no matter the instructional modality (face-to-face, online, hybrid, and/or Hy-Flex). As stated in the [Strategic Plan for Institutional Effectiveness](#), PLOs are assessed over a three-year cycle.

The college offers curriculum degree programs spread across five academic divisions. Therefore, for sampling and consistency, three examples from each of the college's academic divisions are provided in the tables below.

| Arts and Sciences Division                                                                                                                                                                                                                                                             |                               |                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------|
| Associate in Science                                                                                                                                                                                                                                                                   |                               |                                      |
| Program Learning Outcome (PLO)                                                                                                                                                                                                                                                         | Courses Used to Evaluate      | Year Assessed                        |
| PLO 1<br>Identify and evaluate the source, context, and credibility of information.<br><br>(This PLO is also assessed in Associate in Arts, Associate in Arts Teacher Preparation, Associate in Science, Associate in Science Teacher Preparation, and Associate in General Education) | ENG 112<br>PSY 241<br>PSY 281 | <a href="#">PLO 1 Report 2023-24</a> |
| PLO 2<br>Communicate information to a variety of audiences using appropriate written methods.                                                                                                                                                                                          | ENG 111                       | <a href="#">PLO 2 Report 2021-22</a> |

|                                                                                                                                                                                                                                                    |                                                                                                                                                                                                     |                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| (This PLO is also assessed in Associate in Arts, Associate in Arts Teacher Preparation, Associate in Science, Associate in Science Teacher Preparation, Associate in General Education, and Associate in General Education-Nursing)                |                                                                                                                                                                                                     |                                      |
| <p>PLO 3</p> <p>Apply appropriate mathematics to solve real world problems.</p> <p>(This PLO is also assessed in Associate in Arts, Associate in Arts Teacher Preparation, Associate in Science, and Associate in Science Teacher Preparation)</p> | <p>MAT 143</p> <p>MAT 152</p> <p>MAT 171</p>                                                                                                                                                        | <a href="#">PLO 3 Report 2022-23</a> |
| <p>PLO 4</p> <p>Analyze a problem or question using the scientific method.</p> <p>(This PLO is also assessed in Associate in Science and Associate in Science Teacher Preparation)</p>                                                             | <p>BIO 110</p> <p>BIO 111</p> <p>BIO 112</p> <p>BIO 163</p> <p>BIO 168</p> <p>BIO 175</p> <p>CHM 130</p> <p>CHM 130A</p> <p>CHM 151</p> <p>CHM 152</p> <p>PHY 130</p> <p>PHY 151</p> <p>PHY 251</p> | <a href="#">PLO 4 Report 2022-23</a> |

*Please note: Associate in Arts Teachers Preparation and Associate in Science Teachers Preparation programs began in 2022-23 year; Associate in Science Teachers Preparation PLOs #5 & #6 (related to EDU) were assessed in 2022-23*

| Allied Health and Public Services Division                                                                                                                                                                                                   |                                                     |                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------|
| Medical Laboratory Technology                                                                                                                                                                                                                |                                                     |                                                                              |
| Program Learning Outcome (PLO)                                                                                                                                                                                                               | Courses Used to Evaluate                            | Year Assessed                                                                |
| PLO 1: Critical Thinking – Demonstrate the ability to apply critical thinking skills in the laboratory field by recording specimen integrity, clinical lab data, and correlating with various disease states in the context of patient care. | MLT-220                                             | <a href="#">PLO 1 2022-23 Report</a><br><a href="#">PLO 1 2023-24 Report</a> |
| PLO 2: Technical Knowledge and Skills – Demonstrate technical knowledge and skills in the laboratory environment by performing laboratory testing according to standard procedures, assessing quality and adhering to safety practices.      | MLT-220                                             | <a href="#">PLO 2 2022-23 Report</a><br><a href="#">PLO 2 2023-24 Report</a> |
| PLO 3: Communication – Demonstrate communications sufficient to serve the needs of patient and members of the health care team.                                                                                                              | <p>MLT-130 (2021-22)</p> <p>MLT-220 (2022-2024)</p> | <a href="#">PLO 3 2021-22 Report</a><br><a href="#">PLO 3 2022-23 Report</a> |

|                                                                                                                                                                                                            |                                 |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------|
|                                                                                                                                                                                                            |                                 | <a href="#">PLO 3 2023-24 Report</a> |
| <b>Practical Nursing</b>                                                                                                                                                                                   |                                 |                                      |
| <b>Program Learning Outcome (PLO)</b>                                                                                                                                                                      | <b>Courses Used to Evaluate</b> | <b>Year Assessed</b>                 |
| PLO 1: Participate in applying the nursing process and quality improvement activities to provide individualized, safe, Satisfactory, and effective nursing care in a structured setting under supervision. | NUR-102                         | <a href="#">PLO 1 2023-24 Report</a> |
| PLO 2: Demonstrate caring behaviors in implementing nursing care to diverse clients across the lifespan.                                                                                                   | NUR-102                         | <a href="#">PLO 2 2021-22 Report</a> |
| PLO 3: Use verbal and non-verbal communication skills to establish and maintain effective relationships with clients, families and members of the interdisciplinary healthcare team.                       | NUR-102                         | <a href="#">PLO 3 2022-23 Report</a> |
| PLO 4: Utilize established policies, procedures, practice and technology in the delivery of nursing care.                                                                                                  | NUR-102                         | <a href="#">PLO 4 2022-23 Report</a> |
| PLO 5: Participate in the teaching and counseling of clients as assigned by the registered nurse.                                                                                                          | NUR-103                         | <a href="#">PLO 5 2022-23 Report</a> |
| PLO 6: Organize care for groups of clients.                                                                                                                                                                | NUR-103                         | <a href="#">PLO 6 2023-24 Report</a> |
| PLO 7: Work cooperatively as a member of the interdisciplinary team in implementing the health care plan.                                                                                                  | NUR-102                         | <a href="#">PLO 7 2023-24 Report</a> |
| PLO 8: Function within the legal and ethical framework of licensed practical nurse practice and demonstrate accountability for personal development.                                                       | NUR-103                         | <a href="#">PLO 8 2021-22 Report</a> |
| <b>Early Childhood Education Career Track</b>                                                                                                                                                              |                                 |                                      |
| <b>Program Learning Outcome (PLO)</b>                                                                                                                                                                      | <b>Courses Used to Evaluate</b> | <b>Year Assessed</b>                 |
| PLO 1: Create learning environments that are healthy, respectful, supportive and challenging for all children.                                                                                             | EDU 144<br>EDU-145              | <a href="#">PLO 1 2022-23 Report</a> |
| PLO 2: Involve families and communities in children's development and learning.                                                                                                                            | EDU-284                         | <a href="#">PLO 2 2022-23 Report</a> |
| PLO 3: Use observation and documentation and other appropriate assessment tools and approaches.                                                                                                            | EDU-162                         | <a href="#">PLO 3 2023-24 Report</a> |
| PLO 4: Design and implement developmentally effective curriculum that addresses all domains of learning.                                                                                                   | EDU-284                         | <a href="#">PLO 4 2023-24 Report</a> |
| PLO 5: Design, implement and evaluate meaningful, challenging curricula for each child using knowledge,                                                                                                    | EDU-151                         | <a href="#">PLO 5 2021-22 Report</a> |

|                                                                                              |         |                                      |
|----------------------------------------------------------------------------------------------|---------|--------------------------------------|
| appropriate early learning standards and other resources.                                    |         |                                      |
| PLO 6: Demonstrate leadership, advocacy and professionalism in the field of early childhood. | EDU-284 | <a href="#">PLO 6 2021-22 Report</a> |

| Applied Technologies Division                                                                                                                                                                                                                                                                                                                                                               |                          |                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Applied Animal Science Technology                                                                                                                                                                                                                                                                                                                                                           |                          |                                                                                                                              |
| Program Learning Outcome (PLO)                                                                                                                                                                                                                                                                                                                                                              | Courses Used to Evaluate | Year Assessed                                                                                                                |
| PLO 1: Diagnose and treat animal health issues.                                                                                                                                                                                                                                                                                                                                             | ANS-150                  | <a href="#">PLO 1 2023-24 Report</a>                                                                                         |
| PLO 2: Perform calculations needed in the field of animal science.                                                                                                                                                                                                                                                                                                                          | ANS-141                  | <a href="#">PLO 2 2022-23 Report</a>                                                                                         |
| PLO 3: Use computer skills effectively in the animal industry.                                                                                                                                                                                                                                                                                                                              | ANS-210                  | <a href="#">PLO 3 2021-22 Report</a>                                                                                         |
| PLO 4: Communicate effectively.                                                                                                                                                                                                                                                                                                                                                             | ANS-210                  | <a href="#">PLO 4 2021-22 Report</a>                                                                                         |
| Welding Technology                                                                                                                                                                                                                                                                                                                                                                          |                          |                                                                                                                              |
| Program Learning Outcome (PLO)                                                                                                                                                                                                                                                                                                                                                              | Courses Used to Evaluate | Year Assessed                                                                                                                |
| PLO 1: Weld a V-Groove in all positions using the SMAW process.                                                                                                                                                                                                                                                                                                                             | WLD-116                  | <a href="#">PLO 1 2022-23 Report</a>                                                                                         |
| PLO 2: Weld Lap, T, and Corner joint using the GMAW process in steel, aluminum, and stainless.                                                                                                                                                                                                                                                                                              | WLD-122                  | <a href="#">PLO 2 2023-24 Report</a>                                                                                         |
| PLO 3: Weld a Lap, T, and Corner joint using the GTAW process in steel, aluminum, and stainless.                                                                                                                                                                                                                                                                                            | WLD-132                  | <a href="#">PLO 3 2021-22 Report</a>                                                                                         |
| Mechanical Engineering Technology                                                                                                                                                                                                                                                                                                                                                           |                          |                                                                                                                              |
| Program Learning Outcome (PLO)                                                                                                                                                                                                                                                                                                                                                              | Courses Used to Evaluate | Year Assessed                                                                                                                |
| PLO 1 (with 5 dimensions): 1- Construct CAD drawings 2- Prepare working drawings using ANSI Standards 3- Apply concepts of statics/strength of materials to mechanical design 4-Design mechanical systems that include but are not exclusive to: Jig and Fixture design, gears, cams, pulleys, and linkages. 5-Use traditional machine shop practices to create and measure machined parts. | MEC-276                  | <a href="#">PLO 1 2021-22 Report</a><br><br><a href="#">PLO 1 2022-23 Report</a><br><br><a href="#">PLO 1 2023-24 Report</a> |

| Business and Computer Technologies Division                                                                    |                                                                              |                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Accounting and Finance                                                                                         |                                                                              |                                                                                                                      |
| Program Learning Outcome (PLO)                                                                                 | Courses Used to Evaluate                                                     | Year Assessed                                                                                                        |
| PLO 1: Prepare income tax returns.                                                                             | ACC-129                                                                      | <a href="#">PLO 1 2023-24 Report</a>                                                                                 |
| PLO 2: Produce payroll records and tax forms.                                                                  | ACC-140                                                                      | <a href="#">PLO 2 2021-22 Report</a>                                                                                 |
| PLO 3: Apply generally accepted accounting principles to produce accounting records.                           | ACC-220                                                                      | <a href="#">PLO 3 2023-24 Report</a>                                                                                 |
| PLO 4: Use software applications for the accounting profession.                                                | ACC-150                                                                      | <a href="#">PLO 4 2021-22 Report</a>                                                                                 |
| PLO 5: Apply the necessary business principles to a real-world scenario.                                       | BUS-225                                                                      | <a href="#">PLO 5 2022-23 Report</a>                                                                                 |
| Medical Office Administration                                                                                  |                                                                              |                                                                                                                      |
| Program Learning Outcome (PLO)                                                                                 | Courses Used to Evaluate                                                     | Year Assessed                                                                                                        |
| PLO 1: Use technology to perform administrative tasks required for day-to-day operations in an office setting. | OST-289                                                                      | <a href="#">PLO 1 2022-23 Report</a><br><a href="#">PLO 1 2023-24 Report</a>                                         |
| PLO 2: Produce accurate business documents.                                                                    | OST-134 (2021-22 assessment)<br><br>OST-289 (2022-23 and 2023-24 assessment) | <a href="#">PLO 2 2021-22 Report</a><br><a href="#">PLO 2 2022-23 Report</a><br><a href="#">PLO 2 2023-24 Report</a> |
| PLO 3: Apply professional and ethical standards in the workplace.                                              | OST-289                                                                      | <a href="#">PLO 3 2022-23 Report</a><br><a href="#">PLO 3 2023-24 Report</a>                                         |
| Software Development                                                                                           |                                                                              |                                                                                                                      |
| Program Learning Outcome (PLO)                                                                                 | Courses Used to Evaluate                                                     | Year Assessed                                                                                                        |
| PLO 1: Use modern software development techniques and methodologies.                                           | CSC-134                                                                      | <a href="#">PLO 1 2022-23 Report</a>                                                                                 |
| PLO 2: Use modern software testing techniques and methodologies.                                               | CSC-151                                                                      | <a href="#">PLO 2 2023-24 Report</a>                                                                                 |
| PLO 3: Complete a software project from the definition phase through implementation.                           | CSC-289                                                                      | <a href="#">PLO 3 2021-22 Report</a>                                                                                 |

| Public Safety Division                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------|
| Basic Law Enforcement Training                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                                                                              |
| <i>Due to program transitions, there were no program learning outcome assessments collected or reported in 2021-22.</i>                                                                                                                                                                                                                                                                                                                                            |                          |                                                                              |
| Program Learning Outcome (PLO)                                                                                                                                                                                                                                                                                                                                                                                                                                     | Courses Used to Evaluate | Year Assessed                                                                |
| PLO 1 (with six dimensions): Demonstrate knowledge of State-commission mandated topics and methods of instruction using the North Carolina Criminal Justice Training and Standards Basic Law Enforcement Training Exam. The program learning outcome has six dimensions which include: 1) Legal Knowledge; 2) Patrol Duties; 3) Law Enforcement Communications; 4) Investigation Knowledge; 5) Practical Application Knowledge; and 6) Sheriff Specific Knowledge. | CJC-110                  | <a href="#">PLO 1 2022-23 Report</a><br><a href="#">PLO 1 2023-24 Report</a> |
| Criminal Justice Technology                                                                                                                                                                                                                                                                                                                                                                                                                                        |                          |                                                                              |
| <i>Due to program transitions, there were no program learning outcome assessments collected or reported in 2021-22 and 2022-23.</i>                                                                                                                                                                                                                                                                                                                                |                          |                                                                              |
| Program Learning Outcome (PLO)                                                                                                                                                                                                                                                                                                                                                                                                                                     | Courses Used to Evaluate | Year Assessed                                                                |
| PLO 1: Demonstrate an understanding of key principles, theories, and practices in criminal justice, including law enforcement, corrections, and the judicial system.                                                                                                                                                                                                                                                                                               | CJC-111                  | <a href="#">PLO 1 2023-24 Report</a>                                         |
| PLO 2: Demonstrate critical reasoning, problem solving, and ethical concerns in criminal justice.                                                                                                                                                                                                                                                                                                                                                                  | CJC-212                  | <a href="#">PLO 2 2023-24 Report</a>                                         |
| Emergency Management                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                                                                              |
| <i>Due to program transitions, there were no program learning outcome assessments collected or reported in 2021-22 and 2022-23.</i>                                                                                                                                                                                                                                                                                                                                |                          |                                                                              |
| Program Learning Outcome (PLO)                                                                                                                                                                                                                                                                                                                                                                                                                                     | Courses Used to Evaluate | Year Assessed                                                                |
| PLO 1: Access and respond to emergency situations by public service agencies through scenario-based problems.                                                                                                                                                                                                                                                                                                                                                      | EPT-275                  | <a href="#">PLO 1 2023-24 Report</a>                                         |
| PLO 2: Develop an emergency preparedness plan demonstrating critical reasoning, problem solving and communication skills and ethical concerns.                                                                                                                                                                                                                                                                                                                     | EPT-275                  | <a href="#">PLO 2 2023-24 Report</a>                                         |

Specific examples of improvements in educational programs resulting from program learning outcome action item and analyses include:

- **Associate in Science**

- Past Action Items: Add Instructional Principles to explain that credibility exists on a spectrum; Consider adding instruction on process; Redesign Instructional Materials
  - Results: Created an infographic with the assistance of the WCC marketing team; Created a Google slides version of the infographic that included slides and could be used in both seated and online classes; added instructional materials to a supplementary folder

- New Action Items: We formed a PLO subcommittee to revise the assignment. We reviewed how we each use the assessment in our courses, noting that we are using it in different ways. We reviewed sample student responses and noted that there were some patterns to students incomplete or missed responses, including simple reiteration of the definition instead of applying the definition to their source and dismissing all news sources “because the news media is biased.” We are using the Engineering Design Process as a reflection tool: 1. Identify the problem/review student samples and data 2. Explore what others have done 3. Design/redesign 4. Create 5. Test it out We have some initial ideas we are exploring to refine this assessment, including designing a quiz of essential questions that an instructor could use with their own specific course material. • Keep the infographic, which is an effective and streamlined visual tool. • Revise rubric so that it is not an “all or nothing” for the first dimension. On the current rubric, the students receive a 1 if they misplace even one source as scholarly or popular. • A sample assignment could show what an assignment that effectively evaluates sources would “look” like that is attached to the assignment. • Transform the slides into an instructional video to serve students in all modalities. • We are exploring ways to design a quiz that would have integrity and not lend itself to cheating; [REDACTED] has been consulted and has an option for us to explore. The quiz could be used as a tutorial and/or assessment tool. • Each member of the team has selected a focus area from finding scholarly psychology websites, consulting the English faculty to determine quiz questions, producing the video, and clarifying the general English tiers of credibility. • Build partnerships across campus, especially between instructors who will use this assessment. This would help acclimate new instructors to the materials as well.

- **Medical Laboratory Technology**

- Past Action Items - Set up mock labs to incorporate real life simulations for developing necessary communication skills; removed the time limit to complete assignment
  - Results - allowed students to focus on content and less on how much time they had left to complete the assignment
  - New Action Item – purchase more realistic patient samples for simulation purposes

- **Practical Nursing**

- Past Action Items – Revise the signature assignment rubric to add dimension for APA/writing criteria and expectations; use evidence-based components to specifically outline components of caring behaviors to the reflective journal; utilize peer feedback
  - Results – these action items helped expand the professionalism and accountability dimensions by separating them into separate dimensions; provided students with a document “Organizing Your Day” to help students stay on task; topic assignments were selected from previous classes from low performing scores to improve understanding and prepare them to take ATI PN Comprehensive Predictor; practice questions were used to evaluate student’s proficiency in prioritization; instructors discussed interprofessional teamwork as it pertained to each student.
  - New Action Items - reinforce the nursing process piece of implementation and evaluation providing rationales for the nursing interventions; continue to reiterate that clinical manifestations are the signs and symptoms that the client is showing

- **Early Childhood Education Career Track**

- Past Action Items - implement a new Lesson Plan Guideline to assist students in being more focused in completing the activity based on the expectations; add synchronous online component to the course; assign practice work to students using Developmental Checklists and Observations
  - Results - faculty sent weekly reminders to students; instructor spent more time explaining the expectations of activity planning and what should occur when planning for children
  - New Action Items - we will continue to work with students on how to complete observations correctly and objectively and how to complete a portfolio that meets the requirements and course outcomes

- **Applied Animal Science Technology**

- Past Action Items - Pig Champ was no longer accessible to students or used by stakeholders in industry, so faculty moved to PigKnows web-based software used by industry; students were advised to complete a math course or

AGR-150, Ag O Metrics, prior to taking ANS-141 to be more comfortable with math and word problems; offer supplemental instruction to help students better understand health issues in the livestock industry

- Results – advised students to complete at least two of the following courses: ANS 140, 130, 170, 180, 120 or ACM 111 prior to taking ANS 150 so they are exposed to more health-related issues. Out of 23 total students in ANS 150 for the summer, 14 of those were returning students who had taken an ANS or ACM class prior to the summer semester. For new students beginning in the summer, they were unable to get in a species-specific course prior to summer semester; therefore, they were removed from the data. For those students not included, 77% scored a 70 or better, 56% scored an 80 or better and 11% scored a 90 or better. If they had all been included, 83% would have scored 70 or better, 61% an 80 or better and 13% a 90 or better.
- New Action Items - to better serve students who are unable to take species specific courses prior to taking ANS 150 because they are new students to the summer semester, supplemental instruction will be offered to help students better understand health issues in the livestock industry

- **Mechanical Engineering Technology**

- Past Action Items – design an engineering notebook for students to use in recording projects; provide students with a project calendar with project due dates
- Results – the engineering notebook helped keep students more organized and led to higher quality work
  - New Action Items - students will be required to complete their Design Drawings by a certain date before manufacturing can begin on their projects.

- **Accounting and Finance**

- Past Action Items - identified students who had not accessed or attempted assignment prior to the assignment deadline and to those attempted but were allowed a number of attempts for assignment; instructor set up a designated topic box in Moodle that outlined the requirements for the assignment, grade, time constraints, and allowed attempts and provided resources and suggestions
- Results – The assessment team looked closely at the results in the last cycle and set forth action items directed at improving the results. The instructor set up a designated topic box in Moodle for the assignment. The instructor stated that the assignment would be worth 10% of their total grade and gave a listing of the requirements for the assignment. She also provided the necessary time constraints, number of allowed attempts for the assignment and reminder that the tutoring lab was available to assist students with the assignment. She also provided additional resources for the students to include helpful tips for completing the assignment and a video demonstrating completion of the problem. The instructor reviewed the assignment one week prior to the deadline to determine which students had not accessed the assignment at that time. An email was sent to each student individually that had not accessed or started working on the assignment. She reminded them of the impact on their grade and the time requirements to complete the assignment. The instructor further noted the students who had begun the assignment and had not scored 100% prior to the deadline. She emailed each student providing them with individual feedback to assist them in completing the assignment. Upon further review of the completed assignments, it was noted that, despite the above mentioned resources and contacts made by the instructor, the contributing factors for lack of proficient performance was due to students beginning to work on the assignment too close to the assignment deadline which would not allow ample time to do well on the entire assignment or to seek help if needed. Also, the students are provided with unlimited attempts on the assignment. If a student attempts the assignment and does not receive a score of 100%, they are given the opportunity to attempt the assignment again as many times as necessary improve their score. There were instances of students not attempting more than one time and students attempting multiple times with very little, if any, improvement on the score upon each additional attempt. A report of tutoring lab usage was obtained and it was noted that the students who did not do well on the assignment did not seek help from the tutoring lab, while the students who did seek help did well on the assignment.
- New Action Items - Overall, we were not pleased with the results of this assessment. The instructor provided every resource and advantage to students to do well. The students who did not do well did not take advantage of the resources and suggestions provided by the instructor. We feel the strategies were of help to students who performed well on the assignment, therefore, we will continue with those same strategies going forward.

- **Medical Office Administration**

- Past Action Items - students will receive practice assignments on the types of documents prior to the midterm; a new signature assignment will be created; students will be encouraged to review correct formatting for memos
  - Results – faculty added examples of the expected finished product to the assignment directions and allowed access to the scoring rubric to students
    - New Action Items - faculty will create a video to be posted in Moodle to explain the directions in addition to the printed directions.

- **Software Development**

- Past Action Items - Additional focus was placed on creating/planning an algorithm to solve the programming task before coding
  - Results - Planning before creating a program or a software system proved to be beneficial for students. It gave the coders foresight into problems they faced, revealed weaknesses in their potential system, and made the actual exercise of programming easier because they had intuition and a mental model for the key aspects of the program or system
    - New Action Items - in an effort to better assist students in their success, instructional explanation videos will be provided with an overview for each task in the programming algorithm

- **Basic Law Enforcement Training**

- Past Action Items – use Course Grade Distribution test to identify low performing areas of the six dimensions in the report
  - Results – students met the baseline in all six dimensions, met the standard in five of six dimensions, but did not meet the target of 90% in any of the six dimensions
    - New Action Items - We will examine the frequency distribution report by unit, frequency distribution report by course, and course evaluations to make needed adjustments in instructional personnel for maximum effectiveness

- **Criminal Justice Technology**

- Past Action Items - Required students to research and use 2 to 3 references to support their stance/thoughts on the ethical dilemma chosen. Gave the students choices of ethical dilemmas to choose from in order to allow them to control their choice in topic, enjoy the research, and, in turn, provide a better outcome for success for the assignment.
  - Results - Overall, the average for each dimension met expectations. The overall total score also met expectations. However, the number of students in each dimension who were proficient was below expectations in each category. Only 58.82% of students had an overall average score that was proficient.
    - New Action Items - It may be helpful in the future to give some examples of APA style format. It also may be helpful to scaffold the assignment into smaller sections throughout the semester.

- **Emergency Management**

- Past Action Items - encouraging students to turn assignments in on time, one on one tutoring for students, and consistent communication with students offering guidance and time for them to ask questions
  - Results – students did not meet the baseline, standard, or target
    - New Action Items - Going forward I will continue to encourage students to make note of, and meet, the deadlines as well as offering support and providing open conversation to ensure that I am privy to student needs and able to assist on a case-by-case basis. Students will also be informed of and encouraged to utilize resources on campus such as the library, academic skills center, and faculty office hours

## **Institutional Learning Outcomes**

Wayne Community College has identified five college-level general education competencies, or Institutional Learning Outcomes (ILOs), which are embedded in general education courses. All WCC degree programs include a minimum of 15 general education hours. As a result, ILOs impact all programs. Per WCC's Strategic Plan, ILOs are assessed over a three-year cycle. A [spreadsheet of the ILOs](#) is maintained by the Office of Institutional Effectiveness.

Wayne Community College's ILOs are included on [course syllabi](#) and in the [General Catalog and Student Handbook](#). All of Wayne Community College's Institutional Learning Outcomes are provided in the table below.

| Institutional Learning Outcomes                                                                                                        |                                                                                                                                  |                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Institutional Learning Outcome (ILO)                                                                                                   | Courses used to evaluate                                                                                                         | Year Assessed                                                                    |
| ILO 1: Make effective oral presentations.                                                                                              | COM-231                                                                                                                          | <a href="#">ILO 1 2021-22 Report</a>                                             |
| ILO 2: Compose effective written documents.                                                                                            | ENG-112                                                                                                                          | <a href="#">ILO 2 2022-23 Report</a>                                             |
| ILO 3: Apply critical or creative reasoning, including diverse perspectives, to address complex problems or to analyze original works. | ART-111<br>ART-114<br>HUM-110<br>MUS-110<br>MUS-112<br>PHI-215<br>PHI-240<br>REL-110<br>REL-211                                  | <a href="#">ILO 3 2021-22 Report</a><br><br><a href="#">ILO 3 2023-24 Report</a> |
| ILO 4: Apply appropriate mathematics to solve real-world problems.                                                                     | MAT-110<br>MAT-143<br>MAT-152<br>MAT-171                                                                                         | <a href="#">ILO 4 2021-22 Report</a>                                             |
| ILO 5: Interpret or analyze natural phenomena using concepts and principles of the natural sciences.                                   | BIO-163<br>BIO-175<br>BIO-168<br>BIO-169<br>CHM-130<br>CHM-151<br>CHM-152<br>CHM-251<br>PHY-131<br>PHY-151<br>PHY-251<br>AST-111 | <a href="#">ILO 5 2023-24 Report</a>                                             |

Specific examples of improvements in educational programs as a result of institutional learning outcome analyses include:

- **ILO 1 2021-22 Report**

- Past Action Items – make effective oral reports in COM 231
  - Results - Percentage of students receiving a score of 3 or higher in the four dimensions were as follows: Organization: 97% Content: 100% Nonverbal Communication: 86.5% Verbal Communication: 94%. Although the students did extremely well on this assignment, we did not meet the target of 90% in all dimensions
    - New Action Items - Include more faculty in assessing this assignment, as they provide a different viewpoint than staff members; Research the difference in course sections, as section 01 was 8% lower overall than section 02 and 03; Place more emphasis on nonverbal communication, as this is where more students showed deficiency.

- **ILO 2 2022-23 Report**

- Past Action Items – English 111 instructors reemphasized grammar and punctuation skills during review sessions in English 111 classes. This strategy included offering more grammar exercises along with more stringent

grammar assessments. An English 111 textbook was adopted that offered sufficient examples for students to follow. Improvements occurred in students' abilities to produce standard written English. English 112 offered more quizzes on aspects of the writing process; placed greater emphasis on research by offering specific exercises, worksheets, and quizzes on source identification, documentation, and avoiding plagiarism; designed templates to help students understand thesis construction; and designated specific class days as research workshop days. Improvements occurred in students' organization and thesis development. English 112 instructors placed greater emphasis on research format and process, adding APA to the MLA format normally utilized in English instruction. They provide virtual tours of the library database in conjunction with library staff. Additional exercises in recognizing critical and non-critical, primary and secondary sources were added to the curriculum as well as more exercises in developing proper citation materials. Improvements occurred in student research skills.

- Results - students did not meet the baseline, standard, and target. However, they did show improvement in each category of the rubric, which showed that the teaching methods are working, but the outcomes are developing slowly.
  - New Action Items - Given the results of the assessment, the department will continue to employ successful strategies for each class, including the utilization of grammar software and an emphasis on one-to-one workshops that enhance student writing skills. Instructors will reemphasize grammar and punctuation skills during review sessions in English 111 classes in which students will receive handouts with specific grammar and punctuation exercises to help them review or learn the basics of these aspects of writing. Instructors will place greater stress on the conventions of academic writing. Students will be required to develop outlines of their writing and will be required to submit more short writing samples in which these conventions are stressed. Instructors will place greater emphasis on the development of topic material including the construction of a proper thesis. Students will receive more intense training in this facet of their writing including but not limited to more specific written exercises in thesis development. These exercises will be assessed by the instructor who will present modification exercises if necessary. Instructors will develop and implement more effective strategies for teaching students to gather and evaluate research information. Students will participate in exercises in which they differentiate between scholarly and non-scholarly sources. They will also participate in exercises in which they demonstrate their ability to correctly cite either of these sources.

### • ILO 3 2021-22 Report

- Past Action Items - Design a codified assignment for each course (i.e. all MUS 110, ART 111, HUM 110 sections will use the same assignment regardless of who is teaching the course); Design a codified assignment for each course (i.e. all MUS 110, ART 111, HUM 110 sections will use the same assignment regardless of who is teaching the course)
  - Results - Due to the pandemic this cycle's ILO assignments needed to be revisited. The committee felt it was best to prioritize instruction overall rather than to add an additional burden to the instructor's plates. This will be done as the department transitions to a new ILO process (currently under consideration in Wayne CC's Planning Council) in 2023 and beyond. Additionally, faculty were asked to submit their students' work to a Google Drive using a specific file format that included their name and their students' name so as the files could be quickly and easily searched and organized. Roughly 85% of instructors complied. While the 2021/22 ILO results do not demonstrate that students met the set benchmark for this Humanities, Social Sciences, and Fine Arts (HUM/SS/FA) assessment, the committee is pleased to note the following: 1. Considering the prevalence of COVID over the last two years, there does not appear to be a precipitous decline between the performance of students this cycle (2020/21 at 52%) and those of the last cycle (2018/19 at 59%). 2. Students continue to demonstrate proficiency at a higher rate than they did in 2015/16 (when only 29% met or exceeded expectations). 3. There was a markedly higher submission rate for student assignments this cycle (up from 58% submitted in 2018/19 to 87% in 2021/22). This suggests communication has improved between the ILO committee and the many instructors who participate in the ILO assessment. (In fact, only one instructor was unable to provide any student assignments this semester.) While this is heartening, there is still work to be done. When Wayne CC's Institutional Effectiveness Office offered the Division of Arts and Sciences the opportunity to revise their ILO assessments, the HUM/SS/FA department reflected on their ILO results over the last few cycles and took the opportunity to revise their ILO. Now, rather than having two prompts that focus only on social structures or creative expression (separately), the department has revised their learning outcome to reflect the overarching concept of critical thinking,

under which they will be able to nest the assessment of social structure and creative expression concepts. Doing so should enable students to demonstrate a more holistic understanding and/or application of concepts they learn in their HUM/SS/FA classes.

- New Action Items – Simplify the department's ILOs into a single ILO that reflects critical thinking. Based on discussions with the Institutional Effectiveness (IE) office and the division, the following has been submitted to Institutional Effectiveness for consideration: Our department has settled on the following language for our proposed ILO revision: Students will be able to: Apply critical or creative reasoning, including diverse perspectives, to address complex problems or to analyze original works. We'd like to stick to classes that are most populated with students and that are most frequently taught by full-time instructors for our assessment.

- **ILO 4 2021-22 Report**

- Past Action Items – Review all signature assessment problems. Mat 171 – Create a new signature assessment problem. (A sub-committee was created to work on this task of creating another real – world math modeling problem.) Mat 143 – Remove the formula from the problem. Mat 152 – Possibly modify the problem so that part (b) has the “determine the desired probability” removed and moved to part (c) along with the interpretation. It is good practice to change assessment problems periodically.
- Results - We created a revised version of the Mat 171 assessment problem. We removed the formula from the Mat 143 problem. We modified the Mat 152 problem as stated on the left. These actions were successful because we clarified several areas of confusion for the students.
- New Action Items - Perform a textbook review for Mat 110 and Mat 143 to see if any texts and/or supplemental platforms (Cengage, Hawkes, etc.) are more aligned with our learning outcomes. Once a decision is made on textbooks, faculty will attend publisher specialized training/webinars. These trainings can be facilitated by our textbook representative and should consist of, but not limited to, personalized homework assignments for mastery, item analysis of assignments, embedded video homework problems, and updated features of the software. Analyze current signature assignment prompts as well as the delivery method of those prompts for more consistency in administering and scoring the assignments with the rubric. For example, include as part of the final exam, give separate as a quiz grade, change the prompts, do not count the “no submissions”, etc. We will further use departmental discussions to explore and facilitate our current action items for this assessment cycle. As a result of our conversations from our departmental meeting on March 18, 2022, we have decided to pilot Friday “Exam Buster” tutoring sessions which will be staffed by our full-time faculty from 8 am to 12 pm. We are targeting students who currently have below a 70% average. However, all of our students are welcome as long as they do not have another scheduled class during our tutoring hours. These sessions will be held Spring 2022 semester in Dog 208 on the following dates: April 1st, April 8th, and April 29th. We anticipate these sessions will prepare curriculum mathematics students with much needed skills to be successful in their classes.

- **ILO 5 2023-24 Report**

- Past Action Items - Improve online lectures (Assessed by: Analyze test and assessment results.) Stress critical thinking (Assessed by: Create new graded assignments.) Focus on observational skills (Assessed by: Create new graded assignments.)
- Results - There was a significant overall improvement across science courses based on the percentage of students that met or exceeded expectations compared to the previous assessment. There was a significant overall improvement across science courses based on the percentage of students that met or exceeded expectations compared to the previous assessment. There was a significant overall improvement across science courses based on the percentage of students that met or exceeded expectations compared to the previous assessment.
- New Action Items - Focus on mathematical analysis of natural phenomena in CHM and PHY courses; Improve online and face to face lectures in BIO 110 and BIO 163; Focus on reaction mechanisms and 3-D visualization in CHM 251

## **Program Reviews and Program Outcomes**

Each academic program undergoes an in-depth, data-driven academic program review and outcome assessment every three years. Reviews are conducted by faculty with oversight by Department Chairs, Deans, and Vice President. These reviews serve as one method of assessment of student achievement for the academic program.

During the academic program review process, faculty analyze data relevant to the program including information related to students, the internal and external environments, program effectiveness, and available resources. These reviews consider the institutional mission and goals while identifying areas needing improvement. From there, during the outcome follow-up process, action items are created for the following year.

Academic program reviews consist of curriculum changes; advisory committee recommendations; industry trends; student demographics; program enrollment, retention, and completions; adequacy of available resources; and strengths, weaknesses, and opportunities of the program.

Following the formal review cycle, program outcomes are assessed annually in follow-up reports, which are shared with each department and published on the [public-facing website](#).

For sampling and consistency, three program review and program outcome follow-up examples from each of the college's five academic divisions are provided in the table below.

| Program Reviews and Outcome Assessments    |                                |                                         |                                         |
|--------------------------------------------|--------------------------------|-----------------------------------------|-----------------------------------------|
| Arts and Sciences Division                 |                                |                                         |                                         |
| Academic Program                           | 2021-22<br>Program Review      | 2022-23<br>Program Outcome<br>Follow-Up | 2023-24<br>Program Outcome<br>Follow-Up |
| Associate in Arts                          | <a href="#">2021-22 Review</a> | <a href="#">2022-23 PO Report</a>       | <a href="#">2023-24 PO Report</a>       |
| Associate in Science                       | <a href="#">2021-22 Review</a> | <a href="#">2022-23 PO Report</a>       | <a href="#">2023-24 PO Report</a>       |
| Associate in General Education-Nursing     | <a href="#">2021-22 Review</a> | <a href="#">2022-23 PO Report</a>       | <a href="#">2023-24 PO Report</a>       |
| Allied Health and Public Services Division |                                |                                         |                                         |
| Academic Program                           | 2021-22<br>Program Review      | 2022-23<br>Program Outcome<br>Follow-Up | 2023-24<br>Program Outcome<br>Follow-Up |
| Associate Degree Nursing                   | <a href="#">2021-22 Review</a> | <a href="#">2022-23 PO Report</a>       | <a href="#">2023-24 PO Report</a>       |
| Dental Hygiene                             | <a href="#">2021-22 Review</a> | <a href="#">2022-23 PO Report</a>       | <a href="#">2023-24 PO Report</a>       |
| Human Services Technology                  | <a href="#">2021-22 Review</a> | <a href="#">2022-23 PO Report</a>       | <a href="#">2023-24 PO Report</a>       |
| Applied Technologies Division              |                                |                                         |                                         |
| Academic Program                           | 2021-22<br>Program Review      | 2022-23<br>Program Outcome<br>Follow-Up | 2023-24<br>Program Outcome<br>Follow-Up |
| Aviation Systems Technology                | <a href="#">2021-22 Review</a> | <a href="#">2022-23 PO Report</a>       | <a href="#">2023-24 PO Report</a>       |
| Mechatronics Engineering                   | <a href="#">2021-22 Review</a> | <a href="#">2022-23 PO Report</a>       | <a href="#">2023-24 PO Report</a>       |

|                                                    |                                   |                                                  |                                                  |
|----------------------------------------------------|-----------------------------------|--------------------------------------------------|--------------------------------------------------|
| Welding Technology                                 | <a href="#">2021-22 Review</a>    | <a href="#">2022-23 PO Report</a>                | <a href="#">2023-24 PO Report</a>                |
| <b>Business and Computer Technologies Division</b> |                                   |                                                  |                                                  |
| <b>Academic Program</b>                            | <b>2021-22<br/>Program Review</b> | <b>2022-23<br/>Program Outcome<br/>Follow-Up</b> | <b>2023-24<br/>Program Outcome<br/>Follow-Up</b> |
| Business Administration                            | <a href="#">2021-22 Review</a>    | <a href="#">2022-23 PO Report</a>                | <a href="#">2023-24 PO Report</a>                |
| Game Art and Animation                             | <a href="#">2021-22 Review</a>    | <a href="#">2022-23 PO Report</a>                | <a href="#">2023-24 PO Report</a>                |
| Office Administration                              | <a href="#">2021-22 Review</a>    | <a href="#">2022-23 PO Report</a>                | <a href="#">2023-24 PO Report</a>                |
| <b>Public Safety Division</b>                      |                                   |                                                  |                                                  |
| <b>Academic Program</b>                            | <b>2021-22<br/>Program Review</b> | <b>2022-23<br/>Program Outcome<br/>Follow-Up</b> | <b>2023-24<br/>Program Outcome<br/>Follow-Up</b> |
| Basic Law Enforcement Training                     | <a href="#">2021-22 Review</a>    | <a href="#">2022-23 PO Report</a>                | <a href="#">2023-24 PO Report</a>                |
| Criminal Justice Technology                        | <a href="#">2021-22 Review</a>    | <a href="#">2022-23 PO Report</a>                | <a href="#">2023-24 PO Report</a>                |
| Emergency Management                               | <a href="#">2021-22 Review</a>    | <a href="#">2022-23 PO Report</a>                | <a href="#">2023-24 PO Report</a>                |

Specific examples of improvements in educational programs as a result of program review and program outcomes include:

#### **Associate in Arts**

- Faculty participated in a host of events including Senior Night (460 in attendance), CCP showcase (436 in attendance), and the Science Fair and Math competition at the Wayne County Fair.
- Appointment Plus scheduling software was implemented in October 2022 for advising and registration in the College Transfer Advising Center (CTAC) and online appointments. There were 659 students in Fall 2022 and 636 appointments for Summer 2022 and Spring 2023.
- In Fall 2022, 1,429 students (45%) were tagged in the Watermark Student Success & Engagement software as academically underprepared, as minority male success initiative participants, and as first-generation/Pell Grant recipients. These students were assigned to an achievement coach. Achievement Coaches met with 408 students for a total of 953 meetings. In Spring 2023, 1,303 students (64%) were tagged in the Watermark Student Success & Engagement software as academically underprepared, as minority male success initiative participants, and as first-generation/Pell Grant recipients. These students were assigned to an achievement coach as well; Achievement Coaches met with 236 students for a total of 576 meetings.

#### **Associate in Science**

- Faculty participated in events hosted on campus such as: Math Busters Exam Review (17 students participated), Science Club water analysis (23 students participated), Global/Honors Showcase (79 presenters and 120 guest), Fine Arts Festival and Vocal Fest, Senior Night (460 in attendance), and CCP Showcase (436 in attendance)
- Female participation was encouraged in Science Club activities and in all class activities. 52 females were enrolled in upper-level math and science classes which equated to 40% of those enrolled in those courses
- Faculty monitored the modality of classes and their success rates, in which online course completion has increased

#### **Associate in General Education-Nursing**

- The College Transfer Advising Center (CTAC) advised a total of 275 pre-nursing students for 2022-23 (Fall, Spring, Summer)
- CTAC staff ensured students are transitioning to the limited admissions programs once they meet their intended program's pre-requisites
- A new modality for BIO-168 / 169 was introduced with online support

### **Associate Degree Nursing**

- Facility plans have been made to expand classroom and lab space within the next two years to support an increase in enrollment
- The department received one high-fidelity birthing mannequin and one minority pediatric high-fidelity simulator. The department will continue to submit planning objectives for high-fidelity simulators for a total of 7. The intent is to help increase student success rates of those taking the NCLEX-RN
- The implementation of medication calculation focused remediation has resulted in an average of 78 on all medication calculation activities

### **Dental Hygiene**

- Students utilized the Academic Skills Center (ASC) for 80.57 hours in 2022-23 and 215.3 hours in 2023-24
- The department is focusing on recruiting more diverse students into the program

### **Human Services Technology**

- Curriculum realignment changes were made at the state level
- The department plans to focus on marketing exposing high school student to career choices in the Human Services field
- More courses are being scheduled to accommodate working students, allowing them to take classes during their lunch hour
- Faculty are making a concerted effort to track student progress and remove barriers

### **Aviation Systems Technology**

- Program faculty created a Facebook page to post recruitment events, presentations, and interesting projects
- A one-page flyer was updated for off-site recruiting events
- Students who indicated a foundational weakness in math and physics were referred for tutoring in the Academic Skills Center
- More assignments were created with an emphasis on teamwork and time management for project completion within set time constraints
- All students are encouraged to obtain the associates degree. The program's biggest challenge is that most students are concerned with aviation courses needed to prepare them for the FAA exam certification, not the degree, so retention and completion rates suffer

### **Mechatronics Engineering Technology**

- Departmental faculty worked with the Apprenticeship and Career Development department to create apprenticeships for Mechatronics. There are currently 3 students enrolled.
- Students are being referred to the Academic Skills Center (ASC) to help with retention. Four students utilized ASC for Math and English help
- Faculty created a partnership with the SEED program (summer pre-apprenticeship academy for high school students)
- Faculty created a Math and Physics hybrid class

### **Welding Technology**

- Enrollment has increased as a result of high school tours and marketing materials distributed in high schools
- Faculty are working with local companies to fill positions with student graduates
- Faculty continue to communicate to students the importance of completing a diploma

## **Business Administration**

- The department will continue to reach out to students who have applied and are eligible to register.
- Current levels of enrollment are sustainable for service area employment opportunities.
- A focused advising approach seems to ensure students are retained
- More higher-level hybrid courses are being offered due to an increase demand for seated classes.

## **Game Art and Animation**

- Advertisement strategies show an almost 10% increase in female students
- The program appears to be receiving more attention from middle / high schoolers
- Hy-Flex courses were eliminated as of Spring 2024 and all SGD courses are now taught in-person, resulting in more professional work, completion of assignments, and student engagement
- Faculty will continue to track and meet with students at least once a semester to discuss classes, scheduling, and future plans and goals, ensuring they have the available resources for success
- By encouraging student involvement, students have been placed in tutor positions and in work-study positions.

## **Office Administration**

- Reconfiguring the OST-289 capstone course proved to be successful in increasing enrollment and retention
- Faculty created a new virtual office administration and medical office administration certificate recommended by the Advisory Committee to provide stackable credentials. These certificate options began in Fall 2023 and there were 12 graduates from the two certificate programs.
- Faculty are working with the Office of Communications to advertise and market these certificates on social media.

## **Basic Law Enforcement Training**

- The political and social climate has seemed to have had a negative impact on this career field, so faculty are working to increase marketing by creating a social media presence and engaging in community events for program visibility.
- Faculty are suggesting students consider a physical assessment as a pre-requisite, in order to ensure they can be successful in completing the state physical requirements
- To help remove financial barriers preventing students from completing, faculty are working with the Foundation to provide student scholarships
- The department mandated study time during the first segment of testing, which has proven to be successful. The program completion increased by 7 students (58%) in one year and 10 students (111%) in two years.

## **Criminal Justice Technology**

- Faculty met with the current BLET cohort classes to encourage them to enroll in the Criminal Justice program with the credits received with their BLET certificate. This allows students to complete an associate degree in a shorter amount of time
- Course materials were updated to keep them up to date with real-world applications
- Various speakers were invited to orient students to the types of career opportunities available and connect them with these agencies
- The Criminal Justice Club was reestablished. This club had been successful in the past to engage students and provide them an opportunity to serve their community
- The department is working on an articulation agreement with Mars Hills University for students to transfer and earn a Bachelor's degree
- Faculty are working with the Office of Communications team to create a Public Safety Facebook page to post program activities

## **Emergency Management**

- Faculty participated in multiple college facilitated recruiting events such as senior night, military night, and summer camps for high school students

- Faculty utilized proactive advising to keep students engaged and retained in the program
- Student enrollment has increased by approximately 48% through partnerships with local EMS/Fire agencies

Wayne Community College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes for each of its educational programs. Therefore, WCC demonstrates compliance with standard 8.2.a.

## Section 9: Educational Program Structure and Content

### 9.1

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.

(Program content) [CR; Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College's (WCC) mission is to meet the educational, training, and cultural needs of the communities it serves.

WCC provides an innovative, flexible, and convenient approach to learning by offering multiple learning modalities for degree, diploma, and certificate programs. WCC's eLearning options include internet, blended, hybrid, hybrid flexible (HyFlex), and web-assisted courses. Online information is listed in the [college catalog](#) and on the college website. Registration processes, credit hours earned, and costs are the same for all course modalities.

Wayne Community College's educational programs embody a coherent course of study, are compatible with the stated mission and goals and are based upon fields of study appropriate to higher education.

Curriculum programs are described on the North Carolina Community College System (NCCCS) website and consist of certificate, diploma, and associate degree programs. According to the NCCCS [Curriculum Programs](#), NC community colleges offer more than 275 certificate, diploma, and associate degrees that are divided between eleven different program areas. Because all programs are derived from the North Carolina Community College System's Catalog, WCC does not have any highly unusual or unique programs.

#### a) embody a coherent course of study

The North Carolina Community College System (NCCCS) has approved Wayne Community College (WCC) to offer 173 academic programs including 45 associate degrees, 19 diplomas, and 109 certificates, as referenced on the [Institutional Summary Form](#).

| Curriculum Programs of Study | Program Code |
|------------------------------|--------------|
| Accounting and Finance       |              |

|                                                                                          |          |
|------------------------------------------------------------------------------------------|----------|
| Accounting and Finance Degree                                                            | A25800AF |
| Accounting and Finance Diploma                                                           | D25800   |
| Accounting and Finance – Bookkeeping Certificate                                         | C25800   |
| <b>Agribusiness Technology</b>                                                           |          |
| Agribusiness Technology Degree                                                           | A15100   |
| Agribusiness Technology Certificate                                                      | C15100   |
| Agribusiness Technology – Agribusiness Exploration Certificate                           | C15100C  |
| <b>Air Conditioning, Heating, and Refrigeration Technology</b>                           |          |
| Air Conditioning, Heating, and Refrigeration Technology Diploma                          | D35100   |
| Air Conditioning, Heating, and Refrigeration Technology – Comfort Cooling Certificate    | C35100CC |
| Air Conditioning, Heating, and Refrigeration Technology – Heat Pump Certificate          | C35100HP |
| Air Conditioning, Heating, and Refrigeration Technology – Heating Technology Certificate | C35100HT |
| <b>Applied Animal Science Technology</b>                                                 |          |
| Applied Animal Science Technology Degree                                                 | A15280   |
| Applied Animal Science Technology Certificate                                            | C15280   |
| <b>Artificial Intelligence Engineer</b>                                                  |          |
| Artificial Intelligence Engineer Degree                                                  | A25710E  |
| Artificial Intelligence Engineer – Chatbot Development Certificate                       | C25590CB |
| Artificial Intelligence Engineer – Consultant 1 Certificate                              | C25590CO |
| Artificial Intelligence Engineer – Consultant 2 Certificate                              | C25590CT |
| Artificial Intelligence Engineer – Fundamentals Certificate                              | C25590AI |
| Artificial Intelligence Engineer – Math Foundations for AI Certificate                   | C25710MF |
| Artificial Intelligence Engineer – Python Programming for AI Certificate                 | C25710PY |
| <b>Associate Degree Nursing</b>                                                          |          |
| Associate Degree Nursing                                                                 | A45110   |
| <b>Associate in Arts</b>                                                                 |          |
| Associate in Arts Degree                                                                 | A10100   |
| <b>Associate in Arts in Teacher Preparation</b>                                          |          |

|                                                                       |          |
|-----------------------------------------------------------------------|----------|
| Associate in Arts in Teacher Preparation Degree                       | A1010T   |
| <b>Associate in General Education</b>                                 |          |
| Associate in General Education Degree                                 | A10300   |
| <b>Associate in General Education – Nursing</b>                       |          |
| Associate in General Education – Nursing Degree                       | A1030N   |
| <b>Associate in Science</b>                                           |          |
| Associate in Science Degree                                           | A10400   |
| <b>Associate in Science in Teacher Preparation</b>                    |          |
| Associate in Science in Teacher Preparation Degree                    | A1040T   |
| <b>Automotive Systems Technology – ATEP</b>                           |          |
| Automotive Systems Technology – ATEP Degree                           | A60160M  |
| Automotive Systems Technology Diploma                                 | D60160   |
| Automotive Systems Technology – Transportation Technology Certificate | C60160   |
| <b>Automotive Systems Technology – GM-ASEP</b>                        |          |
| Automotive Systems Technology – GM-ASEP Degree                        | A60160G  |
| <b>Aviation Systems Technology</b>                                    |          |
| Aviation Systems Technology Degree                                    | A60200   |
| Aviation Systems Technology – Airframe Diploma                        | D60200A  |
| Aviation Systems Technology – Powerplant Diploma                      | D60200P  |
| <b>Basic Law Enforcement Training</b>                                 |          |
| Basic Law Enforcement Training Certificate                            | C55120   |
| <b>Business Administration</b>                                        |          |
| Business Administration Degree                                        | A25120   |
| Business Administration Diploma                                       | D25120   |
| Business Administration Certificate                                   | C25120   |
| Business Administration – Entrepreneurship Certificate                | C25120ET |
| Business Administration – Marketing Certificate                       | C25120MK |
| <b>Business Administration – Operations Management</b>                |          |

|                                                                                       |          |
|---------------------------------------------------------------------------------------|----------|
| Business Administration – Operations Management Degree                                | A25120G  |
| Business Administration – Operations Management Certificate                           | C25120G  |
| Business Administration – Operations Management – Process Improvement Certificate     | C25120GP |
| <b>Collision Repair and Refinishing Technology</b>                                    |          |
| Collision Repair and Refinishing Technology Degree                                    | A60130   |
| Collision Repair and Refinishing Technology Diploma                                   | D60130   |
| Collision Repair and Refinishing Technology Certificate                               | C60130   |
| Collision Repair and Refinishing Technology – Collision Repair Estimating Certificate | C60130E  |
| <b>Computer-Integrated Machining</b>                                                  |          |
| Computer-Integrated Machining Degree                                                  | A50210   |
| Computer-Integrated Machining Diploma                                                 | D50210   |
| Computer-Integrated Machining – Basic Machining Certificate                           | C50210A  |
| Computer-Integrated Machining – CNC Operator Certificate                              | C50210C  |
| Computer-Integrated Machining – CNC Programming Certificate                           | C50210D  |
| Computer-Integrated Machining – Computer-Aided Manufacturing Certificate              | C50210F  |
| Computer-Integrated Machining – Coordinate Measuring Machine Certificate              | C50210E  |
| Computer-Integrated Machining – Intermediate Machining Certificate                    | C50210B  |
| <b>Criminal Justice Technology</b>                                                    |          |
| Criminal Justice Technology Degree                                                    | A55180   |
| Criminal Justice Technology – Correctional Services Management Certificate            | C55180P  |
| Criminal Justice Technology – Management Certificate                                  | C55180   |
| Criminal Justice Technology – Forensic Science                                        |          |
| Criminal Justice Technology – Forensic Science Degree                                 | A5518C   |
| Criminal Justice Technology – Forensic Science Certificate                            | C5518CF  |
| <b>Cybersecurity</b>                                                                  |          |
| Cybersecurity Degree                                                                  | A25590S  |
| Cybersecurity – Cyber Crime Fundamentals Certificate                                  | C25590FC |
| Cybersecurity – Cyber Defense Certificate                                             | C25590DC |

|                                                                                                            |          |
|------------------------------------------------------------------------------------------------------------|----------|
| Cybersecurity – Cyber Firewall Certificate                                                                 | C25590CF |
| Cybersecurity – Cybersecurity Analyst Certificate                                                          | C25590CA |
| Cybersecurity – Cybersecurity Concepts Certificate                                                         | C25590CC |
| Cybersecurity – Cybersecurity Operations Certificate                                                       | C25590CO |
| Cybersecurity – Ethical Hacker Certificate                                                                 | C25590EH |
| Cybersecurity – Network Systems Certificate                                                                | C25590NY |
| Cybersecurity – Penetration Testing Certificate                                                            | C25590PT |
| Cybersecurity – Python for Network Admin Certificate                                                       | C25590PN |
| Cybersecurity – Secure Communications Certificate                                                          | C25590SC |
| Cybersecurity – Systems and Hardware Support Certificate*                                                  | C25590H  |
| <b>Dental Assisting</b>                                                                                    |          |
| Dental Assisting Diploma                                                                                   | D45240   |
| <b>Dental Hygiene</b>                                                                                      |          |
| Dental Hygiene Degree                                                                                      | A45260   |
| <b>Early Childhood Education</b>                                                                           |          |
| Early Childhood Education Career Track Degree                                                              | A55220CT |
| Early Childhood Education Licensure Transfer Track Degree                                                  | A55220L  |
| Early Childhood Education Non-Licensure Transfer Track Degree                                              | A55220N  |
| Early Childhood Education Certificate                                                                      | C55220B  |
| Early Childhood Education – Administrator’s Certificate                                                    | C55220A  |
| Early Childhood Education – Elementary Education Residency Licensure Certificate                           | C55490   |
| Early Childhood Education – Infant/Toddler Care Certificate                                                | C55290   |
| Early Childhood Education – Preschool Certificate <i>(Pending SACSCOC approval, effective Spring 2025)</i> | C55860   |
| Early Childhood Education – Special Needs Certificate                                                      | C55220C  |
| <b>Emergency Management</b>                                                                                |          |
| Emergency Management Degree                                                                                | A55460   |
| Emergency Management – EMS Management Certificate                                                          | C55460E  |

|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Emergency Management – Fire Service Management Certificate                                                                                                           | C55460F  |
| Emergency Management – Law Enforcement Management Certificate                                                                                                        | C55460L  |
| Emergency Management – Management Certificate                                                                                                                        | C55460M  |
| Emergency Management – Public Safety Certificate                                                                                                                     | C55460P  |
| <b>Emergency Medical Science</b>                                                                                                                                     |          |
| Emergency Medical Science Degree                                                                                                                                     | A45340   |
| <b>Entertainment Technologies</b>                                                                                                                                    |          |
| Entertainment Technologies Degree                                                                                                                                    | A25190   |
| Entertainment Technologies – Audio Engineer Certificate                                                                                                              | C25190AE |
| Entertainment Technologies – Entertainment Management Certificate                                                                                                    | C25190EM |
| Entertainment Technologies – Entertainment Technology Certificate                                                                                                    | C25190ET |
| Entertainment Technologies – Entertainment Technology Promotion and Marketing Certificate                                                                            | C25190PM |
| Entertainment Technologies – Social Media and Entertainment Certificate                                                                                              | C25190SM |
| <b>Forest Management Technology</b>                                                                                                                                  |          |
| Forest Management Technology Degree                                                                                                                                  | A15200   |
| Forest Management Technology – Natural Resource Certificate                                                                                                          | C15200B  |
| Forest Management Technology – Wildlife Management Certificate                                                                                                       | C15200W  |
| <b>Funeral Service Education</b>                                                                                                                                     |          |
| Funeral Service Education ( <i>awarded by Fayetteville Technical Community College (FTCC), students may take up to 31 non-program semester credit hours at WCC</i> ) | A55260   |
| <b>Game and Automation Programming</b>                                                                                                                               |          |
| Game and Automation Programming Degree                                                                                                                               | A25450P  |
| Game and Automation Programming Diploma                                                                                                                              | D25450P  |
| Game and Automation Programming – Production for Simulation and Game Development Certificate*                                                                        | C25450PN |
| Game and Automation Programming – Programming for Simulation and Game Development Certificate                                                                        | C25450PG |
| Game and Automation Programming – Level Design for Simulation and Game Development Certificate*                                                                      | C25450L  |
| Game and Automation Programming – Mobile Game Development Certificate*                                                                                               | C25450MG |

|                                                                                        |          |
|----------------------------------------------------------------------------------------|----------|
| Game and Automation Programming – Simulation and Game Development Certificate*         | C25450   |
| <b>Game Art and Animation</b>                                                          |          |
| Game Art and Animation Degree                                                          | A25450A  |
| Game Art and Animation Diploma                                                         | D25450A  |
| Game Art and Animation – Modeling and Animation Certificate                            | C25450MA |
| Game Art and Animation – Level Design for Simulation and Game Development Certificate* | C25450L  |
| Game Art and Animation – Mobile Game Development Certificate*                          | C25450MG |
| Game Art and Animation – Production for Simulation and Game Development Certificate*   | C25450PN |
| Game Art and Animation – Simulation and Game Development Certificate*                  | C25450   |
| <b>Human Services Technology</b>                                                       |          |
| Human Services Technology Degree                                                       | A45380   |
| <b>Industrial Systems Technology</b>                                                   |          |
| Industrial Systems Technology Degree                                                   | A50240   |
| Industrial Systems Technology Diploma                                                  | D50240   |
| Industrial Systems Technology – Industrial Systems Certificate                         | C50240   |
| Industrial Systems Technology – Industrial Automation Certificate                      | C50240IA |
| Industrial Systems Technology – Industrial Exploration Certificate                     | C50240E  |
| Industrial Systems Technology – Mechanical Systems Certificate                         | C50240MS |
| <b>IT Support and Services</b>                                                         |          |
| IT Support and Services Degree                                                         | A25590I  |
| IT Support and Services – IT Diploma                                                   | D25590I  |
| IT Support and Services – A+ Fundamentals Certificate                                  | C25590AF |
| IT Support and Services – Database Support Certificate                                 | C25590DS |
| IT Support and Services – Hardware/Software Support & Repair Certificate               | C25590HS |
| IT Support and Services – Information Technology Fundamentals Certificate              | C25590S  |
| IT Support and Services – IT Service Technician Certificate                            | C25590ST |
| IT Support and Services – Operating Systems Support Certificate                        | C25590OS |
| IT Support and Services – Productivity Apps Certificate                                | C25590BA |

|                                                                           |          |
|---------------------------------------------------------------------------|----------|
| IT Support and Services – Systems and Hardware Support Certificate*       | C25590H  |
| <b>Mechanical Engineering Technology</b>                                  |          |
| Mechanical Engineering Technology Degree                                  | A40320   |
| Mechanical Engineering Technology – Drafting Certificate                  | C40320A  |
| Mechanical Engineering Technology – Engineering Technology Certificate    | C40320C  |
| Mechanical Engineering Technology – Tool Design Certificate               | C40320B  |
| <b>Mechatronics Engineering Technology</b>                                |          |
| Mechatronics Engineering Technology Degree                                | A40350   |
| Mechatronics Engineering Technology Certificate                           | C40350A  |
| <b>Medical Assisting</b>                                                  |          |
| Medical Assisting Degree                                                  | A45400   |
| Medical Assisting Certificate                                             | C45400   |
| <b>Medical Laboratory Technology</b>                                      |          |
| Medical Laboratory Technology Degree                                      | A45420   |
| <b>Medical Office Administration</b>                                      |          |
| Medical Office Administration Degree                                      | A25310   |
| Medical Office Administration Diploma                                     | D25310MO |
| Medical Office Administration Certificate                                 | C25310MO |
| Medical Office Administration – Medical Coding Diploma                    | D25310   |
| Medical Office Administration – Medical Scribe Certificate                | C25310MS |
| Medical Office Administration – Virtual Office Administration Certificate | C25310VO |
| Medical Office Administration – Dental Office Certificate                 | C25310D  |
| Medical Office Administration – Medical Insurance Certificate             | C25310MI |
| <b>Office Administration</b>                                              |          |
| Office Administration Degree                                              | A25370   |
| Office Administration Diploma                                             | D25370   |
| Office Administration Certificate                                         | C25370   |
| Office Administration – Microsoft Applications Certificate                | C25370MA |

|                                                                   |          |
|-------------------------------------------------------------------|----------|
| Office Administration – Virtual Office Administration Certificate | C25370VO |
| <b>Practical Nursing</b>                                          |          |
| Practical Nursing Diploma                                         | D45660   |
| <b>Risk Management and Insurance</b>                              |          |
| Risk Management and Insurance Degree                              | A25800RM |
| <b>Software Development</b>                                       |          |
| Software Development Degree                                       | A25590C  |
| Software Development – Application Development Certificate        | C25590AD |
| Software Development – Computer Programming Certificate           | C25590CP |
| Software Development – JAVA Programming Certificate               | C25590JP |
| Software Development – Mobile Web Development Certificate         | C25590MW |
| Software Development – Web Development Certificate                | C25590WD |
| Software Development – Web Programming Certificate                | C25590WP |
| Software Development – Systems and Hardware Support Certificate*  | C25590H  |
| <b>Sustainable Agriculture</b>                                    |          |
| Sustainable Agriculture Degree                                    | A15410   |
| Sustainable Agriculture Certificate                               | C15410   |
| <b>Turfgrass Management Technology</b>                            |          |
| Turfgrass Management Technology Degree                            | A15420   |
| Turfgrass Management Technology Diploma                           | D15420   |
| Turfgrass Management Technology Certificate                       | C15420   |
| <b>Welding Technology</b>                                         |          |
| Welding Technology Diploma                                        | D50420   |
| Welding Technology Certificate                                    | C50420WT |
| Welding Technology – MIG Welding Certificate                      | C50420MG |
| Welding Technology – Stick Welding Certificate                    | C50420S  |
| Welding Technology – TIG Welding Certificate                      | C50420TG |

\* = Certificates may be included under multiple Associate Degrees in catalog

\*\* = programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in Curriculum Standards

Curriculum Standards illustrate the coherence of all programs of study. There are three categories of coursework within the curriculum standards: general education, major hours, and other required hours. First year courses are typically general education, core content, and prerequisite courses. Second year courses consist of specific job knowledge and skills that integrate critical knowledge and demonstrate progressive advancement.

Every credit program at Wayne Community College embodies a coherent course of study by offering and publicizing a semester-by-semester sequence (the curriculum model) for all program offerings. An example of this can be found in the [Accounting and Finance Program of Study](#). Further, each program is designed either to provide job-related skills or to meet the general education requirements outlined in the [North Carolina Comprehensive Articulation Agreement \(CAA\)](#) for transfer to one of the 16 colleges and universities in the University of North Carolina System.

The Career and Technical Education area offers credit programs (Programs of Study) leading to the associate in applied science (AAS) degrees, diplomas, and certificates, specifically designed for immediate entry into employment. As part of program coherence in sequencing and increased complexity, most AAS degrees have embedded stackable credentials designed to award increased skills and career path qualifications as students move through the sequencing of their program of study towards credential completion.

Stackable credentials within programs provide the opportunity for students to integrate knowledge and develop critical skills for the workplace. For example, in addition to the [Medical Office Administration](#) associate degree program, students have certificate options (Medical Office Administration/Dental Office Certificate, Medical Office Administration/Medical Insurance Certificate, Medical Office Administration Certificate, and Medical Office Administration/Medical Scribe Certificate) and diploma options (Medical Office Administration Diploma and/or Medical Office Administration Medical Coding Diploma).

Information about all of Wayne Community College's programs is available online, as well as in the [General Catalog and Student Handbook](#), which is published annually both in print and online.

#### **b) are compatible with the stated mission and goals**

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Wayne Community College's mission statement guides program development as demonstrated by the curriculum application process required by the North Carolina Community College System when a college is requesting a new program. WCC fulfills this mission by adhering to the college's stated goals which are to:

#### **College-Wide Goals**

- **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.
- **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- **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.
- **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.

#### **c) are based upon fields of study appropriate to higher education**

WCC's [Curriculum Committee](#) is composed of faculty and staff representing all areas of the campus. The Committee provides oversight for the programs offered and reviews proposed additions, deletions, and revisions to ensure that all programs of

study maintain their academic integrity. [Curriculum Committee minutes](#) are provided as evidence of this curriculum oversight.

### **Creating New Programs**

The process for new programs is initiated by faculty, Department Chairs, and Deans following [College's Procedure Manual 09-0202 – Substantive Change Notification](#). The new program is submitted to the college's Curriculum Committee for review, discussion, and consideration for subsequent approval.

Upon WCC's Curriculum Committee's approval of a new program of study, the [Curriculum Committee of the Board of Trustees](#) reviews the documents and presents the program of study request to the full Board for its approval. After approval by the WCC Board, the program of study is sent to the North Carolina Community College System for its [application review](#) and [approval](#). In compliance with the Commission on Colleges' policy and procedures regarding substantive change, a [substantive change notification](#) is included as evidence that the institution follows the appropriate procedures in receiving [SACSCOC approval](#) before implementing new programs of study.

Once curriculum programs are established, an advisory committee is formed. These committees, comprised of area occupational experts, employers, and WCC instructors and administrators meet annually to review and evaluate each program. Committee responsibilities are to determine labor market trends and opportunities; the need for revised or supplemental training; new areas in which training should be developed; recommendations for programs to be established, modified, expanded, or terminated; program and course content and course learning outcomes; acceptable performance standards of students and graduates; and compliance with SACSCOC criteria, the NCCCS Programs of Study and Curriculum Standards, and other accrediting agency standards and policies.

Wayne Community College offers educational programs that (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education. Therefore, Wayne Community College demonstrates compliance with Core Requirement 9.1.

## Section 9: Educational Program Structure and Content

### 9.2

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

*(Program Length)* [CR; Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with Core Requirement 9.2.

**The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level**

#### Program Length

Wayne Community College (WCC) offers 45 curriculum programs at the associate degree level, each with at least a minimum of 60 semester credit hours. In addition, WCC offers 19 programs at the diploma level, and 109 at the certificate level for a total of 173 academic programs. All of WCC's programs are provided in the [General Catalog and Student Handbook](#), which is published in print and online.

As a member of the North Carolina Community College System (NCCCS), Wayne Community College adheres to the State Board of Community College's Code [1D SBCCC 400.10 – Curriculum Program of Study](#) and [400.9 Curriculum Standards](#) for program curriculum standards based on the semester credit hour system. Semester credit hours are defined as credit assigned to a course that represents the contact hours in a normal 16-week semester, using formulas for class, lab, work, and clinical methods of instruction as specified in State Board of Community Colleges [Code 1D SBCCC 400.1](#).

Program length is appropriate for each of the college's educational programs as established by the North Carolina Community College System. The NCCCS program division ensures that programs offered at all 58 of the North Carolina Community Colleges use the program curriculum as set forth in NCCCS Curriculum Standards. These standards define appropriate program length for an associate degree as ranging from 60 to 74 semester credit hours. An example of a curriculum standard for [Business Administration](#) is provided.

Wayne Community College uses semester hour credit for all programs, whether distance or traditional.

Table 1 lists the credit hours for each academic program at Wayne Community College.

**Table 1: Credit Hours by Program**

| Curriculum Programs of Study                                                             | Program Code | Credit Hours |
|------------------------------------------------------------------------------------------|--------------|--------------|
| <b>Accounting and Finance</b>                                                            |              |              |
| Accounting and Finance Degree                                                            | A25800AF     | 66           |
| Accounting and Finance Diploma                                                           | D25800       | 37           |
| Accounting and Finance - Bookkeeping Certificate                                         | C25800       | 17           |
| <b>Agribusiness Technology</b>                                                           |              |              |
| Agribusiness Technology Degree                                                           | A15100       | 66           |
| Agribusiness Technology Certificate                                                      | C15100       | 18           |
| Agribusiness Technology - Agribusiness Exploration Certificate                           | C15100C      | 12           |
| <b>Air Conditioning, Heating, and Refrigeration Technology</b>                           |              |              |
| Air Conditioning, Heating, and Refrigeration Technology Diploma                          | D35100       | 43           |
| Air Conditioning, Heating, and Refrigeration Technology - Comfort Cooling Certificate    | C35100CC     | 12           |
| Air Conditioning, Heating, and Refrigeration Technology - Heat Pump Certificate          | C35100HP     | 13           |
| Air Conditioning, Heating, and Refrigeration Technology - Heating Technology Certificate | C35100HT     | 12           |
| <b>Applied Animal Science Technology</b>                                                 |              |              |
| Applied Animal Science Technology Degree                                                 | A15280       | 70           |
| Applied Animal Science Technology Certificate                                            | C15280       | 15           |
| <b>Artificial Intelligence Engineer</b>                                                  |              |              |
| Artificial Intelligence Engineer Degree                                                  | A25710E      | 68           |
| Artificial Intelligence Engineer - Chatbot Development Certificate                       | C25590CB     | 12           |
| Artificial Intelligence Engineer - Consultant 1 Certificate                              | C25590CO     | 12           |
| Artificial Intelligence Engineer - Consultant 2 Certificate                              | C25590CT     | 12           |
| Artificial Intelligence Engineer - Fundamentals Certificate                              | C25590AI     | 12           |
| Artificial Intelligence Engineer - Math Foundations for AI Certificate                   | C25710MF     | 15           |

|                                                                          |          |         |
|--------------------------------------------------------------------------|----------|---------|
| Artificial Intelligence Engineer - Python Programming for AI Certificate | C25710PY | 12      |
| <b>Associate Degree Nursing</b>                                          |          |         |
| Associate Degree Nursing                                                 | A45110   | 72      |
| <b>Associate in Arts</b>                                                 |          |         |
| Associate in Arts Degree                                                 | A10100   | 60      |
| <b>Associate in Arts in Teacher Preparation</b>                          |          |         |
| Associate in Arts in Teacher Preparation Degree                          | A1010T   | 60      |
| <b>Associate in General Education</b>                                    |          |         |
| Associate in General Education Degree                                    | A10300   | 60      |
| <b>Associate in General Education - Nursing</b>                          |          |         |
| Associate in General Education - Nursing Degree                          | A1030N   | 60      |
| <b>Associate in Science</b>                                              |          |         |
| Associate in Science Degree                                              | A10400   | 60      |
| <b>Associate in Science in Teacher Preparation</b>                       |          |         |
| Associate in Science in Teacher Preparation Degree                       | A1040T   | 60      |
| <b>Automotive Systems Technology - ATEP</b>                              |          |         |
| Automotive Systems Technology - ATEP Degree                              | A60160M  | 68      |
| Automotive Systems Technology Diploma                                    | D60160   | 41      |
| Automotive Systems Technology - Transportation Technology Certificate    | C60160   | 13      |
| <b>Automotive Systems Technology - GM-ASEP</b>                           |          |         |
| Automotive Systems Technology - GM-ASEP Degree                           | A60160G  | 69      |
| <b>Aviation Systems Technology</b>                                       |          |         |
| Aviation Systems Technology Degree                                       | A60200   | 89**    |
| Aviation Systems Technology - Airframe Diploma                           | D60200A  | 50**    |
| Aviation Systems Technology - Powerplant Diploma                         | D60200P  | 52**    |
| <b>Basic Law Enforcement Training</b>                                    |          |         |
| Basic Law Enforcement Training Certificate                               | C55120   | 20-37** |
| <b>Business Administration</b>                                           |          |         |

|                                                                                       |          |    |
|---------------------------------------------------------------------------------------|----------|----|
| Business Administration Degree                                                        | A25120   | 68 |
| Business Administration Diploma                                                       | D25120   | 38 |
| Business Administration Certificate                                                   | C25120   | 18 |
| Business Administration - Entrepreneurship Certificate                                | C25120ET | 18 |
| Business Administration - Marketing Certificate                                       | C25120MK | 18 |
| <b>Business Administration - Operations Management</b>                                |          |    |
| Business Administration - Operations Management Degree                                | A25120G  | 71 |
| Business Administration - Operations Management Certificate                           | C25120G  | 15 |
| Business Administration - Operations Management - Process Improvement Certificate     | C25120GP | 15 |
| <b>Collision Repair and Refinishing Technology</b>                                    |          |    |
| Collision Repair and Refinishing Technology Degree                                    | A60130   | 69 |
| Collision Repair and Refinishing Technology Diploma                                   | D60130   | 43 |
| Collision Repair and Refinishing Technology Certificate                               | C60130   | 17 |
| Collision Repair and Refinishing Technology - Collision Repair Estimating Certificate | C60130E  | 13 |
| <b>Computer-Integrated Machining</b>                                                  |          |    |
| Computer-Integrated Machining Degree                                                  | A50210   | 72 |
| Computer-Integrated Machining Diploma                                                 | D50210   | 39 |
| Computer-Integrated Machining – Basic Machining Certificate                           | C50210A  | 13 |
| Computer-Integrated Machining – CNC Operator Certificate                              | C50210C  | 13 |
| Computer-Integrated Machining – CNC Programming Certificate                           | C50210D  | 14 |
| Computer-Integrated Machining – Computer-Aided Manufacturing Certificate              | C50210F  | 14 |
| Computer-Integrated Machining – Coordinate Measuring Machine Certificate              | C50210E  | 12 |
| Computer-Integrated Machining – Intermediate Machining Certificate                    | C50210B  | 17 |
| <b>Criminal Justice Technology</b>                                                    |          |    |
| Criminal Justice Technology Degree                                                    | A55180   | 70 |
| Criminal Justice Technology - Correctional Services Management Certificate            | C55180P  | 18 |
| Criminal Justice Technology – Management Certificate                                  | C55180   | 18 |
| <b>Criminal Justice Technology - Forensic Science</b>                                 |          |    |

|                                                                                  |          |    |
|----------------------------------------------------------------------------------|----------|----|
| Criminal Justice Technology - Forensic Science Degree                            | A5518C   | 65 |
| Criminal Justice Technology - Forensic Science Certificate                       | C5518CF  | 17 |
| <b>Cybersecurity</b>                                                             |          |    |
| Cybersecurity Degree                                                             | A25590S  | 66 |
| Cybersecurity - Cyber Crime Fundamentals Certificate                             | C25590FC | 16 |
| Cybersecurity - Cyber Defense Certificate                                        | C25590DC | 18 |
| Cybersecurity - Cyber Firewall Certificate                                       | C25590CF | 12 |
| Cybersecurity - Cybersecurity Analyst Certificate                                | C25590CA | 12 |
| Cybersecurity - Cybersecurity Concepts Certificate                               | C25590CC | 12 |
| Cybersecurity - Cybersecurity Operations Certificate                             | C25590CO | 12 |
| Cybersecurity - Ethical Hacker Certificate                                       | C25590EH | 15 |
| Cybersecurity - Network Systems Certificate                                      | C25590NY | 12 |
| Cybersecurity - Penetration Testing Certificate                                  | C25590PT | 15 |
| Cybersecurity - Python for Network Admin Certificate                             | C25590PN | 12 |
| Cybersecurity - Secure Communications Certificate                                | C25590SC | 12 |
| Cybersecurity - Systems and Hardware Support Certificate*                        | C25590H  | 12 |
| <b>Dental Assisting</b>                                                          |          |    |
| Dental Assisting Diploma                                                         | D45240   | 48 |
| <b>Dental Hygiene</b>                                                            |          |    |
| Dental Hygiene Degree                                                            | A45260   | 73 |
| <b>Early Childhood Education</b>                                                 |          |    |
| Early Childhood Education Career Track Degree                                    | A55220CT | 67 |
| Early Childhood Education Licensure Transfer Track Degree                        | A55220L  | 74 |
| Early Childhood Education Non-Licensure Transfer Track Degree                    | A55220N  | 74 |
| Early Childhood Education Certificate                                            | C55220B  | 16 |
| Early Childhood Education - Administrator's Certificate                          | C55220A  | 16 |
| Early Childhood Education - Elementary Education Residency Licensure Certificate | C55490   | 18 |
| Early Childhood Education - Infant/Toddler Care Certificate                      | C55290   | 16 |

|                                                                                                                                                                    |          |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|
| Early Childhood Education - Preschool Certificate <i>(Pending SACSCOC approval, effective Spring 2025)</i>                                                         | C55860   | 16 |
| Early Childhood Education - Special Needs Certificate                                                                                                              | C55220C  | 18 |
| <b>Emergency Management</b>                                                                                                                                        |          |    |
| Emergency Management Degree                                                                                                                                        | A55460   | 65 |
| Emergency Management - EMS Management Certificate                                                                                                                  | C55460E  | 18 |
| Emergency Management - Fire Service Management Certificate                                                                                                         | C55460F  | 18 |
| Emergency Management - Law Enforcement Management Certificate                                                                                                      | C55460L  | 18 |
| Emergency Management – Management Certificate                                                                                                                      | C55460M  | 18 |
| Emergency Management - Public Safety Certificate                                                                                                                   | C55460P  | 12 |
| <b>Emergency Medical Science</b>                                                                                                                                   |          |    |
| Emergency Medical Science Degree                                                                                                                                   | A45340   | 70 |
| <b>Entertainment Technologies</b>                                                                                                                                  |          |    |
| Entertainment Technologies Degree                                                                                                                                  | A25190   | 64 |
| Entertainment Technologies - Audio Engineer Certificate                                                                                                            | C25190AE | 14 |
| Entertainment Technologies - Entertainment Management Certificate                                                                                                  | C25190EM | 18 |
| Entertainment Technologies - Entertainment Technology Certificate                                                                                                  | C25190ET | 12 |
| Entertainment Technologies - Entertainment Technology Promotion and Marketing Certificate                                                                          | C25190PM | 12 |
| Entertainment Technologies - Social Media and Entertainment Certificate                                                                                            | C25190SM | 15 |
| <b>Forest Management Technology</b>                                                                                                                                |          |    |
| Forest Management Technology Degree                                                                                                                                | A15200   | 72 |
| Forest Management Technology - Natural Resource Certificate                                                                                                        | C15200B  | 14 |
| Forest Management Technology - Wildlife Management Certificate                                                                                                     | C15200W  | 14 |
| <b>Funeral Service Education</b>                                                                                                                                   |          |    |
| Funeral Service Education <i>(awarded by Fayetteville Technical Community College (FTCC), students may take up to 31 non-program semester credit hours at WCC)</i> | A55260   | 69 |
| <b>Game and Automation Programming</b>                                                                                                                             |          |    |
| Game and Automation Programming Degree                                                                                                                             | A25450P  | 65 |
| Game and Automation Programming Diploma                                                                                                                            | D25450P  | 37 |

|                                                                                                 |          |    |
|-------------------------------------------------------------------------------------------------|----------|----|
| Game and Automation Programming - Production for Simulation and Game Development Certificate*   | C25450PN | 12 |
| Game and Automation Programming - Programming for Simulation and Game Development Certificate   | C25450PG | 12 |
| Game and Automation Programming - Level Design for Simulation and Game Development Certificate* | C25450L  | 15 |
| Game and Automation Programming - Mobile Game Development Certificate*                          | C25450MG | 12 |
| Game and Automation Programming - Simulation and Game Development Certificate*                  | C25450   | 12 |
| <b>Game Art and Animation</b>                                                                   |          |    |
| Game Art and Animation Degree                                                                   | A25450A  | 65 |
| Game Art and Animation Diploma                                                                  | D25450A  | 37 |
| Game Art and Animation - Modeling and Animation Certificate                                     | C25450MA | 15 |
| Game Art and Animation - Level Design for Simulation and Game Development Certificate*          | C25450L  | 15 |
| Game Art and Animation - Mobile Game Development Certificate*                                   | C25450MG | 12 |
| Game Art and Animation - Production for Simulation and Game Development Certificate*            | C25450PN | 12 |
| Game Art and Animation - Simulation and Game Development Certificate*                           | C25450   | 12 |
| <b>Human Services Technology</b>                                                                |          |    |
| Human Services Technology Degree                                                                | A45380   | 65 |
| <b>Industrial Systems Technology</b>                                                            |          |    |
| Industrial Systems Technology Degree                                                            | A50240   | 67 |
| Industrial Systems Technology Diploma                                                           | D50240   | 36 |
| Industrial Systems Technology - Industrial Systems Certificate                                  | C50240   | 16 |
| Industrial Systems Technology - Industrial Automation Certificate                               | C50240IA | 13 |
| Industrial Systems Technology - Industrial Exploration Certificate                              | C50240E  | 12 |
| Industrial Systems Technology – Mechanical Systems Certificate                                  | C50240MS | 13 |
| <b>IT Support and Services</b>                                                                  |          |    |
| IT Support and Services Degree                                                                  | A25590I  | 65 |
| IT Support and Services - IT Diploma                                                            | D25590I  | 37 |
| IT Support and Services - A+ Fundamentals Certificate                                           | C25590AF | 12 |

|                                                                           |          |    |
|---------------------------------------------------------------------------|----------|----|
| IT Support and Services - Database Support Certificate                    | C25590DS | 12 |
| IT Support and Services - Hardware/Software Support & Repair Certificate  | C25590HS | 15 |
| IT Support and Services - Information Technology Fundamentals Certificate | C25590S  | 12 |
| IT Support and Services - IT Service Technician Certificate               | C25590ST | 15 |
| IT Support and Services - Operating Systems Support Certificate           | C25590OS | 12 |
| IT Support and Services - Productivity Apps Certificate                   | C25590BA | 12 |
| IT Support and Services - Systems and Hardware Support Certificate*       | C25590H  | 12 |
| <b>Mechanical Engineering Technology</b>                                  |          |    |
| Mechanical Engineering Technology Degree                                  | A40320   | 71 |
| Mechanical Engineering Technology – Drafting Certificate                  | C40320A  | 12 |
| Mechanical Engineering Technology - Engineering Technology Certificate    | C40320C  | 12 |
| Mechanical Engineering Technology – Tool Design Certificate               | C40320B  | 14 |
| <b>Mechatronics Engineering Technology</b>                                |          |    |
| Mechatronics Engineering Technology Degree                                | A40350   | 70 |
| Mechatronics Engineering Technology Certificate                           | C40350A  | 16 |
| <b>Medical Assisting</b>                                                  |          |    |
| Medical Assisting Degree                                                  | A45400   | 70 |
| Medical Assisting Certificate                                             | C45400   | 17 |
| <b>Medical Laboratory Technology</b>                                      |          |    |
| Medical Laboratory Technology Degree                                      | A45420   | 69 |
| <b>Medical Office Administration</b>                                      |          |    |
| Medical Office Administration Degree                                      | A25310   | 69 |
| Medical Office Administration Diploma                                     | D25310MO | 45 |
| Medical Office Administration Certificate                                 | C25310MO | 17 |
| Medical Office Administration - Medical Coding Diploma                    | D25310   | 47 |
| Medical Office Administration - Medical Scribe Certificate                | C25310MS | 17 |
| Medical Office Administration - Virtual Office Administration Certificate | C25310VO | 17 |
| Medical Office Administration - Dental Office Certificate                 | C25310D  | 17 |

|                                                                   |          |    |
|-------------------------------------------------------------------|----------|----|
| Medical Office Administration - Medical Insurance Certificate     | C25310MI | 18 |
| <b>Office Administration</b>                                      |          |    |
| Office Administration Degree                                      | A25370   | 64 |
| Office Administration Diploma                                     | D25370   | 37 |
| Office Administration Certificate                                 | C25370   | 17 |
| Office Administration - Microsoft Applications Certificate        | C25370MA | 12 |
| Office Administration - Virtual Office Administration Certificate | C25370VO | 17 |
| <b>Practical Nursing</b>                                          |          |    |
| Practical Nursing Diploma                                         | D45660   | 42 |
| <b>Risk Management and Insurance</b>                              |          |    |
| Risk Management and Insurance Degree                              | A25800RM | 67 |
| <b>Software Development</b>                                       |          |    |
| Software Development Degree                                       | A25590C  | 65 |
| Software Development - Application Development Certificate        | C25590AD | 12 |
| Software Development - Computer Programming Certificate           | C25590CP | 12 |
| Software Development - JAVA Programming Certificate               | C25590JP | 12 |
| Software Development - Mobile Web Development Certificate         | C25590MW | 12 |
| Software Development - Web Development Certificate                | C25590WD | 12 |
| Software Development - Web Programming Certificate                | C25590WP | 15 |
| Software Development - Systems and Hardware Support Certificate*  | C25590H  | 12 |
| <b>Sustainable Agriculture</b>                                    |          |    |
| Sustainable Agriculture Degree                                    | A15410   | 67 |
| Sustainable Agriculture Certificate                               | C15410   | 17 |
| <b>Turfgrass Management Technology</b>                            |          |    |
| Turfgrass Management Technology Degree                            | A15420   | 65 |
| Turfgrass Management Technology Diploma                           | D15420   | 40 |
| Turfgrass Management Technology Certificate                       | C15420   | 18 |
| <b>Welding Technology</b>                                         |          |    |

|                                                |          |    |
|------------------------------------------------|----------|----|
| Welding Technology Diploma                     | D50420   | 37 |
| Welding Technology Certificate                 | C50420WT | 15 |
| Welding Technology – MIG Welding Certificate   | C50420MG | 12 |
| Welding Technology – Stick Welding Certificate | C50420S  | 14 |
| Welding Technology – TIG Welding Certificate   | C50420TG | 12 |

\* = Certificates may be included under multiple Associate Degrees in catalog

\*\* = programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in Curriculum Standards

### Exceptions

Even though Wayne Community College does not have any programs with fewer than the minimum semester credit hours, the college offers four programs that exceed maximum semester credit hours and are approved by the State Board of Community Colleges (SBCC) to exceed the maximum standard hours.

The college's Associate in Applied Science [Aviation Systems Technology](#) degree program, requires students to complete 89 credit hours, while two aviation diploma programs, Airframe and Powerplant, require students to complete 50 credit hours and 52 credit hours, respectively. These hours are set by the Federal Aviation Administration (FAA).

The college's [Basic Law Enforcement Training \(BLET\)](#) Certificate program is 20-37 credit hours and is set by the North Carolina Department of Justice.

### New Programs

The WCC College Procedures Manual ([CPM](#)) [03-0201 – Curriculum Program Approval](#) outlines the process for the review and approval of new programs. WCC's Curriculum Committee and the Curriculum Committee of the Board of Trustees of Wayne Community College review all recommendations for new programs prior to seeking approval from the full Board.

At the state level, NCCCS program personnel review curriculum proposals from local colleges before presenting them to the State Board of Community Colleges for final approval. Only programs that have been approved by the WCC Curriculum Committee, the WCC Board of Trustees, and subsequently, the State Board of Community Colleges are offered at WCC. This level of oversight prevents deviation from the NCCCS-required length for all programs offered at WCC.

As part of planning for new programs, the college's Accreditation Liaison provides substantive change notification to the Southern Association of Colleges and Schools Commission on Colleges. The substantive change process is outlined in the College's Procedure Manual [09-0202](#). A recent example of an approved substantive change for the [Educator Preparation Certification](#) program is provided.

Once programs are approved, the college Registrar records the required hours and program of study. New or revised programs are recorded the same way. This process is an additional means by which the college ensures, and monitors required hours for each program of study.

As a two-year degree-granting institution, Wayne Community College offers one or more degree programs based on at least 60 semester credit hours at the associate level. Wayne Community College does not use units other than semester credit hours. Wayne Community College does not offer combination or dual-degree programs. The college does not offer any programs with fewer than the required number of semester credit hours. Therefore, Wayne Community College demonstrates compliance with Core Requirement 9.2.

## Section 9: Educational Program Structure and Content

### 9.3

The institution requires a general education component at the undergraduate level that:

- (a) is based on a coherent rationale.
- (b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

*(General education requirements)* [CR; Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

Wayne Community College (WCC) requires the successful completion of a general education component at the degree level that is based on coherent rationale, includes at least 15 semester hours of credit, and ensures breadth of knowledge.

### a. Coherent Rationale:

The general education core competencies at WCC are broadly defined and do not focus on skills, techniques or procedures specific to a particular occupation or profession. As part of the North Carolina Community College (NCCCS), Wayne Community College (WCC), adheres to the NCCCS curriculum standards that require all associate degree programs to include a minimum of fifteen semester hours of general education. Specifically, the NCCCS curriculum standard states:

*General Education. Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.*

Curriculum Requirements for associate degree, diploma, and certificate programs are in accordance with [1D SBCCC 400.10](#). The table below outlines the general education requirements for associate degree, diploma, and certificate programs offered at WCC.

**Table 1: Minimum Number of General Education Hours Required by Curriculum Type**

|                                   | AAS   | Diploma | Certificate |
|-----------------------------------|-------|---------|-------------|
| Minimum General Education Hours   | 15    | 6       | 0           |
| Minimum Major Hours               | 49    | 30      | 12          |
| Other Required Hours              | 0-7   | 0-4     | 0-1         |
| Total Semester Hours Credit (SHC) | 64-76 | 36-48   | 12-18       |

The fifteen credit hours in the college's general education component for associate degrees are drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics which ensures breadth of knowledge.

The [General Catalog and Student Handbook](#) outlines for the students which courses satisfy each of the general education components to include humanities/fine arts.

In alignment with the college's general education component, WCC's general education outcomes are to: (1) Make effective oral presentations; (2) Compose effective written documents; (3) Apply critical or creative reasoning, including diverse perspectives, to address complex problems or to analyze original works; (4) Apply appropriate mathematics to solve real-world problems; and (5) Interpret or analyze natural phenomena using concepts and principles of the natural sciences.

#### **b. Substantial Component of Undergraduate Degree Programs:**

All associate [degree programs](#) at Wayne Community College require that students successfully [complete](#) a general education component with a minimum of 15 semester hours of college-level courses. The general education requirement also includes programs delivered by distance education and applies to all students regardless of transfer status. Transfer students must meet the same general education requirements.

Table 2 provides the total program hours and general education semester hours in the associate degree, diploma, and certificate programs offered at WCC.

**Table 2: General Education Hours by Program of Study**

| Curriculum Programs of Study                                   | Credit Hours | General Education Hours |
|----------------------------------------------------------------|--------------|-------------------------|
| <b>Accounting and Finance</b>                                  |              |                         |
| Accounting and Finance Degree                                  | 66           | 15                      |
| Accounting and Finance Diploma                                 | 37           | 6                       |
| Accounting and Finance - Bookkeeping Certificate               | 17           | 0                       |
| <b>Agribusiness Technology</b>                                 |              |                         |
| Agribusiness Technology Degree                                 | 66           | 15                      |
| Agribusiness Technology Certificate                            | 18           | 0                       |
| Agribusiness Technology - Agribusiness Exploration Certificate | 12           | 0                       |

|                                                                                          |    |       |
|------------------------------------------------------------------------------------------|----|-------|
| <b>Air Conditioning, Heating, and Refrigeration Technology</b>                           |    |       |
| Air Conditioning, Heating, and Refrigeration Technology Diploma                          | 43 | 6     |
| Air Conditioning, Heating, and Refrigeration Technology - Comfort Cooling Certificate    | 12 | 0     |
| Air Conditioning, Heating, and Refrigeration Technology - Heat Pump Certificate          | 13 | 0     |
| Air Conditioning, Heating, and Refrigeration Technology - Heating Technology Certificate | 12 | 0     |
| <b>Applied Animal Science Technology</b>                                                 |    |       |
| Applied Animal Science Technology Degree                                                 | 70 | 15    |
| Applied Animal Science Technology Certificate                                            | 15 | 0     |
| <b>Artificial Intelligence Engineer</b>                                                  |    |       |
| Artificial Intelligence Engineer Degree                                                  | 68 | 15    |
| Artificial Intelligence Engineer - Chatbot Development Certificate                       | 12 | 0     |
| Artificial Intelligence Engineer - Consultant 1 Certificate                              | 12 | 0     |
| Artificial Intelligence Engineer - Consultant 2 Certificate                              | 12 | 0     |
| Artificial Intelligence Engineer - Fundamentals Certificate                              | 12 | 0     |
| Artificial Intelligence Engineer - Math Foundations for AI Certificate                   | 15 | 0     |
| Artificial Intelligence Engineer - Python Programming for AI Certificate                 | 12 | 0     |
| <b>Associate Degree Nursing</b>                                                          |    |       |
| Associate Degree Nursing                                                                 | 72 | 15    |
| <b>Associate in Arts</b>                                                                 |    |       |
| Associate in Arts Degree                                                                 | 60 | 45    |
| <b>Associate in Arts in Teacher Preparation</b>                                          |    |       |
| Associate in Arts in Teacher Preparation Degree                                          | 60 | 45    |
| <b>Associate in General Education</b>                                                    |    |       |
| Associate in General Education Degree                                                    | 60 | 15    |
| <b>Associate in General Education - Nursing</b>                                          |    |       |
| Associate in General Education - Nursing Degree                                          | 60 | 52-54 |
| <b>Associate in Science</b>                                                              |    |       |

|                                                                                   |         |    |
|-----------------------------------------------------------------------------------|---------|----|
| Associate in Science Degree                                                       | 60      | 45 |
| <b>Associate in Science in Teacher Preparation</b>                                |         |    |
| Associate in Science in Teacher Preparation Degree                                | 60      | 45 |
| <b>Automotive Systems Technology - ATEP</b>                                       |         |    |
| Automotive Systems Technology - ATEP Degree                                       | 68      | 15 |
| Automotive Systems Technology Diploma                                             | 41      | 6  |
| Automotive Systems Technology - Transportation Technology Certificate             | 13      | 0  |
| <b>Automotive Systems Technology - GM-ASEP</b>                                    |         |    |
| Automotive Systems Technology - GM-ASEP Degree                                    | 69      | 15 |
| <b>Aviation Systems Technology</b>                                                |         |    |
| Aviation Systems Technology Degree                                                | 89**    | 15 |
| Aviation Systems Technology - Airframe Diploma                                    | 50**    | 6  |
| Aviation Systems Technology - Powerplant Diploma                                  | 52**    | 6  |
| <b>Basic Law Enforcement Training</b>                                             |         |    |
| Basic Law Enforcement Training Certificate                                        | 20-37** | 0  |
| <b>Business Administration</b>                                                    |         |    |
| Business Administration Degree                                                    | 68      | 15 |
| Business Administration Diploma                                                   | 38      | 6  |
| Business Administration Certificate                                               | 18      | 0  |
| Business Administration - Entrepreneurship Certificate                            | 18      | 0  |
| Business Administration - Marketing Certificate                                   | 18      | 0  |
| <b>Business Administration - Operations Management</b>                            |         |    |
| Business Administration - Operations Management Degree                            | 71      | 15 |
| Business Administration - Operations Management Certificate                       | 15      | 0  |
| Business Administration - Operations Management - Process Improvement Certificate | 15      | 0  |
| <b>Collision Repair and Refinishing Technology</b>                                |         |    |
| Collision Repair and Refinishing Technology Degree                                | 69      | 15 |
| Collision Repair and Refinishing Technology Diploma                               | 43      | 6  |

|                                                                                       |    |    |
|---------------------------------------------------------------------------------------|----|----|
| Collision Repair and Refinishing Technology Certificate                               | 17 | 0  |
| Collision Repair and Refinishing Technology - Collision Repair Estimating Certificate | 13 | 0  |
| <b>Computer-Integrated Machining</b>                                                  |    |    |
| Computer-Integrated Machining Degree                                                  | 72 | 15 |
| Computer-Integrated Machining Diploma                                                 | 39 | 6  |
| Computer-Integrated Machining – Basic Machining Certificate                           | 13 | 0  |
| Computer-Integrated Machining – CNC Operator Certificate                              | 13 | 0  |
| Computer-Integrated Machining – CNC Programming Certificate                           | 14 | 0  |
| Computer-Integrated Machining – Computer-Aided Manufacturing Certificate              | 14 | 0  |
| Computer-Integrated Machining – Coordinate Measuring Machine Certificate              | 12 | 0  |
| Computer-Integrated Machining – Intermediate Machining Certificate                    | 17 | 0  |
| <b>Criminal Justice Technology</b>                                                    |    |    |
| Criminal Justice Technology Degree                                                    | 70 | 15 |
| Criminal Justice Technology - Correctional Services Management Certificate            | 18 | 0  |
| Criminal Justice Technology – Management Certificate                                  | 18 | 0  |
| <b>Criminal Justice Technology - Forensic Science</b>                                 |    |    |
| Criminal Justice Technology - Forensic Science Degree                                 | 65 | 15 |
| Criminal Justice Technology - Forensic Science Certificate                            | 17 | 0  |
| <b>Cybersecurity</b>                                                                  |    |    |
| Cybersecurity Degree                                                                  | 66 | 15 |
| Cybersecurity - Cyber Crime Fundamentals Certificate                                  | 16 | 0  |
| Cybersecurity - Cyber Defense Certificate                                             | 18 | 0  |
| Cybersecurity - Cyber Firewall Certificate                                            | 12 | 0  |
| Cybersecurity - Cybersecurity Analyst Certificate                                     | 12 | 0  |
| Cybersecurity - Cybersecurity Concepts Certificate                                    | 12 | 0  |
| Cybersecurity - Cybersecurity Operations Certificate                                  | 12 | 0  |
| Cybersecurity - Ethical Hacker Certificate                                            | 15 | 0  |
| Cybersecurity - Network Systems Certificate                                           | 12 | 0  |

|                                                                                                            |    |    |
|------------------------------------------------------------------------------------------------------------|----|----|
| Cybersecurity - Penetration Testing Certificate                                                            | 15 | 0  |
| Cybersecurity - Python for Network Admin Certificate                                                       | 12 | 0  |
| Cybersecurity - Secure Communications Certificate                                                          | 12 | 0  |
| Cybersecurity - Systems and Hardware Support Certificate*                                                  | 12 | 0  |
| <b>Dental Assisting</b>                                                                                    |    |    |
| Dental Assisting Diploma                                                                                   | 48 | 6  |
| <b>Dental Hygiene</b>                                                                                      |    |    |
| Dental Hygiene Degree                                                                                      | 73 | 15 |
| <b>Early Childhood Education</b>                                                                           |    |    |
| Early Childhood Education Career Track Degree                                                              | 67 | 15 |
| Early Childhood Education Licensure Transfer Track Degree                                                  | 74 | 15 |
| Early Childhood Education Non-Licensure Transfer Track Degree                                              | 74 | 15 |
| Early Childhood Education Certificate                                                                      | 16 | 0  |
| Early Childhood Education - Administrator's Certificate                                                    | 16 | 0  |
| Early Childhood Education - Elementary Education Residency Licensure Certificate                           | 18 | 0  |
| Early Childhood Education - Infant/Toddler Care Certificate                                                | 16 | 0  |
| Early Childhood Education - Preschool Certificate <i>(Pending SACSCOC approval, effective Spring 2025)</i> | 16 | 0  |
| Early Childhood Education - Special Needs Certificate                                                      | 18 | 0  |
| <b>Emergency Management</b>                                                                                |    |    |
| Emergency Management Degree                                                                                | 65 | 15 |
| Emergency Management - EMS Management Certificate                                                          | 18 | 0  |
| Emergency Management - Fire Service Management Certificate                                                 | 18 | 0  |
| Emergency Management - Law Enforcement Management Certificate                                              | 18 | 0  |
| Emergency Management – Management Certificate                                                              | 18 | 0  |
| Emergency Management - Public Safety Certificate                                                           | 12 | 0  |
| <b>Emergency Medical Science</b>                                                                           |    |    |
| Emergency Medical Science Degree                                                                           | 70 | 15 |

|                                                                                                                                                                    |    |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|
| <b>Entertainment Technologies</b>                                                                                                                                  |    |    |
| Entertainment Technologies Degree                                                                                                                                  | 64 | 15 |
| Entertainment Technologies - Audio Engineer Certificate                                                                                                            | 14 | 0  |
| Entertainment Technologies - Entertainment Management Certificate                                                                                                  | 18 | 0  |
| Entertainment Technologies - Entertainment Technology Certificate                                                                                                  | 12 | 0  |
| Entertainment Technologies - Entertainment Technology Promotion and Marketing Certificate                                                                          | 12 | 0  |
| Entertainment Technologies - Social Media and Entertainment Certificate                                                                                            | 15 | 0  |
| <b>Forest Management Technology</b>                                                                                                                                |    |    |
| Forest Management Technology Degree                                                                                                                                | 72 | 15 |
| Forest Management Technology - Natural Resource Certificate                                                                                                        | 14 | 0  |
| Forest Management Technology - Wildlife Management Certificate                                                                                                     | 14 | 0  |
| <b>Funeral Service Education</b>                                                                                                                                   |    |    |
| Funeral Service Education <i>(awarded by Fayetteville Technical Community College (FTCC), students may take up to 31 non-program semester credit hours at WCC)</i> | 69 | 15 |
| <b>Game and Automation Programming</b>                                                                                                                             |    |    |
| Game and Automation Programming Degree                                                                                                                             | 65 | 15 |
| Game and Automation Programming Diploma                                                                                                                            | 37 | 6  |
| Game and Automation Programming - Production for Simulation and Game Development Certificate*                                                                      | 12 | 0  |
| Game and Automation Programming - Programming for Simulation and Game Development Certificate                                                                      | 12 | 0  |
| Game and Automation Programming - Level Design for Simulation and Game Development Certificate*                                                                    | 15 | 0  |
| Game and Automation Programming - Mobile Game Development Certificate*                                                                                             | 12 | 0  |
| Game and Automation Programming - Simulation and Game Development Certificate*                                                                                     | 12 | 0  |
| <b>Game Art and Animation</b>                                                                                                                                      |    |    |
| Game Art and Animation Degree                                                                                                                                      | 65 | 15 |
| Game Art and Animation Diploma                                                                                                                                     | 37 | 6  |
| Game Art and Animation - Modeling and Animation Certificate                                                                                                        | 15 | 0  |

|                                                                                        |    |    |
|----------------------------------------------------------------------------------------|----|----|
| Game Art and Animation - Level Design for Simulation and Game Development Certificate* | 15 | 0  |
| Game Art and Animation - Mobile Game Development Certificate*                          | 12 | 0  |
| Game Art and Animation - Production for Simulation and Game Development Certificate*   | 12 | 0  |
| Game Art and Animation - Simulation and Game Development Certificate*                  | 12 | 0  |
| <b>Human Services Technology</b>                                                       |    |    |
| Human Services Technology Degree                                                       | 65 | 15 |
| <b>Industrial Systems Technology</b>                                                   |    |    |
| Industrial Systems Technology Degree                                                   | 67 | 15 |
| Industrial Systems Technology Diploma                                                  | 36 | 6  |
| Industrial Systems Technology - Industrial Systems Certificate                         | 16 | 0  |
| Industrial Systems Technology - Industrial Automation Certificate                      | 13 | 0  |
| Industrial Systems Technology - Industrial Exploration Certificate                     | 12 | 0  |
| Industrial Systems Technology – Mechanical Systems Certificate                         | 13 | 0  |
| <b>IT Support and Services</b>                                                         |    |    |
| IT Support and Services Degree                                                         | 65 | 15 |
| IT Support and Services - IT Diploma                                                   | 37 | 6  |
| IT Support and Services - A+ Fundamentals Certificate                                  | 12 | 0  |
| IT Support and Services - Database Support Certificate                                 | 12 | 0  |
| IT Support and Services - Hardware/Software Support & Repair Certificate               | 15 | 0  |
| IT Support and Services - Information Technology Fundamentals Certificate              | 12 | 0  |
| IT Support and Services - IT Service Technician Certificate                            | 15 | 0  |
| IT Support and Services - Operating Systems Support Certificate                        | 12 | 0  |
| IT Support and Services - Productivity Apps Certificate                                | 12 | 0  |
| IT Support and Services - Systems and Hardware Support Certificate*                    | 12 | 0  |
| <b>Mechanical Engineering Technology</b>                                               |    |    |
| Mechanical Engineering Technology Degree                                               | 71 | 15 |
| Mechanical Engineering Technology – Drafting Certificate                               | 12 | 0  |

|                                                                           |    |    |
|---------------------------------------------------------------------------|----|----|
| Mechanical Engineering Technology - Engineering Technology Certificate    | 12 | 0  |
| Mechanical Engineering Technology – Tool Design Certificate               | 14 | 0  |
| <b>Mechatronics Engineering Technology</b>                                |    |    |
| Mechatronics Engineering Technology Degree                                | 70 | 15 |
| Mechatronics Engineering Technology Certificate                           | 16 | 0  |
| <b>Medical Assisting</b>                                                  |    |    |
| Medical Assisting Degree                                                  | 70 | 15 |
| Medical Assisting Certificate                                             | 17 | 0  |
| <b>Medical Laboratory Technology</b>                                      |    |    |
| Medical Laboratory Technology Degree                                      | 69 | 15 |
| <b>Medical Office Administration</b>                                      |    |    |
| Medical Office Administration Degree                                      | 69 | 15 |
| Medical Office Administration Diploma                                     | 45 | 6  |
| Medical Office Administration Certificate                                 | 17 | 0  |
| Medical Office Administration - Medical Coding Diploma                    | 47 | 6  |
| Medical Office Administration - Medical Scribe Certificate                | 17 | 0  |
| Medical Office Administration - Virtual Office Administration Certificate | 17 | 0  |
| Medical Office Administration - Dental Office Certificate                 | 17 | 0  |
| Medical Office Administration - Medical Insurance Certificate             | 18 | 0  |
| <b>Office Administration</b>                                              |    |    |
| Office Administration Degree                                              | 64 | 15 |
| Office Administration Diploma                                             | 37 | 6  |
| Office Administration Certificate                                         | 17 | 0  |
| Office Administration - Microsoft Applications Certificate                | 12 | 0  |
| Office Administration - Virtual Office Administration Certificate         | 17 | 0  |
| <b>Practical Nursing</b>                                                  |    |    |
| Practical Nursing Diploma                                                 | 42 | 6  |
| <b>Risk Management and Insurance</b>                                      |    |    |

|                                                                  |    |    |
|------------------------------------------------------------------|----|----|
| Risk Management and Insurance Degree                             | 67 | 15 |
| <b>Software Development</b>                                      |    |    |
| Software Development Degree                                      | 65 | 15 |
| Software Development - Application Development Certificate       | 12 | 0  |
| Software Development - Computer Programming Certificate          | 12 | 0  |
| Software Development - JAVA Programming Certificate              | 12 | 0  |
| Software Development - Mobile Web Development Certificate        | 12 | 0  |
| Software Development - Web Development Certificate               | 12 | 0  |
| Software Development - Web Programming Certificate               | 15 | 0  |
| Software Development - Systems and Hardware Support Certificate* | 12 | 0  |
| <b>Sustainable Agriculture</b>                                   |    |    |
| Sustainable Agriculture Degree                                   | 67 | 15 |
| Sustainable Agriculture Certificate                              | 17 | 0  |
| <b>Turfgrass Management Technology</b>                           |    |    |
| Turfgrass Management Technology Degree                           | 65 | 15 |
| Turfgrass Management Technology Diploma                          | 40 | 6  |
| Turfgrass Management Technology Certificate                      | 18 | 0  |
| <b>Welding Technology</b>                                        |    |    |
| Welding Technology Diploma                                       | 37 | 6  |
| Welding Technology Certificate                                   | 15 | 0  |
| Welding Technology – MIG Welding Certificate                     | 12 | 0  |
| Welding Technology – Stick Welding Certificate                   | 14 | 0  |
| Welding Technology – TIG Welding Certificate                     | 12 | 0  |

\* = Certificates list under multiple Associate Degrees in catalog

\*\* = programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in Curriculum Standards

### c. Breadth of Knowledge:

In order to ensure a breadth of knowledge, the general education core is comprised of at least one course in each of the following areas: (1) Communications; (2) Humanities/Fine Arts; (3) Social/Behavioral Sciences; and (4) Mathematics and/or Natural Sciences. The [North Carolina Community College System's Combined Course Library](#) provides common course descriptions for all North Carolina Community College courses, including those designated as general education.

Wayne Community College requires a general education component at the undergraduate level that is based on a coherent rationale and is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. WCC ensures breadth of knowledge with credit hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. Therefore, Wayne Community College is in compliance with core requirement 9.3.

## Section 10: Educational Policies, Procedures, and Practices

### 10.2

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

(Public Information)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.2.

**Wayne Community College makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.**

All academic calendars, grading policies, cost of attendance, and refund policies are available on the college website and in the college catalog and apply to all instructional sites and all modes of delivery.

#### Academic Calendar

The [annual academic calendar](#) is published in the General Catalog and Student Handbook, available in print and online. A [semester calendar](#) is available on the college website and in print. The semester calendar is available in Student Services offices such as Admissions and Counseling Services and is provided to all prospective students as part of the admission process.

#### Grading Policies

Grading policies are published in the catalog available on the WCC website and in print. Information is available concerning the college's [Grading System](#), how students access [Grade Reports](#), the [Grade Appeal Process](#), [Academic Progress](#), and the college's [Grade Forgiveness Policy](#). Students receive specific course grading policies on the first day of class via course syllabus ([Syllabus – Grading](#)) provided by the course instructor.

#### Cost of Attendance

Cost of attendance information is published on the college website and available to students and the public. This includes [Tuition and Fees](#), [Tuition Rates](#), [Tuition Calculator](#), [Residence Classification for Tuition Purposes](#), [Student Fees and Other Expenses](#). Information pertaining to [Paying for Classes](#) including scholarships, financial aid, and a payment plan option, [Paying Your Bill](#), and the college [Bookstore](#) are also on the college's public website.

Cost of attendance information is also located in the General Catalog and Student Handbook ([WCC General Catalog and Student Handbook - Expenses](#), [WCC General Catalog and Student Handbook - Tuition Per Semester](#), [WCC General Catalog and Student Handbook - Residence Classification for Tuition Purposes](#), [WCC General Catalog and Student Handbook - Payment of Fees](#)).

## **Refund Policies**

Refund policies are published on the following:

College website

- [Disbursements and Refunds](#)

General Catalog and Student Handbook

- [WCC General Catalog and Student Handbook - Tuition Refund Policy](#)
- [WCC General Catalog and Student Handbook - Financial Aid Title IV Refund Policy](#)
- [WCC General Catalog and Student Handbook - Military Tuition Refund](#)
- [WCC General Catalog and Student Handbook - Student Activity Fee Refund Policy](#)

The Tuition and Fees Refund Policy is also included on the [Semester Calendar](#) available on the college website and in print. The semester calendar is available in Student Services offices such as Admissions and Counseling Services and is provided to all prospective students as part of the admission process.

Wayne Community College makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies and is therefore in compliance with standard 10.2.

## Section 10: Educational Policies, Procedures, and Practices

### 10.5

The institution: (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution's practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

*(Admissions policies and practices)* **[Off-Site/On-Site Review]**

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.5.

#### **Wayne Community College publishes and adheres to admissions policies consistent with its mission:**

Wayne Community College is a learning centered, public, associate degree granting institution with an open-door admissions policy. Wayne Community College is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

The college's mission statement is published in the [General Catalog and Student Handbook](#), in print and online, on the [college website](#), and in other publications such as the [Career and College Promise Booklet](#) and [Strategic Plan](#).

In accordance with [State Board of Community Colleges Code 1D SBCC 400.2](#) and the Wayne Community College [Board of Trustees Policy 01-25](#), Wayne Community College subscribes to an "open door" college admission policy. As described in [College Procedures Manual \(CPM\) 05-0101](#), the college admits all applicants who are high school graduates or equivalent, or at least eighteen years of age. Wayne Community College serves all persons who desire education, job training, or cultural enrichment regardless of race, color, sex, creed, national origin, age, or disability.

A safety exception to the open-door admissions policy has been set forth by the [State Board of Community Colleges Code 1D SBCC 400.2 \(e\) and \(f\)](#) for the purpose of giving North Carolina community colleges the ability to provide a method of protection to their campuses from safety threats by applicants while simultaneously protecting the integrity of the 'open door' admissions philosophy. Wayne Community College has incorporated the State Board Code safety exception in [Board of Trustees Policy 01-26](#) and [CPM 05-0102](#).

In addition, the college concurrently admits actively enrolled high school students in accordance with [State Board of Community Colleges Code 1D SBCC 400.11](#) for the purpose of enrichment and learning beyond levels available within local high schools. The Career & College Promise (CCP) dual enrollment program provides educational opportunities for eligible North Carolina high school students to accelerate the completion of college pathways leading to college transfer or provide entry-level job skills.

[Minimum eligibility requirements](#) include high school GPA and college-readiness benchmark ACT or SAT scores. The student's [CCP application](#) must also include approval of the parent and the high school principal.

Admission information is published in the [General Catalog and Student Handbook](#) and on the [Admissions Webpage](#), where links are provided to online applications, placement test information, and student support services. Publishing admissions policies in multiple formats makes them available to potential traditional and distance education students.

[Admission](#) to curriculum programs is a six-step process outlined on the college website. Students complete the admission process by:

1. Completing an Application for Admission;
2. Activating their My Bison ID Account;
3. Applying for financial aid and scholarships by completing the Free Application for Federal Student Aid (FAFSA);
4. Requesting official copies of high school and college transcripts to be forwarded to the Office of Admissions and Records;
5. Taking any required placement tests; and
6. Contacting their academic advisor to register for classes.

While admission to the college is “open door” for most curriculum programs, entrance to limited admission programs is not guaranteed. All students have the opportunity to meet minimum requirements to enter these space-limited programs. Admission policies for each limited admission program are published in an [information packet](#), available in print as well as on the College website, and the [General Catalog and Student Handbook](#). Wayne Community College’s limited admission programs are Associate Degree Nursing, Practical Nursing, Dental Hygiene, Dental Assisting, Medical Assisting, and Medical Laboratory Technology.

**Recruitment materials and presentations accurately represent Wayne Community College’s practices, policies, and accreditation status.**

Wayne Community College uses the General Catalog and Student Handbook as the main source for publishing information about the college’s programs, practices, and policies. Annual editions are available in print and online. Recruiting information is also distributed through the following media channels: the college website, departmental and program brochures/flyers/posters, billboards, newspaper ads, digital signs, and community booth displays.

The following are examples of recruitment materials used to represent the college:

Printed recruitment materials:

- [Transitional Programs for College and Career Bookmarks](#)
- [Cybersecurity Program Brochure](#)
- [Career and College Promise Booklet](#)
- [Discover Your Potential Registration Postcard](#)

Presentations and other recruitment materials:

- [Discover Wayne Pennant](#)
- [Keep Moving Forward Billboard](#)
- [Semi-Truck Vehicle Wrap](#)
- [New Student Orientation Presentation](#)

**Accurate representation of the institution**

Wayne Community College continually reviews and updates its recruiting materials to ensure accurate representation of the college's programs, practices, and policies. The appropriate department, division, or administrative personnel are responsible for providing accurate information to the Office of Communications for the purpose of creating and producing recruiting materials that adhere to the WCC brand and style guidelines ([WCC Visual Identity Guidelines](#)).

Office of Communications staff create, review, and revise recruiting publications in accordance with WCC's Publications Guidelines ([CPM 08-0501 - Publication Guidelines](#)). WCC uses project management software ([Basecamp](#)) to coordinate design projects. Basecamp facilitates the production of recruitment materials by tracking the review and editing process to ensure accuracy of information.

[College recruiters](#) are responsible for coordinating recruitment efforts. WCC faculty and staff assist with recruiting presentations conducted on- and off-campus, at local high schools, and at numerous community events throughout the year. Student Ambassadors and Student Government Association Officers, under the direction of college staff, assist with tours and campus events. Examples of recruitment activities include high school career fairs, open houses, and campus tours. College recruiters ensure that consistent and accurate information is disseminated at these recruitment events.

As outlined in the Wayne Community College Procedures Manual [08-0506 – Web and Digital Communications](#), the Director of the Office of Communications is responsible for developing procedures for web content management; ensuring compliance with federal, state, and other regulations; and working with content owners and content managers to keep website information current and accurate. Students, employees, and the public are directed to the online version of the General Catalog and Student Handbook and the WCC website for the most current information.

Examples of [accurate representation of admissions](#):

- Website – Admission Steps
- Catalog – Admissions
- Application for Admission
- Website – Career and College Promise – Eligibility

Examples of [accurate representation of accreditation status](#):

- Website
- Catalog
- Accessibility Services Brochure
- Operations Management Program Flyer

**Wayne Community College ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.**

Wayne Community College **does not use independent contractors or agents** for recruiting purposes.

The Director of the Office of Communications is responsible for the logistics of training recruiters to include establishing and maintaining school and community contacts, scheduling, and coordination of activities. Additionally, recruiters learn the processes and procedures of becoming a Wayne Community College student by shadowing staff in Admissions and Records, Financial Aid, and Counseling Services to understand the enrollment process for incoming students.

Wayne Community College publishes admissions policies consistent with its mission. WCC's recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. WCC does not employ independent contractors or agents used for recruiting purposes. Therefore, Wayne Community College is in compliance with standard 10.5.

## Section 10: Educational Policies, Procedures, and Practices

### 10.6

An institution that offers distance or correspondence education:

- ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

*(Distance and correspondence education)* [Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.6.

**Wayne Community College ensures that students who register in a distance education course are the same students who participate in the course, complete the course, and receive credit for the course.**

All student identities are initially confirmed during the residency application process which is completed at the time of application for admission to the college. North Carolina employs a [Residency Determination Service](#) that utilizes official documents (state-issued ID, social security information, state tax information, state voter eligibility records) and access to state and federal databases to confirm the applicant's identity prior to making a determination of in-state or out-of-state residency for tuition purposes.

WCC further verifies the identity of each student who participates in distance education coursework by employing a system that requires a secure and unique username, password, and security code received via multi-factor authentication.

Protecting the integrity of educational credentials, personal identity, and privacy of all students is an essential best practice. Therefore, all Wayne Community College students benefit from the same username and password safeguards regardless of the method of instruction (online, hybrid, or traditional). Students receive a unique username and instructions to create an [initial password](#). This unique username and password combination, along with a security code received via multi-factor authentication, is required for students to access Moodle (WCC's learning management system), as well as their student email and Self-Service (student information portal) accounts. Students must create their initial password prior to accessing any of

their accounts. To protect the integrity of their account information, all WCC students must reset their password at least every 90 days using the [My Bison ID – IT Help](#).

WCC also utilizes a remote proctoring solution ([Respondus](#)) for distance education courses that ensures the integrity of distance education exams while allowing students to take online assessments from remote locations. Respondus LockDown Browser locks down the testing environment within the learning system so students cannot print, copy, access other applications, or search the internet during an online exam. Respondus Monitor enables students' webcams to record during online exams. The testing session is recorded and flagged events are available to instructors for further review or testing can also be viewed live.

Further identity and privacy protection is required for students utilizing WCC's Open Computer Lab. Staff follow the [Open Computer Lab Identification Check Procedures](#) that specify necessary steps for verifying student identity prior to assisting students with password creation, reset, or expiration issues.

Students bear significant responsibility in protecting the security of their unique username and password as detailed in the [Technology Acceptable Use Policy \(TAUP\)](#), located in the General Catalog and Student Handbook. The TAUP defines as unacceptable the use of another person's account, divulging passwords to anyone else, and divulging personal, confidential, or sensitive information ([College Procedures Manual \(CPM\) 06-0202 – Technology Acceptable Use](#)).

**Wayne Community College has a written procedure for protecting the privacy of students enrolled in distance education courses or programs.**

[CPM 05-0302 – Student Privacy – Distance Education](#) specifically addresses procedures for protecting the privacy of distance education students including the use of unique student identification numbers and passwords, single sign-on portal, and secure course management system.

Along with the above policy specific to distance education students, the college has a broad policy addressing compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA) ([CPM 05-0301 – Confidentiality of Student Records](#)). The [General Catalog and Student Handbook](#) outlines how Wayne Community College supports the rights and privacies afforded each student by FERPA and the role that the Office of Admissions and Records plays in safekeeping student records. FERPA information is also available to students on the college's [Consumer Information webpage](#).

Wayne Community College does not provide instruction via correspondence education.

**Wayne Community College ensures that distance education students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.**

While Wayne Community College offers distance education courses, **there are no fees associated with verification of student identity**. The college does not charge additional tuition or fees to students enrolled in distance education courses for verification of student identity or any other purpose. Students in online courses are charged the same tuition and fees as students in seated courses. Tuition and fees are outlined on the college [website](#) and in the [General Catalog and Student Handbook](#).

Wayne Community College does not provide instruction via correspondence education.

Wayne Community College utilizes secure login and passwords to ensure verification of student identity in distance education courses. Therefore, WCC is in compliance with standard 10.6.a.

Wayne Community College has a written procedure for protecting the privacy of students enrolled in distance education courses and therefore is in compliance with standard 10.6.b.

As Wayne Community College does not have any fees for verification of student identity, Wayne Community College is in compliance with standard 10.6.c.

## Section 10: Educational Policies, Procedures, and Practices

### 10.7

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

*(Policies for awarding credit)* **[Off-Site/On-Site Review]**

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 10.7.

**The institution publishes and implements policies for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.**

Academic credit awarded for courses is controlled through the North Carolina Community College System's [Combined Course Library](#). The amount, level, and distribution of credit, as well as course numbering and naming, is published for all courses, regardless of format or mode of delivery, as part of the Combined Course Library. The amount of credit hours awarded is consistent with the federal definition of the credit hour. [North Carolina State Board of Community Colleges Code](#) defines one semester hour of credit for each:

- 16 hours of classroom instruction
- 32 hours of experiential laboratory work
- 48 hours of faculty-directed laboratory work
- 48 hours of clinical practice in health programs
- 160 hours of work experience

This information is published in the College Procedure Manual ([CPM 05-0104](#)) and in the [General Catalog and Student Handbook](#), available in print and online.

Wayne Community College offers five-week, eight-week, twelve-week, and sixteen-week courses delivered through face-to-face, online, hybrid, and web-assisted modalities as described in the [Curriculum Schedule of Courses](#). The college does not indicate the mode of delivery on transcripts, nor is a distinction made in the amount of credit awarded based on mode of delivery.

**Policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery, have oversight by persons academically qualified to make the necessary judgments.**

In accordance with [State Board Code](#), the North Carolina Community College System [Curriculum Course Review Committee \(CCRC\)](#) is responsible for approving course additions, revising existing courses, or modifying course-defined student learning outcomes. The CCRC Committee is [comprised](#) of ten Vice Presidents of Instruction and two Presidents from community colleges in the state.

At the local level, Wayne Community College faculty make recommendations for course and program changes through the college's [Curriculum Committee](#) which includes the Vice President of Academic of Academic and Student Services, the five academic Deans, and twelve faculty from various disciplines across campus.

As an example of this process, in January 2022 the college received notice from the state's Curriculum Course Review Committee (CCRC) about changes to courses that would impact our Information Technology and Simulation and Game Development programs ([CCRC – January 2022](#)).

The Department Chair of Information Systems submitted a request to the WCC Curriculum Committee to approve changes to the courses in the next Curriculum Committee meeting ([WCC Curriculum Committee – Agenda – March 2022](#)). The Curriculum Committee approved the requested course changes ([WCC Curriculum Committee – Minutes – March 2022](#)).

**In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.**

All Wayne Community College programs are based upon credit hours. The college has no programs based upon any criteria other than credit hours.

Wayne Community College publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies have oversight by persons academically qualified to make the necessary judgments. All educational programs are based on credit hours. Therefore, Wayne Community College is in compliance with standard 10.7.

## Section 11: Library and Learning / Information Resources

### 11.1

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

(Library and learning/information resources) [CR]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College provides adequate and appropriate library and learning/information resources, services, and support for its mission, and thus is compliant with Core Requirement 11.1 Library and Learning/Information Resources.

#### Support for WCC's Mission

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina, and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

In support of the college mission, the Clyde A. Erwin, Jr. Library collects and circulates, or provides access to print, audiovisual, and electronic resources to support the programs of the college and lifelong learning goals of its students, faculty, and staff, as well as the community of Wayne County. Materials in the collection are selected in cooperation with faculty and augmented with interlibrary loans of books and articles from statewide higher education libraries and other research libraries worldwide. Library staff provide online and in-person reference assistance and information literacy instruction.

#### Staffing

Library staffing is outlined in the college's [organizational chart](#). Full-time staff job descriptions and credentials are presented in Table 1. Job descriptions show the qualifications needed for reference librarians and library director positions aligning with industry standards. All WCC librarians hold master's degrees and certification from American Library Association (ALA) accredited programs. In addition to their academic credentials, the librarians have a combined total of 60 years of library experience. These qualifications, along with ongoing [professional development](#), ensure that the staff members are able to provide services and resources to meet the needs of all library users.

**Table 1: Full-Time Library Staff**

| Position                 | Name                     | Academic Credentials               | Experience             | Job Description                 |
|--------------------------|--------------------------|------------------------------------|------------------------|---------------------------------|
| ██████████               | ██████████               | ████████████████████<br>██████████ | <a href="#">Resume</a> | <a href="#">Job Description</a> |
| ██████████<br>██████████ | ██████████               | ████████████████████<br>██████████ | <a href="#">Resume</a> | <a href="#">Job Description</a> |
| ██████████<br>██████████ | ██████████<br>██████████ | ████████████████████               | <a href="#">Resume</a> | <a href="#">Job Description</a> |

## Access

The Erwin Library is on the college's campus in the Wayne Learning Center (WLC) building. As stated in the Wayne Community College Procedures Manual (CPM) ([03-0401](#)) Library Resources, Services, and Access, library resources and services are available to all students, faculty, and staff, as well as members of the community. Distance learners have access to the same library resources and services via the [Library website](#).

Library cards may be acquired at the Circulation Desk with the presentation of either a Wayne Community College ID card to which a library barcode sticker is affixed, or a valid picture ID for non-WCC users who will receive plastic library cards. The library barcode / library card may then be used to check out books, DVDs, headphones, academic reserve materials, or to request interlibrary loans.

The library barcode sticker number serves as the password for remote user access to all electronic library resources. WCC students, faculty, and staff members may apply using the online [Library Card Application](#). Each library card applicant will receive their barcode number in an email reply and their barcode sticker by mail.

Use of the online Library Card Application Form has been encouraged in all [ACA College Student Success Classes](#). A link is also available to the online Library Card Application Form via the eLearning Department on its [Moodle Student Help and Student Support Information webpages](#).

The 13,878 square-foot library includes individual and group study areas, a multipurpose Literacy Lab, and 32 student computer workstations. In addition, 15 networked laptops are available for checkout use within the library and 25 laptops are available for long-term checkout by students. Areas for study and research include study tables for groups and individuals, study carrels, and group study rooms with a total seating capacity of 238 users. Charging stations are available for laptops, cell phones, and other mobile devices.

Access to the library collections and services is available during its hours of operation: Monday through Thursday 7:45 am – 6 pm and Friday 7:45 am – 1 pm. Summer hours are Monday through Thursday 7 am – 6 pm in alignment with the college's academic calendar and course schedule.

The library's hours of operation and services are posted outside library entrances, as well as published in the [General Catalog and Student Handbook](#) and the [library webpage](#). An [Erwin Library bookmark](#) features basic library contact and services information and is distributed at New Student Orientation and is available at the Circulation Desk.

## Adequate and Appropriate Library/Learning Information Resources

The college provides financial resources as detailed in Core Requirement 13.1 that are adequate to maintain, expand, and improve the resources described below which meet the needs of the college community.

The Erwin Library holds 36,181 reference and circulating print books, 11 subscriptions to local newspapers, 70 DVDs, with online access to 81,662 streaming videos in 45 film databases. The library has access to hundreds of thousands of journals and newspaper articles, eBooks, and other images and maps in 171 different databases. There are 809,411 eBooks in all

subject areas, which augment the general print collection and greatly aid distance learners. Additionally, the North Carolina Community College System subscribes to the NC Live aggregate database, which provides free access to eBooks, audiobooks, videos, online magazines, newspapers, and journals. Additionally, Wayne Community College is a member of the North Carolina Community Colleges Evergreen consortium, which allows for resource sharing across the state.

Table 2: Library Resources

| Print Book Collection | eBooks  | Streaming Videos | Electronic Journals | Subscription Databases |
|-----------------------|---------|------------------|---------------------|------------------------|
| 36,181                | 809,411 | 81,662           | 230,024             | 171                    |

Of a total of 171 video, article, and eBook databases available to Erwin Library users from the library’s website, the 85 in the LIVE aggregate resource represent only 50% of the total provided for Erwin Library patrons. Use statistics for [Database Searches](#) and [Database Retrievals](#) show that additional resources subscribed to by the Erwin Library have been needed for program support and other student research areas.

Adequate and Appropriate Services and Support

Adequate library and learning resources are vital to support the college’s instructional programs and student learning goals. WCC strives to acquire the appropriate print, media, and electronic formats to serve all of the educational and library research needs of WCC students, faculty, and staff. The [Collection Development Plan](#) outlines procedures for regular evaluation of the curriculum relevance, subject authority, and currency of the library’s collections. The Collection Development Plan also includes the process for removing or upgrading materials in each subject area to ensure that all collections are current. For ease of access, a link on the library’s [Faculty Users](#) webpage is provided for the Collection Development Plan.

[Program-specific library guides](#) have been created to assist students in finding materials pertinent to their programs of study. Books, eBooks, journals, videos, and internet resources have been curated and organized for ease of use by students in a particular major.

Criteria for program needs are determined by general best practices for Library of Congress Classification and subject areas, as well as working directly with WCC faculty. The Library Director regularly [solicits input](#) from the college’s academic departments regarding support for their subject areas. The Library Director discusses the feasibility of [requests](#) with the Department Chair and then makes final [decisions](#) about items to add to the collection.

A very high level of satisfaction with library resources is reported by students, staff, and faculty members as evidenced in the annual [Student Services Survey](#) and [Employee Services Survey](#).

Table 3 shows the results of an internal satisfaction survey regarding employee experiences with library resources.

Table 3: Employee Satisfaction with Library Resources, 2022 – 2024

| Employees Very Satisfied / Satisfied with Library Services      | 2022   | 2023   | 2024   |
|-----------------------------------------------------------------|--------|--------|--------|
| Library resources are sufficient to support my program of study | 97.78% | 97.40% | 97.12% |

Table 4 shows the results of an internal satisfaction survey regarding student experiences with library resources.

Table 4: Student Satisfaction with Library Resources, 2022 – 2024

| Students Very Satisfied / Satisfied with Library Services       | 2022 | 2023 | 2024 |
|-----------------------------------------------------------------|------|------|------|
| Library resources are sufficient to support my program of study | 100% | 100% | 100% |

Library services and collections are designed, selected, implemented, and marketed to meet the needs of both the in-person user during hours of operation and the remote user at any time. Reference librarians are available to provide point-of-need assistance for patrons while at the computer, in a study group, or searching the stacks. For remote users, personal reference assistance is available by phone, [email](#), or [online chat](#).

The library's [All Library Users](#) webpage provides a description and contact information or links to resources for all services available. The [Faculty Users](#) webpage highlights services used by instructors, including access to video streaming resources and requesting information literacy or group study sessions using the online [Information Literacy Session Reservation](#) form.

The Remote Users webpage focuses on the needs of any library user requiring remote access. For both in-library and distance users, the [Single Search](#) page provides a succinct guide to searching the library's EBSCO Discovery Service (EDS). [Databases Available to all Erwin Library Users](#) incorporates all searchable resource databases with the substantial number of additional journal, eBook, and video streaming databases subscribed to by the library.

The [Interlibrary Loan \(ILL\)](#) webpage provides a description of services and links to all related databases and tutorials for borrowing books or acquiring journal articles not available in the library's existing subscription databases.

Additional online tutorials created by library staff are provided in PDF or video format on the [Tutorials, Citation, and Subject Guides](#) page.

Printing, copying, and scanning services are available to library users. Faxes received in the library are converted to PDF files and emailed to recipients for their convenience.

The library has four study pods available for small group use. The study pods can accommodate up to eight users and include a conference table, outlets, and a wall-mounted glass whiteboard. Group Study Pod reservations can be made using the [online reservation system](#).

Library instruction is available both in person and remotely and can be provided individually or to an entire class.

An online Erwin Library [Student Guide](#) providing comprehensive introductions to all library services and resources is available on the Erwin Library webpage and from the college's Moodle page. Also available is a [Library Literacy Quiz](#), which only requires a user's WCC credentials to access, take, and receive instant feedback.

By assigning students to review the Student Guide and then take the Library Literacy Quiz, any WCC faculty member can provide an online information literacy component for the entire class, without needing a face-to-face presentation in the library or a classroom.

The [Faculty Guide to Erwin Library](#) also targets specific faculty concerns such as Information Literacy, Copyright, and Moodle-related library services and resources.

Reference Librarians conduct face-to-face [information literacy training](#) sessions in either the Erwin Library Literacy Lab or in any off-site location on campus by appointment. The Reference Librarians are also available to schedule a one-on-one reference assistance appointment or to conduct library tours in the Erwin Library.

In information literacy sessions, students receive hands-on instruction for searching the public access catalog, all research databases to which the Erwin Library subscribes, and relevant authoritative internet and paper resources. Information literacy sessions may be tailored by the Reference Librarian to suit the specific research needs of a particular class's current assignment or project.

Recorded statistics, library staff observations, and user feedback are all used to evaluate library services. Daily, monthly, and annual statistics are collected for all library services, including:

- [Attendance and Student Computer Workstation Usage](#)
- [Book and Audiovisual Checkout Usage](#)
- [Email Reference Usage](#)
- [Circulations Desk Reference Usage](#)

- [Information Literacy Sessions Usage](#)

A [Library User Concern Log](#) is kept at the Circulation Desk to record patterns of patron requests, issues, or general concerns observed and reported by library staff. The logs are collated into an annual [Library User Concern Report](#).

[IPEDS](#) collects information on collections, services, and expenditures of libraries at degree-granting institutions. Data collected include counts of books, media, serials, and database collection held in the physical and digital/electronic form; physical circulation and digital/electronic usage; interlibrary loan services; and library expenditures. Table 5 shows a peer comparison with comparable North Carolina community colleges.

**Table 5: Comparison of WCC's Erwin Library Resources and Expenditures with Similar Community Colleges (IPEDS 2023-2024 Data Collection)**

| Comparisons                                                            | Wayne CC  | Alamance CC | Caldwell CC & TI | Coastal Carolina CC | Johnston CC | Sandhills CC | Group Average |
|------------------------------------------------------------------------|-----------|-------------|------------------|---------------------|-------------|--------------|---------------|
| FTE Enrollment                                                         | 2,036     | 2,642       | 2,367            | 3,271               | 3,285       | 2,693        | 2,716         |
| Expenditures: Books, Serial Backfiles, Other Materials                 | \$40,659  | \$30,502    | \$43,233         | \$11,208            | \$5,327     | \$14,826     | \$24,293      |
| Expenditures: Subscriptions                                            | \$116,749 | \$19,699    | \$12,757         | \$20,569            | \$36,541    | \$23,255     | \$38,262      |
| Total Library Resource Expenditures                                    | \$158,326 | \$62,120    | \$55,990         | \$44,669            | \$56,510    | \$59,987     | \$72,934      |
| Library Resource Expenditures per FTE                                  | \$257     | \$230       | \$266            | \$147               | \$97        | \$142        | \$190         |
| Books, Serial Backfiles - Held                                         | 36,181    | 25,684      | 16,904           | 11,179              | 24,257      | 69,787       | 30,665        |
| eBooks - Held                                                          | 809,411   | 334,874     | 290,689          | 341,554             | 287,395     | 293,843      | 392,961       |
| Physical Media Materials - Held                                        | 70        | 4,641       | 497              | 1,321               | 1,557       | 4,037        | 2,021         |
| Digital/Electronic Media Materials - Held                              | 81,662    | 62,125      | 62,604           | 66,681              | 61,800      | 65,477       | 66,725        |
| Current Serial Subscriptions - Held                                    | 1         | 16          | 25               | 27                  | 54          | 12           | 23            |
| Databases Available                                                    | 171       | 95          | 86               | 147                 | 120         | 144          | 127           |
| Total Expenditures: Salaries, Benefits, Materials/Services, Operations | \$523,331 | \$608,829   | \$629,749        | \$481,619           | \$317,830   | \$381,407    | \$490,461     |

The college administers an annual Student Services survey and Employee Services survey which include questions specific to library services.

Table 6 shows the results of an internal satisfaction survey regarding student experiences with the library.

**Table 6: Student Satisfaction with Library, 2022 – 2024**

| Students Very Satisfied / Satisfied with Library Services                  | 2022   | 2023 | 2024   |
|----------------------------------------------------------------------------|--------|------|--------|
| Library staff members are helpful and genuinely interested in assisting me | 99.14% | 100% | 99.18% |
| Library facility is well-equipped and attractive for study                 | 100%   | 100% | 100%   |
| I am satisfied with the services offered by the library                    | 100%   | 100% | 100%   |

Table 7 shows the results of an internal satisfaction survey regarding employee experiences with the library.

**Table 7: Employee Satisfaction with Library, 2022 – 2024**

| Employees Very Satisfied / Satisfied with Library Services                           | 2022   | 2023 | 2024   |
|--------------------------------------------------------------------------------------|--------|------|--------|
| Library staff members are courteous and knowledgeable                                | 98.15% | 100% | 100%   |
| Library staff members respond promptly to email or telephone requests for assistance | 97.94% | 100% | 100%   |
| Library facility is well-equipped and attractive for study                           | 98.10% | 100% | 99.15% |
| Overall, I am satisfied with the services provided by the library                    | 99.05% | 100% | 100%   |

Data is collected internally and evaluated in a [Service Review](#) completed every three years which includes annual reports on targeted [Service Outcomes](#). Both evaluations determine the effectiveness of library strategies as well as areas of improvement such as identifying new resources and services.

Wayne Community College provides adequate and appropriate library and learning/information resources, services, and support for its mission and is therefore in compliance with Core Requirement 11.1.

## Section 12: Academic and Student Support Services

### 12.1

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

(Student support services) [CR Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with core requirement 12.1.

#### Student Body Profile

Wayne Community College's student body (3417) enrolled Fall 2024:

- 72% part-time, 28% fulltime
- 64% female, 36% male
- 49% white, 24% black, 22% Hispanic
- 71% under age 25, 29% 25 or older
- 64% receive federal and/or state aid
- 99% NC residents

#### The mission of Wayne Community College:

Wayne Community College is a learning centered, public, associate degree granting institution with an open-door admissions policy. Wayne Community College is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

**The institution's academic support programs, services, and activities for students and faculty are consistent with its mission.**

Table 1 illustrates academic support services for students in alignment with the college's mission.

**Table 1: Academic Support for Students and Wayne Community College Mission**

| Academic Support for Students           | Educational Needs | Training Needs | Cultural Needs |
|-----------------------------------------|-------------------|----------------|----------------|
| Academic Skills Center                  | X                 | X              |                |
| Accessibility Services                  | X                 | X              | X              |
| Achievement Coaches                     | X                 | X              |                |
| Admissions & Records                    | X                 | X              |                |
| Advising                                | X                 | X              |                |
| Child Care                              | X                 | X              |                |
| eLearning                               | X                 | X              |                |
| Financial Aid                           | X                 | X              |                |
| Foundation                              | X                 | X              | X              |
| Honors Program                          | X                 | X              | X              |
| IT, Computer Labs, and Academic Support | X                 | X              |                |
| Library                                 | X                 | X              | X              |
| Veterans Services                       | X                 | X              | X              |

Table 2 illustrates academic support services for faculty in alignment with the college's mission.

**Table 2: Academic Support for Faculty and Wayne Community College Mission**

| Academic Support for Faculty:             | Educational Needs | Training Needs | Cultural Needs |
|-------------------------------------------|-------------------|----------------|----------------|
| Center for Teaching & Learning Excellence | X                 | X              |                |
| eLearning                                 | X                 | X              |                |
| IT and Academic Technology Support        | X                 | X              |                |
| Library                                   | X                 | X              | X              |
| New Employee Orientation                  | X                 | X              |                |
| New Faculty Onboarding                    | X                 | X              |                |
| Professional Development Program          | X                 | X              | X              |

**The institution provides appropriate academic support programs, services, and activities**

**For Students:**

## Academic Skills Center

The Academic Skills Center (ASC) provides an informal environment for students to study with assistance from professional staff and peer tutors. The ASC offers supplementary assistance through group study, one-on-one instruction, subject-specific open labs (Accounting Lab, Writing Center, Math Supplementary Instruction, and Dental Lab), and course-related worksheets. The staff also assist students in improving their study skills and becoming independent learners. [Tutoring assistance](#) is available to students both in-person and online.

Table 3 indicates the number of students who utilized the Academic Skills Center, as well as the number of hours logged from 2021-2024.

**Table 3: Academic Skills Center Usage, 2021 – 2024**

| Academic Year | # of Students | # of Visits | # of Hours |
|---------------|---------------|-------------|------------|
| 2021-22       | 491           | 2945        | 6798       |
| 2022-23       | 729           | 4468        | 9307       |
| 2023-24       | 743           | 4243        | 9899       |

Table 4 shows the results of an internal satisfaction survey regarding student experiences with the Academic Skills Center.

**Table 4: Student Satisfaction with Academic Skills Center, 2022 – 2024**

| Students Very Satisfied / Satisfied with Academic Skills Center Services       | 2022   | 2023   | 2024   |
|--------------------------------------------------------------------------------|--------|--------|--------|
| I am satisfied with the services provided by the Academic Testing Center       | 96.48% | 100%   | 99.07% |
| I am satisfied with the services provided by the Accounting Lab                | 93.85% | 99.70% | 96.59% |
| I am satisfied with the services provided by the Peer Tutoring program         | 94.03% | 100%   | 97.78% |
| I am satisfied with the services provided by the Professional Tutoring program | 93.94% | 100%   | 96.81% |
| I am satisfied with the services provided by the Supplemental Math Lab         | 93.65% | 100%   | *      |
| I am satisfied with the services provided by the Writing Center                | 92.54% | 100%   | 97.80% |

\* Supplemental Math Lab was merged into Academic Skills Center

## Accessibility Services

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Wayne Community College provides reasonable accommodations to students to assure equal access to all programs and activities. The rights and responsibilities of students with disabilities are outlined in [College Procedures Manual \(CPM\) 05-0506 – Students with Disabilities](#). Students have access to the legal, procedural, and educational information regarding accessibility services via the [website](#) and the [catalog](#).

Wayne Community College is committed to ensuring students with disabilities have equal access to all programs of study as well as activities, technology, and resources provided by the college. A full-time Accessibility Services Counselor is available to assist students with registration, counseling, academic advising, and accommodations.

Accessibility Services has also provided [cultural programming](#) such as a Mental Health Awareness Fair and a College Accessibility Fair.

**Table 5: Number of Students Receiving Accessibility Services, 2021-2023**

| Year | # of Students Served |
|------|----------------------|
| 2021 | 772                  |
| 2022 | 915                  |
| 2023 | 867                  |

### Achievement Coaches

[Achievement Coaches](#) supplement academic advising by providing support and outreach to students. Instructors send early alerts when they notice students who seem to be struggling academically or personally in their classes. Achievement Coaches follow up on the early alerts, contacting the students via email, telephone, and in-person and virtual meetings to assess their needs. They may provide support and encouragement, offer guidance, and assist students with strengthening self-management skills such as time management, goal setting, concentration, and motivation. Achievement Coaches communicate with advisors regarding student needs affecting registration such as work schedules and home life responsibilities.

### Admissions and Records

The Office of Admissions and Records is the initial entry point for new, returning, and transfer students seeking degrees, diplomas, certificates, or individual courses at the college. Staff assist applicants with admission, residency requirements, and transcript evaluation. For current and former students, staff process grades, transcripts, semester schedules of courses, and the annual catalog. Admissions requirements and procedures are presented in [CPM 05-0101 – Admitting Curriculum Students](#) and [CPM 05-0102 – Open Admissions Safety Exception](#) and are available to students in the [catalog](#) and on the [website](#).

Table 6 shows the results of an internal satisfaction survey regarding student experiences with the Office of Admissions and Records.

**Table 6: Student Satisfaction with Admissions and Records, 2022 – 2024**

| Students Very Satisfied/Satisfied with Admissions and Records Services               | 2022   | 2023   | 2024   |
|--------------------------------------------------------------------------------------|--------|--------|--------|
| I am satisfied with the application process                                          | 96.89% | 97.73% | 99.04% |
| The correspondence I received regarding my admission was clear and easily understood | 96.32% | 97.71% | 98.56% |
| I am satisfied with the transcript request process                                   | 95.65% | 99.08% | 94.16% |
| Information regarding registering for classes was timely and helpful                 | 93.23% | 98.48% | 97.58% |
| I am satisfied with the registration process                                         | 93.19% | 96.21% | 98.54% |
| Overall, I am satisfied with the services provided by Admissions and Records         | 97.39% | 99.22% | 99.04% |

### Advising

Academic advisors assist students in clarifying their educational and career goals, planning their coursework, and monitoring their educational progress. AAS students are assigned to a faculty advisor in their program of study during the admissions

acceptance process. Students enrolled in a college transfer program are assigned to an individual college transfer faculty member and then transitioned to the College Transfer Advising Center after earning 30 credit hours.

Students who are visiting from another institution or who have not declared a major are advised by staff in the Advising Center. Active-duty service members taking courses at Seymour Johnson Air Force Base are advised by the Coordinator of Base Programs. Dual-enrolled high school students are advised by staff in the Career and College Promise Office.

WCC has conducted the Survey of Entering Student Engagement (SENSE) to assess students' earliest experiences with the college. SENSE asks students to respond to several survey items to gauge how they felt about their academic advising experience. Table 7 shows student responses about advising from the most recent SENSE survey.

**Table 7: Student Satisfaction with Advising (SENSE)**

| Students Strongly Agree / Agree                                                        |     |
|----------------------------------------------------------------------------------------|-----|
| I was able to meet with an academic advisor at times convenient to me                  | 78% |
| An advisor helped me to select a course of study, program, or major                    | 80% |
| An advisor helped me to set academic goals and to create a plan for achieving them     | 61% |
| An advisor helped me to identify the courses I needed to take during my first semester | 89% |

*Source: Center for Community College and Student Engagement, SENSE Reports.*

Along with SENSE, the college regularly uses internal measures to assess student satisfaction with services such as advising.

Table 8 shows student responses about advising from the most recent Advising Center survey.

**Table 8: Student Satisfaction with Advising (WCC Advising Center)**

| Students Strongly Agree / Agree                                                                               |        |
|---------------------------------------------------------------------------------------------------------------|--------|
| My advisor is accessible during regular office hours or by appointment                                        | 93.18% |
| My advisor helps me to understand and be informed about academic requirements                                 | 93.34% |
| My advisor is knowledgeable about academic courses, programs, and procedures                                  | 93.33% |
| My advisor provides accurate appropriate information about my interest areas and major                        | 93.34% |
| My advisor refers me to other areas or services when needed                                                   | 82.22% |
| Overall, the academic advising I have received from either my advisor or the Advising Center has met my needs | 93.33% |

## Child Care

The North Carolina General Assembly allocates funds to assist students enrolled in state community colleges with childcare expenses. All curriculum students with dependent children may be eligible and are encouraged to apply. Priority is given to returning, single, low-income parents who are not receiving aid from another source. Financial need is determined by a student's expected family contribution calculated from their federal financial aid application.

**Table 9: Child Care Grants, 2021 – 2024**

| Academic Year | Amount Awarded to Students |
|---------------|----------------------------|
| 2021-22       | \$40,306                   |
| 2022-23       | \$53,203                   |
| 2023-24       | \$35,977                   |

Wayne Community College also operates an on-campus state-licensed childcare facility offering full-time care for children ages 6 weeks to 5 years. The center is open to the public, but placement preference is given to WCC students, faculty, and staff. The center is also used as a learning laboratory for students enrolled in the Early Childhood Education program.

### eLearning (Distance Education)

The eLearning Department provides student support focused on Moodle (the college's learning management system) and eLearning. Fully online and hybrid courses have course content in Moodle and face-to-face courses use Moodle for supplemental information and to meet student needs for scheduling flexibility. eLearning staff provide an [online orientation](#) to Moodle as well as walk-in sessions at the beginning of each semester. Staff also assist students with assessing their technical skills and readiness for online coursework and provide resources to assist students with their online coursework.

Table 10 shows the results of an internal satisfaction survey regarding student experiences with eLearning.

**Table 10: Student Satisfaction with eLearning, 2022 – 2024**

| Students Very Satisfied / Satisfied with eLearning Services         | 2022   | 2023   | 2024   |
|---------------------------------------------------------------------|--------|--------|--------|
| I am satisfied with the online portion of my courses                | 91.67% | 95.92% | 92.36% |
| I am satisfied with the online training and resources offered to me | 94.44% | 96.94% | 94.84% |

### Financial Aid

WCC's financial aid program is designed to assist eligible students with their educational and training expenses. The college offers federal and state grants, scholarships, and federal work-study. Eligible students may receive one or more types of financial assistance to support tuition, fees, books, and other educational-related expenses. The financial aid program, including how to apply, types of aid, and eligibility requirements, is outlined in [CPM 05-0401 – Financial Aid Programs](#) and is described in detail on the [website](#) as well as in the [catalog](#).

**Table 11: Federal Title IV Financial Aid Awards, 2021 – 2024**

| Academic Year | Federal Pell Grants | Federal Supplemental Educational Opportunity Grants | Federal Work Study | Total Amount of Federal Title IV Funding | Percentage of Students Receiving Federal Title IV Aid |
|---------------|---------------------|-----------------------------------------------------|--------------------|------------------------------------------|-------------------------------------------------------|
| 2021-22       | \$4,420,063         | \$94,549                                            | \$49,024           | \$5,527,034                              | 45.17%                                                |
| 2022-23       | \$5,069,769         | \$44,202                                            | \$52,592           | \$5,570,928                              | 46.98%                                                |
| 2023-24       | \$5,826,922         | \$90,739                                            | \$81,719           | \$5,612,943                              | 50.96%                                                |

Table 12 shows the results of an internal satisfaction survey regarding student experiences with the Financial Aid Office.

**Table 12: Student Satisfaction with Financial Aid, 2022 – 2024**

| Students Very Satisfied/Satisfied with Financial Aid Services                                                                   | 2022   | 2023   | 2024   |
|---------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|
| During my last interaction with the Financial Aid Office, the staff member addressed my issue and provided an adequate response | 93.94% | 94.94% | 97.62% |
| I am satisfied with the services provided by the Financial Aid Office                                                           | 93.90% | 97.32% | 94.92% |

## Foundation

Students are eligible for a variety of scholarships funded by internal and external sources. The Foundation of Wayne Community College is dedicated to providing financial assistance for students. Most Foundation scholarships are funded through endowments and annual contributions donated by individuals, civic organizations, and private businesses. Students can apply for [Foundation scholarships](#) on the website.

The Foundation also provides cultural opportunities for students, faculty/staff, and the public throughout the year including an [Arts and Humanities lecture series](#) and trips to areas of interest (examples – Sylvan Heights Bird Park, North Carolina Museum of Art).

**Table 13: Foundation Scholarships Awarded, 2021 – 2023**

| Academic Year | # of Scholarships Awarded | Scholarship Funds Awarded |
|---------------|---------------------------|---------------------------|
| 2021          | 500                       | \$325,000                 |
| 2022          | 534                       | \$338,353                 |
| 2023          | 384                       | \$357,663                 |

## Honors Program

The Honors Program focuses on learning, leadership, and service as integral components of a well-rounded education. Students must meet minimum academic standards to apply and remain in the program. Students in the Honors Program have the opportunity to experience more personalized learning experiences in small, honors-only sections of specific courses. Honors students also participate in field experiences and [service-learning experiences](#) outside the classroom (science outreach for children, care packages for senior citizens, care packages for homeless shelter).

## IT, Computer Labs, and Academic Technology Support

Currently, WCC provides a total of 257 wireless access points on the main campus, as well as at the Aviation Center and hangar. The campus also features 48 instructional labs, housing nearly 1,000 computers across several buildings: Airport (2), Ash (1), Azalea (1), CITE. (7), Dogwood (2), Holly (3), Magnolia (5), Pine (2), Spruce (9), Walnut (5), and Wayne Learning Center (11). Included in the Wayne Learning Center group are three testing labs and a dedicated lab for the Academic Skills Center.

In addition to fixed labs, WCC provides laptop and iPad carts that can be used in various buildings, including at the Watkins Das Education Center at Seymour Johnson Air Force Base and a mobile lab for the Wayne School of Engineering. The campus also manages cascaded computers for Workforce Continuing Education Services at several off-campus locations. In total, WCC operates 18 mobile lab carts with 409 mobile devices available for student use.

The library hosts an Open Computer Lab with 32 PCs with internet access, three black and white and color printers, and a copier/scanner. All instructional software used by the college is available in the Lab. Students are encouraged to use the lab outside of class times to complete coursework for seated, hybrid, and online courses.

Staff are available to assist students with technology while using the Open Computer Lab. In addition, all students have access to 24/7 [IT Remote Support](#) and an online [Help Desk Knowledge Base](#) via the website.

Table 14 shows the results of an internal satisfaction survey regarding student experiences with IT, Computer Labs, and Academic Technology Support.

Table 14: Student Satisfaction with IT, Computer Labs, and Academic Technology Support, 2022 – 2024

| Students Very Satisfied/Satisfied with IT / Labs / Academic Technology Support | 2022   | 2023   | 2024   |
|--------------------------------------------------------------------------------|--------|--------|--------|
| I am satisfied with the educational technology used in classrooms              | 98.26% | 98.80% | 97.79% |
| I am satisfied with the overall quality of computer lab equipment              | 98.42% | 100%   | 100%   |
| I am satisfied with the overall level of services in the Open Computer Lab     | 98.94% | 97.72% | 100%   |

Library

The Dr. Clyde A. Erwin, Jr. Library provides resources to assist students, faculty, and staff in their research and actively supports the college's mission and goals in the ongoing development of its print, audio visual, and electronic collection. Library services are offered to traditional and distance learning students as well as the general public.

Table 15: Library Resources, Fall 2024

| Print Book Collection | eBooks  | Streaming Videos | Electronic Journals | Subscription Databases |
|-----------------------|---------|------------------|---------------------|------------------------|
| 36,181                | 809,411 | 81,662           | 230,024             | 171                    |

Resources and services available from the library website that are particularly useful for distance education students include:

- Online free library card access
- Point of need reference assistance by phone, chat, or via “Ask a Librarian” website link
- Online library orientation “[Student Guide to the Erwin Library](#)”
- Online program-specific library guides
- Online tutorial assistance for library’s subscription databases of eBooks, electronic journals, and streaming videos
- Online interactive “[Basic Information Literacy Quiz](#)”

Other resources and services available to in-library users include:

- Large group study/collaboration space
- Small group study/collaboration space
- Desktop and laptop computers
- Print, copy, and scan services

Table 16 shows the results of an internal satisfaction survey regarding student experiences with the Library.

Table 16: Student Satisfaction with Library, 2022 – 2024

| Students Very Satisfied/Satisfied with Library Services | 2022 | 2023 | 2024 |
|---------------------------------------------------------|------|------|------|
|---------------------------------------------------------|------|------|------|

|                                                                            |        |      |        |
|----------------------------------------------------------------------------|--------|------|--------|
| Library staff members are helpful and genuinely interested in assisting me | 99.14% | 100% | 99.18% |
| Library resources are sufficient to support my program of study            | 100%   | 100% | 100%   |
| Library facility is well-equipped and attractive for study                 | 100%   | 100% | 100%   |
| I am satisfied with the services offered by the library                    | 100%   | 100% | 100%   |

## Veteran Services

WCC is approved by the North Carolina State Approving Agency to certify curriculum courses for veteran educational assistance. Educational assistance programs are available for eligible veterans, active-duty military, dependents, and spouses enrolled in an eligible program of study. Links to the [Veterans Administration](#) (VA) application and forms are available to students on the website. The School Certifying Official (SCO) offers guidance on obtaining, maintaining, and retaining educational benefits. The SCO also assists students in certifying their enrollment to the VA for payments.

**Table 17: Number of Military-Related Students Served, 2021 – 2024**

| Academic Year | # of Students Receiving VA Benefits |
|---------------|-------------------------------------|
| 2021-22       | 191                                 |
| 2022-23       | 216                                 |
| 2023-24       | 215                                 |

The Military Resources Center provides a quiet and comfortable environment that encourages socialization while also assisting students in their pursuit of academic and career goals. The center is a welcoming environment for active-duty military, veterans, dependents, and spouses that provides various resources such as computers, printers, school and VA information, and lounge space.

## The institution provides appropriate academic support programs, services, and activities

### For faculty:

#### Academic Skills Center

The Academic Skills Center (ASC) is an educational support service providing direct and indirect support to faculty. The ASC serves as a resource to which faculty can direct students for academic support outside the classroom. Faculty refer students to the following ASC services:

- Academic Testing Center
- Accounting Lab
- Peer Tutoring
- Professional Tutoring
- Supplemental Math Lab
- Writing Center

The ASC Director sends individualized emails to students as a supplement to faculty notifications of student alerts. ASC staff communicate with students regarding faculty requirements for assignments so that students are cognizant of instructor requirements for a specific course. This is accomplished by direct and open communication of tutorial support services offered to students within that instructor's class. ASC staff also communicate with the faculty member regarding any improvements or

concerns the staff member may encounter during the support, supplemental, or remediation services provided to the student during their time in the ASC. ASC also supports faculty by providing accommodations and makeup testing services through the [Academic Testing Center](#).

Table 18 shows the results of an internal satisfaction survey regarding faculty experiences with the Academic Skills Center.

**Table 18: Faculty Satisfaction with Academic Skills Center, 2022 – 2024**

| Faculty Very Satisfied / Satisfied with ASC Service                              | 2022   | 2023   | 2024   |
|----------------------------------------------------------------------------------|--------|--------|--------|
| Academic Testing Center                                                          | 86.59% | 85.71% | 96.78% |
| Accounting Lab                                                                   | 100%   | 100%   | 98.22% |
| Peer Tutoring                                                                    | 96.97% | 96.49% | 98.72% |
| Professional Tutoring                                                            | 100%   | 96.00% | 97.06% |
| Supplemental Math Lab                                                            | 97.44% | 97.22% | *      |
| Writing Center                                                                   | 98.04% | 97.62% | 98.50% |
| Overall, I am satisfied with the services provided by the Academic Skills Center | 94.73% | 96.10% | 100%   |

\* Supplemental Math Lab merged into Academic Skills Center

### Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE) provides [resources and instructional strategies](#) to improve teaching and learning. Center offerings and projects are driven by faculty interest and need. Examples include course design, classroom management, and a CTLE lending library and book discussions.

### eLearning (Distance Education)

The eLearning Department provides faculty support focused on Moodle (the college's learning management system) and eLearning. Fully online and hybrid courses have course content in Moodle and face-to-face courses use Moodle for supplemental information and to meet student needs for scheduling flexibility. eLearning staff provide [assistance to faculty](#) with course design and technical issues.

Table 19 shows the results of an internal satisfaction survey regarding faculty experiences with the eLearning Department.

**Table 19: Faculty Satisfaction with eLearning, 2022 – 2024**

| Faculty Very Satisfied / Satisfied with eLearning                                       | 2022   | 2023   | 2024   |
|-----------------------------------------------------------------------------------------|--------|--------|--------|
| Training provided to prepare faculty to teach distance education courses is appropriate | 94.91% | 100%   | 98.70% |
| Technical support services for faculty and students are adequate                        | 98.42% | 92.16% | 96.05% |
| Quality of distance education courses is acceptable                                     | 98.33% | 97.91% | 98.67% |
| Overall satisfaction with distance education                                            | 98.36% | 96.08% | 97.41% |

### IT and Academic Technology Support

WCC's Information Technology Department provides academic technology support services to faculty. Services include assistance with technology including college email, Moodle (learning management system), Colleague (student information system), Self-Service (web interface), Cengage/WebAssign, online library services, and other resources such as hardware and software installation, maintenance, and support.

Table 20 shows the results of an internal satisfaction survey regarding faculty experiences with Academic Technology Support.

**Table 20: Faculty Satisfaction with Academic Technology Support, 2022 – 2024**

| Faculty Very Satisfied / Satisfied with IT and Academic Technology Support              | 2022   | 2023   | 2024   |
|-----------------------------------------------------------------------------------------|--------|--------|--------|
| Technology resources allocated to me are sufficient to complete my job responsibilities | 95.39% | 96.12% | 96.94% |
| Help desk requests are addressed in a timely manner                                     | 91.20% | 94.94% | 95.05% |
| I am satisfied with software installs and updates for classroom labs                    | 92.38% | 94.00% | 91.22% |
| I am satisfied with the available educational technology                                | 95.09% | 93.98% | 91.22% |
| Overall, I am satisfied with the services provided by the IT Department                 | 92.19% | 92.93% | 97.60% |

## Library

The Clyde A. Erwin, Jr. Library is part of the Community College Libraries in North Carolina (CCLINC) consortium with a shared online catalog. Library resources include print books; eBooks; online scholarly journals, periodicals, and newspapers; and streaming videos. Faculty have the availability of personal reference assistance in person, by phone, or by email.

Library resources available to faculty include:

- [Information literacy sessions](#) – in the library and in the classroom
- Online library orientation guide “[Faculty Guide to the Erwin Library](#)” for resources and library servicesb
- Online interactive “[Basic Information Literacy Quiz](#)” for instructors to use with students
- Access to free [interlibrary loan](#) of articles and books from a worldwide network of libraries and other academic and cultural institutions

Table 21 shows the results of an internal satisfaction survey regarding faculty experiences with the Library.

**Table 21: Faculty Satisfaction with Library, 2022 – 2024**

| Faculty Very Satisfied / Satisfied with Library Services                             | 2022   | 2023   | 2024   |
|--------------------------------------------------------------------------------------|--------|--------|--------|
| Library staff members are courteous and knowledgeable                                | 98.15% | 100%   | 100%   |
| Library staff members respond promptly to email or telephone requests for assistance | 97.94% | 100%   | 100%   |
| Library facility is well-equipped and attractive for study                           | 98.10% | 100%   | 99.15% |
| Library resources are sufficient to support my program of study                      | 97.78% | 97.40% | 97.12% |
| Overall, I am satisfied with the services provided by the Library                    | 99.05% | 100%   | 100%   |

## New Employee Orientation

Human Resources provides a [new employee orientation](#) program throughout the year. Newly hired faculty and staff are introduced to the services, resources, and policies of the college. New employees gain knowledge about state employee benefits, supplemental benefits, college procedures, campus security, IT procedures, and college administration.

### New Faculty Onboarding

Staff in the Center for Teaching and Learning Excellence (CTLE) provide an orientation for new faculty each semester ([new faculty onboarding](#)). Topics include syllabus development, curriculum instructor handbook, class rosters, attendance, classroom management, teaching styles and methodologies, universal design for learning and accessibility, Colleague (student information system), and Moodle (learning management system).

### Professional Development Program

Wayne Community College recognizes that the professional development of faculty and staff is a critical component of the college goals of increasing student access, improving student success, and ensuring program excellence and institutional quality ([CPM 07-0101](#)). The Professional Development Committee is comprised of faculty and staff and has primary responsibility for the [Professional Development Plan](#), specifying annual requirements of professional development activities by employees. Full-time faculty ([example tracking log – Business and Computer Technologies](#)) must complete a minimum of 10 hours of professional development activities that may include:

- Department/division meetings
- Workshops/conferences/seminars
- Facilitation of approved workshops, seminars, and conferences
- Readings/research/articles
- College committee/subcommittees – meetings and related work
- Lunch and learn, wellness events
- College or related community/business partnership meetings
- Customer service training
- Online trainings
- WCC student club and organization activities
- WCC Foundation events and activities
- Grant proposals
- Specialized professional certifications/licenses/CEUs
- College/university coursework – approved by supervisor
- Professional organization membership activities.

**The institution's student support programs, services, and activities are consistent with its mission.**

Table 22 illustrates support services for students in alignment with the College's mission.

**Table 22: Student Support and WCC Mission**

| Student Support    | Educational Needs | Training Needs | Cultural Needs |
|--------------------|-------------------|----------------|----------------|
| Career Services    | X                 | X              |                |
| Clinical Services  | X                 | X              | X              |
| Student Activities | X                 | X              | X              |

|                                |   |   |   |
|--------------------------------|---|---|---|
| Student Ambassadors            | X | X | X |
| Student Clubs & Organizations  | X | X | X |
| Student Government Association | X | X |   |

The institution provides appropriate student support programs, services, and activities.

### Career Services

Career Services provides information and [resources](#) to help students in all aspects of their career planning and development process. In addition to face-to-face workshops, seminars, and individual appointments, the Career Services Counselor offers online services such as self-directed [resume assistance](#) and resources designed to assist students in making informed decisions concerning their education and career paths.

Career Services also provides opportunities for cultural experiences through events such as an annual [etiquette dinner](#).

**Table 23: Number of Students Using Career Services, 2021 - 2023**

| Year | # of Students Served |
|------|----------------------|
| 2021 | 149                  |
| 2022 | 434                  |
| 2023 | 599                  |

Table 24 shows the results of an internal satisfaction survey regarding student experiences with the Career Services Office.

**Table 24: Student Satisfaction with Career Services, 2022 – 2024**

| Students Very Satisfied / Satisfied with Career Services                     | 2022   | 2023   | 2024   |
|------------------------------------------------------------------------------|--------|--------|--------|
| I am satisfied with the resources and services provided from Career Services | 95.70% | 97.01% | 95.58% |

### Clinical Services

Short-term clinical counseling, outreach, case management, and community referrals are services provided by the Clinical Counselor. Existing services such as a food pantry and the emergency grants program are coordinated by the Case Manager. The Clinical Counselor makes presentations to classes promoting methods to manage self-care and introducing the idea that seeking support is a sign of strength. Class presentations also help to form relationships with faculty who are the greatest source of student referrals for clinical services.

**Table 25: Number of Students Using Clinical Services, 2021 - 2023**

| Year | # of Students Served |
|------|----------------------|
| 2021 | 572                  |
| 2022 | *1221                |
| 2023 | *1091                |

\* Including Case Management

## Student Activities

Student Activities offers leadership, social, cultural, and recreational opportunities that enhance students' educational experiences at the college. Student Activities staff oversee all campus clubs and organizational activities. Leadership opportunities for students are available through clubs, the Student Government Association, and the Student Ambassador Program. Examples of [campus-wide student activities](#) include Back-to-School Bash, Fall Fest, and Spring Spectacular.

Students are also invited to participate in online activities such as bingo and eSports tournaments. Student Activities publishes an annual [Student Planner](#) that includes academic and non-academic dates of events throughout the school year. The [Club Advisor Handbook](#) is published annually to assist faculty and staff advisors of student clubs and organizations. Students also obtain a parking sticker and student identification card through the Office of Student Activities.

**Table 26: Attendance at Student Activities Events, 2021 – 2024**

| Event               | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---------------------|---------|---------|---------|---------|
| Back to School Bash | 705     | 904     | 899     | 987     |
| Fall Fest           | 624     | 737     | **      | 858     |
| Spring Spectacular  | *       | 657     | **      | TBD     |

\* Covid

\*\* Budget constraints

Table 27 shows the results of an internal satisfaction survey regarding student experiences with the Office of Student Activities.

**Table 27: Student Satisfaction with Student Activities, 2022 – 2024**

| Students Very Satisfied / Satisfied with Student Activities                 | 2022   | 2023   | 2024   |
|-----------------------------------------------------------------------------|--------|--------|--------|
| I am satisfied with the process of obtaining a student ID and parking decal | 93.13% | 98.26% | 94.77% |
| I am satisfied with the activities and events provided                      | 99.36% | 97.39% | 98.29% |

## Student Ambassadors

Student Ambassadors are students chosen to represent the college at both on-campus and off-campus events. Ambassadors must maintain a 3.0 grade point average or higher and commit to completing a minimum of 50 hours of service to the college each semester.

Examples of events that Ambassadors have assisted with include:

- Campus tours
- New student orientation sessions
- Discover Wayne open house
- Back to School Bash
- Fall Fest
- Spring Spectacular

- Board of Trustees annual retreat
- County Commissioners meet and greet breakfast
- County career fair
- Foundation golf tournament
- Foundation dinner and auction

### **Student Clubs and Organizations**

Students are encouraged to actively participate in clubs and organizations that provide them with opportunities that increase student engagement by building friendships, creating leadership skills, and providing service to the college and the community. All WCC student clubs and organizations are approved by the Director of Student Activities and the Student Government Association. Active student clubs and organizations are listed in the [catalog](#). Student clubs and organizations provide social and recreational events (faculty/staff vs. student kickball game, student talent show, trip to Washington DC) and also commit to a service project on campus (donations and service with campus food pantry, donations and service with campus childcare center, creation of campus blessing box for students in need) and in the community (service with Habitat for Humanity, Adopt-a-Highway litter cleanup, donations and service at local soup kitchen and homeless shelter) each year. Procedures related to fundraising activities by student clubs and organizations are outlined in [CPM 05-0701 – Student Club and Organization Fundraising](#).

### **Student Government Association**

Elected officers and representatives of all student clubs and organizations make up the Student Government Association (SGA). The [SGA Constitution](#) and [Bylaws](#), which include academic standards required of SGA officers, are included in the WCC General Catalog and Student Handbook. The SGA provides forums for students to engage in extracurricular student development activities and serves as direct liaison to the college's administrators. The SGA President also serves as a non-voting member of the WCC Board of Trustees.

### **Review of Academic and Student Support Services**

All academic and student service units undergo an in-depth, data-driven Service Review and Outcome Assessment on a three-year cycle as outlined in the college's [Strategic Plan for Institutional Effectiveness](#). Service reviews are conducted every three years and include analysis of data relevant to the unit including information on the customers or students served, the internal and external environments, service unit effectiveness, and available resources. Taking into account the institutional mission and goals, the service unit identifies areas in need of improvement and creates action items to achieve the improvements. The service unit provides an annual update regarding the progress of its action items during the outcome follow-up process and action items are created for the following year. Sample service reviews for the most recent service review cycle for [Admission & Records](#), [Counseling Services](#), and [Student Activities](#) as well as service outcome follow-ups for [eLearning](#), [Library](#), and [Financial Aid](#) are provided for your review.

Wayne Community College provides appropriate academic and student support programs, services, and activities consistent with its mission and is therefore in compliance with core requirement 12.1.

## Section 12: Academic and Student Support Services

### 12.4

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

(Student complaints) [Off-Site/On-Site Review]

*[Note: As part of its response to this standard, the institution should include information about the individual(s)/office(s) responsible for maintaining these records, elements of a complaint review that are included in the record(s), and whether the records are centralized or decentralized.]*

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 12.4.

**Wayne Community College publishes appropriate and clear procedures for addressing written student complaints.**

Procedures for addressing written student complaints are outlined in the General Catalog and Student Handbook ([WCC General Catalog and Student Handbook – Student Complaints](#)) as well as in the College Procedures Manual [CPM 05-0802 – Student Rights, Responsibilities, and Judicial Procedures](#) and [CPM 05-0804 – Appeal of Final Course Grade](#). This information is also included on course syllabi ([Course Syllabus – Code of Conduct – Academic Integrity](#)) and on the eLearning homepage ([Website – eLearning – Student Grievance Procedure](#)). Students enrolled in distance education courses or at off-campus instructional sites follow these same procedures.

The Student Code of Conduct is regularly reviewed by the administration to ensure that it meets the needs of students and the institution. As part of the General Catalog and Student Handbook, the annual catalog review process ensures that all sections are reviewed and edited annually prior to publication of the latest General Catalog and Student Handbook. Additionally, all CPMs are regularly reviewed and approved by the Administrative Council, as outlined in [CPM 00-0004 – Review and Approval of College Procedures](#).

Written student complaints include Student Grievances, Grade Appeals, Student Code of Conduct Appeals, Limited Admission Appeals, and General Complaints that are submitted via the Student Complaint Reporting Form.

#### Student Grievance

As stated in [CPM 05-0802](#),

Students have the right to file a grievance when they have reason to believe that a condition, situation, or action affecting them is unjust, inequitable, a hindrance to effective performance, is in violation of written campus policies or procedures, or constitutes arbitrary, capricious, or unequal application of written campus policies or procedures.

The procedure is intended to “assure students that grievances will be considered fairly, rapidly, and in a non-threatening atmosphere.”

Student grievance steps are as follows:

- **First step** – The student addresses the faculty or staff member where the alleged problem originated. An attempt is made to resolve the matter equitably and informally at this level. The conference must take place within five business days after the incident which generated the complaint.
- **Second step** – If the complaint is not resolved at the informal conference, the student speaks with the faculty/staff member’s immediate supervisor (e.g., department chair) who attempts to resolve the issue. This discussion must take place within five business days after completion of step one.
- **Third step** – If the complaint is not resolved within the department, the student may file a written grievance. Grievance Forms are obtained from the Associate Vice President of Academic and Student Services (AVP), or designee, who explains the written process to the student. A completed Grievance Form must be returned to the AVP within five business days after completion of step two. The AVP refers the written grievance to the appropriate administrator (e.g., division dean) involved who responds in writing to the student within ten business days after receipt of the Grievance Form.
- **Fourth step** – If the written statement of the administrator does not satisfy the grievant, the student may request to appear before the Student Grievance Committee. The student must submit a written request to the AVP within three business days after receipt of the administrator’s response. The request shall include a copy of the Grievance Form, a copy of the administrator’s written response, and the reason why the administrator’s response is unsatisfactory. The AVP notifies the Vice President of Academic and Student Services who ensures that the committee is organized in a manner consistent with procedure outlined in the General Catalog and Student Handbook and CPM 05-0802 – Student Rights, Responsibilities, and Judicial Procedures. The Disciplinary Review Committee may serve as the Student Grievance Committee or, at the direction of the President, a new committee may be formed for each grievance. The Student Grievance Committee shall meet between five and fifteen business days after receipt of the request (excluding school breaks) and functions within the guidelines outlined for the Disciplinary Review Committee. The Committee Chair sends a copy of the committee’s decision to all parties involved within two business days after the committee’s decision.
- **Fifth step** – The committee’s decision may be appealed to the President by either party involved within three business days after receipt of the committee’s decision. The President shall render a decision within ten business days after receipt of the appeal. The decision of the President is final.

## Grade Appeal

Additionally, a student has the right to appeal a final course grade when they believe their performance in a course has been incorrectly evaluated by the instructor ([CPM 05-0804 – Appeal of Final Course Grade](#) and [WCC General Catalog and Student Handbook – Grade Appeal](#)).

Steps for the Grade Appeal Process are as follows:

- **First step** – The student initiates discussion with the course instructor. This must occur no later than two business weeks following the completion of the course.
- **Second step** – If the issue cannot be resolved between the student and instructor, the student appeals in writing to the Department Chair. This appeal should clearly set forth the basis for the student’s belief that the evaluation is incorrect. The Department Chair will work with the instructor and, where appropriate, Division Dean, to review the student’s appeal and will respond to the student within one business week of the date of appeal.
- **Third step** – If the student is not satisfied with the Department Chair’s decision, the student has the right to appeal that decision in writing to the Vice President of Academic and Student Services. Within one business week of the student’s appeal, the Vice President will notify all parties of the decision, which is final.

**Wayne Community College demonstrates that it follows the procedures when resolving written student complaints.**

The grievance process is illustrated with the following example which is the most recent that demonstrates a student following the process in its entirety.

A student filed grievance against instructor for dismissal from Dental Hygiene program:

- **First step** – Student discussed grievance issue with instructor ([Grievance – First Step](#))
- **Second step** – Student discussed grievance with Department Chair as immediate supervisor of course instructor ([Grievance – Second Step](#))
- **Third step** – Student submitted written grievance to Vice President of Academic and Student Services ([Grievance – Third Step](#))
- **Fourth step** – Student submitted request to appear before Student Grievance Committee ([Grievance – Fourth Step](#))
- **Fifth step** – Student appealed committee decision to President ([Grievance – Fifth Step](#))
- **Sixth step** – Student appealed President's decision to Board of Trustees. Note that while this was the sixth and final step at the time of this grievance, the grievance procedure has been subsequently revised to end at the fifth step ([Grievance – Sixth Step](#))

The grade appeal process is illustrated with the following example:

A student enrolled in SOC 210 appealed their final course grade.

- **First step** – Student appealed grade to course instructor ([Grade Appeal – First Step](#))
- **Second step** – Student submitted written appeal to Department Chair. No further appeal from student ([Grade Appeal – Second Step](#))

Other examples of written student complaints being adjudicated include a Student Code of Conduct Appeal and a Limited Admission Appeal:

Student Code of Conduct Appeal

- **First step** – Associate Vice President of Academic and Student Services (AVP) received Charge Form from TRN 111 course instructor ([Code of Conduct Appeal – First Step](#))
- **Second step** – Following investigation, AVP notified student of outcome and sanctions ([Code of Conduct Appeal – Second Step](#))
- **Third step** – After student notified AVP of desire to appeal, AVP notified student and witness of scheduled appeal hearing with Disciplinary Review Committee ([Code of Conduct Appeal – Third Step](#))
- **Fourth step** – AVP notified student of hearing decision by Disciplinary Review Committee and option to appeal decision to College President. No further appeal was received ([Code of Conduct Appeal – Fourth Step](#))

Limited Admission Appeal

- **First step** – Student requested review of application decision by Allied Health Admissions Coordinator ([Limited Admission Appeal – First Step](#))
- **Second step** – Student appealed to Limited Admissions Committee. Allied Health Admissions Coordinator notified Chairperson of appeal and forwarded documentation ([Limited Admission Appeal – Second Step](#))
- **Third step** – Chairperson reviewed student's application and points awarded toward admission. Chair notified student of decision. No further appeal from student ([Limited Admission Appeal – Third Step](#))

Each of these appeal processes is handled by different areas of the college and are de-centrally stored within the final office involved in the appeal. For example, Limited Admission Appeals are maintained as part of the student's official record with Admissions and Records, while Student Code of Conduct Appeals are stored with the Associate Vice President of Academic and Student Services.

**Wayne Community College maintains a record of student complaints that can be accessed upon request by SACSCOC.**

To offer students an avenue for general complaints that the college can more centrally track, an online Student Complaint Form was created in 2014. The online form links to the General Catalog and Student Handbook for the other formal appeal processes (i.e., Student Grievance, Grade Appeal, Student Code of Conduct Appeal).

The [Student Complaint Form](#) is linked on the Student Services section of the College website ([Website – Student Services – Student Complaints](#)).

When a student submits a complaint via the online form, the form is automatically routed to the Associate Vice President of Academic and Student Services (AVP) who assigns it to the appropriate administrator based on the nature of the complaint. As described in the College Procedures Manual ([05-0802](#)), “the assigned administrator follows up with resolution to the complaint within five business days. The administrator’s response is final and is added to the official record of student complaints.”

The general complaints process is illustrated with the following example:

- A student completed the Student Complaint Reporting Form from the website, and it was received by the AVP. Student had complaints against her advisor regarding registration ([Student Complaint Reporting Form – New Submission](#))
- AVP emailed Advisor with copy of student complaint ([Student Complaint Reporting Form – Advisor Notification](#))
- Advisor communicated with student regarding follow up questions and suggested resolutions. Student did not respond to Advisor ([Student Complaint Reporting Form – Response to Student](#))

The official record of student complaints, which includes Student Grievances, Grade Appeals, Student Code of Conduct Appeals, and general student complaints is housed in the [Advocate management system](#) maintained by the Associate Vice President of Academic and Student Services. The software allows for easy recognition of potential patterns in the complaints received. This includes patterns of types of complaints, patterns of who and where complaints stem, and patterns of who and where complaints are lodged.

### **Office of Civil Rights (OCR) Complaints**

**The College has no outstanding OCR complaints.** The most recent OCR complaints were in 2010, 2014, and 2015. All were satisfactorily closed.

Wayne Community College publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving them, and maintains a record of student complaints that can be accessed upon request by SACSCOC. Therefore, WCC is in compliance with standard 12.4.

## Section 12: Academic and Student Support Services

### 12.6

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

*(Student debt and financial literacy)*

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans and thus is compliant with Standard 12.6 Student Debt and Financial Literacy.

WCC does not participate in the William D. Ford Federal Direct Loan program but still recognizes the importance of informing students about challenges they may face when incurring debt. WCC has initiated several financial literacy strategies designed to help students, regardless of enrollment status, location, or instructional delivery, understand and manage their debt and repayment of loans.

### Instruction

For all associate degree programs at WCC, students are required to take [ACA 111](#) College Student Success or [ACA 122](#) College Transfer Success. These courses address topics such as financial literacy, the costs of college, and financial aid. One course objective emphasizes students developing a strategic plan for completing their degree. A key component ensuring students have a sound plan is making sure students have a firm understanding of the degrees they need for their prospective career paths and the overall costs of a college education. Although Wayne Community College does not participate in the William D. Ford Federal Direct Loan program, many students will transfer to institutions that do offer loans, so this will help those students be more savvy borrowers at a future institution.

Another course offered at WCC that many students take is [MAT 143](#) Quantitative Literacy. In this course's financial literacy module, it addresses topics such as saving, investing, and borrowing. Similarly, in [MAT 110](#) Mathematical Measurement and Literacy, students use technology to analyze and interpret elements of personal finance.

A course from our Allied Health and Public Services division that includes financial literacy instruction is [DEN 233](#) Professional Development. Students in this course have an assignment that includes researching salaries for potential jobs, creating a monthly budget, and analyzing their potential financial health.

A course from our Applied Technologies division that includes financial literacy instruction is [BUS 151](#). Students in this course have an assignment on personal financial management that includes cash flow, budgeting, saving, and investing.

A course from our Business and Computer Technology division that includes financial literacy instruction is [ETR 210](#). Students in this course have an assignment that includes loans, interest rates, budgeting, and credit cards.

Our Business Department also hosts [Bison Business Blocks](#), monthly discussions on topics related to the business world. A recent presentation about personal finance had a local banker and a local realtor speak about banking, interest rates, budgeting, and credit usage as means to reach personal and life goals.

### **Online Resources**

The college's [Financial Aid webpage](#) provides links to assist students and their families with planning for financial expenses associated with attending college. Information is also provided to encourage general financial literacy. For example, the College Foundation of North Carolina ([CFNC](#)) provides a comprehensive overview of ways to pay for college and information about personal finances such as budgeting, using credit cards, credit reports, and identity theft. All students are exposed to CFNC's website as it is the source of WCC's Application for Admission to the college. Also available via our financial aid webpage is a link to Financial Aid TV ([FATV](#)). FATV has short videos on topics including the financial aid process (verification, satisfactory academic progress, refunds, and repayment), types of financial aid (grants, loans, work-study, scholarships, and veteran's benefits), and personal finance (financial wellness, money management and budgeting, and credit and identity theft). All students are sent an [email](#) each year referring to the information available on FATV. Through our campus library resources, all students have access to [Financial Fit](#), lessons, videos, and interactive tools on topics such as monthly budgeting, building credit, and managing debt. Students are notified about Financial Fit in the library's monthly [newsletter](#).

### **Guidance and Outreach**

Financial Aid staff are available to counsel and educate students on all forms of federal, state, and institutional financial aid to assist them in making informed financial decisions concerning their educational costs. This is available to new and prospective students, current students, dual-enrolled students, current high school students, and members of the general public. Financial aid staff also participate in Free Application for Federal Student Aid (FAFSA) workshops and make general financial aid presentations at area [high schools](#), in the [community](#), and on [campus](#).

In partnership with a local bank, workshops are offered on campus on [Budgeting Basics](#) and [Budgeting During a Crisis](#). Topics included in the Budgeting Basics workshops include managing your money more effectively, establishing and maintaining credit, and preparing for long-term financial freedom. Topics included in the Budgeting During a Crisis workshops include differentiating between general budgeting and crisis budgeting and creating and maintaining a crisis budget.

Wayne Community College provides information and guidance to help student borrowers understand how to manage their debt and repay their loans and is therefore in compliance with standard 12.6.

## Section 13: Financial and Physical Resources

### 13.1

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

(Financial resources) [CR]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina, and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Wayne Community College (WCC) has a history of conservative fiscal planning to maintain operations within stable financial resources to support its mission and the scope of its programs and services. As one of 58 North Carolina Community College System (NCCCS) colleges, the State Board of Community Colleges and the North Carolina General Assembly prescribe the college's financial foundation.

### Sound Financial Resources

The college's funding sources are categorized into three main areas: State Funds, County Funds, and Institutional Funds. The [College's Budget Resolution](#) outlines the sources of revenue for each category and their intended use.

#### State Funding

State funds are appropriated by the North Carolina General Assembly and distributed by the North Carolina Community College System (NCCCS) as directed by the State Board of Community Colleges in accordance with [North Carolina General Statute \(NCGS\) 115D-31](#). This funding is based on student full-time equivalency (FTE) and is funded in arrears. The current year's funding is based on FTE earned in the previous fiscal year. For colleges experiencing a decline in enrollment, the NCCCS has incorporated a leveling effect in their state appropriations funding formula that decreases the impact of an enrollment decline. If a college experiences a decline in enrollment, the following fiscal year's budget would be based on the higher of the previous year's enrollment FTE or the average enrollment FTE of the last two years. Steady student enrollment is one of the main attributes of the college's sound financial base and ongoing financial stability. While college enrollment declined from the fall of 2020 to the fall of 2021 (funding for 2021 and 2022), it has since experienced steady growth toward

pre-pandemic levels. In addition, the NCCCS allocation per budget FTE has continued to increase, with a 17% growth in funding from 2020 to 2024.

The colleges also earn a portion of their budget based on accountability measures and performance standards mandated by the North Carolina General Assembly. These funds are allocated based on evaluating each institution's performance on seven standards. This allocation is explained in the [FY 2024 State Aid Allocations and Budget Policies](#).

State funding covers faculty and staff salaries, instructional and office materials, professional development, equipment maintenance and repair, software and audiovisual materials, library books, and equipment. State funds provide a sound financial and stable base, as illustrated in Table 1, which shows the college's state funding history for the last five years.

**Table 1: NCCCS Budget Allocations**

|                   | FY 20        | FY 21        | FY 22        | FY 23        | FY 24        |
|-------------------|--------------|--------------|--------------|--------------|--------------|
| Budgeted FTE      | 3,729        | 3,741        | 3,361        | 3,175        | 3,241        |
| Budget Allocation | \$22,974,085 | \$23,039,170 | \$22,789,501 | \$22,293,482 | \$23,440,020 |
| Support per FTE   | \$6,160.92   | \$6,158.56   | \$6,780.57   | \$7,021.57   | \$7,232.34   |

Source: Summary of State Aid Budget Allocations: [FY20](#), [FY21](#), [FY22](#), [FY23](#), [FY24](#)

### County Funding

The college also receives support from Wayne County, the college's primary service area. County funding is appropriated by the Wayne County Board of Commissioners as required by [NCGS 115D-32](#). Wayne County provides funding to WCC to operate and maintain the college's facilities. The County also provides capital funding for specific projects deemed essential to the college, including recent allocations toward constructing two applied technology buildings ([CITE](#), [Ash](#)) and additional funding for repair and renovations to existing classroom facilities. The current allocations from the County have remained constant or increased over the past five years (County of Wayne Budget: [FY20](#), [FY21](#), [FY22](#), [FY23](#), [FY24](#)). These allocations are shown in Table 2.

**Table 2: County Appropriations**

|                    | FY 20       | FY 21       | FY 22       | FY 23       | FY 24       |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| Current Allocation | \$4,170,897 | \$4,170,897 | \$4,408,251 | \$4,628,663 | \$4,976,317 |
| Capital Allocation | \$155,644   | \$155,644   | \$134,617   | \$715,734   | \$635,300   |

Source: County of Wayne Budget: [FY20](#), [FY21](#), [FY22](#), [FY23](#), [FY24](#)

### Institutional Funds

Institutional funds include self-supporting funds, local fees, scholarship funds, auxiliary enterprises, loan funds, state, private, and federal grants and contracts, and endowments. These funds are divided into the following sections: Current Unrestricted, Current Restricted, Proprietary, Loan, Plant, Endowment, and Agency, as detailed in Table 3. These funds are individually managed using the criteria established by each [Fund Authority](#).

**Table 3: Institutional Funds – Examples**

| Institutional Fund Type | Examples |
|-------------------------|----------|
|-------------------------|----------|

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Current Unrestricted</b> | <ul style="list-style-type: none"> <li>• Miscellaneous Revenue (Unrestricted)</li> <li>• Indirect Cost Allowance earned on Federal Grants</li> <li>• Self-Supporting Revenue (Curriculum and Continuing Education)</li> <li>• Library Revenue</li> </ul>                                                                                                                                                                            |
| <b>Current Restricted</b>   | <ul style="list-style-type: none"> <li>• Federal Grants – Financial Aid (Work Study, SEOG, PELL)</li> <li>• State Grants – Financial Aid (Community College, Lottery)</li> <li>• Local, State, and Private Grants</li> <li>• Federal Grants</li> <li>• Transcript Fees</li> <li>• Specific Fees (Curriculum and Continuing Education)</li> <li>• Nursing Lab Fees</li> <li>• College Scholarships</li> <li>• Patron Fees</li> </ul> |
| <b>Proprietary</b>          | <ul style="list-style-type: none"> <li>• Bookstore</li> <li>• Parking</li> <li>• Vending</li> <li>• Child Care Center</li> <li>• Student Activities</li> </ul>                                                                                                                                                                                                                                                                      |
| <b>Loan</b>                 | <ul style="list-style-type: none"> <li>• Financial Aid Processing</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| <b>Plant</b>                | <ul style="list-style-type: none"> <li>• Buildings</li> <li>• Land or Land Improvements</li> <li>• Renovations to Buildings</li> <li>• Capital Assets</li> </ul>                                                                                                                                                                                                                                                                    |
| <b>Endowment</b>            | <ul style="list-style-type: none"> <li>• Endowed Scholarships placed with the college</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| <b>Agency</b>               | <ul style="list-style-type: none"> <li>• Outside Scholarships</li> <li>• Club Accounts</li> </ul>                                                                                                                                                                                                                                                                                                                                   |

### **Fundraising**

Through its enrollment management activities, the college works to increase enrollment, which in turn increases state funding allocations. In addition, WCC vigorously seeks outside funding opportunities. The college employs a full-time [Director of Grants Development and Management](#) and has successfully secured funds to support and enhance student success initiatives. Grant funds supplement the college's regular state and county appropriations. The grants received over recent years have been used to purchase updated instructional equipment and to offer additional services and assistance to students. Table 4 provides a summary of the non-capital grant funding since 2020.

**Table 4: Non-Capital Grants and Contributions (Exclusive of Federal Financial Aid)**

|               | <b>FY 20</b> | <b>FY 21</b> | <b>FY 22</b> | <b>FY 23</b> | <b>FY 24</b> |
|---------------|--------------|--------------|--------------|--------------|--------------|
| <b>Grants</b> | 2,887,651    | 2,797,928    | 2,900,681    | 7,240,224    | 2,043,453    |

Source: Audit Reports – [FY20](#), [FY22](#), [FY24](#) and Unaudited Financial Statements - [FY21](#), [FY23](#)

The Foundation of Wayne Community College, Inc. (Foundation) is a separate non-profit organization whose purpose is to support the mission of Wayne Community College. The Foundation is responsible for most fundraising efforts on behalf of the college and maintains donor investments ([Foundation Bylaws](#)). The [Foundation Investment Policy](#) governs how these funds are invested and spent. The Foundation provides student scholarships and provides support to enhance student learning.

## Stable Financial Base

The college has a long-standing record of financial stability and adequate funding since its founding. Financial statements and audits, ratio calculations and analysis, and the summary of the analysis of unrestricted net assets, exclusive of plant assets, currently substantiate this stability.

### ***Financial Statements and Audits***

The North Carolina Office of the State Auditor (OSA), under the authority of [NCGS 147-64.6](#) and [NCGS 115D-58.16](#), performs a comprehensive financial audit of the college's financial statements, including internal controls, every two years. The OSA performed a comprehensive financial audit for the most recent fiscal year ([Audit Report – FY 2024](#)). The two previous comprehensive financial audits from the OSA are also available for review ([Audit Report – FY 2022](#), [Audit Report – FY 2020](#)). In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2024, the Auditor stated:

- "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above."
- "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Governmental Auditing Standards."

Management Letters from the North Carolina Office of the State Auditor are available for review ([Management Letter – FY 2024](#), [Management Letter – FY 2022](#), [Management Letter – FY 2020](#)).

In addition to the financial statements, the college submits the Annual Consolidated Financial Report (ACFR) to the North Carolina Office of the State Controller. The most recently released ACFR reports are available for review ([ACFR – FY 2023](#), [ACFR – FY 2022](#)).

### ***Ratio Calculations and Analysis***

Ratio calculations data from the college's yearly financial statements are utilized in analyzing the college's financial condition. The [Financial Resource Analysis](#) presents the ratios using data from the past five years. Overall results show that the college is financially healthy and stable. Overall results show that the college is financially healthy and stable.

Per the North Carolina Office of the State Auditor guidelines, the college's financial statements are audited every other year. The college used the [FY 2020](#), [FY 2022](#), and [FY 2024](#) audit reports to compile the ratio data between fiscal years FY 2020 through FY 2024. Information for the unaudited years was obtained from the comparative statements in the audit reports' Management Discussion and Analysis section.

The current ratio is a measurement of financial liquidity that compares current assets to current liabilities. It is used to determine an institution's ability to meet its short-term debt obligations; the higher, the better. As shown in Table 5, the college's current ratio over the past five years indicates that its liquidity is adequate to meet its financial obligations in the event of an economic downturn.

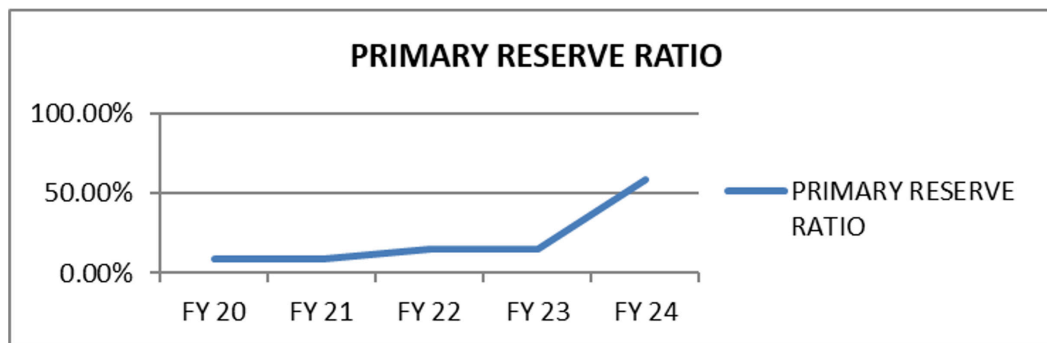
**Table 5: Current Ratio**

|                      | FY 20            | FY 21            | FY 22            | FY 23            | FY 24            |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| Current Assets       | \$4,513,916      | \$3,954,109      | \$4,507,835      | \$6,752,944      | \$6,279,711      |
| Current Liabilities  | \$2,130,313      | \$1,873,986      | \$1,995,916      | \$1,858,194      | \$3,154,473      |
| <b>CURRENT RATIO</b> | <b>2.12 to 1</b> | <b>2.11 to 1</b> | <b>2.26 to 1</b> | <b>3.51 to 1</b> | <b>1.99 to 1</b> |

Source: Audit Reports – FY20, FY22, FY24

The primary reserve ratio measures the financial strength of the college and its ability to support its current level of operations utilizing its expendable resources. It is determined by comparing the expendable net assets to the total operating expenses. A ratio of 10% indicates that the college can maintain current operating functions for approximately 1.2 months without generating additional net assets from operations. Figure 1 represents the college's primary reserve ratios for the past five years.

Figure 1: Primary Reserve Ratio



Source: Audit Reports – FY20, FY22, FY24

Table 6: Total Operating and Non-Operating Revenues

|                                                 | FY 20              | FY 21              | FY 22              | FY 23              | FY 24               |
|-------------------------------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| Operating Revenues                              | \$3,028,980        | \$3,242,408        | \$3,136,760        | \$3,029,598        | \$3,209,635         |
| Add: Non-Operating Revenues (Net)               | \$38,834,058       | \$35,487,588       | \$41,227,398       | \$38,096,505       | \$60,092,925        |
| Less: Operating Expenses                        | (\$38,489,702)     | (\$38,097,363)     | (\$38,269,662)     | (\$38,000,257)     | (\$38,164,112)      |
| <b>Operational Bottom Line</b>                  | <b>\$3,373,336</b> | <b>\$632,632</b>   | <b>\$6,094,496</b> | <b>\$3,125,846</b> | <b>\$25,138,448</b> |
| Add: Depreciation Expense                       | \$1,236,278        | \$1,409,869        | \$1,613,917        | \$1,746,119        | \$2,409,360         |
| <b>Operational Bottom Line w/o Depreciation</b> | <b>\$4,609,615</b> | <b>\$2,042,502</b> | <b>\$7,708,414</b> | <b>\$4,871,965</b> | <b>\$27,547,808</b> |

Source: Audit Reports – FY20, FY22, FY24

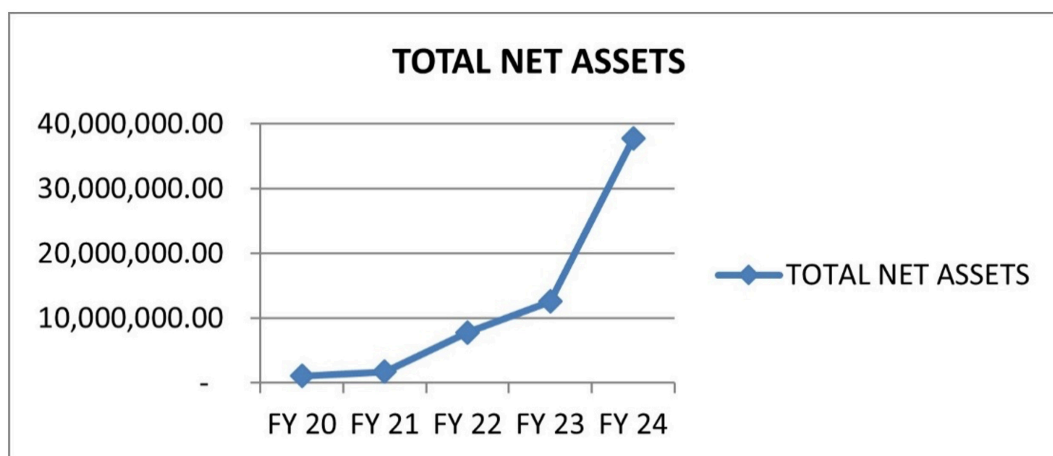
(Note: The college received a capital allocation from the General Assembly of \$17 million for repair and renovation projects during FY 2024.)

The college has maintained operational surpluses continually for the past five years, as shown in Table 6. The college relies on continuous operational funding to maintain its current level of operations. The college receives a certification of funds from the State of North Carolina each month based on estimated expenditures. The County of Wayne funds one-twelfth of the approved annual current county budget each month. This steady income stream ensures that the college can maintain operations continuously at a level adequate to meet the college's operational needs.

#### **Statement of Financial Position of Unrestricted Net Assets, without Plant**

The college's net assets are one indicator of its financial stability. As shown in Figure 2, the college's total net assets have experienced an overall increase for the past five years.

**Figure 2: Total Net Assets**



Source: Audit Reports – FY20, FY22, FY24

**Table 7: Total Assets**

|                                   | FY 20              | FY 21              | FY 22              | FY 23               | FY 24               |
|-----------------------------------|--------------------|--------------------|--------------------|---------------------|---------------------|
| Unrestricted Net Assets*          | (\$36,994,181)     | (\$35,840,492)     | (\$32,965,792)     | (\$29,355,099)      | (\$28,831,913)      |
| Temporarily Restricted Net Assets | \$1,470,887        | \$895,686          | \$3,711,505        | \$3,076,367         | \$19,978,091        |
| Permanently Restricted Net Assets | \$16,000           | \$16,000           | \$16,000           | \$16,000            | \$16,000            |
| Net Capital Assets                | \$36,564,654       | \$36,618,799       | \$37,022,716       | \$37,173,067        | \$45,546,226        |
| <b>TOTAL NET ASSETS</b>           | <b>\$1,057,360</b> | <b>\$1,689,993</b> | <b>\$7,784,429</b> | <b>\$10,910,335</b> | <b>\$37,708,404</b> |

Source: Audit Reports – FY20, FY22, FY24

The liability for compensated absences on the college's financial statement does not accurately reflect the actual liability. This liability represents earned vacation leave that employees utilize when taking time off and is only paid out upon departure from the college. Similarly, the pension and post-employment benefit liabilities recorded at the college level do not accurately represent the college's financial obligations, as the college is not responsible for these payments. Therefore, it makes sense to add these liabilities back to the college's Unrestricted Net Assets to provide a clearer view of available resources, as illustrated in Table 8.

**Table 8: Unrestricted Net Assets Exclusive of Plant Adjusted for Compensated Absences, Pension Liability, and Post-Employment Benefits Liability (Available Resources)**

|                                                | FY 20              | FY 21              | FY 22              | FY 23              | FY 24              |
|------------------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Unrestricted Net Assets                        | (\$36,994,181)     | (\$35,840,492)     | (\$32,965,792)     | (\$29,355,099)     | (\$28,831,913)     |
| Add Back Compensated Absences                  | \$839,583          | \$954,472          | \$950,529          | \$963,757          | \$943,240          |
| Add Back OPEB Liability                        | \$9,828,912        | \$11,412,654       | \$4,492,019        | \$13,769,144       | \$14,429,601       |
| Less Deferred Outflows of Resources – OPEB     | (\$4,067,106)      | (\$4,494,981)      | (\$4,671,251)      | (\$8,922,981)      | (\$8,349,622)      |
| Add Back Deferred Inflows of Resources – OPEB  | \$150,566          | \$96,246           | \$5,717,503        | \$454,278          | \$690,034          |
| Add Back Pension Liability (GASB 68)           | \$25,793,597       | \$22,139,625       | \$25,448,910       | \$19,361,990       | \$20,309,927       |
| Less Deferred Outflows of Resources – Pensions | (\$3,916,632)      | (\$3,304,064)      | (\$4,793,447)      | (\$4,060,790)      | (\$4,199,140)      |
| Add Deferred Inflows of Resources – Pensions   | \$10,289,511       | \$11,362,432       | \$7,785,275        | \$9,849,894        | \$7,434,048        |
| <b>Unrestricted Net Assets – Adjusted*</b>     | <b>\$1,924,250</b> | <b>\$2,235,892</b> | <b>\$1,963,746</b> | <b>\$2,683,193</b> | <b>\$2,426,175</b> |

Source: Audit Reports – FY20, FY22, FY24

\*Unrestricted net assets exclusive of plant, compensated absences, pension liability, and post-employment benefit liability are assets available for operations

WCC's healthy \$2,426,175 in available resources as of June 30, 2024, enables the college to maintain its ability to offer quality educational and training experiences. The college does not borrow to support day-to-day operations.

Wayne Community College has sound financial resources and demonstrates financial stability to support its mission and the scope of its programs and services. This is evidenced by the consistency of solid funding sources from the state, county, and outside sources, as well as sound fiscal planning and resource management. The college is, therefore, in compliance with Standard 13.1.

Additional information can be found in Standards 13.2 Financial Document and 13.3 Financial Responsibility.

## Section 13: Financial and Physical Resources

### 13.2

The member institution provides the following financial statements:

- an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.
- a statement of financial position of unrestricted net assets (without donor restrictions), exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.
- an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial documents) [CR]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### Financial Statements and Audits

The North Carolina Office of the State Auditor (OSA), under the authority of [North Carolina General Statute \(NCGS\) 147-64.6](#) and [NCGS 115D-58.16](#), performs a comprehensive financial audit of the college's financial statements, including internal controls, every two years. The OSA performed a comprehensive financial audit for the most recent fiscal year ([Audit Report – FY 2024](#)). The two previous comprehensive financial audits from the OSA are also available for review ([Audit Report – FY 2022](#), [Audit Report – FY 2020](#)). In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2024, the Auditor stated:

- "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above."
- "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Governmental Auditing Standards."

Management Letters from the North Carolina Office of the State Auditor are available for review ([Management Letter – FY 2024](#), [Management Letter – FY 2022](#), [Management Letter – FY 2020](#)).

In addition to the financial statements, the college submits the Annual Consolidated Financial Report (ACFR) to the North Carolina Office of the State Controller. The most recently released ACFR reports are available for review ([ACFR – FY 2023](#), [ACFR – FY 2022](#)).

## Statement of Financial Position of Unrestricted Net Assets Exclusive of Plant

**Table 1: Total Assets**

|                                   | FY 20              | FY 21              | FY 22              | FY 23               | FY 24               |
|-----------------------------------|--------------------|--------------------|--------------------|---------------------|---------------------|
| Unrestricted Net Assets           | (\$36,994,181)     | (\$35,840,492)     | (\$32,965,792)     | (\$29,355,099)      | (\$28,831,913)      |
| Temporarily Restricted Net Assets | \$1,470,887        | \$895,686          | \$3,711,505        | \$3,076,367         | \$18,978,091        |
| Permanently Restricted Net Assets | \$16,000           | \$16,000           | \$16,000           | \$16,000            | \$16,000            |
| Net Capital Assets                | \$36,5664,654      | \$36,618,799       | \$37,022,716       | \$37,173,067        | \$46,546,226        |
| <b>TOTAL NET ASSETS</b>           | <b>\$1,057,360</b> | <b>\$1,689,993</b> | <b>\$7,784,429</b> | <b>\$10,910,335</b> | <b>\$37,708,404</b> |

Source: Audit Reports – FY20, FY22, FY24

(Note: The college received a capital allocation from the General Assembly of \$17 million for repair and renovation projects during FY 2024.)

The liability for compensated absences on the college's financial statement does not accurately reflect the actual liability. This liability represents earned vacation leave that employees utilize when taking time off and is only paid out upon departure from the college. Similarly, the pension and post-employment benefit liabilities recorded at the college level do not accurately represent the college's financial obligations, as the college is not responsible for these payments. Therefore, it makes sense to add these liabilities back to the college's Unrestricted Net Assets to provide a clearer view of available resources, as illustrated in Table 2.

**Table 2: Unrestricted Net Assets Exclusive of Plant Adjusted for Compensated Absences, Pension Liability, and Post-Employment Benefits Liability (Available Resources)**

|                                                | FY 20          | FY 21          | FY 22          | FY 23          | FY 24          |
|------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Unrestricted Net Assets                        | (\$36,994,181) | (\$35,840,492) | (\$32,965,792) | (\$29,355,099) | (\$28,831,913) |
| Add Back Compensated Absences                  | \$839,583      | \$954,472      | \$950,529      | \$963,757      | \$943,240      |
| Add Back OPEB Liability                        | \$9,828,912    | \$11,412,654   | \$4,492,019    | \$13,769,144   | \$14,429,601   |
| Less Deferred Outflows of Resources – OPEB     | (\$4,067,106)  | (\$4,494,981)  | (\$4,671,251)  | (\$8,922,981)  | (\$8,349,622)  |
| Add Back Deferred Inflows of Resources – OPEB  | \$150,566      | \$96,246       | \$5,717,503    | \$454,278      | \$690,034      |
| Add Back Pension Liability (GASB 68)           | \$25,793,597   | \$22,139,625   | \$25,448,910   | \$19,361,990   | \$20,309,927   |
| Less Deferred Outflows of Resources – Pensions | (\$3,916,632)  | (\$3,304,064)  | (\$4,793,447)  | (\$4,060,790)  | (\$4,199,140)  |

|                                                 |                    |                    |                    |                    |                    |
|-------------------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Add Deferred Inflows of Resources<br>– Pensions | \$10,289,511       | \$11,362,432       | \$7,785,275        | \$9,849,894        | \$7,434,048        |
| <b>Unrestricted Net Assets –<br/>Adjusted*</b>  | <b>\$1,924,250</b> | <b>\$2,235,892</b> | <b>\$1,963,746</b> | <b>\$2,683,193</b> | <b>\$2,426,175</b> |

Source: Audit Reports – FY20, FY22, FY24

\*Unrestricted net assets exclusive of plant, compensated absences, pension liability, and post-employment benefit liability are assets available for operations.

WCC's healthy \$2,426,175 in available resources as of June 30, 2024, enables the college to maintain its ability to offer quality educational and training experiences.

### Annual Budget Process

Wayne Community College operates under an annual budget preceded by sound planning, subject to sound fiscal procedures, and approved by the college's Board of Trustees.

WCC monitors enrollment and subsequent full-time equivalent (FTE) funding and adjusts allocations as necessary as part of the budgeting and planning process. This continual monitoring ensures that the college operations stay aligned with its revenues and allows it to manage its financial resources proactively and responsibly. WCC has a supportive state and county government, state board, and college board.

#### Budget Process

The college develops its annual budget as part of the institution-wide [planning process](#) and [Strategic Plan for Institutional Effectiveness](#). The development of the annual budget begins with each department of the college. Annually, each department requests an essential operational budget allocation by completing a [Budget Request Summary Form](#). The essential budget is based on prior year expenses. The request form also allows a department to request additional funds to meet specific operational needs identified during its budget planning process. The Chief Financial Officer (CFO) compiles this information and completes the college's preliminary operational budget.

The department also writes [planning objectives](#) that identify additional goals it would like to accomplish in the coming year and what resources are necessary to achieve those objectives. Planning objectives are for equipment items not included in the essential budget allocation. Planning objectives must be tied to specific needs or goals identified during the department's review and assessment process. Planning objectives are prioritized within the various reporting levels up through the senior administrative level. The prioritized listing is presented to the [Administrative Council](#) for review, discussion, budget consideration, and final allocation.

#### County Budget Process

The Wayne County Commissioners annually require a budget request for plant management operations and capital improvements in March. The CFO develops this portion of the college's planned budget in February, using information from the Vice President of Operations and the Facilities and Grounds Superintendent. The County Commissioners typically approve the County's budget before June 30<sup>th</sup> each year. The County Budget packages for [2024](#) and [2023](#) are provided for review.

#### State Budget Process

Under the authority granted in [NCGS 115D-5](#) and [NCGS 115D-20](#), the State Board of Community Colleges and a local board of trustees are established to issue policies and procedures to be followed in the operation of each college. The North Carolina General Assembly prepares a biennial budget. The second year of this budget is almost always adjusted, and new legislation is enacted. Once the budget becomes law, the State Board of Community Colleges approves the total budget. Following budget approval, the college receives its State Aid Allocations and Budget Policies from the North Carolina Community College System. All 58 North Carolina community colleges' budgets are summarized in packages and delivered through centralized

meetings or conference calls to respective college presidents and the chief financial officers. The State Aid Allocations and Budget Policies packages from [2024](#) and [2023](#) are provided for further examination.

### *Institutional Budget Process*

Institutional funds are budgeted based on criteria provided by the individual [Fund Authority](#) and the budget manager for each respective fund. Budget requirements and needs are discussed with the Controller and vetted against each fund's reporting and financial requirements. The manager of each fund is responsible for budgeting and managing the corresponding fund. The Controller records each respective budget in the general ledger.

### *Budget Approval*

After final budget allocations and recommendations are completed, a comprehensive annual budget is drafted ([NCGS 115D-54](#)) and presented to the President for review. The budget is presented to the college's Board of Trustees ([NCGS 115D-56](#)) for approval ([WCC Board of Trustees Policy 04-16](#)). Upon approval by the Trustees, the final WCC budget ([DCC 2-1](#)) is submitted back to the NCCCS for approval by the State Board of Community Colleges. Minutes from the WCC Board of Trustees meetings documenting budget approval for the past two years are provided for review ([BOT Minutes 2023 Nov 28](#), [BOT Minutes 2022 Sept 27](#)).

### *Budget Management*

Approved budgets are posted in Colleague, the college's administrative computer system. Senior administrators, chairs, directors, and coordinators manage their funds using a [departmental report](#) to analyze their budget and make financial decisions relating to their unit. This report compares the budget to actual expenditures and reflects current encumbrances that have not yet been paid.

Once the initial budget is established, if funds need to be moved between departments or line items, the budget managers complete a [Budget Transfer Form](#) and submit it to the Business Office. The Business Office reviews the transfer for appropriateness within the applicable guidelines and processes the request, if appropriate. A [summary report](#) of transfers is prepared and presented by purpose code to the Board of Trustees at regular meetings. ([BOT Minutes 2024 Mar 22](#))

In addition to budget managers reviewing their budgets, the Chief Financial Officer (CFO) also monitors, reviews, and reconciles all college-wide budgets. For state and county funds, the Business Office staff use the 2-12 report ([State 2-12](#), [County 2-12](#)) to reconcile its state and county budget and to compare actual expenditures against the budget. The Controller reviews [Institutional fund budgets](#) each month during the monthly close-out process.

The CFO provides regular budget updates to the WCC Board of Trustees ([BOT Minutes 2023 Nov 28](#)) and the President throughout the year. These updates usually include budget status reports, budget reversions, budget reserves, budget to actual reports, and advisements for increasing, decreasing, or maintaining overall college spending levels.

Additional information can be found in Standards 13.1 Financial Resources and 13.3 Financial Responsibility.

## Section 13: Financial and Physical Resources

### 13.3

The institution manages its financial resources and operates in a fiscally responsible manner.  
(Financial responsibility)

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) manages its financial resources in a responsible manner. State and County Appropriations and tuition and fees revenues are the primary contributors to the college's operating financial resources, providing the college with a sound financial base and a consistent revenue stream.

WCC monitors enrollment and adjusts spending as necessary as part of the budgeting and planning process. This continual monitoring ensures that the college operations stay aligned with its revenues and allows it to manage its financial resources proactively and responsibly. WCC has a supportive state and county government, state board, and college board. The college does not borrow to support day-to-day operations.

#### Financial Statements and Audits

The North Carolina Office of the State Auditor (OSA), under the authority of [NCGS 147-64.6](#) and [NCGS 115D-58.16](#), performs a comprehensive financial audit of the college's financial statements, including internal controls, every two years. The OSA performed a comprehensive financial audit for the most recent fiscal year ([Audit Report – FY 2024](#)). The two previous comprehensive financial audits from the OSA are also available for review ([Audit Report – FY 2022](#), [Audit Report – FY 2020](#)). In the North Carolina Office of the State Auditor's Report relating to the comprehensive financial audit for FY 2024, the Auditor stated:

- "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above."
- "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Governmental Auditing Standards."

Management Letters from the North Carolina Office of the State Auditor are available for review ([Management Letter – FY 2024](#), [Management Letter – FY 2022](#), [Management Letter – FY 2020](#)).

In addition to the financial statements, the college submits the Annual Consolidated Financial Report (ACFR) to the North Carolina Office of the State Controller. The most recently released ACFR reports are available for review ([ACFR – FY 2023](#),

### ***Budget Development and Management***

Wayne Community College develops a conservative and balanced budget each year as a starting point for the college's responsible financial management. This operating budget is developed in accordance with state laws and local policies and under guidance from the State Board of Community Colleges and the WCC Board of Trustees. The budget includes state and county appropriations, fees, auxiliary activities, and governmental and private grants. The development process includes responsible parties and stakeholders throughout the college and a detailed review of procedures to ensure appropriateness and consistency in budget practice. This process results in a consolidated budget that is reviewed by the Vice President of Financial and Business Services and senior leadership before formal consideration and approval by the college's Board of Trustees.

Approved budgets are posted in the college's administrative computer system. Senior administrators, chairs, directors, and coordinators manage their funds. In addition to budget managers reviewing their budgets, the Chief Financial Officer (CFO) and Controller also monitor, review, and reconcile all college-wide budgets.

The CFO provides regular budget updates to the WCC Board of Trustees and the President throughout the year. These updates usually include budget status reports, budget reversions, budget reserves, budget to actual reports, and advisements for increasing, decreasing, or maintaining overall college spending levels.

Detailed information and documentation of WCC's budget process are discussed in Core Requirement 13.2.

### ***Ratio Calculations and Analysis***

Ratio calculations data from the college's yearly financial statements are utilized in analyzing the college's financial condition. The [Financial Resource Analysis](#) presents the ratios using data from the past five years including enrollment trends, full-time equivalent (FTE) and other revenue sources, and financial analyses. Overall results show that the college is financially healthy and stable.

Per the North Carolina Office of the State Auditor guidelines, the college's financial statements are audited every other year. The college used the [FY 2020](#), [FY 2022](#), and [FY 2024](#) audit reports to compile the ratio data between fiscal years 2019-20 through 2023-24. Information for the unaudited years was obtained from the comparative statements in the previous audit reports' Management Discussion and Analysis section.

The current ratio is a measurement of financial liquidity that compares current assets to current liabilities. It is used to determine an institution's ability to meet its short-term debt obligations; the higher, the better. As shown in the table below, the college's current ratio over the past five years indicates that its liquidity is adequate to meet its financial obligations in the event of an economic downturn since the ratios are greater than two.

**Table 1: Current Ratio**

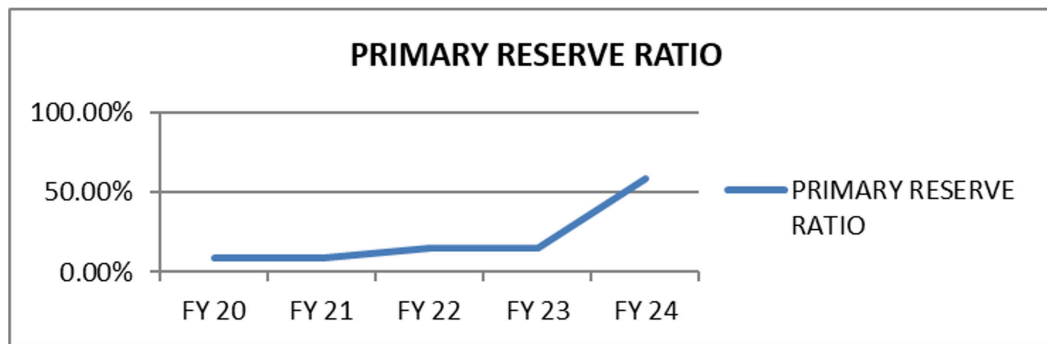
|                      | FY 20            | FY 21            | FY 22            | FY 23            | FY 24            |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| Current Assets       | \$4,513,916      | \$3,954,109      | \$4,507,835      | \$6,752,944      | \$6,279,711      |
| Current Liabilities  | \$2,130,313      | \$1,873,986      | \$1,995,916      | \$1,858,194      | \$3,154,473      |
| <b>CURRENT RATIO</b> | <b>2.12 to 1</b> | <b>2.11 to 1</b> | <b>2.26 to 1</b> | <b>3.51 to 1</b> | <b>1.99 to 1</b> |

*Source: Audit Reports – FY20, FY22, FY24*

The primary reserve ratio measures the financial strength of the college and its ability to support its current level of operations utilizing its expendable resources. It is determined by comparing the expendable net assets to the total operating expenses. A ratio of 10% indicates that the college can maintain current operating functions for approximately 1.2 months without

generating additional net assets from operations. Figure 1 represents the college's primary reserve ratios for the past five years.

**Figure 1: Primary Reserve Ratio**



Source: Audit Reports – FY20, FY22, FY24

**Table 2: Total Operating and Non-Operating Revenues**

|                                                 | FY 20              | FY 21              | FY 22              | FY 23              | FY 24               |
|-------------------------------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| Operating Revenues                              | \$3,028,980        | \$3,242,408        | \$3,136,760        | \$3,029,598        | \$3,209,635         |
| Add: Non-Operating Revenues (Net)               | \$38,834,058       | \$35,487,588       | \$41,227,398       | \$38,096,505       | \$60,092,925        |
| Less: Operating Expenses                        | (\$38,489,702)     | (\$38,097,363)     | (\$38,269,662)     | (\$38,000,257)     | (\$38,164,112)      |
| <b>Operational Bottom Line</b>                  | <b>\$3,373,336</b> | <b>\$632,632</b>   | <b>\$6,094,496</b> | <b>\$3,125,846</b> | <b>\$25,138,448</b> |
| Add: Depreciation Expense                       | \$1,236,278        | \$1,409,869        | \$1,613,917        | \$1,746,119        | \$2,409,360         |
| <b>Operational Bottom Line w/o Depreciation</b> | <b>\$4,609,615</b> | <b>\$2,042,502</b> | <b>\$7,708,414</b> | <b>\$4,871,965</b> | <b>\$27,547,808</b> |

Source: Audit Reports – FY20, FY22, FY24

(Note: The college received a capital allocation from the General Assembly of \$17 million for repair and renovation projects during FY 2024.)

Since the college is a publicly funded institution, state and county appropriation income is shown under non-operating revenues (state aid and county appropriations) instead of operating revenues on the Statement of Revenues, Expenses, and Changes in Net Position as specified by Governmental Accounting Standards Board (GASB) guidelines. This format results in a net operating loss, as shown in this statement.

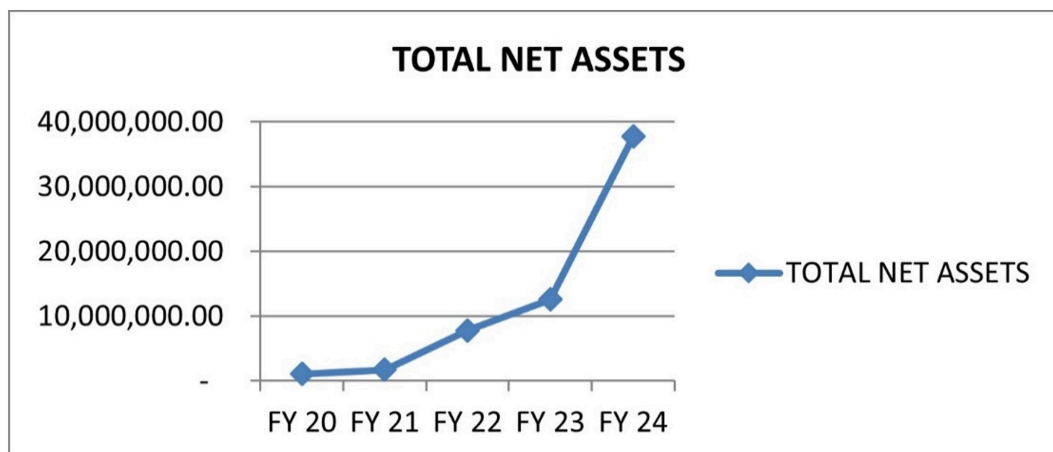
The college has maintained operational surpluses continually for the past five years, as shown in Table 2.

The college relies on continuous operational funding to maintain its current level of operations. The college receives a certification of funds from the State of North Carolina each month based on estimated expenditures. The County of Wayne funds one-twelfth of the approved annual current county budget each month. This steady income stream ensures that the college can maintain operations continuously at a level adequate to meet the college's operational needs.

**Statement of Financial Position of Unrestricted Net Assets, without Plant**

The college's net assets are one indicator of its financial stability. As shown in Figure 2, the college's total net assets have experienced an overall increase for the past five years.

**Figure 2: Total Net Assets**



Source: Audit Reports – FY20, FY22, FY24

Net Assets are grouped into three categories: Investment in Capital Assets, Restricted Net Assets, and Unrestricted Net Assets. Expendable restricted net assets are made up primarily of contracts, grants, and gifts. The change in unrestricted net assets attributable to operations for the five most recent fiscal years, 2020-2024, is summarized in Table 3. The positive upward trend further demonstrates both a solid financial base and financial stability of the institution to support its mission and the scope of its programs and services.

**Table 3: Total Assets**

|                                   | FY 20              | FY 21              | FY 22              | FY 23               | FY 24               |
|-----------------------------------|--------------------|--------------------|--------------------|---------------------|---------------------|
| Unrestricted Net Assets*          | (\$36,994,181)     | (\$35,840,492)     | (\$32,965,792)     | (\$29,355,099)      | (\$28,831,913)      |
| Temporarily Restricted Net Assets | \$1,470,887        | \$895,686          | \$3,711,505        | \$3,076,367         | \$19,978,091        |
| Permanently Restricted Net Assets | \$16,000           | \$16,000           | \$16,000           | \$16,000            | \$16,000            |
| Net Capital Assets                | \$36,564,654       | \$36,618,799       | \$37,022,716       | \$37,173,067        | \$45,546,226        |
| <b>TOTAL NET ASSETS</b>           | <b>\$1,057,360</b> | <b>\$1,689,993</b> | <b>\$7,784,429</b> | <b>\$10,910,335</b> | <b>\$37,708,404</b> |

Source: Audit Reports – FY20, FY22, FY24

It is significant to note that the college funds all its construction through county or state funds and does not hold any debt or lines of credit relating to its capital projects. All expenses relating to construction are fully reimbursed from county or state funds the following month. The only significant long-term liability that the college presents relates to its compensated absences.

The liability for compensated absences on the college's financial statement does not accurately reflect the actual liability. This liability represents earned vacation leave that employees utilize when taking time off and is only paid out upon departure from the college. Similarly, the pension and post-employment benefit liabilities recorded at the college level do not accurately represent the college's financial obligations, as the college is not responsible for these payments. Therefore, it makes sense to add these liabilities back to the college's Unrestricted Net Assets to provide a clearer view of available resources, as illustrated in Table 4.

**Table 4: Unrestricted Net Assets Exclusive of Plant Adjusted for Compensated Absences, Pension Liability, and Post-Employment Benefits Liability (Available Resources)**

|                                                | FY 20              | FY 21              | FY 22              | FY 23              | FY 24              |
|------------------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Unrestricted Net Assets                        | (\$36,994,181)     | (\$35,840,492)     | (\$32,965,792)     | (\$29,355,099)     | (\$28,831,913)     |
| Add Back Compensated Absences                  | \$839,583          | \$954,472          | \$950,529          | \$963,757          | \$943,240          |
| Add Back OPEB Liability                        | \$9,828,912        | \$11,412,654       | \$4,492,019        | \$13,769,144       | \$14,429,601       |
| Less Deferred Outflows of Resources – OPEB     | (\$4,067,106)      | (\$4,494,981)      | (\$4,671,251)      | (\$8,922,981)      | (\$8,349,622)      |
| Add Back Deferred Inflows of Resources – OPEB  | \$150,566          | \$96,246           | \$5,717,503        | \$454,278          | \$690,034          |
| Add Back Pension Liability (GASB 68)           | \$25,793,597       | \$22,139,625       | \$25,448,910       | \$19,361,990       | \$20,309,927       |
| Less Deferred Outflows of Resources – Pensions | (\$3,916,632)      | (\$3,304,064)      | (\$4,793,447)      | (\$4,060,790)      | (\$4,199,140)      |
| Add Deferred Inflows of Resources – Pensions   | \$10,289,511       | \$11,362,432       | \$7,785,275        | \$9,849,894        | \$7,434,048        |
| <b>Unrestricted Net Assets – Adjusted*</b>     | <b>\$1,924,250</b> | <b>\$2,235,892</b> | <b>\$1,963,746</b> | <b>\$2,683,193</b> | <b>\$2,426,175</b> |

Source: Audit Reports – FY20, FY22, FY24

\*Unrestricted net assets exclusive of plant, compensated absences, pension liability, and post-employment benefit liability are assets available for operations

WCC's healthy \$2,426,175 in available resources as of June 30, 2024, along with continued support from the state, county, and external grants, enables the college to maintain its ability to offer quality educational and training experiences. The college does not borrow to support day-to-day operations.

### Quality and Experience of Staff

Key personnel responsible for financial management at the college include the [Vice President for Finance and Business Services](#) and the [Controller](#). They have 28 and 21 years of experience in financial management in higher education, respectively.

Wayne Community College manages its financial resources and operates in a fiscally responsible manner, as evidenced by the consistency of state, county, and outside funding sources, a robust budget management process, clean financial audits, strong financial ratios, and qualified personnel.

Additional information can be found in Standards 13.1 Financial Resources and 13.2 Financial Documents.

## Section 13: Financial and Physical Resources

### 13.6

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

*(Federal and state responsibilities)* **[Off-Site/On-Site Review]**

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 13.6.

**WCC is in compliance with its program responsibilities under Title IV of the Higher Education Opportunity Act of 2008.**

Federal financial assistance through Title IV programs plays a significant role in the recruitment and retention of students and largely impacts the college's efforts to assist students with their educational expenses. Therefore, continuous compliance with federal regulations is critical to the institution's integrity as it dictates how these funds are processed and the procedures followed at Wayne Community College. The college demonstrates compliance with this Federal Requirement through various audit and review mechanisms.

The U.S. Department of Education requires that the college submit a copy of the [Fiscal Operations Report and Application to Participate \(FISAP\)](#) annually. The FISAP is used by schools to apply for campus-based program funding for the upcoming year and to report campus-based program expenditures for the previous year.

The college has received approval from the U.S. Department of Education to participate in Title IV programs through March 31, 2028. The college's [Program Participation Agreement](#) is provided as evidence of continued compliance with all statutory provisions of or applicable to Title IV of the Higher Education Opportunity Act as well as the college's [Eligibility and Certification Approval Report \(ECAR\)](#) which also includes all approved academic programs.

Wayne Community College operates under no modified restrictions, limitations, or sanctions as it relates to Title IV programs. The college stopped participating in the William D. Ford Federal Direct Loan Program in 2014. The college's most recent [official cohort default rate](#) is 0%.

In addition to Title IV funds received, the college also administers state funds provided by the North Carolina legislature. These funds include the North Carolina Lottery Scholarship, the North Carolina Community College Grant, the North Carolina Childcare Grant, North Carolina Targeted Assistance, and North Carolina Less-Than-Halftime programs. These funds are accountable through the same review mechanisms and audit procedures as done for Title IV funds.

In North Carolina, colleges are required to submit the [North Carolina Higher Education Data \(NCHED\) - Collection Report](#) annually. This report contains a summary of grants, scholarships, loans, and third-party awards received by the college each year.

#### **WCC provides evidence that its financial aid programs are audited as required by federal and state regulations.**

The college prepares annual financial statements within the guidelines of the [Governmental Accounting Standards Board \(GASB\)](#), an independent organization that establishes and improves standards of accounting and financial reporting for state and local governments. The college submits annual financial statements to the North Carolina Office of the Controller and the North Carolina Office of the State Auditor every two years and to federal agencies as required.

As stated in [North Carolina General Statute 115D-58.16](#), “Each community college shall be audited a minimum of once every two years. Community colleges may use state funds to contract with the State Auditor or with a certified public accountant to perform the audits. The colleges shall submit the results of the audits to the State Board of Community Colleges.”

As outlined in [Board of Trustees Policy 04-17 – Sound Fiscal and Management Policy](#) and [College Procedures Manual \(CPM\) 04-0702 - Sound Fiscal and Management Practices](#), WCC has adopted “fiscal practices to assure sound fiscal and management of the college.” Fiscal practices specific to audits include:

- “Ensuring that audits are conducted consistent with [North Carolina General Statute 115D-20](#) and [North Carolina General Statute 115D-58.16](#).
- Addressing any findings identified in audits, compliance reviews, SACSCOC reviews, or other monitoring reviews.”

The North Carolina Office of the State Auditor audits the college’s federal financial aid and issues a comprehensive statewide independent audit under the [Single Audit Act](#), which meets federal auditing and reporting guidelines in accordance with the [Office of Management and Budget Circular A-133](#). This audit report deals with programs authorized pursuant to Title IV of the Higher Education Act (HEA) of 1965, as amended, 20 U.S.C. 1070 et seq (Title IV, HEA Programs) ([Statewide Single Audit Report – FY 2023](#), [Statewide Single Audit Report – FY 2022](#), [Statewide Single Audit Report – FY 2021](#)).

Periodically, a college is selected to be audited at the college level rather than the state level. Colleges are chosen based on total federal dollars spent and the time period from which the last college-level single audit occurred. The report from the most recent college level audit ([Management Letter – College Level Audit – FY 2024](#)) noted that “during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses or any instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.”

In addition to the North Carolina Office of the State Auditor’s review of federal programs under the Single Audit Act, the North Carolina Office of the State Auditor, under the authority of [North Carolina General Statute 147-64.6](#) and [North Carolina General Statute 115D-58.16](#), performs a financial audit of the college’s financial statements, including internal controls, every two years.

The Office of the State Auditor performed a comprehensive financial audit for the most recent fiscal year ([Financial Statement Audit Report – FY 2024](#)). The two previous comprehensive financial audits from the Office of the State Auditor are also available for review ([Financial Statement Audit Report – FY 2022](#), [Financial Statement Audit Report – FY 2020](#)). In the North Carolina Office of the State Auditor’s Report relating to the comprehensive financial audit for FY 2022, the Auditor stated, “The results of our tests disclosed no deficiencies in internal control over financial reporting that we consider to be material weaknesses in relation to our audit scope or any instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.”

Management Letters from the North Carolina Office of the State Auditor are available for review ([Management Letter – FY 2024](#), [Management Letter – FY 2022](#), [Management Letter – FY 2020](#)).

In addition to the financial statements, the college also submits the Comprehensive Annual Financial Report to the North Carolina Office of the State Controller. Most recent Comprehensive Annual Financial Reports are available for review ([North Carolina Annual Comprehensive Financial Report – FY 2023](#), [North Carolina Annual Comprehensive Financial Report – FY 2022](#), [North Carolina Annual Comprehensive Financial Report – FY 2021](#)).

Each year through 2010, the college had been performing an assessment of its internal controls over financial reporting using a questionnaire from the North Carolina Office of the State Controller. Beginning in Fiscal Year 2011, the North Carolina Office of the State Controller has required colleges to review its annual assessment of internal controls through a statewide program referred to as EAGLE (Enhancing Accountability in Government through Leadership and Education). This program established comprehensive standards, policies, and procedures to ensure a strong and effective system of internal control within state government. The college completed its 14th annual review of its internal control processes using the EAGLE program in July 2024 ([EAGLE – Financial Aid Segments – FY 2024](#)). This process is coordinated by the college's Controller and assessments are completed by a committee representing other service units on campus. Verification of this review process was submitted to the North Carolina Office of the State Controller in July 2024 ([EAGLE – Internal Control Certification – FY 2024](#)).

The last comprehensive Program Review of the college's Title IV aid administration by the U.S. Department of Education was completed in 2014. There were four findings that required further action. All findings were satisfactorily closed ([Program Review – Final Determination](#)).

Wayne Community College does not have any impending litigation with respect to financial aid activities; there are no significant unpaid dollar amounts due back to the Department of Education; and there has been no adverse communication received from the Department of Education.

Wayne Community College has adequate controls between the Financial Aid Office and the Business Office in that no one office may both award and disburse funds. For federal financial transactions, WCC operates on an electronic transfer basis. Financial Aid staff certify and adjust the awards using the U.S. Department of Education's Common Origination and Disbursement (COD) website. The COD system processes and sends funding level adjustments to the U.S. Department of Education's grants management system known as G6. Business Office personnel sign in to the G6 system to process drawdowns of federal financial aid funds or to return funds as needed. The college manages federal financial aid funds in accordance with the U.S. Department of Education's guidelines ([Federal Student Aid Handbook](#)).

Wayne Community College is in compliance with its program responsibilities under Title IV of the Higher Education Opportunity Act of 2008 and audits financial aid programs as required by federal and state regulations and is therefore in compliance with standard 13.6.

## Section 13: Financial and Physical Resources

### 13.7

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

(Physical resources) [Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

### Narrative:

Wayne Community College (WCC) demonstrates compliance with standard 13.7.

#### MISSION STATEMENT

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina, and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

#### WAYNE COMMUNITY COLLEGE'S PHYSICAL RESOURCES

##### Physical Facilities

Wayne Community College (WCC) has adequate physical resources to support the educational, training, and cultural needs of the communities served by the college in support of the college's mission. Since 1990, the college has operated on its current campus, which is 156 acres on the north side of Goldsboro, North Carolina. The first buildings were constructed in 1978, and the site became the main campus in 1990 after constructing a central plant and two more classroom buildings. The newest building was delivered via new construction in January 2025.

Twelve instructional buildings and three greenhouses are located on the main campus. In addition, maintenance and grounds facilities and a childcare center are located on campus. Off-campus facilities include a college-owned aviation classroom building and a leased hangar at the Wayne Executive Jetport, primarily maintained and operated by WCC. The Jetport is approximately 6.5 miles and 10 minutes from the main campus. The County of Wayne Government owns the hangar facility and is responsible for the building shell. The college is responsible for the internal hangar facility and all utilities.

[Maps](#) of the main campus and the Wayne Executive Jetport are in the About WCC section of the WCC website. This resource provides an overview of the location and description of buildings and grounds features.

The Building Characteristics Report ([BCR](#)) from the most current Wayne Community College 2023 data supplied by the University of North Carolina System Office reflects all the college’s physical facilities inventory, whether owned or leased. The report provides a snapshot of the cost, replacement value, and space available to appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. A condition code is reflected for each building in the college’s inventory. All WCC buildings have a code of “1”, indicating that the buildings are “*Satisfactory – Suitable for continued use with normal maintenance.*” This report also reflects the college’s growth history in terms of adding capacity to support its mission.

Curriculum classes are also taught at the Seymour Johnson Air Force Base’s (SJAFB) Watkins-Das Education Center and one high school in Wayne County – Wayne School of Engineering. In addition, continuing education courses are taught in various locations throughout Wayne County. WCC does not operate or maintain the SJAFB, high school, or multiple continuing education sites.

**RESPONSIBILITY FOR PHYSICAL RESOURCES**

**Administrative Responsibility**

The [Vice President of Operations](#) reports directly to the college President and is responsible for the college-owned and operated physical resources and maintaining a safe environment at both on-campus and off-campus facilities. The Facilities and Grounds Department reports to the Vice President of Operations as illustrated in the [organizational charts](#).

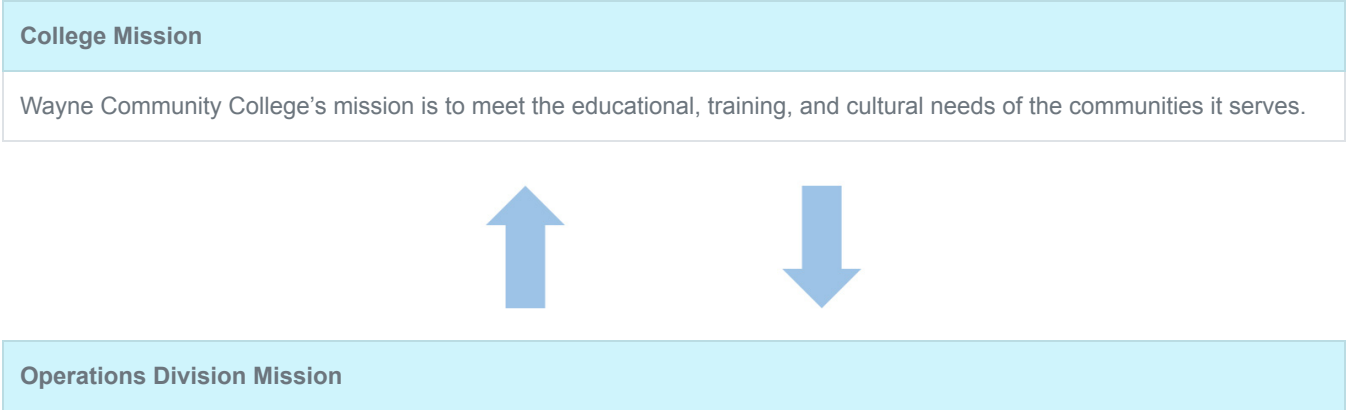
Additional physical resources are the responsibility of the [Vice President of Financial and Business Services / Chief Financial Officer \(CFO\)](#), who reports directly to the college President. Information technology and instructional equipment are examples of resources housed within Financial and Business Services.

**Facilities And Grounds Maintenance Organization**

The Facilities Maintenance, Grounds, and Housekeeping staff report directly to the Facilities and Grounds Superintendent, who, in turn, reports to the Vice President of Operations, as seen in the Operations Division Organizational Chart. The Facilities and Grounds Department comprises 30 employees who maintain all facilities and grounds on campus as well as the two buildings and the grounds off-campus at the Wayne Executive Jetport.

The mission of the Operations Division and Facilities and Grounds Department reflects the college’s mission statement. Additionally, the mission of the Financial and Business Services Division and the Information Technology Department are equally reflective. This ensures that WCC complies with this standard by operating physical facilities that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

**Figure 1: Reflective Mission Statements of College, Division, and Department**



The Operation Division provides support functions that ensure a safe, clean, comfortable environment for working, teaching and learning; systems and services; and the infrastructure to ensure college success.



#### **Facilities and Grounds Mission**

Maintain campus facilities and grounds in a fully operational, safe, and aesthetically appealing fashion to enable and enhance the educational and training needs of the community.



#### **Financial and Business Services Mission**

Financial and Business Services supports the mission of the college by maintaining the financial assets of the college while providing fiscal guidance and quality customer service to the students, other college departments, external agencies and the community.



#### **Information Technology Mission**

The Information Technology Department provides the highest quality technology-based resources and services in the most cost-effective manner, to facilitate the college's mission as it applies to management, learning, and community service.

### **LONG-RANGE CAMPUS MASTER PLAN**

Wayne Community College maintains a long-range facilities master plan. A comprehensive [Campus Master Plan](#) was developed in 2017-2018 by the architectural and engineering firm HH Architecture and covers the period of 2018 to 2028. The current Campus Master Plan was developed to prioritize the college's facility needs and guide future renovations and acquisitions. This Campus Master Plan was approved by the Board of Trustees (BOT) on September 25, 2018 ([Building Committee report, BOT Minutes Sept. 25, 2018](#)). Since the approval of the current Campus Master Plan, the BOT has received detailed updates regarding the progress of master plan initiatives semi-monthly during scheduled meetings of the Building Committee of the BOT. The final update for the 2024 calendar year was provided in the [November 19, 2024 Report of the Building Committee](#) submitted at the full BOT November 2024 meeting.

If necessary, any future updates to priorities or needs requiring alteration to the current Campus Master Plan will be accomplished through an addendum. Addendums to the master plan will be achieved via contracting with an architecture firm to evaluate the need, design a practical solution, and incorporate the modifications into the current plan. Any changes require BOT approval.

According to the North Carolina General Statute (NCGS) [115D-32-34 – Local Financial Support of Institutions](#), the tax-levying authority of each institution (for WCC, the County of Wayne) is responsible for providing adequate support for the operation of facilities. State bonds supporting higher education are another means of funding new construction on campus. Facility projects have been prioritized based on program needs, enrollment, ability to repurpose space to mitigate short-term needs, and other factors.

### ADEQUACY OF PHYSICAL RESOURCES

**Wayne Community College operates facilities on- and off-campus that appropriately serve the institution’s needs.**

#### Educational Programs

Wayne Community College operates or leases 437,486 gross square feet (GSF) of facilities, which is adequate to appropriately serve the needs of the institution’s 45 associate degree programs, 19 diploma programs, and 109 certificate programs ([Credit Hours by Program list](#)). There are 280,765 square feet (SF) of assignable academic space, as reported in 2023 data supplied by the University of North Carolina System Office and referenced in the BCR. This data is derived from an annual study known as the Higher Education Comprehensive Planning Program operated by the state, with data reported to and assembled by the University of North Carolina General Administration. This study includes the latest confirmed data available through the provider and is published based on the 2023 reporting year. Therefore, the data does not incorporate the 41,895 gross square foot Center for Industrial Technology & Engineering (CITE) Building. The CITE Building is a new construction building that was delivered in January 2024, with instruction beginning in the building with spring 2025 semester courses.

Wayne Community College’s main campus and aviation campus facility resources total fourteen buildings designated for educational support, along with various other structures such as greenhouses and sheltered spaces. The year of construction of these educational buildings, as reflected in the BCR, ranges from 1978 to 2020. Buildings host both general academic space for classrooms and labs, as well as custom space for specific instructional programs. Specialized facility space is provided to meet the needs of programs such as nursing, dental hygiene, manufacturing technologies, and information technology.

Strategic improvements to educational spaces have been targeted to address needs and initiatives identified in the long-range facilities master plan via capital construction projects. The needs identified in the master plan are supported through the [program review process](#). These improvements provide new construction or renovations to deliver customized space for the specific need of academic programs. Examples of recent capital projects applied specifically to educational program space are reflected in Table 1.

**TABLE 1: Capital Project Examples – Academic Space – 2019 – 2024**

| Project         | Description                                                                                        | Programs                                                                    | Cost        | Status              |
|-----------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------|---------------------|
| Ash Building    | (New construction) Design and build a 34,524 gross square foot auto and collision repair facility  | Automotive Systems Technology / Collision Repair and Refinishing Technology | \$7,800,000 | Completed Fall 2020 |
| Hocutt Building | Renovate first floor to expand welding & fabrication shop, replace all building mechanical systems | Welding Technology<br><br>Early Middle College High School                  | \$2,189,100 | Completed Fall 2021 |

|                                                |                                                                                                                                       |                                                                 |              |                                                                |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------|----------------------------------------------------------------|
| Magnolia Building                              | Renovate first floor for academic program growth in allied health and emergency medical services                                      | Medical Laboratory Technology<br><br>Emergency Medical Services | \$1,562,100  | Completed Fall 2022                                            |
| Azalea Building                                | Renovate first floor for expansion in public safety and replace mechanical systems                                                    | Public Safety Division programs                                 | \$3,252,712  | In construction phase<br><br>(Targeted completion – Fall 2025) |
| Driver Training Course Pad                     | (New construction) Design and build a driver training pad to accommodate tractor-trailers and emergency vehicles                      | Public Safety and commercial vehicle driver training            | \$3,288,000  | In construction phase (Targeted completion – Fall 2025)        |
| Center for Industrial Technology & Engineering | (New construction) Design and build a 42,000 gross square foot building for engineering and industrial technology classrooms and labs | Engineering and Manufacturing Technology programs               | \$16,250,000 | Completed Spring 2025                                          |
| Agriculture Laboratory Building                | (New construction) Design and build a laboratory and program equipment storage building                                               | Agriculture & Natural Resources programs                        | \$2,000,000  | In design phase (Targeted completion – Spring 2026)            |
| Pine Building                                  | Renovate and construct addition to expand nursing                                                                                     | Nursing programs                                                | \$8,681,100  | In design phase (Targeted completion – Fall 2026)              |
| Academic Skills Center                         | Renovate and expand space for academic support & tutoring services                                                                    | Academic Skills Center                                          | \$274,581    | Completed Summer 2024                                          |

The following examples demonstrate how the college's physical facilities on- and off-campus appropriately serve WCC's educational program needs.

The Dogwood Building is a three-story building that houses the Business Office, The Dr. Edward H. Wilson, Jr. Administrative Suite, The Foundation of Wayne Community College, Office of Institutional Effectiveness, faculty offices, music and art classrooms, and numerous general-purpose classrooms shared by the college and the Wayne Early Middle College High School. The Dogwood Building was built in 1992 and was renovated to accommodate the administrative and business office functions in 2003. The Dogwood Building has 36,798 gross square feet (GSF) and 20,604 assignable square feet (SF). The building cost \$3,037,689 and has an estimated replacement cost of \$39,850,000. Space allocated to art and music is highlighted in the Room Characteristic Report (RCR) ([Dogwood RCR](#)). Music classes within the Associate in Arts Program have an appropriate multi-purpose, tiered space that accommodates chorus and class lecture requirements with up to 56 stations or seats. A nine-seat piano lab and ample storage are next door. The visual arts lab and storage encompasses 1,078 SF and accommodates up to 25 student workstations.

The Aviation Systems Technology Program requires space at an airport with a hangar to house the airplanes for students' work, and classroom and lab spaces. As evidenced by the [Airport and Aviation Hangar RCRs](#), the Airport Building (7,860 SF) and Aviation Hangar (12,146 SF) at the Wayne Executive Jetport provide appropriate classroom and lab space. The airport classroom building houses four classrooms, a small library relevant to the program's needs, a computer lab, an electronics lab, a composites lab, offices, restrooms, and other support space. With its rolling doors, the hangar building has a metal fabrication and repair room, ample storage rooms, restrooms, and a main hangar area that houses engine test stands and several airplanes. There is also a concrete apron between the hangar and the taxiway to the runway. Residing in a location away from the main campus, adequate internet connectivity is critical to the academic program. The leading internet feed for the Aviation program at the Wayne Executive Jetport is a dedicated 200 Mb internet feed. Additionally, internet fiber exists between the Aviation classroom building and the hangar. This provides stable bandwidth to the space and the ability to effectively utilize wireless connectivity. Students and staff can retrieve documents, specification sheets, and schematic prints of the planes and components using wireless devices. An iPad cart is utilized for this purpose.

The Associate Degree Nursing Program requires classrooms, simulation labs, offices, a file room, conference room, and storage space. The [Pine Building RCR](#) reflects space that addresses these needs. As reflected in the [Building Floorplan](#), an array of rooms on the second floor provides 8,031 SF for this program. Identified as a need through job market demand for an increase in nursing graduates, the Pine Building is involved in a capital project that expands and renovates space for increased nursing instruction. The capital project is currently in the design phase, with a planned completion of Fall 2026.

The [Room Characteristic Reports](#) for each building are available to demonstrate that the college has allocated adequate space to meet all its educational program needs. Unique lab space needed by each program, such as auto bays, computer labs, welding booths, and a dental clinic, are detailed in these reports.

The Watkins-Das Education Center at Seymour Johnson Air Force Base (SJAFB) is operated and maintained by the U.S. Air Force. The Air Force ensures that the facilities are adequate to meet the needs of the military service men and women and their families for their education and training needs. A [Memorandum of Understanding](#) with the Air Force allows WCC to offer college transfer coursework to base personnel and civilians with the appropriate authorization to access the base.

**Support Services**

Wayne Community College's physical facilities house various student support services and departments. These include the Information Technology Department, eLearning Department, Academic Skills Center, Library Services, Apprenticeships and Career Development Services, and an open access computer lab.

The first floor of the Wayne Learning Center (WLC) is specifically designed to provide support services for students and visitors. The Student Services support areas on the first floor of the WLC Building provide a positive front-door experience for students and efficient workflow for Admissions and Records, Financial Aid, Counseling, and Student Services administrative offices. Also offered is a staffed campus information desk, which provides directory and contact information to students and visitors.

**Other Mission Related Activities**

Wayne Community College's mission statement indicates that the college strives to meet the cultural needs of the communities it serves. The college houses one of the largest assembly spaces in Wayne County, with a 400-seat auditorium, an attractive adjacent atrium, and multiple tiered lecture halls. The college's immaculate grounds make the campus a top choice for many outdoor events, including a public-use walking track and softball field. Civic groups, non-profit agencies, and other organizations reserve space at the college for numerous events that meet the cultural needs of the communities served. In 2024, the list of events provided opportunities for more than 10,000 attendees, as extracted from the 25Live® automated room/event scheduling system. The examples in Table 2 illustrate the campus events that expand our county's cultural opportunities.

**Table 2: Events Held at WCC**

| Event | Event Date | Head Count | Location |
|-------|------------|------------|----------|
|-------|------------|------------|----------|

|                                                    |           |     |              |
|----------------------------------------------------|-----------|-----|--------------|
| The Blood Connection blood drive                   | 1/24/2024 |     | Parking Lots |
| North Carolina Healthcare Association Forum        | 1/31/2024 | 49  | WLC*161      |
| SJAFB Resume Workshop                              | 2/1/2024  | 56  | WAL*101      |
| Multicultural Club Bake Sale                       | 2/14/2024 | 150 | ATRIUM       |
| Middle School Choir Festival                       | 2/22/2024 | 49  | WLC*161      |
| WEMCHS Poetry Slam                                 | 2/23/2024 | 400 | Auditorium   |
| Foundation Arts and Humanities 2024 lecture series | 2/26/2024 | 400 | Auditorium   |
| Foundation Arts and Humanities 2024 lecture series | 3/4/2024  | 400 | Auditorium   |
| State of the Child seminar                         | 3/5/2024  | 375 | Auditorium   |
| Foundation Arts and Humanities 2024 lecture series | 3/11/2024 | 400 | Auditorium   |
| SJAFB Civilian Resume Workshop                     | 3/14/2024 | 56  | WAL*101      |
| Foundation Arts and Humanities 2024 lecture series | 3/14/2024 | 400 | Auditorium   |
| Foundation Arts and Humanities 2024 lecture series | 3/18/2024 | 400 | Auditorium   |
| The Blood Connection blood drive                   | 3/20/2024 |     | Parking Lots |
| Foundation Arts and Humanities 2024 lecture series | 3/26/2024 | 400 | Auditorium   |
| NAUW Scholarship Pageant                           | 4/19/2024 | 400 | Auditorium   |
| NAUW Scholarship Pageant                           | 4/20/2024 | 400 | Auditorium   |
| Cultural Diversity/Global Education Task           | 4/22/2024 | 150 | ATRIUM       |
| Cultural Diversity/Global Education Task           | 4/22/2024 | 49  | WLC*161      |
| Latino Advisory Board                              | 4/24/2024 | 30  | WAL*104      |
| Fine Arts Festival Art Displays                    | 4/29/2024 | 150 | ATRIUM       |
| FEMA / United Wayne with SBC                       | 4/29/2024 | 49  | WLC*161      |
| Fine Arts Festival                                 | 4/29/2024 | 400 | Auditorium   |
| Renaissance Magazine release party                 | 4/30/2024 | 49  | WLC*161      |
| Fine Arts Festival Dress Rehearsal                 | 4/30/2024 | 400 | Auditorium   |
| Filipino American Chamber of Commerce              | 5/11/2024 | 30  | WAL*104      |
| WCPS Visual Arts Award Ceremony                    | 5/15/2024 | 400 | Auditorium   |
| NC Governor's Office address                       | 5/28/2024 | 56  | WAL*101      |

|                                                    |            |     |                    |
|----------------------------------------------------|------------|-----|--------------------|
| Annual Juneteenth Leadership Forum                 | 6/20/2024  | 86  | WAL*101/104        |
| Mexican Consulate on Wheels                        | 7/1/2024   | 30  | WAL*104            |
| Governor Visit with SEED                           | 7/10/2024  | 56  | WAL*101            |
| Bison Community Band Performance                   | 8/15/2024  | 400 | Auditorium         |
| Mexican Consulate                                  | 8/19/2024  | 30  | WAL*104            |
| The Blood Connection blood drive                   | 8/20/2024  |     | Parking Lots       |
| WCC Field of Honor opening ceremony                | 9/12/2024  | 40  | Outdoor            |
| Cures for Colors fund raising run                  | 9/13/2024  |     | Outdoor            |
| Constitution Day                                   | 9/17/2024  | 450 | Auditorium/WLC*161 |
| Foundation Arts and Humanities 2024 lecture series | 9/30/2024  | 56  | WAL*101            |
| WEMCHS American History Political Debate           | 10/7/2024  | 400 | Auditorium         |
| Wayne County Colonial Dames Meeting                | 10/7/2024  | 30  | WAL*104            |
| Foundation Arts and Humanities 2024 lecture series | 10/7/2024  | 400 | Auditorium         |
| Hispanic Month Music Event                         | 10/8/2024  | 30  | WAL*104            |
| Foundation Arts and Humanities 2024 lecture series | 10/14/2024 | 400 | Auditorium         |
| Breast Cancer Awareness Seminar                    | 10/16/2024 | 56  | WAL*101            |
| Foundation Arts and Humanities 2024 lecture series | 10/21/2024 | 400 | Auditorium         |
| Multicultural Club Bake Sale                       | 10/23/2024 | 400 | Auditorium         |
| Breast Cancer Awareness-Bingo                      | 10/25/2024 | 56  | WAL*101            |
| United Way Campaign                                | 10/28/2024 | 200 | Atrium / WLC*161   |
| Foundation Arts and Humanities 2024 lecture series | 10/28/2024 | 400 | Auditorium         |
| Wayne Goes Pink Awareness Campaign                 | 10/30/2024 | 400 | Auditorium         |
| SECU Recognition Ceremony                          | 10/30/2024 | 56  | WAL*101            |
| Veteran's Day Event                                | 11/8/2024  | 400 | Auditorium         |
| The Blood Connection blood drive                   | 11/12/2024 |     | Parking Lots       |
| WCC Field of Honor closing ceremony                | 11/14/2024 | 40  | Outdoor            |
| Health Science Fair                                | 11/15/2024 | 400 | Auditorium/Atrium  |
| Career Fair: Ag & Natural Resources                | 11/19/2024 | 150 | ATRIUM             |

|                                         |            |     |            |
|-----------------------------------------|------------|-----|------------|
| Dallas Herring Lecture                  | 11/19/2024 | 56  | WAL*101    |
| 2nd Annual Geography Bee                | 11/21/2024 | 400 | Auditorium |
| Fall Fine Arts Festival                 | 12/2/2024  | 400 | Auditorium |
| Fall Fine Arts Festival Dress Rehearsal | 12/3/2024  | 400 | Auditorium |
| Fall Fine Arts Festival                 | 12/5/2024  | 400 | Auditorium |

## WELL-MAINTAINED BUILDINGS AND GROUNDS

### Routine Maintenance

The Facilities and Grounds Superintendent utilizes departmental staff to identify and make routine repairs daily. In addition, contract services and direct-order contractors execute projects and tasks requiring particular expertise.

Routine maintenance work orders are generated through electronic forms as outlined in the College Procedure Manual ([CPM 06-0501 – Maintenance Work Order Request](#)). Routine work orders are numbered and controlled within the eMaint™ Computerized Maintenance Management System (CMMS). Work orders are reviewed daily by the Maintenance Supervisor and assigned to appropriate maintenance staff members for execution. Work orders, once assigned, are transferred to the maintenance team member electronically and received via an electronic tablet. The electronic tablet assigned to each maintenance team member provides a portal for access to work orders, equipment repair documentation, repair supplies inventory, and a map of critical equipment locations. The tablet also provides a means for reporting labor and material assignments to work tasks and projects and real-time updates to work order progress and status. Immediate or emergency work orders may be assigned on demand or entered and closed after resolving the emergency. [Routine repair work orders](#) prove the WCC comprehensive maintenance program is effective.

Routine maintenance of the grounds on- and off-campus sites includes grass cutting, trimming, edging, blowing, and maintenance of sprinkler systems, as well as snow removal, sanding, and salting walking surfaces in winter. Campus beautification projects include planting new trees and shrubs and seasonal potted plants at several building entries.

Completed and planned maintenance projects are reported to the Board of Trustees semi-monthly through the Building Committee. The [Building Committee Report](#) summarizes the work of the Facilities and Grounds Maintenance Department and is reflected in the [Board of Trustees meeting minutes](#).

### Preventive Maintenance

[Wayne Community College's Maintenance Program](#) focuses heavily on preventive maintenance (PM). Recurring PM tasks, schedules, and required supplies are entered in the eMaint™ CMMS. These established PM details result in a work order being issued at the appropriate time, as determined by the automated schedule of the PM entry. Work orders may also be entered as one-time assignments to be executed at opportune times, such as during student breaks and between semesters. Buildings and rooms are most easily accessible during these times and maintenance staff are least likely to disturb faculty or students. PM and repair projects are prioritized and budgeted each year, and funds are set aside annually to replace critical equipment such as exit lights, emergency egress lights, and batteries. The annual budgets include resurfacing parking lots, painting, and carpeting.

The Grounds Preventive Maintenance section of the WCC Maintenance [Program outlines preventive maintenance](#) related to grounds and equipment. It addresses preventive measures such as applying fertilizer, pesticides, herbicides, and fungicides, among several other topics.

Routine PM is also performed on systems across the campus, as evidenced by [preventive maintenance work orders](#). Drive belts are inspected and replaced as needed, filters are replaced on a planned regular basis, and lubrication of various systems

is completed to ensure the systems operate reliably to support the institution's needs. Vehicle maintenance is also completed on a PM schedule. Each vehicle in the fleet is maintained and inspected between each use, and there is a schedule for oil changes and annual inspections. The [Vehicle Oil Changes and Inspections Schedule](#) is an excellent example of routine PM. Other examples include fire suppression system inspections, back-flow prevention inspections, and elevator inspections, all included in the [Service Contract Budget](#) portion of the county operational budget.

## Deferred Maintenance

Wayne Community College makes every effort to refrain from deferring maintenance. The risk associated with deferring maintenance from a safety or total cost incurred perspective generally leads the college administration to a decision not to postpone. Unplanned repair needs are immediately analyzed for funding availability, then placed in into the CMMS for priority execution. **There have been no deferrals of required safety-related repair projects.**

The most recent example of a strategic deferral of maintenance was reconciled in fiscal year 2019-2020. Providing the only recent example of a deferred maintenance project, replacing the college's heating/cooling hydronic loop piping system was deferred while adequate funding was secured. The hydronic loop, comprised of more than two miles of underground mechanical piping, was identified as needing replacement in the mid-2010s due to multiple leaks requiring repair. The replacement, estimated as a multi-million-dollar project, was deferred with a commitment from the county funding source to make necessary incremental repairs in the interim. The Vice President of Operations identified the system as a potential critical failure in 2019. The County of Wayne committed to providing a direct allocation to fund the hydronic loop replacement, as indicated in a [request for an emergency project declaration](#) to the North Carolina State Construction Office. This replacement project was completed in January 2020.

## Funding Physical Facilities Maintenance and Repair

The County of Wayne fully funds Wayne Community College's operations and maintenance functions in accordance with North Carolina General Statute (NCGS) [115D-32 Local financial support of institutions](#), which outlines the local support required for plant operation and maintenance at each of the 58 community colleges in North Carolina. WCC is the county's only public institution of higher education and receives adequate financial assistance from the County of Wayne to meet the college's needs. Over the last three years, beginning fall 2021 through spring 2024, total county appropriations ([County Budget Requests](#)) averaged over \$5.1 million annually for current and capital expenses, as indicated in Table 3.

**Table 3: County Budget Requests for Fiscal Years Ending 2022 to 2024**

| Budget                                | FY22                   | FY23                   | FY24                   | 3 Yr. Total             | 3 Yr. Avg              |
|---------------------------------------|------------------------|------------------------|------------------------|-------------------------|------------------------|
| Administration                        | \$ 123,573.00          | \$ 132,123.00          | \$ 135,586.00          | \$ 391,282.00           | \$ 130,427.33          |
| General Institution                   | \$ 477,480.00          | \$ 455,774.00          | \$ 495,794.00          | \$ 1,429,048.00         | \$ 476,349.33          |
| Workforce Development                 | \$ 245,547.00          | \$ 256,498.00          | \$ 269,969.00          | \$ 772,014.00           | \$ 257,338.00          |
| Plant Operations                      | \$ 2,104,149.00        | \$ 2,212,621.00        | \$ 2,426,653.00        | \$ 6,743,423.00         | \$ 2,247,807.67        |
| Plant Maintenance                     | \$ 1,670,359.00        | \$ 1,782,607.00        | \$ 1,956,272.00        | \$ 5,409,238.00         | \$ 1,803,079.33        |
| <b>Total Current Operations</b>       | <b>\$ 4,621,108.00</b> | <b>\$ 4,839,623.00</b> | <b>\$ 5,284,274.00</b> | <b>\$ 14,745,005.00</b> | <b>\$ 4,915,001.67</b> |
| Capital Outlay                        | \$ 134,617.00          | \$ 115,734.00          | \$ 635,300.00          | \$ 885,651.00           | \$ 295,217.00          |
| <b>Total Appropriations Requested</b> | <b>\$ 4,755,725.00</b> | <b>\$ 4,955,357.00</b> | <b>\$ 5,919,574.00</b> | <b>\$ 15,630,656.00</b> | <b>\$ 5,210,218.67</b> |
| <b>Funded Appropriations</b>          | <b>\$ 4,542,868.00</b> | <b>\$ 5,344,397.00</b> | <b>\$ 5,611,617.00</b> | <b>\$ 15,498,882.00</b> | <b>\$ 5,166,294.00</b> |

The [Facility Repair Budget](#), funded by the county for the year ending June 30, 2024, reflects the financial support and planning for maintaining and operating both on-campus and off-campus facilities. These two components alone account for over 53% of the plant maintenance budget, with personnel expenses comprising almost 39%. The remaining 8% is primarily supply items. For each identified repair project, a summary is provided to the County Commissioners as part of the budget package, demonstrating the college's comprehensive repair and maintenance plans. Purchasing capital items for maintenance and operations is supported via a [Capital Budget](#) listing, including a detailed summary. [County budgets and appropriations](#) for the previous three years reflect adequate support for each year, as illustrated in Table 5 above.

## Areas of Concern in Physical Resources

Regular maintenance and repair of facilities and infrastructure, according to prescribed organizational plans and procedures, have proven effective for the reliable operation of adequate physical resources at Wayne Community College. Given an overall age of approximately 35 years since its establishment as the main campus in 1990, typical building and infrastructure repairs are required and executed according to plans. One area of interest in physical resources is the medium-voltage electrical switchgear equipment that distributes power to campus buildings.

An array of electrical switchgear units around campus are recognized as exterior pad-mounted enclosures. These switchgear units, typical of equipment of its age, show some level of degradation in the form of corrosion from weather exposure. A strategic evaluation with engineers and electrical contractors resulted in a multi-year preventive maintenance initiative to replace the switchgear units according to documented needs, avoiding critical failure through engineering and testing.

A high- and medium-voltage electrical contractor evaluated all exterior switchgear units on campus and made initial recommendations for replacing the next units. This recommendation was based on a visual inspection of the equipment's condition. No units were identified as approaching imminent critical failure or requiring urgent replacement within a five-year range. In collaboration with this contractor's recommendation, a determination was made to replace the units as a proactive preventive maintenance activity over the next several years, replacing single units each year. A [Switchgear Testing and Engineering Quote](#) has established cost estimates and testing criteria prescribing functional electrical testing to plan and budget for this activity.

Upon testing and engineering service execution, budgetary cost estimates of planned incremental replacement of switchgear units will be placed on the county repair budget proposals for the future fiscal years and submitted to the County of Wayne. The specific fiscal year targeted for funding will result from a replacement schedule derived from the pending engineering services. Units will be regularly monitored as a preventive maintenance activity and replaced as funding becomes available.

**Survey results indicate that physical facilities meet the needs of users.**

Student and employee surveys are one component of WCC's periodic [service review process](#) (three-year cycle). Surveys are conducted to determine satisfaction with physical facilities and services to ensure the facilities and services meet the needs of the college. In addition, the Vice President of Operations attends Student Government Association meetings and Safety Committee meetings, receiving suggestions for improvements. Informal employee input is received routinely through phone calls and emails. If needed, this input may result in work orders or budgeted projects for the upcoming fiscal year. The Vice President of Operations, each year in the county budget planning process, solicits needs from college employees through [County budget planning worksheets](#). This assists with planning and budgeting of the facilities-related support for any departmental initiatives, projects, or added equipment.

Employee survey results from 2021-2024 are presented in Table 4.

**Table 4: Employee Satisfaction with Maintenance, Grounds, and Housekeeping, 2021-2024**

| Employees Very Satisfied / Satisfied with Maintenance, Grounds, and Housekeeping               | 2021-2022 | 2022-2023 | 2023-2024 |
|------------------------------------------------------------------------------------------------|-----------|-----------|-----------|
| Maintenance is performed to quality and professional standards.                                | 96.13%    | 97.09%    | 97.15%    |
| Maintenance technicians are knowledgeable, courteous, and helpful.                             | 99.22%    | 99.01%    | 100%      |
| I am satisfied with the appearance of the campus grounds.                                      | 76.33%    | 81.37%    | 86.33%    |
| I am satisfied with the way that the overall facilities are cleaned and maintained.            | 96.9%     | 92.38%    | 94.96%    |
| I am satisfied with the way the classrooms are cleaned and prepared for each day.<br>(Faculty) | 95.59%    | 88.51%    | 96.03%    |

As Table 4 indicates, most responses reveal that employees are very satisfied or satisfied with WCC’s facilities and services. As a result of survey data, greater emphasis has been placed on controlling temperatures campus-wide. Facility personnel and contractors are upgrading Building Automation Systems (BAS) controls and central plant components annually as funding allows. Evidence of this upgrade is indicated in the County [Facilities Repair Budget \(plant\)](#), reflecting a multi-year effort as multiple buildings are budgeted for StruxureWare™ BAS upgrades and piping improvements each fiscal year to reach this goal.

Table 5 reflects that most students responding to survey questions are very satisfied or satisfied with the facilities and services.

**Table 5: Student Satisfaction with Facilities, Grounds, and Housekeeping, 2021 – 2024**

| Students Very Satisfied / Satisfied with Facilities, Grounds, and Housekeeping | 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------------------------------------------------------------|-----------|-----------|-----------|
| I am satisfied with the appearance of the campus grounds.                      | 97.81%    | 100%      | 98.67%    |
| I am satisfied with the way that the classrooms and facilities are maintained. | 98.50%    | 98.93%    | 98.02%    |

Wayne Community College’s comprehensive approach to operating and maintaining physical facilities, on and off campus, ensures the college meets the needs of educational programs, support services, and mission-related activities. The WCC Campus Master Plan, WCC Maintenance Plan, maintenance work orders, and employee and student satisfaction surveys indicate that the college maintains and provides facilities conducive to supporting and promoting the institution, its programs, and its services to students and the community.

## RISK MANAGEMENT

### Insurance

Maintaining facilities that meet the institution’s needs includes protecting the investment in the facilities and other assets. The college maintains adequate [insurance policies](#) to protect its assets. These include property insurance (replacement cost), commercial umbrella coverage, commercial auto insurance, officers and directors’ insurance, general liability coverage, boiler and machine coverage, and various other policies such as student accident, student liability, childcare, and malpractice. The CFO maintains copies of these policies. The renewal process for property coverage includes a visit by the insurer to inspect the property and look at asset changes, safety and risk assessment, and adequacy of coverage. The insurer issued an [Inspection Summary Sheet](#) and cover letter outlining the property’s condition and suggested risk-reducing improvements.

### Pre-Disaster Mitigation

Wayne Community College is in a geographic area frequented by hurricanes and tropical storms. As a result, WCC has partnered with the Federal Emergency Management Agency (FEMA) and the North Carolina Department of Public Safety (DPS) to prepare for and recover from significant severe weather events.

WCC has participated in FEMA disaster recovery projects after multiple storm events to aid in recovery from unavoidable storm damage. These recovery projects provide supplemental funding to restore an organization to a pre-disaster state. Examples of qualifying damage include emergency protective measures to secure property, debris removal, wind-driven rain impacts, and mold remediation.

The college is in the planning stage of application to the [FEMA Section 404](#) Hazard Mitigation Public Assistance Program. Section 404 Hazard Mitigation provides funding for qualifying pre-disaster mitigation measures to assist an organization in avoiding damage from future disaster events. One example of a project to be submitted for application of Section 404 funding is the installation of water level sensors and automatic pumps for infrastructure manholes and underground conduits. Applying this equipment will aid the college in avoiding costs during future weather events.

## Asset Control

The procurement office maintains documents pertaining to all major equipment receipts. The purchase order (P.O.), packing slip, and invoice are used to start the asset tagging and control process. Similarly, documentation for high-risk minor equipment is forwarded to the appropriate steward in the receiving department.

The department asset steward logs high-risk, non-capital items into a [spreadsheet](#) or other inventory tracking software and labels and marks them similarly. Pre-printed tags and indelible markings are also affixed to these high-risk minor assets.

For major equipment, the college uses the [ASST module](#) (asset control segment of the system) within the Ellucian Colleague system to maintain an accurate, up-to-date asset inventory, which includes the description, location, manufacturer, serial number, acquisition cost and date, and original P.O. number for each item. This system provides for real-time physical tracking of inventory, as well as accounting-based functionality addressing depreciation, fund accounting, inventory transfers, and adjustments. Numerous asset detail reports are available from this system, including Assets by Number, Assets by Department, Assets by Category, Assets by Building, and others.

The Ellucian Colleague system automatically identifies assets over \$5,000 as part of the month-end closing process, pulling those asset purchase details into the ASST Module and prompting procurement office staff to assign the next available asset tag number. Once the asset number is assigned, the inventory director or appropriate departmental asset steward affixes the preprinted, corresponding barcode tag and, as an added control, indelibly marks the asset number with a permanent paint or marking pen.

## Physical Inventory Process

Wayne Community College assures appropriate control over its physical resources through annual inventories of major equipment in accordance with the NC Department of Administration, Division of Purchasing and Contracting, the NC State Auditor's Office, North Carolina Community College System (NCCCS), and WCC [Equipment Procedures](#). Asset Lists are printed for all items with an asset value of \$5,000 or greater and verified through physical inventory. Any location changes, status or condition changes, obsolescence, or missing items are reported by asset number. Upon conclusion of the audit, the Director of Procurement and Inventory Management is responsible for reconciling all results and discrepancies. WCC Police are notified when an item is suspected of being stolen, and an incident report and investigation are completed.

High-risk minor equipment is classified in the North Carolina Community College System (NCCCS) [Accounting Procedures Manual](#) as assets less than \$5,000, including data processing and networking equipment, servers, computers, laptops, portable projectors, iPads, tablets, and guns. These items are inventoried by department inventory stewards using current [minor equipment asset lists \(spreadsheet\)](#). The inventory results are conveyed to the CFO as a Certification of Inventory. Missing, lost, or stolen items are reported, investigated, reconciled, and removed from the asset list by the steward after due diligence to locate the asset has been provided.

Real property assets are listed in the Ellucian Colleague system, the college's enterprise resource planning (ERP) system. The Building Characteristic Report (BCR), part of this study, lists the college's owned and leased assets, dates acquired or put in service, and cost and replacement values. Room Characteristic Reports (RCR) detail the types of space and usage characteristics by room. The building and room inventory is updated annually.

## Internal Controls

The State of North Carolina Office of the State Auditor found no deficiencies in internal controls over financial reporting at Wayne Community College for the past six budget cycles (audits conducted every two years), including managing the college's physical assets ([WCC Management Letters](#)). The Federal Government has also found no negative findings related to federal awards linked to Wayne Community College, as evidenced in the recently renewed [Program Participation Agreement](#).

## **The institution operates and maintains technological infrastructure sufficient for the needs of the institution.**

Wayne Community College's Information Technology (IT) department oversees a range of infrastructure systems designed to support the needs of the campus both on- and off-campus, as well as remotely. As part of a grant, the internet fiber

infrastructure was upgraded in 2024 to a 10-Gigabit (GB) ring, enhancing resiliency and providing multiple connection paths between campus buildings. WCC also maintains two separate 1 GB internet fiber connections through the Microelectronics Center of North Carolina (MCNC), the college's internet service provider (ISP). These feeds take different routes across the state to ensure redundancy and minimize outages. The secondary internet feed also supports public wireless access for the campus population and community, serving as a failover in case the primary feed experiences an interruption.

The college's on-campus data center has consolidated its network server infrastructure into a single, more efficient facility. This data center is equipped with redundant air conditioning systems and a backup power generator to ensure continuous service during disruptions. Through grant funding, WCC has been able to upgrade and expand its core network infrastructure and cybersecurity appliances, improving overall resiliency and reducing the risk of equipment failure and downtime.

In line with its commitment to modernize and improve the organization's technological infrastructure, WCC has adopted a "cloud services first" strategy for new products and services available to students. For instance, the college utilizes hosted solutions such as [BibliU](#), which provides access to textbooks and open educational resources, and Element451, a customer relationship management (CRM) tool that guides prospective students through the enrollment process. Additionally, email services, document imaging, file and folder sharing, and the Learning Management System (LMS) are all hosted in the cloud. Furthermore, WCC has migrated its Colleague Enterprise Resource Planning (ERP) system and its supporting infrastructure to Amazon Web Services (AWS).

To enhance cybersecurity and minimize the potential impact of disaster events, the IT department has transitioned to a hosted backup and recovery solution. This setup includes off-campus copies of critical data stored in two locations, with one set being immutable to protect against data loss or tampering. All systems under WCC's control, including Colleague, are supported by this robust solution.

As part of a recent grant, WCC has expanded its wireless coverage to the (new construction) Center for Industrial Technology & Engineering (CITE) building, a capital project recently completed. Additionally, the grant enabled the college to maintain a regular refresh cycle for its wireless infrastructure across the rest of the campus. Currently, WCC operates a total of 257 wireless access points, providing coverage both indoors and outdoors on the main campus, as well as indoors at the Aviation Center and hangar.

Wayne Community College (WCC) operates an open computer lab located in the Wayne Learning Center's library, accessible to all students, employees, and guests. The lab is equipped with 42 networked computers and laptops, providing essential software, internet access, printing, and scanning capabilities. Additionally, computers for general purpose use are available in the library. The campus also features 48 instructional labs, housing nearly 1,000 computers across several buildings: Airport (2), Ash (1), Azalea (1), CITE (7), Dogwood (2), Holly (3), Magnolia (5), Pine (2), Spruce (9), Walnut (5), and Wayne Learning Center (11). Included in the Wayne Learning Center group are three test labs and a dedicated lab for the Academic Skills Center.

In addition to fixed labs, WCC provides laptop and iPad carts that can be deployed across various buildings or off-campus locations, including at the Watkins Das Education Center at Seymour Johnson Air Force Base. The campus also manages cascaded computers for Workforce Continuing Education Services at several off-campus locations. In total, WCC operates 18 mobile lab carts with 409 mobile devices available for student use.

Wayne Community College students can access [NC LIVE](#), the online catalog for North Carolina library resources, the North Carolina Research and Education Network (NCREN), and ([CCLINC](#)), the Community College Libraries in North Carolina. The WCC website contains easy access to a variety of student resources, including the current General Catalog and Student Handbook, calendar and course schedules, bookstore, transcript requests, [BisonAlert](#) system, quick links to email, [Self Service](#) (portal for registering and other functions), and [Moodle](#). The Moodle learning management system (LMS) platform is a hosted environment with sufficient resources to support students. The BisonAlert system, Self Service, email service, and the LMS all require access through a single sign-on solution supported by WCC.

The IT department is responsible for managing over 2,200 computers, switches, wireless devices, servers, and mobile devices, as well as nearly 300 digital projectors, overhead projectors, document cameras, smart podiums, smart boards, and other media equipment. Over the past three years, the department's capacity has increased by 30%, with the addition of a dedicated infrastructure technician and cybersecurity administrator. The IT department provides technical support to all

students, employees, and guests. In the past year, the department processed 3,420 incident tickets, assisting 2,173 student-related needs. Additionally, 513 service requests were completed, including over 200 audiovisual and event support demands. In total, the department successfully managed more than 6,600 individual requests, covering various projects, recurring needs, and support tasks. WCC also utilizes a third-party, 24/7 helpdesk to provide ongoing support to students and employees, ensuring assistance is available beyond regular operating hours.

**The institution operates and maintains technological infrastructure sufficient for the needs of distance education.**

Through distance education, students have access to fourteen (14) associate degree programs, six (6) diplomas, and thirty-nine (36) certificate programs, all of which may be taken entirely online. Students may also take individual courses via the Internet, hybrid, and traditional/web-assisted course formats in partial fulfillment of many other program requirements. In the spring semester of 2024, among the 606 courses offered, there were 108 blended, 4 HyFlex, 42 hybrid, 295 online, and 157 traditional. The college's infrastructure has proven sufficient to host a robust schedule of distance education courses.

All 124 classrooms at WCC are equipped with technology and webcams for instructors, facilitating provision of classroom content and instruction to distance education students. Twenty-five of those classrooms feature camera systems that can be controlled via touchscreen, allowing instructors to pan, zoom, and tilt the cameras as needed, along with integrated microphones. Additionally, 60 of the classrooms are outfitted with smart interactive displays, enabling instructors to present dynamic content that can be easily exported to Moodle, the Learning Management System (LMS). Computers deployed in all fixed computer labs and all mobile labs are equipped with integrated webcams, supporting virtual learning capabilities. All conference rooms are similarly equipped with audio and video technology, supporting both in-person and remote meetings.

[Support services](#) available on-site are also available to distance education students, including, but not limited to, counseling, financial aid, admissions, new student orientation, and tutoring. Internet, email, phone, and collaboration tools such as Google Meet and Zoom allow students to conduct official business with WCC. Once enrolled, students receive access to a college email account, Self Service (portal), BisonAlert, Moodle, and any other instructional systems required by their course of study.

In addition to Moodle, WCC has software or subscription services that faculty often use with distance education and other course formats. For example, [Mediasite](#) is screen capture software, that can record the instructor on camera and their computer screen. This allows instructors to narrate PowerPoint presentations, record course video welcome messages, and activity feedback via captioned video. Mediasite provides in-program captioning through Vidable. The Mediasite Video Content Management System (VCMS) subscription streamlines lecture recording and editing and supports accessibility efforts with caption and transcription options. Mediasite is also accessible to students for recording and sharing presentations.

The institution ensures adequate physical facilities and resources, both on- and off-campus, that appropriately serve the needs of its educational programs, support services, and other mission-related activities. Therefore, Wayne Community College demonstrates compliance with standard 13.7.

## Section 14: Transparency and Institutional Representation

### 14.1

The institution (a) accurately represents its accreditation status and publishes the name, address, telephone number, and website of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

(Publication of accreditation status) **[Off-Site/On-Site Review]**

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### Accurate Representation in Publications

Wayne Community College accurately and consistently publishes its accreditation status and SACSCOC's information in all college publications to accurately represent itself to the public, state and federal government agencies, and other accrediting bodies. The following information is found in the college's publications:

Wayne Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Wayne Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

This information can be found on the college's [accreditation webpage](#). Additionally, examples of Wayne Community College's representation of its accreditation status and SACSCOC information include:

- [2024 Annual Report](#)
- [2024-2025 General Catalog and Student Handbook](#)
- [About the College Webpage](#)
- [Accessibility Brochure – 2024](#)
- [Accreditation Webpage](#)
- [Everything WCC 2024 Flyer](#)
- [IE Webpage](#)
- [Nursing Student Manual 2024-2026 \(Online\)](#)
- [Operations Management Flyer](#)

- [Strategic Plan 2024-2029](#)
- [WCC-UMO Transfer – Operations Management Flyer](#)

### **Programmatic Accreditations**

It should be noted that specific program accreditations are separate from that of SACSCOC but accurately represent the college's accreditation status by the Commission. Academic program accreditation can be found on the college's [Accreditation Webpage](#).

### **Branch Campuses**

Wayne Community College does not operate any branch campuses.

Wayne Community College accurately represents its accreditation status and publishes the name, address, telephone number, and website of SACSCOC in accordance with SACSCOC's requirements and federal policy in its publications. The college does not have any branch campuses. Therefore, WCC is in compliance with requirement 14.1.

## Section 14: Transparency and Institutional Representation

### 14.3

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

(Comprehensive institutional reviews) [Off-Site/On-Site Review]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### Appropriate Standards and Policies

For all educational programs offered at Wayne Community College (WCC), there is no distinction in quality, academic expectations, student learning outcomes, or academic accountability based upon the location or instructional mode of delivery.

### Off-Campus Instructional Sites

Off-campus instructional sites include the Wayne School of Engineering; aviation courses provided at the Wayne Jetport; and general education courses at the Seymour Johnson Air Force Base. A breakdown of the number of students enrolled in courses at off-site locations for Fall 2024 is as follows:

- Seymour Johnson Air Force Base – 9 students (two face-to-face sections)
- Wayne Jetport – 41 students (three face-to-face sections)
- Wayne School of Engineering – 40 students (four online sections; no face-to-face course sections).

Off-campus instructional sites do not function independently from the central administration and main campus of the college. All college standards and policies apply to students who take courses at one of the off-campus instructional sites.

### Branch Campuses

Wayne Community College (WCC) does not have any branch campuses.

### Incorporated Assessment of Compliance

The following table indicates a brief description of the distance education and/or off-site components as they relate to the appropriate SACSCOC standard.

| Standard                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">6.2.b – Program Faculty</a>              | In Fall 2023, WCC full-time faculty were responsible for the majority of the courses taught by all methods of instruction. The percentages of full-time faculty teaching by delivery method for fall 2023 were as follows: 89.6% face-to-face, 82.8% hybrid, 67.9% online, 98.7% blended, and 60% Hy-Flex. General education courses are taught at Seymour Johnson Air Force Base; aviation courses are taught at the Wayne Executive Jetport; and drafting courses for mechanical engineering are offered at Wayne School of Engineering. Faculty have the same duties, responsibilities, oversight, and supervision whether they teach face-to-face on-campus, at off-campus locations, or online. |
| <a href="#">6.2.c – Program Coordination</a>         | Wayne Community College (WCC) assigns appropriate responsibility for coordination for all programs, regardless of delivery modality or location. Program coordination, as well as curriculum development and review for all Wayne Community College programs, is assigned to persons academically and/or professionally qualified in the field by either a department chair or program director/coordinator. The program/discipline, person responsible for the program, and academic/professional qualifications are provided for each of the college's five divisions.                                                                                                                             |
| <a href="#">7.1 – Institutional Planning</a>         | A strategic priority for the college's Goal 2: Ensure Program Excellence is to track online learning communications via Regular and Substantive Interactive (RSI). The college operates a Center for Teaching and Learning Excellence that provides students with an in-course resource to support their readiness for online learning. Service reviews address distance learning where applicable.                                                                                                                                                                                                                                                                                                  |
| <a href="#">8.1 – Student Achievement</a>            | Program learning outcomes (PLO) are established and clearly defined in measurable terms (baselines, standards, and targets) by program faculty and assessed every three years. Every PLO assessment is completed in the same manner, no matter the instructional modality (face-to-face, online, and/or hybrid).                                                                                                                                                                                                                                                                                                                                                                                     |
| <a href="#">8.2.a – Student Outcomes</a>             | Program learning outcomes are established and clearly defined in measurable terms (baselines, standards, and targets) by program faculty. Every PLO assessment is completed in the same manner, no matter the instructional modality (face-to-face, online, hybrid, and/or Hy-Flex).                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <a href="#">9.1 – Program Content</a>                | WCC provides an innovative, flexible, and convenient approach to learning by offering multiple learning modalities for degree, diploma, and certificate programs. WCC's eLearning options include internet, blended, hybrid, hybrid flexible (HyFlex), and web-assisted courses. Online information is listed in the college catalog and on the college website. Registration processes, credit hours earned, and costs are the same for all course modalities.                                                                                                                                                                                                                                      |
| <a href="#">9.2 – Program Length</a>                 | Wayne Community College uses semester hour credit for all courses, whether distance or traditional, and whether taught on the main campus or an off-campus site.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <a href="#">9.3 – General Education Requirements</a> | All associate degree programs at Wayne Community College require that students successfully complete a general education component with a minimum of 15 semester hours of college-level courses. The general education requirement also includes programs delivered by distance education.                                                                                                                                                                                                                                                                                                                                                                                                           |
| <a href="#">10.2 – Public Information</a>            | All academic calendars, grading policies, cost of attendance, and refund policies are available on the college website and in the college catalog and apply to all instructional sites and all modes of delivery.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | <p>The <a href="#">annual academic calendar</a> is published in the General Catalog and Student Handbook, available in print and online. A <a href="#">semester calendar</a> is available on the college website and in print.</p> <p>The cost of attendance information is published on the college website and available to students and the public. Refund policies are published on the college website and in the General Catalog and Student Handbook.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <a href="#">10.5 – Admissions Policies and Practices</a>            | <p>Admission information is published in the <a href="#">General Catalog and Student Handbook</a> and on the admissions webpage where links are provided to online applications, placement test information, and student support services. Publishing admissions policies in multiple formats makes them available to potential traditional and distance education students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <a href="#">10.6 – Distance and Correspondence Education</a>        | <p>Wayne Community College ensures that students who register in a distance education course are the same students who participate in the course, complete the course, and receive credit for the course.</p> <p>WCC utilizes a remote proctoring solution (<a href="#">Respondus</a>) for distance education courses that ensures the integrity of distance education exams while allowing students to take online assessments from remote locations.</p> <p><a href="#">CPM 05-0302 – Student Privacy – Distance Education</a> specifically addresses procedures for protecting the privacy of distance education students including the use of unique student identification numbers and passwords, single sign-on portal, and secure course management system.</p> <p>There are no fees associated with verification of student identity. The college does not charge additional tuition or fees to students enrolled in distance education courses for verification of student identity or any other purpose.</p>                                                                                                                                                                               |
| <a href="#">10.7 – Practices for Awarding Credit</a>                | <p>The institution publishes and implements policies for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <a href="#">11.1 – Library and Learning / Information Resources</a> | <p>Reference Librarians conduct face-to-face information literacy training sessions in either the Erwin Library Literacy Lab or in any off-site location on campus by appointment. Reference Librarians are also available to schedule a one-on-one reference assistance appointment or to conduct library tours in the Erwin Library. For remote users, personal reference assistance is available by phone, email, or live chat.</p> <p>Distance learners have access to the same library resources and services via the <a href="#">library website</a>. There are 809,411 eBooks in all subject areas, which augment the general print collection and greatly aid distance learners. The Remote Users webpage focuses on the needs of any library user requiring remote access.</p> <p>For both in-library and distance users, the <a href="#">Single Search page</a> provides a succinct guide to searching the library's EBSCO Discovery Service (EDS). <a href="#">Databases available</a> to all Erwin Library Users incorporate all searchable resource databases with the substantial number of additional journal, eBook, and video streaming databases subscribed to by the library.</p> |
| <a href="#">12.1 – Student Support Services</a>                     | <p>Tutoring assistance is available to students, both in-person and virtually, through the college's Academic Skills Center.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <p>Achievement Coaches work with students via email, telephone, and in-person and virtual meetings to assess their academic and student support needs.</p> <p>The eLearning Department provides student support focused on Moodle (the college's learning management system) and eLearning. Fully online and hybrid courses have course content in Moodle and face-to-face courses use Moodle for supplemental information and to meet student needs for scheduling flexibility.</p> <p>The Clyde A. Erwin, Jr. Library provides resources to assist students, faculty, and staff in their research and actively supports the college's mission and goals in the ongoing development of its print, audio visual, and electronic collection. Library services are offered to traditional and distance learning students as well as the general public. The library hosts an Open Computer Lab with 32 PCs and 15 laptops with internet access. Students are encouraged to use the lab outside of class times to complete coursework for seated, hybrid, and online courses</p> <p>Additional computer labs are available for student use on the WCC main campus, as well as off-campus sites. Laptops are also available for student checkout for long-term use from the college's library.</p> <p>WCC's Information Technology Department provides academic technology support services to faculty. Services include assistance with technology including college email, Moodle (learning management system), Colleague (student information system), Self-Service (web interface), Cengage/WebAssign, online library services, and other resources such as hardware and software installation, maintenance, and support. Staff are available to assist students with technology while using the Open Computer Lab. In addition, all students have access to 24/7 <a href="#">IT Remote Support</a> and an online <a href="#">Help Desk Knowledge Base</a> via the website.</p> <p>Career Services provides information and <a href="#">resources</a> to help students in all aspects of their career planning and development process. In addition to face-to-face workshops, seminars, and individual appointments, the Career Services Counselor offers online services such as self-directed <a href="#">resume assistance</a> and resources designed to assist students in making informed decisions concerning their education and career paths.</p> <p>Students can participate in extracurricular activities in-person and online, such as BINGO and eSports tournaments.</p> <p>WCC's financial aid program is designed to assist eligible students with their educational and training expenses. The college offers federal and state grants, scholarships, and federal work-study. Eligible students may receive one or more types of financial assistance to support tuition, fees, books, and other educational-related expenses. The financial aid program, including how to apply, types of aid, and eligibility requirements is described in detail on the <a href="#">website</a> as well as in the <a href="#">catalog</a>.</p> |
| <p><a href="#">12.4 – Student Complaints</a></p> | <p>Procedures for addressing written student complaints are outlined in the <a href="#">General Catalog and Student Handbook</a>, as well as in the <a href="#">College Procedures Manual CPM 05-0802 – Student Rights, Responsibilities, and Judicial Procedures</a> and <a href="#">CPM 05-0804 – Appeal of Final Course Grade</a>. This information is also included on course syllabi (<a href="#">Course Syllabus – Code of Conduct – Academic Integrity</a>) and on the eLearning homepage (<a href="#">Website – eLearning – Student Grievance Procedure</a>). Students enrolled in distance education courses or at off-campus instructional sites follow these same procedures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

### [13.7 – Physical Resources](#)

Through distance education, students have access to fourteen (14) associate degree programs, six (6) diplomas, and thirty-nine (36) certificate programs, all of which may be taken entirely online. Students may also take individual courses via the Internet, hybrid, and traditional/web-assisted course formats in partial fulfillment of many other program requirements. In the spring semester of 2024, among the 606 courses offered, there were 108 blended, 4 HyFlex, 42 hybrid, 295 online, and 157 traditional. The college's infrastructure has proven sufficient to host a robust schedule of distance education courses.

All 124 classrooms at WCC are equipped with technology and webcams for instructors, facilitating provision of classroom content and instruction to distance education students. Twenty-five of those classrooms feature camera systems that can be controlled via touchscreen, allowing instructors to pan, zoom, and tilt the cameras as needed, along with integrated microphones. Additionally, 60 of the classrooms are outfitted with smart interactive displays, enabling instructors to present dynamic content that can be easily exported to Moodle, the Learning Management System (LMS). Computers deployed in all fixed computer labs and all mobile labs are equipped with integrated webcams, supporting virtual learning capabilities. All conference rooms are similarly equipped with audio and video technology, supporting both in-person and remote meetings.

[Support services](#) available on-site are also available to distance education students, including, but not limited to, counseling, financial aid, admissions, new student orientation, and tutoring. Internet, email, phone, and collaboration tools such as Google Meet and Zoom allow students to conduct official business with WCC. Once enrolled, students receive access to a college email account, Self Service (portal), BisonAlert, Moodle, and any other instructional systems required by their course of study.

In addition to Moodle, WCC has software or subscription services that faculty often use with distance education and other course formats. For example, [Mediasite](#) is screen capture software, that can record the instructor on camera and their computer screen. This allows instructors to narrate PowerPoint presentations, record course video welcome messages, and activity feedback via captioned video. Mediasite provides in-program captioning through Vidable. The Mediasite Video Content Management System (VCMS) subscription streamlines lecture recording and editing and supports accessibility efforts with caption and transcription options. Mediasite is also accessible to students for recording and sharing presentations.

The institution ensures adequate physical facilities and resources, both on- and off-campus, that appropriately serve the needs of its educational programs, support services, and other mission-related activities.

[Standard 10.6 – Distance and Correspondence Education](#) provides a full discussion regarding the college's policies and procedures related to online courses.

## Section 14: Transparency and Institutional Representation

### 14.4

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy Accrediting Decisions of Other Agencies.)

(Representation to other agencies) **[Off-Site/On-Site Review]**

*[Note: Institutions responding to part (a) of this standard should provide evidence (e.g., appropriate portion of the most recent self-study, report from the other accreditor, etc.) that demonstrates the accurate representation to other U.S. DOE recognized agencies with regard to such things as institutional purpose, governance, programs, and finances.]*

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

## Narrative:

### Accurate Representation

Wayne Community College (WCC) is accredited by only one U.S. Department of Education (DOE) recognized institutional accrediting agency and that is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). WCC was [reaffirmed in 2016](#) and received a positive response to the [Fifth-Year Report in 2021](#). WCC's accreditation is published on the Database of Accredited Postsecondary Institutions and Programs ([DAPIP](#)) website.

Wayne Community College has several external academic program accreditations that are subject to review by the organization specific to its discipline. Each program is currently in good standing with that agency.

WCC Programs and Accrediting Agency Status

| Program                                      | Accrediting Agency                                      | Date of Last Review | Date of Next Review | Standing / Sanctions applied / Reinstatement Actions Taken |
|----------------------------------------------|---------------------------------------------------------|---------------------|---------------------|------------------------------------------------------------|
| Associate Degree Nursing / Practical Nursing | <a href="#">North Carolina Board of Nursing (NCBON)</a> | 2021                | 2031                | Continuation of full approval                              |

|                                         |                                                                                                                                                 |      |                    |                                                                                                  |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------|--------------------------------------------------------------------------------------------------|
| Associate Degree Nursing                | <a href="#">Accreditation Commission for Education in Nursing (ACEN)</a>                                                                        | 2021 | 2029               | Reaffirmed                                                                                       |
| <a href="#">Practical Nursing</a>       | <a href="#">Accreditation Commission for Education in Nursing (ACEN)</a>                                                                        | 2021 | 2029               | Reaffirmed                                                                                       |
| <a href="#">Dental Assisting</a>        | <a href="#">Commission on Dental Accreditation of the American Dental Association (CODA)</a>                                                    | 2020 | 2027               | Approval without reporting requirements                                                          |
| <a href="#">Dental Hygiene</a>          | Commission on Dental Accreditation of the American Dental Association (CODA)                                                                    | 2020 | 2021               | <a href="#">CODA approval with reporting requirements</a>                                        |
|                                         |                                                                                                                                                 | 2023 | 2027               | <a href="#">CODA approval without reporting requirements</a>                                     |
| Medical Assisting                       | <a href="#">Commission on Accreditation of Allied Health Education Programs (CAAHEP)</a>                                                        | 2016 | 2025               | Continuing Accreditation                                                                         |
| Medical Lab Technology                  | <a href="#">National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</a>                                                           | 2021 | 2025               | Continuing Accreditation                                                                         |
| Automotive Systems Technology (GM-ASEP) | <a href="#">Automotive Service Excellence (ASE) Education Foundation (formerly National Automotive Technician Education Foundation (NATEF))</a> | 2022 | 2027               | Certificate of Accreditation                                                                     |
| Automotive Systems Technology (GM-ASEP) | <a href="#">Automotive Service Excellence (ASE) Education Foundation (formerly National Automotive Technician Education Foundation (NATEF))</a> | 2022 | 2027               | Certificate of Accreditation                                                                     |
| Aviation Systems Technology             | <a href="#">Federal Aviation Administration, Air Agency Certificate (U.S. Department of Transportation)</a>                                     | 2013 | N/A (Indefinitely) | Approved                                                                                         |
| Cybersecurity                           | <a href="#">National Security Agency's Centers of Academic Excellence in Cyber Defense Education (CAE-CDE)</a>                                  | 2023 | 2028               | Confirmation of Designation                                                                      |
| Basic Law Enforcement Training          | <a href="#">North Carolina Department of Justice Criminal Justice Standards Division (NCDOJ)</a>                                                | 2024 | 2029               | Approved                                                                                         |
| EMS Education Provider                  | <a href="#">North Carolina Department of Health and Human Services (NCDHHS), North Carolina Office of Emergency Medical Services (NCOEMS)</a>   | 2021 | 2025               | Credentialed for Initial, CE local and Recertification for EMR, EMT, AEMT, and Paramedic courses |

|                           |                                                                                                                             |                         |      |                                                                                        |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------|------|----------------------------------------------------------------------------------------|
| Fire and Rescue Levels    | <a href="#">North Carolina Fire and Rescue Commission (OSFM)</a>                                                            | 2020                    | 2025 | Accredited to certify fire and rescue levels as listed on Certificate of Accreditation |
| Emergency Medical Science | <a href="#">Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)</a> | Letter of Review - 2023 | N/A  | Initial accreditation approval expected to be received in 2025                         |

Wayne Community College has a [substantive change procedure \(CPM 09-0202\)](#) to notify the Commission if a program receives initial accreditation or if a change in program accreditation status occurs. Program accreditation is discussed in Curriculum Committee meetings. The college's Curriculum Committee is a standing committee that establishes guidelines to:

- Review and recommend current curriculum program/course changes;
- Review and recommend requests for new curriculum programs of study or requests for curriculum deletions;
- Coordinate recommendations from advisory committees, accrediting or certifying agencies and state offices affecting curricula;
- Review, revise, and recommend internal procedures/processes associated with curriculum committee functions and/or curriculum program approval; and
- Ensure continuing compliance with the Southern Association of Colleges and Schools (SACSCOC) accreditation standards with authority to make curricular recommendations to the Administrative Council and the Curriculum Committee of the Board of Trustees.

The SACSCOC Liaison is responsible for notifying the Commission of changes regarding accreditation.

Wayne Community College has not had any instances of failure to notify the Commission of any of the following:

- Gaining new membership with a federally approved accrediting body;
- Dropping membership with a federally approved accrediting body; or
- Termination of accreditation by an agency or a sanction by another accrediting agency.

Wayne Community College represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions. Therefore, WCC is in compliance with federal requirement 14.4.

Section 14: Transparency and Institutional Representation

14.5

The institution complies with SACSCOC’s policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation.

(Policy compliance)

[Note: For applicable policies, institutions should refer to the SACSCOC website. A single assessment of compliance is needed for this standard.]

|                    |   |
|--------------------|---|
| Compliance         | ✓ |
| Non-compliance     |   |
| Partial Compliance |   |

Narrative:

For this compliance review, Wayne Community College (WCC) is using the Fourth Edition of the Resource Manual for The Principles of Accreditation, published in 2024. WCC reviews and monitors the Southern Association of Colleges and Schools Commission on Colleges website to remain updated on new or revised policy statements.

For example, the SACSCOC Liaison reviewed the policy statements for differentiated review in both 2019 and 2024. As a result of maintaining awareness of this policy, Wayne Community College was able to apply, and be approved, for SACSCOC’s differentiated review process.

In addition to monitoring the website for changes, the SACSCOC Liaison and President review memos from the SACSCOC President in their one-on-one meetings.

The SACSCOC Liaison is responsible for communicating policy changes to the Administrative Council and others as necessary, thereby ensuring the institution is in compliance with all policies. Additionally, the SACSCOC Liaison and other campus leaders regularly attend the SACSCOC annual and summer meetings to remain updated on policies, policy statements, and interpretations.

## Part IV: Institutional Summary Form Prepared for SACSCOC Reviews

### Part IV

## GENERAL INFORMATION

**Name of Institution:** Wayne Community College

**Name, Title, Phone number, and email address of Accreditation Liaison:**

██████████  
Accreditation Liaison  
Associate Vice President of Institutional Effectiveness / Chief of Staff  
Office: 919-739-7010  
Email: ██████████@waynecc.edu

**Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification:**

██████████  
Director, Office of Communications  
Office: 919-739-7027  
Email: ██████████@waynecc.edu

### IMPORTANT:

**Accreditation Activity (*check one*):**

- ☐ Submitted at the time of Reaffirmation Orientation
- ☒ Submitted with Compliance Certification for Reaffirmation
- ☐ Submitted with Materials for an On-Site Reaffirmation Review
- ☐ Submitted with Compliance Certification for Fifth-Year Interim Report
- ☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- ☐ Submitted with Merger/Consolidations/Acquisitions
- ☐ Submitted with Application for Level Change

**Submission date of this completed document:** March 1, 2025

## EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply):

☒

Diploma or certificate program(s) requiring less than one year beyond Grade 12

☒

Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12

☒

Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution

☒

Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer

☐

Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent

☐

Professional degree program(s)

☐

Master's degree program(s)

☐

Work beyond the master's level but not at the doctoral level (such as Specialist in Education)

☐

Doctoral degree program(s)

☐

Other (Specify) \_\_\_\_\_

2. Types of Undergraduate Programs (Check all that apply):

☒

Occupational certificate or diploma program(s)

☒

Occupational degree program(s)

☒

Two-year programs designed for transfer to a baccalaureate institution

☐

Liberal Arts and General

☒

Teacher Preparatory

☐

Professional

☐

Other (Specify)

## GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐

Private (*check one*)

☐

Independent, not-for-profit

Name of corporation OR

Name of religious affiliation and control: \_\_\_\_\_

☐

Independent, for-profit \*

If publicly traded, name of parent company: \_\_\_\_\_

☒

Public state\* (check one)

☐

Not part of a state system, institution has own independent board

☐

Part of a state system, system board serves as governing board

☒

Part of a state system, system board is super governing board, local governing board has delegated authority

☐

Part of a state system, institution has own independent board

***\* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.***

The North Carolina Community College System (NCCCS) is a statewide network of 58 public community colleges. The NCCCS is committed to "elevating North Carolina's future by delivering a diverse, highly skilled talent pipeline aligned to the labor market, supporting economic mobility that creates transformational generational change, and setting the national standard for innovation in higher education and workforce development." The senior leadership team of the NCCCS is comprised of accomplished professionals dedicated to advancing education and the success of NC's community colleges.

The North Carolina State Board is the policy-making arm of the NC Community College System. The State Board oversees budgets, capital projects, curricula, and more. The State Board consists of 22 members, who have either been assigned by the Governor, the State House or the State Senate. The Lieutenant Governor, State Treasurer, Labor Commissioner, and President of the Student Government Association also serve on the board. The State Board of Community Colleges Code serves as a guiding document, outlining the standards, practices, and regulations that govern the operations of community colleges within North Carolina.

## TITLE IV PARTICIPATION

Check the appropriate box below for the institution\*:

☒

Institution participates in title IV, Higher Education Act programs

☐

Institution does NOT participate in title IV, Higher Education Act programs

***\* If an institution has changed or plans to change its title IV participation, it is required to notify SACSCOC. See SACSCOC policy, "Title IV Program Responsibilities," for additional information and direction for responding to standards under the "Principles of Accreditation."***

# INSTITUTIONAL INFORMATION FOR REVIEWERS

**Directions:** Please address the following and attach the information to this form.

## 1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

### Mission Statement

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open-door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

### History and Characteristics

Wayne Community College is located in the coastal plains region of eastern North Carolina, an hour southeast of Raleigh and within 100 miles of North Carolina's Crystal Coast. Wayne County is one of the leading agricultural areas in North Carolina and is home to Seymour Johnson Air Force Base's, 4th Fighter Wing and 916th Air Refueling Wing. The population of the county is approximately 118,686. The ethnic diversity of Wayne County is reflected in WCC's curriculum population which consists of 53% Caucasian, 24% African American, 19% Hispanic, 1% Asian and 3% other. The average student age is 24 with females representing 62% of the population. WCC's main campus is located in Goldsboro, the county seat of Wayne County, and includes eleven instructional buildings on 156 acres. The college also utilizes facilities at the Wayne Executive Jetport, Seymour Johnson Air Force Base, and one local high school.

Wayne Community College was chartered by the North Carolina State Board of Education by the authority of the General Assembly as one of the 58 public institutions of the North Carolina Community College System. The College was originally established on April 3, 1958 as the Goldsboro Industrial Education Center. The Charter was certified on December 7, 1967 by the Director of the Department of Community Colleges and the Chairman of the State Board of Education of North Carolina.

Wayne Community College's 2023-2024 annual unduplicated enrollment was 3,998 curriculum students; 3,760 workforce continuing education students; 1,460 basic skills; and 430 students in multiple academic levels. The college offers 45 Associate Degree programs, 19 Diploma programs, and 109 Certificate programs, for a total of 173 academic programs. WCC has 266 full-time employees (faculty and staff). The college's budget for 2023-2024 was \$51,688,684.

Wayne Community College was fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1970 and was reaffirmed in 1974, 1986, 1995, 2006, and 2016. The college successfully completed a Fifth-Year Interim Report in the fall of 2021. Wayne Community College's peer institutions based upon full-time equivalency (FTE) are: Alamance Community College, Caldwell Community College, Coastal Carolina Community College, Johnston Community College, and Sandhills Community College.

## 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

The following table represents Wayne Community College's degrees, diplomas, and certificates, as well as the number of graduates in the 2023-2024 academic year.

| Curriculum Programs of Study                                                             | Program Code | Number of Graduates 2023-2024<br>(Graduation Year = Summer 2023, Fall 2023, Spring 2024) |
|------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------|
| <b>Accounting and Finance</b>                                                            |              |                                                                                          |
| Accounting and Finance Degree                                                            | A25800AF     | 11                                                                                       |
| Accounting and Finance Diploma                                                           | D25800       | 4                                                                                        |
| Accounting and Finance - Bookkeeping Certificate                                         | C25800       | 22                                                                                       |
| <b>Agribusiness Technology</b>                                                           |              |                                                                                          |
| Agribusiness Technology Degree                                                           | A15100       | 6                                                                                        |
| Agribusiness Technology Certificate                                                      | C15100       | 3                                                                                        |
| Agribusiness Technology - Agribusiness Exploration Certificate                           | C15100C      | 0                                                                                        |
| <b>Air Conditioning, Heating, and Refrigeration Technology</b>                           |              |                                                                                          |
| Air Conditioning, Heating, and Refrigeration Technology Diploma                          | D35100       | 3                                                                                        |
| Air Conditioning, Heating, and Refrigeration Technology - Comfort Cooling Certificate    | C35100CC     | 7                                                                                        |
| Air Conditioning, Heating, and Refrigeration Technology - Heat Pump Certificate          | C35100HP     | 1                                                                                        |
| Air Conditioning, Heating, and Refrigeration Technology - Heating Technology Certificate | C35100HT     | 1                                                                                        |
| <b>Applied Animal Science Technology</b>                                                 |              |                                                                                          |
| Applied Animal Science Technology Degree                                                 | A15280       | 7                                                                                        |
| Applied Animal Science Technology Certificate                                            | C15280       | 8                                                                                        |
| <b>Artificial Intelligence Engineer</b>                                                  |              |                                                                                          |
| Artificial Intelligence Engineer Degree                                                  | A25710E      | 1                                                                                        |
| Artificial Intelligence Engineer - Chatbot Development Certificate                       | C25590CB     | 0                                                                                        |
| Artificial Intelligence Engineer - Consultant 1 Certificate                              | C25590CO     | 0                                                                                        |
| Artificial Intelligence Engineer - Consultant 2 Certificate                              | C25590CT     | 0                                                                                        |
| Artificial Intelligence Engineer - Fundamentals Certificate                              | C25590AI     | 0                                                                                        |

|                                                                          |          |     |
|--------------------------------------------------------------------------|----------|-----|
| Artificial Intelligence Engineer - Math Foundations for AI Certificate   | C25710MF | 1   |
| Artificial Intelligence Engineer - Python Programming for AI Certificate | C25710PY | 1   |
| <b>Associate Degree Nursing</b>                                          |          |     |
| Associate Degree Nursing                                                 | A45110   | 38  |
| <b>Associate in Arts</b>                                                 |          |     |
| Associate in Arts Degree                                                 | A10100   | 153 |
| <b>Associate in Arts in Teacher Preparation</b>                          |          |     |
| Associate in Arts in Teacher Preparation Degree                          | A1010T   | 4   |
| <b>Associate in General Education</b>                                    |          |     |
| Associate in General Education Degree                                    | A10300   | 2   |
| <b>Associate in General Education - Nursing</b>                          |          |     |
| Associate in General Education - Nursing Degree                          | A1030N   | 0   |
| <b>Associate in Science</b>                                              |          |     |
| Associate in Science Degree                                              | A10400   | 48  |
| <b>Associate in Science in Teacher Preparation</b>                       |          |     |
| Associate in Science in Teacher Preparation Degree                       | A1040T   | 0   |
| <b>Automotive Systems Technology - ATEP</b>                              |          |     |
| Automotive Systems Technology - ATEP Degree                              | A60160M  | 3   |
| Automotive Systems Technology Diploma                                    | D60160   | 5   |
| Automotive Systems Technology - Transportation Technology Certificate    | C60160   | 22  |
| <b>Automotive Systems Technology - GM-ASEP</b>                           |          |     |
| Automotive Systems Technology - GM-ASEP Degree                           | A60160G  | 4   |
| <b>Aviation Systems Technology</b>                                       |          |     |
| Aviation Systems Technology Degree                                       | A60200   | 5   |
| Aviation Systems Technology - Airframe Diploma                           | D60200A  | 0   |
| Aviation Systems Technology - Powerplant Diploma                         | D60200P  | 1   |
| <b>Basic Law Enforcement Training</b>                                    |          |     |
| Basic Law Enforcement Training Certificate                               | C55120   | 19  |

|                                                                                       |          |    |
|---------------------------------------------------------------------------------------|----------|----|
| <b>Business Administration</b>                                                        |          |    |
| Business Administration Degree                                                        | A25120   | 30 |
| Business Administration Diploma                                                       | D25120   | 18 |
| Business Administration Certificate                                                   | C25120   | 20 |
| Business Administration - Entrepreneurship Certificate                                | C25120ET | 0  |
| Business Administration - Marketing Certificate                                       | C25120MK | 5  |
| <b>Business Administration - Operations Management</b>                                |          |    |
| Business Administration - Operations Management Degree                                | A25120G  | 4  |
| Business Administration - Operations Management Certificate                           | C25120G  | 3  |
| Business Administration - Operations Management - Process Improvement Certificate     | C25120GP | 4  |
| <b>Collision Repair and Refinishing Technology</b>                                    |          |    |
| Collision Repair and Refinishing Technology Degree                                    | A60130   | 2  |
| Collision Repair and Refinishing Technology Diploma                                   | D60130   | 3  |
| Collision Repair and Refinishing Technology Certificate                               | C60130   | 5  |
| Collision Repair and Refinishing Technology - Collision Repair Estimating Certificate | C60130E  | 2  |
| <b>Computer-Integrated Machining Degree</b>                                           |          |    |
| Computer-Integrated Machining Degree                                                  | A50210   | 5  |
| Computer-Integrated Machining Diploma                                                 | D50210   | 1  |
| Computer-Integrated Machining – Basic Machining Certificate                           | C50210A  | 2  |
| Computer-Integrated Machining – CNC Operator Certificate                              | C50210C  | 0  |
| Computer-Integrated Machining – CNC Programming Certificate                           | C50210D  | 1  |
| Computer-Integrated Machining – Computer-Aided Manufacturing Certificate              | C50210F  | 0  |
| Computer-Integrated Machining – Coordinate Measuring Machine Certificate              | C50210E  | 1  |
| Computer-Integrated Machining – Intermediate Machining Certificate                    | C50210B  | 2  |
| <b>Criminal Justice Technology</b>                                                    |          |    |
| Criminal Justice Technology Degree                                                    | A55180   | 5  |
| Criminal Justice Technology - Correctional Services Management Certificate            | C55180P  | 1  |

|                                                               |          |    |
|---------------------------------------------------------------|----------|----|
| Criminal Justice Technology – Management Certificate          | C55180   | 1  |
| <b>Criminal Justice Technology - Forensic Science</b>         |          |    |
| Criminal Justice Technology - Forensic Science Degree         | A5518C   | 4  |
| Criminal Justice Technology - Forensic Science Certificate    | C5518CF  | 1  |
| <b>Cybersecurity</b>                                          |          |    |
| Cybersecurity Degree                                          | A25590S  | 9  |
| Cybersecurity - Cyber Crime Fundamentals Certificate          | C25590FC | 0  |
| Cybersecurity - Cyber Defense Certificate                     | C25590DC | 0  |
| Cybersecurity - Cyber Firewall Certificate                    | C25590CF | 0  |
| Cybersecurity - Cybersecurity Analyst Certificate             | C25590CA | 1  |
| Cybersecurity - Cybersecurity Concepts Certificate            | C25590CC | 2  |
| Cybersecurity - Cybersecurity Operations Certificate          | C25590CO | 0  |
| Cybersecurity - Ethical Hacker Certificate                    | C25590EH | 0  |
| Cybersecurity - Network Systems Certificate                   | C25590NY | 5  |
| Cybersecurity - Penetration Testing Certificate               | C25590PT | 0  |
| Cybersecurity - Python for Network Admin Certificate          | C25590PN | 0  |
| Cybersecurity - Secure Communications Certificate             | C25590SC | 0  |
| Cybersecurity - Systems and Hardware Support Certificate*     | C25590H  | 19 |
| <b>Dental Assisting</b>                                       |          |    |
| Dental Assisting Diploma                                      | D45240   | 18 |
| <b>Dental Hygiene</b>                                         |          |    |
| Dental Hygiene Degree                                         | A45260   | 21 |
| <b>Early Childhood Education</b>                              |          |    |
| Early Childhood Education Career Track Degree                 | A55220CT | 6  |
| Early Childhood Education Licensure Transfer Track Degree     | A55220L  | 2  |
| Early Childhood Education Non-Licensure Transfer Track Degree | A55220N  | 1  |
| Early Childhood Education Certificate                         | C55220B  | 3  |
| Early Childhood Education - Administrator's Certificate       | C55220A  | 10 |

|                                                                                                                                                             |          |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|
| Early Childhood Education - Elementary Education Residency Licensure Certificate                                                                            | C55490   | 0 |
| Early Childhood Education - Infant/Toddler Care Certificate                                                                                                 | C55290   | 5 |
| Early Childhood Education - Preschool Certificate (Pending SACSCOC approval, effective Spring 2025)                                                         | C55860   | 0 |
| Early Childhood Education - Special Needs Certificate                                                                                                       | C55220C  | 0 |
| <b>Emergency Management</b>                                                                                                                                 |          |   |
| Emergency Management Degree                                                                                                                                 | A55460   | 9 |
| Emergency Management - EMS Management Certificate                                                                                                           | C55460E  | 0 |
| Emergency Management - Fire Service Management Certificate                                                                                                  | C55460F  | 0 |
| Emergency Management - Law Enforcement Management Certificate                                                                                               | C55460L  | 0 |
| Emergency Management – Management Certificate                                                                                                               | C55460M  | 1 |
| Emergency Management - Public Safety Certificate                                                                                                            | C55460P  | 0 |
| <b>Emergency Medical Science</b>                                                                                                                            |          |   |
| Emergency Medical Science Degree                                                                                                                            | A45340   | 6 |
| <b>Entertainment Technologies</b>                                                                                                                           |          |   |
| Entertainment Technologies Degree                                                                                                                           | A25190   | 5 |
| Entertainment Technologies - Audio Engineer Certificate                                                                                                     | C25190AE | 1 |
| Entertainment Technologies - Entertainment Management Certificate                                                                                           | C25190EM | 0 |
| Entertainment Technologies - Entertainment Technology Certificate                                                                                           | C25190ET | 1 |
| Entertainment Technologies - Entertainment Technology Promotion and Marketing Certificate                                                                   | C25190PM | 1 |
| Entertainment Technologies - Social Media and Entertainment Certificate                                                                                     | C25190SM | 0 |
| <b>Forest Management Technology</b>                                                                                                                         |          |   |
| Forest Management Technology Degree                                                                                                                         | A15200   | 8 |
| Forest Management Technology - Natural Resource Certificate                                                                                                 | C15200B  | 3 |
| Forest Management Technology - Wildlife Management Certificate                                                                                              | C15200W  | 0 |
| <b>Funeral Service Education</b>                                                                                                                            |          |   |
| Funeral Service Education (awarded by Fayetteville Technical Community College (FTCC), students may take up to 31 non-program semester credit hours at WCC) | A55260   | 0 |

| <b>Game and Automation Programming</b>                                                          |          |    |
|-------------------------------------------------------------------------------------------------|----------|----|
| Game and Automation Programming Degree                                                          | A25450P  | 3  |
| Game and Automation Programming Diploma                                                         | D25450P  | 1  |
| Game and Automation Programming - Production for Simulation and Game Development Certificate*   | C25450PN | 0  |
| Game and Automation Programming - Programming for Simulation and Game Development Certificate   | C25450PG | 0  |
| Game and Automation Programming - Level Design for Simulation and Game Development Certificate* | C25450L  | 0  |
| Game and Automation Programming - Mobile Game Development Certificate*                          | C25450MG | 3  |
| Game and Automation Programming - Simulation and Game Development Certificate*                  | C25450   | 5  |
| <b>Game Art and Animation</b>                                                                   |          |    |
| Game Art and Animation Degree                                                                   | A25450A  | 6  |
| Game Art and Animation Diploma                                                                  | D25450A  | 0  |
| Game Art and Animation - Modeling and Animation Certificate                                     | C25450MA | 2  |
| Game Art and Animation - Level Design for Simulation and Game Development Certificate*          | C25450L  | 0  |
| Game Art and Animation - Mobile Game Development Certificate*                                   | C25450MG | 3  |
| Game Art and Animation - Production for Simulation and Game Development Certificate*            | C25450PN | 0  |
| Game Art and Animation - Simulation and Game Development Certificate*                           | C25450   | 5  |
| <b>Human Services Technology</b>                                                                |          |    |
| Human Services Technology Degree                                                                | A45380   | 5  |
| <b>Industrial Systems Technology</b>                                                            |          |    |
| Industrial Systems Technology Degree                                                            | A50240   | 15 |
| Industrial Systems Technology Diploma                                                           | D50240   | 1  |
| Industrial Systems Technology - Industrial Systems Certificate                                  | C50240   | 13 |
| Industrial Systems Technology - Industrial Automation Certificate                               | C50240IA | 8  |
| Industrial Systems Technology - Industrial Exploration Certificate                              | C50240E  | 0  |

|                                                                           |          |    |
|---------------------------------------------------------------------------|----------|----|
| Industrial Systems Technology – Mechanical Systems Certificate            | C50240MS | 0  |
| <b>IT Support and Services</b>                                            |          |    |
| IT Support and Services Degree                                            | A25590I  | 8  |
| IT Support and Services - IT Diploma                                      | D25590I  | 5  |
| IT Support and Services - A+ Fundamentals Certificate                     | C25590AF | 0  |
| IT Support and Services - Database Support Certificate                    | C25590DS | 1  |
| IT Support and Services - Hardware/Software Support & Repair Certificate  | C25590HS | 0  |
| IT Support and Services - Information Technology Fundamentals Certificate | C25590S  | 3  |
| IT Support and Services - IT Service Technician Certificate               | C25590ST | 0  |
| IT Support and Services - Operating Systems Support Certificate           | C25590OS | 1  |
| IT Support and Services - Productivity Apps Certificate                   | C25590BA | 0  |
| IT Support and Services - Systems and Hardware Support Certificate*       | C25590H  | 19 |
| <b>Mechanical Engineering Technology</b>                                  |          |    |
| Mechanical Engineering Technology Degree                                  | A40320   | 6  |
| Mechanical Engineering Technology – Drafting Certificate                  | C40320A  | 9  |
| Mechanical Engineering Technology - Engineering Technology Certificate    | C40320C  | 4  |
| Mechanical Engineering Technology – Tool Design Certificate               | C40320B  | 3  |
| <b>Mechatronics Engineering Technology</b>                                |          |    |
| Mechatronics Engineering Technology Degree                                | A40350   | 2  |
| Mechatronics Engineering Technology Certificate                           | C40350A  | 2  |
| <b>Medical Assisting</b>                                                  |          |    |
| Medical Assisting Degree                                                  | A45400   | 11 |
| Medical Assisting Certificate                                             | C45400   | 0  |
| <b>Medical Laboratory Technology</b>                                      |          |    |
| Medical Laboratory Technology Degree                                      | A45420   | 7  |
| <b>Medical Office Administration</b>                                      |          |    |
| Medical Office Administration Degree                                      | A25310   | 11 |
| Medical Office Administration Diploma                                     | D25310MO | 3  |

|                                                                           |          |    |
|---------------------------------------------------------------------------|----------|----|
| Medical Office Administration Certificate                                 | C25310MO | 9  |
| Medical Office Administration - Medical Coding Diploma                    | D25310   | 5  |
| Medical Office Administration - Medical Scribe Certificate                | C25310MS | 8  |
| Medical Office Administration - Virtual Office Administration Certificate | C25310VO | 0  |
| Medical Office Administration - Dental Office Certificate                 | C25310D  | 5  |
| Medical Office Administration - Medical Insurance Certificate             | C25310MI | 8  |
| <b>Office Administration</b>                                              |          |    |
| Office Administration Degree                                              | A25370   | 3  |
| Office Administration Diploma                                             | D25370   | 2  |
| Office Administration Certificate                                         | C25370   | 3  |
| Office Administration - Microsoft Applications Certificate                | C25370MA | 14 |
| Office Administration - Virtual Office Administration Certificate         | C25370VO | 2  |
| <b>Practical Nursing</b>                                                  |          |    |
| Practical Nursing Diploma                                                 | D45660   | 13 |
| <b>Risk Management and Insurance</b>                                      |          |    |
| Risk Management and Insurance Degree                                      | A25800RM | 3  |
| <b>Software Development</b>                                               |          |    |
| Software Development Degree                                               | A25590C  | 4  |
| Software Development - Application Development Certificate                | C25590AD | 3  |
| Software Development - Computer Programming Certificate                   | C25590CP | 0  |
| Software Development - JAVA Programming Certificate                       | C25590JP | 0  |
| Software Development - Mobile Web Development Certificate                 | C25590MW | 0  |
| Software Development - Web Development Certificate                        | C25590WD | 1  |
| Software Development - Web Programming Certificate                        | C25590WP | 0  |
| Software Development - Systems and Hardware Support Certificate*          | C25590H  | 19 |
| <b>Sustainable Agriculture</b>                                            |          |    |
| Sustainable Agriculture Degree                                            | A15410   | 0  |
| Sustainable Agriculture Certificate                                       | C15410   | 0  |

| <b>Turfgrass Management Technology</b>                                                                                 |          |    |
|------------------------------------------------------------------------------------------------------------------------|----------|----|
| Turfgrass Management Technology Degree                                                                                 | A15420   | 5  |
| Turfgrass Management Technology Diploma                                                                                | D15420   | 0  |
| Turfgrass Management Technology Certificate                                                                            | C15420   | 4  |
| <b>Welding Technology</b>                                                                                              |          |    |
| Welding Technology Diploma                                                                                             | D50420   | 16 |
| Welding Technology Certificate                                                                                         | C50420WT | 1  |
| Welding Technology – MIG Welding Certificate                                                                           | C50420MG | 12 |
| Welding Technology – Stick Welding Certificate                                                                         | C50420S  | 1  |
| Welding Technology – TIG Welding Certificate                                                                           | C50420TG | 8  |
| * = Certificates may be included under multiple Associate Degrees in catalog                                           |          |    |
| ** = Programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in curriculum standards |          |    |

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

#### Non-Credit Programs

In addition to curriculum program offerings, Wayne Community College offers non-credit English Language Acquisition (ELA) classes. These classes focus on group conversation, grammar and writing instruction, reading comprehension, civics, and employment skills.

The table provided below indicates the progression of students served by ELA. Student progress is measured by pre- and post-test scores using an evaluation process through the North Carolina Community College System (NCCCS) called Measurable Skills Gain (MSG). When a student scores high enough on an approved post-test to place into a higher educational functioning level than the student's pre-test, the student demonstrates MSG. Students who complete ELA courses and subsequently enroll in post-secondary education (PSE) are considered MSG-PSE students.

#### **ELA Student Progress**

| <b>July 1, 2022 – June 30, 2023 (Academic Year)</b> |                                                                           |
|-----------------------------------------------------|---------------------------------------------------------------------------|
| 516                                                 | Number of Students Served                                                 |
| 263                                                 | Number of Students Demonstrating Progress (MSG)                           |
| 0                                                   | Number of Students Demonstrating Progress (MSG – Postsecondary Education) |

|       |                                 |
|-------|---------------------------------|
| 47.5% | Students Demonstrating Progress |
|-------|---------------------------------|

### 3. Off-Campus Instructional Locations and Branch Campuses

List **all approved off-campus instructional locations** where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

**Table 1: Off-campus instructional sites** — a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

| Name of Site            | Physical Address (street, city, state, country)<br>Do not include PO Boxes. | Date of SACSCOC approval letter | Date Implemented by the institution | Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site | Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.) |
|-------------------------|-----------------------------------------------------------------------------|---------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wayne Executive Jetport | 240 Aviation Drive NE<br>Pikeville, N.C.<br>27863                           | Site approved in 2006 decennial | 1968                                | Aviation Systems Technology (Degree)                                                                                        | Active                                                                                                                                                                   |

**Table 2: Off-campus instructional sites** - at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

| Name of Site<br>(Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening) | Physical Address (street, city, state, country)<br>Do not include PO Boxes. | Date of SACSCOC letter accepting notification | Date Implemented by the institution | Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site | Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.) |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seymour Johnson Air Force Base (SJAFB) Education Center                                                                                        | Building 3611<br>1195 Cannon Avenue,<br>Seymour                             | Site approved in 2006 decennial               | 1974                                | Associate in General Education; Associate in Arts; Associate in Science                                               | Active                                                                                                                                                                   |

|                                                              |                                                   |                |           |                                                                                     |        |
|--------------------------------------------------------------|---------------------------------------------------|----------------|-----------|-------------------------------------------------------------------------------------|--------|
|                                                              | Johnson AFB,<br>N.C. 27531                        |                |           |                                                                                     |        |
| Goldsboro High<br>School – Wayne<br>School of<br>Engineering | 801 N. Lionel<br>St.,<br>Goldsboro,<br>N.C. 27530 | April 11, 2013 | Fall 2010 | Drafting (Certificate);<br>Mechanical<br>Engineering<br>Technology<br>(Certificate) | Active |

**Table 3: Branch campus** — an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

| Name of<br>Branch<br>Campus | Physical<br>Address<br>(street, city,<br>state, country)<br>Do not include<br>PO Boxes. | Date of<br>SACSCOC<br>approval<br>letter | Date<br>Implemented<br>by the<br>institution | Educational programs<br>offered (specific<br>degrees, certificates,<br>diplomas) with 50% or<br>more credit hours<br>offered at the branch<br>campus | Is the campus currently<br>active? (At any time<br>during the past 5 years,<br>have students been<br>enrolled and courses<br>offered? If not, indicate<br>the date of most recent<br>activity.) |
|-----------------------------|-----------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Not<br>Applicable           |                                                                                         |                                          |                                              |                                                                                                                                                      |                                                                                                                                                                                                 |

Wayne Community College does not have any branch campus locations.

#### 4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Wayne Community College was initially approved to offer distanced education June 21, 2001.

The following table provides a listing of all Wayne Community College degrees, diplomas, and certificates indicating distance education components.

| Curriculum Programs of<br>Study | Program<br>Code | 50% or more of<br>the credit hours<br>are delivered<br>through<br>distance | Synchronous<br>Technology | Asynchronous<br>Technology | Synchronous &<br>Asynchronous<br>(Both) |
|---------------------------------|-----------------|----------------------------------------------------------------------------|---------------------------|----------------------------|-----------------------------------------|
|---------------------------------|-----------------|----------------------------------------------------------------------------|---------------------------|----------------------------|-----------------------------------------|

|                                                                                          |          | education<br>modes |  |   |  |
|------------------------------------------------------------------------------------------|----------|--------------------|--|---|--|
| <b>Accounting and Finance</b>                                                            |          |                    |  |   |  |
| Accounting and Finance Degree                                                            | A25800AF | X                  |  | X |  |
| Accounting and Finance Diploma                                                           | D25800   | X                  |  | X |  |
| Accounting and Finance - Bookkeeping Certificate                                         | C25800   | X                  |  | X |  |
| <b>Agribusiness Technology</b>                                                           |          |                    |  |   |  |
| Agribusiness Technology Degree                                                           | A15100   | X                  |  | X |  |
| Agribusiness Technology Certificate                                                      | C15100   |                    |  |   |  |
| Agribusiness Technology - Agribusiness Exploration Certificate                           | C15100C  | X                  |  | X |  |
| <b>Air Conditioning, Heating, and Refrigeration Technology</b>                           |          |                    |  |   |  |
| Air Conditioning, Heating, and Refrigeration Technology Diploma                          | D35100   |                    |  |   |  |
| Air Conditioning, Heating, and Refrigeration Technology - Comfort Cooling Certificate    | C35100CC |                    |  |   |  |
| Air Conditioning, Heating, and Refrigeration Technology - Heat Pump Certificate          | C35100HP |                    |  |   |  |
| Air Conditioning, Heating, and Refrigeration Technology - Heating Technology Certificate | C35100HT |                    |  |   |  |
| <b>Applied Animal Science Technology</b>                                                 |          |                    |  |   |  |
| Applied Animal Science Technology Degree                                                 | A15280   | X                  |  | X |  |
| Applied Animal Science Technology Certificate                                            | C15280   | X                  |  | X |  |
| <b>Artificial Intelligence Engineer</b>                                                  |          |                    |  |   |  |

|                                                                          |          |   |  |   |   |
|--------------------------------------------------------------------------|----------|---|--|---|---|
| Artificial Intelligence Engineer Degree                                  | A25710E  | X |  | X |   |
| Artificial Intelligence Engineer - Chatbot Development Certificate       | C25590CB | X |  | X |   |
| Artificial Intelligence Engineer - Consultant 1 Certificate              | C25590CO | X |  | X |   |
| Artificial Intelligence Engineer - Consultant 2 Certificate              | C25590CT | X |  | X |   |
| Artificial Intelligence Engineer - Fundamentals Certificate              | C25590AI | X |  | X |   |
| Artificial Intelligence Engineer - Math Foundations for AI Certificate   | C25710MF | X |  | X |   |
| Artificial Intelligence Engineer - Python Programming for AI Certificate | C25710PY | X |  | X |   |
| <b>Associate Degree Nursing</b>                                          |          |   |  |   |   |
| Associate Degree Nursing                                                 | A45110   |   |  |   |   |
| <b>Associate in Arts</b>                                                 |          |   |  |   |   |
| Associate in Arts Degree                                                 | A10100   | X |  |   | X |
| <b>Associate in Arts in Teacher Preparation</b>                          |          |   |  |   |   |
| Associate in Arts in Teacher Preparation Degree                          | A1010T   | X |  |   | X |
| <b>Associate in General Education</b>                                    |          |   |  |   |   |
| Associate in General Education Degree                                    | A10300   | X |  |   | X |
| <b>Associate in General Education - Nursing</b>                          |          |   |  |   |   |
| Associate in General Education - Nursing Degree                          | A1030N   |   |  |   |   |
| <b>Associate in Science</b>                                              |          |   |  |   |   |
| Associate in Science Degree                                              | A10400   | X |  |   | X |
| <b>Associate in Science in Teacher Preparation</b>                       |          |   |  |   |   |

|                                                                             |          |   |  |   |   |
|-----------------------------------------------------------------------------|----------|---|--|---|---|
| Associate in Science in<br>Teacher Preparation Degree                       | A1040T   | X |  |   | X |
| <b>Automotive Systems Technology - ATEP</b>                                 |          |   |  |   |   |
| Automotive Systems<br>Technology - ATEP Degree                              | A60160M  |   |  |   |   |
| Automotive Systems<br>Technology Diploma                                    | D60160   |   |  |   |   |
| Automotive Systems<br>Technology - Transportation<br>Technology Certificate | C60160   |   |  |   |   |
| <b>Automotive Systems Technology - GM-ASEP</b>                              |          |   |  |   |   |
| Automotive Systems<br>Technology - GM-ASEP<br>Degree                        | A60160G  |   |  |   |   |
| <b>Aviation Systems Technology</b>                                          |          |   |  |   |   |
| Aviation Systems Technology<br>Degree                                       | A60200   |   |  |   |   |
| Aviation Systems Technology -<br>Airframe Diploma                           | D60200A  |   |  |   |   |
| Aviation Systems Technology -<br>Powerplant Diploma                         | D60200P  |   |  |   |   |
| <b>Basic Law Enforcement Training</b>                                       |          |   |  |   |   |
| Basic Law Enforcement<br>Training Certificate                               | C55120   |   |  |   |   |
| <b>Business Administration</b>                                              |          |   |  |   |   |
| Business Administration<br>Degree                                           | A25120   | X |  | X |   |
| Business Administration<br>Diploma                                          | D25120   | X |  | X |   |
| Business Administration<br>Certificate                                      | C25120   | X |  | X |   |
| Business Administration -<br>Entrepreneurship Certificate                   | C25120ET | X |  | X |   |
| Business Administration -<br>Marketing Certificate                          | C25120MK | X |  | X |   |

| Business Administration - Operations Management                                       |          |   |  |   |  |
|---------------------------------------------------------------------------------------|----------|---|--|---|--|
| Business Administration - Operations Management Degree                                | A25120G  | X |  | X |  |
| Business Administration - Operations Management Certificate                           | C25120G  | X |  | X |  |
| Business Administration - Operations Management - Process Improvement Certificate     | C25120GP | X |  | X |  |
| Collision Repair and Refinishing Technology                                           |          |   |  |   |  |
| Collision Repair and Refinishing Technology Degree                                    | A60130   |   |  |   |  |
| Collision Repair and Refinishing Technology Diploma                                   | D60130   |   |  |   |  |
| Collision Repair and Refinishing Technology Certificate                               | C60130   |   |  |   |  |
| Collision Repair and Refinishing Technology - Collision Repair Estimating Certificate | C60130E  |   |  |   |  |
| Computer-Integrated Machining Degree                                                  |          |   |  |   |  |
| Computer-Integrated Machining Degree                                                  | A50210   |   |  |   |  |
| Computer-Integrated Machining Diploma                                                 | D50210   |   |  |   |  |
| Computer-Integrated Machining – Basic Machining Certificate                           | C50210A  |   |  |   |  |
| Computer-Integrated Machining – CNC Operator Certificate                              | C50210C  |   |  |   |  |
| Computer-Integrated Machining – CNC Programming Certificate                           | C50210D  |   |  |   |  |

|                                                                            |          |   |  |   |  |
|----------------------------------------------------------------------------|----------|---|--|---|--|
| Computer-Integrated Machining – Computer-Aided Manufacturing Certificate   | C50210F  |   |  |   |  |
| Computer-Integrated Machining – Coordinate Measuring Machine Certificate   | C50210E  |   |  |   |  |
| Computer-Integrated Machining – Intermediate Machining Certificate         | C50210B  |   |  |   |  |
| <b>Criminal Justice Technology</b>                                         |          |   |  |   |  |
| Criminal Justice Technology Degree                                         | A55180   | X |  | X |  |
| Criminal Justice Technology - Correctional Services Management Certificate | C55180P  | X |  | X |  |
| Criminal Justice Technology – Management Certificate                       | C55180   | X |  | X |  |
| <b>Criminal Justice Technology - Forensic Science</b>                      |          |   |  |   |  |
| Criminal Justice Technology - Forensic Science Degree                      | A5518C   | X |  | X |  |
| Criminal Justice Technology - Forensic Science Certificate                 | C5518CF  | X |  | X |  |
| <b>Cybersecurity</b>                                                       |          |   |  |   |  |
| Cybersecurity Degree                                                       | A25590S  | X |  | X |  |
| Cybersecurity - Cyber Crime Fundamentals Certificate                       | C25590FC | X |  | X |  |
| Cybersecurity - Cyber Defense Certificate                                  | C25590DC | X |  | X |  |
| Cybersecurity - Cyber Firewall Certificate                                 | C25590CF | X |  | X |  |
| Cybersecurity - Cybersecurity Analyst Certificate                          | C25590CA | X |  | X |  |
| Cybersecurity - Cybersecurity Concepts Certificate                         | C25590CC | X |  | X |  |
| Cybersecurity - Cybersecurity Operations Certificate                       | C25590CO | X |  | X |  |

|                                                                                  |          |   |  |   |   |
|----------------------------------------------------------------------------------|----------|---|--|---|---|
| Cybersecurity - Ethical Hacker Certificate                                       | C25590EH | X |  | X |   |
| Cybersecurity - Network Systems Certificate                                      | C25590NY | X |  | X |   |
| Cybersecurity - Penetration Testing Certificate                                  | C25590PT | X |  | X |   |
| Cybersecurity - Python for Network Admin Certificate                             | C25590PN | X |  | X |   |
| Cybersecurity - Secure Communications Certificate                                | C25590SC | X |  | X |   |
| Cybersecurity - Systems and Hardware Support Certificate*                        | C25590H  | X |  | X |   |
| <b>Dental Assisting</b>                                                          |          |   |  |   |   |
| Dental Assisting Diploma                                                         | D45240   |   |  |   |   |
| <b>Dental Hygiene</b>                                                            |          |   |  |   |   |
| Dental Hygiene Degree                                                            | A45260   |   |  |   |   |
| <b>Early Childhood Education</b>                                                 |          |   |  |   |   |
| Early Childhood Education Career Track Degree                                    | A55220CT | X |  | X |   |
| Early Childhood Education Licensure Transfer Track Degree                        | A55220L  | X |  | X |   |
| Early Childhood Education Non-Licensure Transfer Track Degree                    | A55220N  | X |  | X |   |
| Early Childhood Education Certificate                                            | C55220B  | X |  | X |   |
| Early Childhood Education - Administrator's Certificate                          | C55220A  | X |  | X |   |
| Early Childhood Education - Elementary Education Residency Licensure Certificate | C55490   | X |  |   | X |
| Early Childhood Education - Infant/Toddler Care Certificate                      | C55290   | X |  | X |   |
| Early Childhood Education - Preschool Certificate (Pending                       | C55860   | X |  | X |   |

|                                                                                           |          |   |  |   |  |
|-------------------------------------------------------------------------------------------|----------|---|--|---|--|
| SACSCOC approval, effective Spring 2025)                                                  |          |   |  |   |  |
| Early Childhood Education - Special Needs Certificate                                     | C55220C  | X |  | X |  |
| <b>Emergency Management</b>                                                               |          |   |  |   |  |
| Emergency Management Degree                                                               | A55460   | X |  | X |  |
| Emergency Management - EMS Management Certificate                                         | C55460E  | X |  | X |  |
| Emergency Management - Fire Service Management Certificate                                | C55460F  | X |  | X |  |
| Emergency Management - Law Enforcement Management Certificate                             | C55460L  | X |  | X |  |
| Emergency Management – Management Certificate                                             | C55460M  | X |  | X |  |
| Emergency Management - Public Safety Certificate                                          | C55460P  | X |  | X |  |
| <b>Emergency Medical Science</b>                                                          |          |   |  |   |  |
| Emergency Medical Science Degree                                                          | A45340   | X |  | X |  |
| <b>Entertainment Technologies</b>                                                         |          |   |  |   |  |
| Entertainment Technologies Degree                                                         | A25190   |   |  |   |  |
| Entertainment Technologies - Audio Engineer Certificate                                   | C25190AE |   |  |   |  |
| Entertainment Technologies - Entertainment Management Certificate                         | C25190EM |   |  |   |  |
| Entertainment Technologies - Entertainment Technology Certificate                         | C25190ET |   |  |   |  |
| Entertainment Technologies - Entertainment Technology Promotion and Marketing Certificate | C25190PM |   |  |   |  |

|                                                                                                                                                             |          |   |  |   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|--|---|--|
| Entertainment Technologies - Social Media and Entertainment Certificate                                                                                     | C25190SM |   |  |   |  |
| <b>Forest Management Technology</b>                                                                                                                         |          |   |  |   |  |
| Forest Management Technology Degree                                                                                                                         | A15200   |   |  |   |  |
| Forest Management Technology - Natural Resource Certificate                                                                                                 | C15200B  |   |  |   |  |
| Forest Management Technology - Wildlife Management Certificate                                                                                              | C15200W  |   |  |   |  |
| <b>Funeral Service Education</b>                                                                                                                            |          |   |  |   |  |
| Funeral Service Education (awarded by Fayetteville Technical Community College (FTCC), students may take up to 31 non-program semester credit hours at WCC) | A55260   | X |  | X |  |
| <b>Game and Automation Programming</b>                                                                                                                      |          |   |  |   |  |
| Game and Automation Programming Degree                                                                                                                      | A25450P  | X |  | X |  |
| Game and Automation Programming Diploma                                                                                                                     | D25450P  | X |  | X |  |
| Game and Automation Programming - Production for Simulation and Game Development Certificate*                                                               | C25450PN | X |  | X |  |
| Game and Automation Programming - Programming for Simulation and Game Development Certificate                                                               | C25450PG | X |  | X |  |
| Game and Automation Programming - Level Design for Simulation and Game Development Certificate*                                                             | C25450L  | X |  | X |  |
| Game and Automation Programming - Mobile Game Development Certificate*                                                                                      | C25450MG | X |  | X |  |

|                                                                                        |          |   |  |   |   |
|----------------------------------------------------------------------------------------|----------|---|--|---|---|
| Game and Automation Programming - Simulation and Game Development Certificate*         | C25450   | X |  | X |   |
| <b>Game Art and Animation</b>                                                          |          |   |  |   |   |
| Game Art and Animation Degree                                                          | A25450A  | X |  | X |   |
| Game Art and Animation Diploma                                                         | D25450A  | X |  | X |   |
| Game Art and Animation - Modeling and Animation Certificate                            | C25450MA | X |  | X |   |
| Game Art and Animation - Level Design for Simulation and Game Development Certificate* | C25450L  | X |  | X |   |
| Game Art and Animation - Mobile Game Development Certificate*                          | C25450MG | X |  | X |   |
| Game Art and Animation - Production for Simulation and Game Development Certificate*   | C25450PN | X |  | X |   |
| Game Art and Animation - Simulation and Game Development Certificate*                  | C25450   | X |  | X |   |
| <b>Human Services Technology</b>                                                       |          |   |  |   |   |
| Human Services Technology Degree                                                       | A45380   | X |  |   | X |
| <b>Industrial Systems Technology</b>                                                   |          |   |  |   |   |
| Industrial Systems Technology Degree                                                   | A50240   |   |  |   |   |
| Industrial Systems Technology Diploma                                                  | D50240   |   |  |   |   |
| Industrial Systems Technology - Industrial Systems Certificate                         | C50240   |   |  |   |   |
| Industrial Systems Technology - Industrial Automation Certificate                      | C50240IA |   |  |   |   |

|                                                                                 |          |   |  |   |  |
|---------------------------------------------------------------------------------|----------|---|--|---|--|
| Industrial Systems Technology<br>- Industrial Exploration<br>Certificate        | C50240E  |   |  |   |  |
| Industrial Systems Technology<br>– Mechanical Systems<br>Certificate            | C50240MS |   |  |   |  |
| <b>IT Support and Services</b>                                                  |          |   |  |   |  |
| IT Support and Services<br>Degree                                               | A25590I  | X |  | X |  |
| IT Support and Services - IT<br>Diploma                                         | D25590I  | X |  | X |  |
| IT Support and Services - A+<br>Fundamentals Certificate                        | C25590AF | X |  | X |  |
| IT Support and Services -<br>Database Support Certificate                       | C25590DS | X |  | X |  |
| IT Support and Services -<br>Hardware/Software Support &<br>Repair Certificate  | C25590HS | X |  | X |  |
| IT Support and Services -<br>Information Technology<br>Fundamentals Certificate | C25590S  | X |  | X |  |
| IT Support and Services - IT<br>Service Technician Certificate                  | C25590ST | X |  | X |  |
| IT Support and Services -<br>Operating Systems Support<br>Certificate           | C25590OS | X |  | X |  |
| IT Support and Services -<br>Productivity Apps Certificate                      | C25590BA | X |  | X |  |
| IT Support and Services -<br>Systems and Hardware<br>Support Certificate*       | C25590H  | X |  | X |  |
| <b>Mechanical Engineering Technology</b>                                        |          |   |  |   |  |
| Mechanical Engineering<br>Technology Degree                                     | A40320   |   |  |   |  |
| Mechanical Engineering<br>Technology – Drafting<br>Certificate                  | C40320A  |   |  |   |  |

|                                                                           |          |   |  |   |  |
|---------------------------------------------------------------------------|----------|---|--|---|--|
| Mechanical Engineering Technology - Engineering Technology Certificate    | C40320C  |   |  |   |  |
| Mechanical Engineering Technology – Tool Design Certificate               | C40320B  |   |  |   |  |
| <b>Mechatronics Engineering Technology</b>                                |          |   |  |   |  |
| Mechatronics Engineering Technology Degree                                | A40350   |   |  |   |  |
| Mechatronics Engineering Technology Certificate                           | C40350A  |   |  |   |  |
| <b>Medical Assisting</b>                                                  |          |   |  |   |  |
| Medical Assisting Degree                                                  | A45400   |   |  |   |  |
| Medical Assisting Certificate                                             | C45400   |   |  |   |  |
| <b>Medical Laboratory Technology</b>                                      |          |   |  |   |  |
| Medical Laboratory Technology Degree                                      | A45420   |   |  |   |  |
| <b>Medical Office Administration</b>                                      |          |   |  |   |  |
| Medical Office Administration Degree                                      | A25310   | X |  | X |  |
| Medical Office Administration Diploma                                     | D25310MO | X |  | X |  |
| Medical Office Administration Certificate                                 | C25310MO | X |  | X |  |
| Medical Office Administration - Medical Coding Diploma                    | D25310   | X |  | X |  |
| Medical Office Administration - Medical Scribe Certificate                | C25310MS | X |  | X |  |
| Medical Office Administration - Virtual Office Administration Certificate | C25310VO | X |  | X |  |
| Medical Office Administration - Dental Office Certificate                 | C25310D  | X |  | X |  |
| Medical Office Administration - Medical Insurance Certificate             | C25310MI | X |  | X |  |

| Office Administration                                             |          |   |  |   |  |
|-------------------------------------------------------------------|----------|---|--|---|--|
| Office Administration Degree                                      | A25370   | X |  | X |  |
| Office Administration Diploma                                     | D25370   | X |  | X |  |
| Office Administration Certificate                                 | C25370   | X |  | X |  |
| Office Administration - Microsoft Applications Certificate        | C25370MA | X |  | X |  |
| Office Administration - Virtual Office Administration Certificate | C25370VO | X |  | X |  |
| Practical Nursing                                                 |          |   |  |   |  |
| Practical Nursing Diploma                                         | D45660   |   |  |   |  |
| Risk Management and Insurance                                     |          |   |  |   |  |
| Risk Management and Insurance Degree                              | A25800RM | X |  | X |  |
| Software Development                                              |          |   |  |   |  |
| Software Development Degree                                       | A25590C  | X |  | X |  |
| Software Development - Application Development Certificate        | C25590AD | X |  | X |  |
| Software Development - Computer Programming Certificate           | C25590CP | X |  | X |  |
| Software Development - JAVA Programming Certificate               | C25590JP | X |  | X |  |
| Software Development - Mobile Web Development Certificate         | C25590MW | X |  | X |  |
| Software Development - Web Development Certificate                | C25590WD | X |  | X |  |
| Software Development - Web Programming Certificate                | C25590WP | X |  | X |  |
| Software Development - Systems and Hardware Support Certificate*  | C25590H  | X |  | X |  |
| Sustainable Agriculture                                           |          |   |  |   |  |

|                                                                                                                        |          |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------|----------|--|--|--|--|
| Sustainable Agriculture Degree                                                                                         | A15410   |  |  |  |  |
| Sustainable Agriculture Certificate                                                                                    | C15410   |  |  |  |  |
| <b>Turfgrass Management Technology</b>                                                                                 |          |  |  |  |  |
| Turfgrass Management Technology Degree                                                                                 | A15420   |  |  |  |  |
| Turfgrass Management Technology Diploma                                                                                | D15420   |  |  |  |  |
| Turfgrass Management Technology Certificate                                                                            | C15420   |  |  |  |  |
| <b>Welding Technology</b>                                                                                              |          |  |  |  |  |
| Welding Technology Diploma                                                                                             | D50420   |  |  |  |  |
| Welding Technology Certificate                                                                                         | C50420WT |  |  |  |  |
| Welding Technology – MIG Welding Certificate                                                                           | C50420MG |  |  |  |  |
| Welding Technology – Stick Welding Certificate                                                                         | C50420S  |  |  |  |  |
| Welding Technology – TIG Welding Certificate                                                                           | C50420TG |  |  |  |  |
| * = Certificates may be included under multiple Associate Degrees in catalog                                           |          |  |  |  |  |
| ** = Programs exceeding NCCCS Associate, Diploma, or Certificate total semester hours approved in curriculum standards |          |  |  |  |  |

## 5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Wayne Community College is accredited by only one U.S. Department of Education-recognized institutional accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which accredits WCC to award associate degrees. WCC was reaffirmed in 2016 and successfully completed a Fifth-Year Interim Review in 2021. Wayne Community College has maintained its accreditation by the Southern Association of Colleges and Schools Commission on Colleges since January 1, 1970.

Several of Wayne Community College's academic programs are currently accredited by federally approved external accrediting agencies. Each program is subject to review by the organization specific to its discipline and each program is currently in good standing with the respective agency. Information pertaining to these accreditations is provided in the table below. Programs accredited by the U.S. Department of Education are referenced with an asterisk.

| Program | Accrediting Agency | Date of Last Review | Date of Next | Status |
|---------|--------------------|---------------------|--------------|--------|
|---------|--------------------|---------------------|--------------|--------|

|                                                  |                                                                                                                                 |                                                                                                                 | Review            |                                                                                                  |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------|
| Associate Degree Nursing / Practical Nursing*    | Accreditation Commission for Education in Nursing (ACEN)                                                                        | 2021                                                                                                            | 2029              | Reaffirmed                                                                                       |
| Associate Degree Nursing / Practical Nursing     | North Carolina Board of Nursing (NCBON)                                                                                         | May 27, 2021                                                                                                    | 2031              | Continuation of full approval                                                                    |
| Automotive Systems Technology (ATEP and GM-ASEP) | Automotive Service Excellence (ASE) Education Foundation (formerly National Automotive Technician Education Foundation (NATEF)) | February 24, 2022, official accreditation renewal date; September 16, 2024, mid-cycle program compliance review | March 1, 2027     | Certificate of accreditation                                                                     |
| Aviation Systems Technology                      | Federal Aviation Administration                                                                                                 | 2013                                                                                                            | Indefinitely      | Approved                                                                                         |
| Basic Law Enforcement Training                   | North Carolina Department of Justice Criminal Justice Standards Division (NCDOJ)                                                | February 8, 2024                                                                                                | February 21, 2029 | Reaccreditation request approved                                                                 |
| Cybersecurity                                    | National Security Agency's Centers of Academic Excellence in Cyber Defense Education (CAE-CDE)                                  | November 28, 2023                                                                                               | 2028              | Confirmation of designation                                                                      |
| Dental Assisting*                                | American Dental Association, Commission on Dental Accreditation of the American Dental Association (CODA)                       | August 6, 2020                                                                                                  | 2027              | Approval without reporting requirements                                                          |
| Dental Hygiene*                                  | American Dental Association, Commission on Dental Accreditation of the American Dental Association (CODA)                       | August 6, 2020<br>February 9, 2023                                                                              | 2021<br>2027      | Approval with reporting requirements<br><br>Approval without reporting requirements              |
| Emergency Medical Services                       | North Carolina Department of Health and Human Services (NCDHHS), North Carolina Office of Emergency Medical Services (NC OEMS)  | March 9, 2021                                                                                                   | 2025              | Credentialed for Initial, CE local and Recertification for EMR, EMT, AEMT, and Paramedic courses |
| Emergency Medical Science                        | Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals (CoAEMSP)                   | Letter of Review, January 3, 2023                                                                               | N/A               | Initial accreditation approval expected to be received in 2025                                   |
| Fire and Rescue Program                          | North Carolina Fire and Rescue Commission (OSFM)                                                                                | November 12, 2020                                                                                               | 2025              | Accredited to certify fire and rescue levels as listed                                           |

|                               |                                                                          |                    |      |                                 |
|-------------------------------|--------------------------------------------------------------------------|--------------------|------|---------------------------------|
|                               |                                                                          |                    |      | on Certificate of Accreditation |
| Medical Assisting             | Commission on Accreditation of Allied Health Education Programs (CAAHEP) | September 16, 2016 | 2025 | Continued accreditation         |
| Medical Laboratory Technology | National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)    | October 22, 2021   | 2025 | Continued accreditation         |

*\* Programs accredited by DOE recognized agencies*

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDE Title IV funding, identify which accrediting agency serves that purpose.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is Wayne Community College's primary accreditor.

(3) List any USDE-recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

Wayne Community College's programs are currently in good standing with their respective accrediting agency. No USDE recognized agency has terminated the institution's accreditation. Wayne Community College has not voluntarily withdrawn its accreditation from a USDE recognized agency.

(4) Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE-recognized agency to the institution.

Wayne Community College has not had any instances of failing to notify SACSCOC or other accrediting agencies of new membership with an accrediting body; withdrawal of membership from an accrediting body; termination of accreditation by an agency; or sanction by another accrediting agency. All programs are currently in good standing with their respective accrediting agencies.

## **6. Relationship to the U.S. Department of Education**

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

The college has not been faced with any limitations, suspensions or termination by the U.S. Department of Education in regard to its administration of student financial aid or its financial aid programs. Similarly, the college has no limitations or restrictions by the North Carolina State Education Assistance Authority in regard to its administration of state financial aid. Wayne Community College is in good standing with the Department of Education.

### **Document History**

*Adopted: September 2004*

*Revised: March 2011*

*Revised: January 2014*

*Revised: January 2018*

*Edited: February 2020*

*Edited: February 2022*