WAYNE COMMUNITY COLLEGE

FIFTH-YEAR INTERIM REPORT

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Part I: Signatures Attesting to Integrity

By signing below, we attest that <u>Wayne Community College</u> has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: <u>September 6, 2011</u>

Accreditation Liaison

Name of Accreditation Liaison
William T. Thompson, Jr.
Associate Vice President for Institutional Advancement
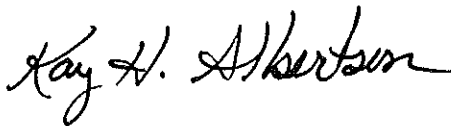
Signature

Chief Executive Officer

Name of Chief Executive Officer
Kay H. Albertson
President

Signature

Part II: Institutional Summary

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

Institutional Information for Reviewers

1. History and Characteristics

Wayne Community College (WCC) is located in the east-west corridor on Highway 70 between Raleigh to the west and the Outer Banks coastal region to the east. Wayne County, the primary geographic service area of the College, is one of the leading agricultural areas of eastern North Carolina and has a population of approximately 115,000. The main campus includes eleven well-maintained buildings on 175 acres. The College also uses facilities at the Goldsboro-Wayne Airport and Seymour Johnson Air Force Base. The diversity of Wayne County is also reflected in the College's student population where 37% are African American, 57% Caucasian, and 6% Hispanic, Asian and Native American.

Since beginning as an Industrial Education Center in 1957, WCC has served as the community's only higher education institution, growing from 47 students to an annual headcount enrollment of 5,096 curriculum and 10,226 continuing education students. The College employs 294 full-time faculty and staff. The College's budget for 2010-2011 was $34.2 million. Wayne Community College was accredited by the Southern Association of Colleges and Schools in 1970 and was reaffirmed in 1974, 1986, 1995 and 2006.

Mission: Wayne Community College is a learning-centered, public, two year college with an open door admissions policy. Through its programs and services, the College develops a highly skilled and competitive workforce for Wayne County. The College offers high quality, affordable, and accessible learning opportunities to those it serves. In order to fulfill our mission most effectively, the College strives to:

   a. Assist students in developing both personal and marketable skills through lifelong learning.
   b. Enable students to continue their education at other institutions.
   c. Increase the global and cultural awareness of our students and the greater community.
   d. Provide training for local businesses, industries, and government.
   e. Enhance the quality of life in the community.

Peer colleges of like size and full-time equivalent (FTE) within the North Carolina Community College System include Craven, Lenoir, Surry, Vance-Granville, and Western Piedmont.

2. List of Degrees

Wayne Community College offers students the opportunity to earn an Associate in Arts; Associate in General Education; Associate in Science; or Associate in Applied Science degree, diploma, and/or certificate. The College's five academic divisions include Allied Health and Public Services, Applied Technologies, Arts and Sciences, Business and Computer Technologies, and Public Safety.

The Allied Health and Public Services Division offers eight degree, three diploma, and five certificate programs designed to meet the increasing demand for specialized professionals in the burgeoning healthcare, childcare, and human services industries.

Wayne Community College provides many opportunities for students to transfer to one of the 16 members of the University of North Carolina System, private colleges and universities, and 57 other North Carolina community colleges through articulation agreements with these institutions. The Arts and Sciences Division prepares students to transfer to senior institutions or allows them to complete general education courses for programs offered through other divisions at the College. Two college transfer degrees (the Associate in Arts and the Associate in Science), and two college transfer diplomas (the Transfer Core Diploma in Arts, Transfer Core Diploma in Science), the Associate in General Education degree are offered through this division.

The Applied Technologies Division offers 14 Associate in Applied Science degrees, six diplomas, and 20 certificate programs through the Agriculture and Natural Resources, Industrial Technologies, Engineering and Manufacturing Technologies, and Transportation Technologies departments.

The Business and Computer Technologies Division is comprised of eleven degrees, seven diploma, and eight certificate programs offered in the Business and Accounting, Information Systems, and Medical and Office Administration departments.

The Public Safety Division offers three degree and three certificate programs in both continuing education and curriculum programs. Training is offered in: Basic Law Enforcement, Criminal Justice, Latent Evidence, and Emergency Preparedness departments.

The majority of traditional curriculum programs are offered on WCC's main campus. Additionally, the College offers students distance education courses and several convenient off-campus locations. For example, the Goldsboro-Wayne Airport houses the Aviation Systems Technology program. The associate degrees, diplomas, and certificates available to students, and locations and methods of instruction, are presented in Table 1.

Table 1: WCC List of Degrees, Locations, and Methods of Instruction

Credit-bearing Educational Programs	Wayne CC	Airport	Mitchells	SJAFB	Pitt CC	Wake CC	Method of Instruction x = indicates degree where 50% or more of the credit hours are offered in the following format		
	Locations C = Complete degree offered on site P=Partial Degree indicates 50% or more of the credits are offered at the off-site location						Synchronous (Traditional)	Asynchronous (Online)	Both (Hybrid)
Associate in Applied Science Degrees									
Accounting	C						X	X	
Agribusiness Technology	C						X		X
Applied Animal Science Technology	C						X		X
Automotive Systems Technology/ Multiple Manufacturing (ATEP)	C						X		
Automotive Systems Technology/ General Motors (ASEP)	C						X		
Aviation Systems Technology		C					X		
Biotechnology (Collaborative with Pitt Community College)	P				P		X		
Business Administration	C						X	X	
Business Administration/Marketing and Retailing	C						X	X	
Business Administration/Operations Management	C						X		X
Collision Repair and Refinishing Technology	C						X		
Computer Information Technology	C						X		X
Criminal Justice Technology	C						X		X
Criminal Justice Technology/Latent Evidence	C						X		X
Dental Hygiene	C						X		
Early Childhood Education	C						X		
Electronics Engineering Technology	C						X		X
Emergency Preparedness Technology	C							X	
Forest Management Technology	C						X		
General Occupational Technology	C						X	X	
Healthcare Management Technology (Collaborative with Pitt Community College)	P				P		X		X
Human Services Technology	C						X		X
Human Services Technology/Substance Abuse	C						X		X
Industrial Systems Technology	C						X		X
Information Systems Security	C						X		X
Machining Technology	C						X		X
Mechanical Engineering Technology	C						X		X
Medical Assisting	C						X		X

Credit-bearing Educational Programs	Wayne CC	Airport	Mitchells	SJAFB	Pitt CC	Wake CC	Method of Instruction x = indicates degree where 50% or more of the credit hours are offered in the following format		
	Locations C = Complete degree offered P=Partial Degree indicates 50% or more of the credits are offered at the off-site location						Synchronous (Traditional)	Asynchronous (Online)	Both (Hybrid)
Associate in Applied Science Degrees (continued)									
Medical Assisting/Advanced Standing Alternative for Medical Office Administration or Medical Transcription	C						X		X
Medical Office Administration	C						X		X
Networking Technology	C						X		X
Nursing, Associate Degree	C						X		
Office Administration	C						X		X
School-Age Education	C						X		
Simulation and Game Development (Collaborative with Wake Technical Community College)	P					P	X		
Sustainability Technologies	C						X		X
Turfgrass Management Technology	C						X		X
Diploma Programs									
Agribusiness Technology	C						X		X
Air Conditioning, Heating and Refrigeration Technology	C						X		
Applied Animal Science Technology	C						X		X
Business Administration	C						X	X	
Collision Repair and Refinishing Technology	C						X		
Computer Information Technology	C						X		X
Cosmetology			C				X		
Dental Assisting	C						X		
Information Systems Security	C						X		X
Machining Technology	C						X		
Medical Office Administration/Medical Coding	C						X		X
Medical Transcription	C						X	X	
Nursing/Practical	C						X		
Office Administration	C						X		X
Pharmacy Technology	C						X		
Welding Technology	C						X		

Credit-bearing Educational Programs	Wayne CC	Airport	Mitchells	SJFAB	Pitt CC	Wake CC	Method of Instruction x = indicates degree where 50% or more of the credit hours are offered in the following format		
	Locations C = Complete degree offered P=Partial Degree indicates 50% or more of the credits are offered at the off-site location						Synchronous (Traditional)	Asynchronous (Online)	Both (Hybrid)
Certificate Programs									
Agribusiness Technology	C						X	X	
Applied Animal Science Technology	C						X		X
Autobody Non-Structural Repair	C						X		
Autobody Refinishing	C						X		
Autobody Structural Repair	C						X		
Automotive Systems Technology/ Multiple Manufacturing (ATEP-Chassis)	C						X		
Automotive Systems Technology/ Multiple Manufacturing (ATEP-Drivetrain)	C						X		
Automotive Systems Technology/ Multiple Manufacturing (ATEP-Electrical)	C						X		
Automotive Systems Technology/ Multiple Manufacturing (ATEP- Engine Performance)	C						X		
Basic Law Enforcement	C						X		
Business Administration/Operations Management	C						X	X	
Computer Information Technology – Microcomputers/Systems	C						X		X
Computer Information Technology – Software Applications	C						X	X	
Cosmetology			C				X		
Criminal Justice Technology/Latent Evidence	C						X		
Early Childhood Administrator's Certificate	C						X		X
Early Childhood Certificate	C						X		
Early Childhood Special Needs Certificate	C						X		
Emergency Preparedness Management	C							X	
Industrial Systems Technology – Industrial Systems	C						X		X
Industrial Systems Technology – Industrial Controls	C						X		X
Industrial Systems Technology – Maintenance Management	C						X		X

Credit-bearing Educational Programs	Wayne CC	Airport	Mitchells	SJAFB	Pitt CC	Wake CC	Method of Instruction x = indicates degree where 50% or more of the credit hours are offered in the following format		
	Locations C = Complete degree offered P=Partial Degree indicates 50% or more of the credits are offered at the off-site location						Synchronous (Traditional)	Asynchronous (Online)	Both (Hybrid)
Certificate Programs (continued)									
Industrial Systems Technology – Mechanical Systems	C						X		X
Infant/Toddler Care	C						X		
Information Systems Security	C						X		X
Mechanical Engineering Technology – Drafting Certificate	C						X		X
Mechanical Engineering Technology – Tool Design Certificate	C						X		X
Medical Office Administration/Medical Insurance	C						X	X	
Networking Technology - Certificate in Networking	C						X		X
Networking Technology – Certificate in Routing and Switching	C						X		X
Office Administration/Microsoft Applications	C						X		X
Phlebotomy	C						X		
Turfgrass Management Technology	C						X		X
Welding Technology – Certificate in MIG Welding	C						X		
Welding Technology – Certificate in Stick Welding	C						X		
Welding Technology – Certificate in TIG Welding	C						X		
General Education Program									
Associate in General Education	C						X	X	
College Transfer Programs									
Associate in Arts	C						X	X	
Associate in Science	C						X		X
College Transfer Diploma Programs									
Transfer Core Diploma - Arts	C						X	X	
Transfer Core Diploma - Science	C						X		X

Wayne Community College awarded 366 degrees, 149 certificates, and 81 diplomas (for a total of 596) for the time period of January to December 2010 (spring, summer, and fall 2010). Table 2 lists the academic programs and the number of graduates by discipline.

Table 2 Graduates by Program

Program	Number of Graduates
College Transfer Degrees	
Associate in General Education	3
Associate in Arts	110
Associate in Science	12
Associate Degrees	
Accounting	6
Agribusiness Technology	11
Automotive Systems Technology/General Motors (ASEP)	3
Aviation Systems Technology	7
Business Administration	13
Business Administration/Marketing and Retailing	6
Business Administration/Operations Management	2
Criminal Justice Technology	8
Criminal Justice Technology/Latent Evidence	3
Dental Hygiene	20
Early Childhood Associate	8
Early Childhood Associate Teacher Associate	6
Electronics Engineering Technology	5
Emergency Preparedness Technology	5
Forest Management Technology	7
General Occupational Technology	2
Human Services Technology	11
Human Services Technology/Substance Abuse	6
Industrial Systems Technology	4
Information Systems	7
Information Systems Security	5
Livestock and Poultry Technology	2
Machining Technology	4
Mechanical Engineering Technology	5
Medical Assisting	13
Medical Office Administration	17
Networking Technology	4
Nursing, Associate Degree	39
Office Administration	4
Office Systems Technology	1
Turfgrass Management Technology	5
Certificate Programs	
Basic Law Enforcement	36
Cosmetology	20
Drafting and Design	1
Early Childhood Administrator's Certificate	2
Early Childhood Teachers Certificate	6
Industrial Systems Technology – Industrial Systems	6
Industrial Systems Technology – Industrial Controls	7
Industrial Systems Technology – Maintenance Management	6
Industrial Systems Technology – Mechanical Systems	6
Infant/Toddler Care	3

Information Systems Security	2
Medical Office Administration/Medical Insurance	30
Networking Technology - Certificate in Networking	1
Networking Technology – Certificate in Routing and Switching	2
Phlebotomy	12
Welding Technology – Certificate in MIG Welding	4
Welding Technology – Certificate in Stick Welding	2
Welding Technology – Certificate in TIG Welding	3
Diploma Programs	
Air Conditioning, Heating and Refrigeration Technology	18
Autobody Repair	2
Dental Assisting	19
Medical Office Administration/Medical Coding	6
Medical Transcription	7
Nursing/Practical	13
Office Systems Technology	1
Welding Technology	8
College Transfer	
Transfer Core Diploma - Arts	7

3. Off-Site Locations and Distance and Correspondence Education

Wayne Community College's main campus is located in Goldsboro, North Carolina, United States. Off-site locations include Goldsboro-Wayne Airport (Aviation Systems Technology), Mitchell's Hair Styling Academy (Cosmetology), and Seymour Johnson Air Force Base (curriculum and continuing education courses).

All off-site locations are within the city limits of Goldsboro, North Carolina. Information regarding traditional and distance education courses can be obtained from the College's *Curriculum Schedule of Courses, General Catalog 2010-2011, and Website.*

Table 1 lists the on and off-site locations where traditional (synchronous), distance education (asynchronous), and hybrid (both synchronous and asynchronous) instruction are offered. Also indicated in the table is where 50% or more of the coursework toward a degree can be obtained primarily through traditional classroom instruction.

4. Accreditation

Wayne Community College is recognized and approved by the following agencies; the date of the last review is provided.
- Commission on Accreditation of Allied Health Education Programs (CAAHEP), 2007
- Commission on Colleges, Southern Association of Colleges and Schools, 2006
- Commission on Dental Accreditation of the American Dental Association, 2007
- Federal Aviation Administration, 2010
- National Accrediting Commission of Cosmetology Arts and Sciences, 2008
- National League for Nursing Accrediting Commission, Inc., 2008
- National Institute for Automotive Service Excellence, 2006
- North Carolina Department of Justice Criminal Justice Standards Division, 2006
- North Carolina Department of Public Instruction, 2010
- North Carolina Real Estate Commission, 2010
- North Carolina Sheriff's Commission, 2010
- North Carolina State Board of Nursing, 2008

- North Carolina State Board of Cosmetic Arts, 2010

The College has not received any sanctions or negative actions by these accrediting bodies (including the Commission) during the two years previous to the submission of this report.

5. Relationship to the U.S Department of Education

There have been no limitations, suspensions, or terminations by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. The College is not under any form of reimbursement or exceptional status in regard to federal or state financial aid.

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. **(Core Requirement 2.8)**

 X Compliance   ___ Non-Compliance

Narrative:

Wayne Community College (WCC) employs a full-time faculty of adequate size to support its mission and to ensure the quality and integrity of its academic programs. The following areas of review included number and percentage of full-time curriculum faculty, traditional faculty contact hours, online faculty contact hours, comparison of part-time to full-time instruction, comparison of faculty workload at cohort institutions, breakdown of faculty members and instructional delivery methods by discipline, performance on state performance measures, and full-time faculty committee assignments.

The Vice President of Academic Services and five division chairs 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 for its respective programs, along with at least one additional full-time faculty member.

The number of faculty members needed is based on student demands/enrollment, programs and courses offered, allotted budget, and other variables. The College administration hires all full-time faculty members to teach for nine-months, with some faculty members offered an additional three months of employment to teach during the summer term based on demand within their program or discipline. Full-time faculty workloads are defined as 15-20 instructional contact hours (actual number of hours in the classroom) per week for Associate in Arts, Associate in Applied Science, Associate in General Education, and Associate in Science degree programs. Vocational faculty workloads are between 20-25 contact hours per week (CPM 03-0307 Faculty Workloads).

Part-time (adjunct) faculty members are hired to teach additional course sections not taught by full-time faculty, based on need. Part-time faculty member contracts are based on course sections and are one semester/term in length. Instructional contact hours for part-time faculty vary depending on the average workload of full-time faculty members for the division in which the part-time faculty member teaches. For example, an adjunct faculty member in the college transfer area should have a teaching load no greater than 9-10 hours per semester (CPM 02-0106 Recruitment, Employment, and Supervision of Part-Time Curriculum Faculty).

The North Carolina Community College System (NCCCS) publishes an annual report, Fall 2010 NCCCS Faculty Workload Report, that compares the statistics from the 58 member colleges in areas such as full- and part-time faculty, credit and contact hours taught by faculty, sections taught, number of course preparations, and number of students taught per semester. Data from this document are used to compare WCC with other colleges in the NCCCS and especially with other colleges in a cohort that are of like size and that serve a comparable number of students. A portion of this data is included in Tables 1 and 2.

Table 1 shows that the College employed a total of 199 curriculum faculty members, of which 103 (52%) were full-time and 96 (48%) were part-time in 2010-2011. This compares to a system-wide average of 45% full-time faculty members. The College was ranked 17th among the 58 community colleges in the NCCCS for the percentage of full-time to part-time faculty. WCC ranked in the middle of the cohort of community colleges of like size and full-time equivalent (FTE) students within the NCCCS.

Table 1 Number of Curriculum Faculty

College	Total Faculty	% FT Faculty	Rank in NCCCS
Wayne CC	199	52%	17
Craven CC	234	35%	52
Lenoir CC	152	55%	12
Surry CC	180	52%	16
Vance -Granville CC	193	57%	7
Western Piedmont CC	219	39%	45
NCCCS	12,880	45%	n/a

Source: Fall 2010 NCCCS Faculty Workload Report
FT = full-time faculty

When considering the appropriateness of faculty resources, an important data element is the number of contact hours taught by full-time and part-time faculty members. As shown in Table 2, the College's full-time faculty members teach significantly more contact hours than part-time instructors. The greater proportion of contact hours taught by full-time faculty ensures the quality and consistency of the College's academic programs. Data reported for fall semester 2010 indicate that full-time instructors taught an average of 20.1 contact hours per semester. Further, full-time instructors taught 73% of the total contact hours taught at the College. This percentage is higher than that of the NCCCS average (65%) and equal to the percentage at cohort colleges.

Table 2 Contact Hours Taught

College	Avg. all Faculty	Avg. FT Faculty	Avg. PT Faculty	% Taught by FT Faculty	Rank In NCCCS
Wayne CC	14.2	20.1	7.8	73%	12
Craven CC	12.4	20.5	8.1	57%	50
Lenoir CC	16.7	23.6	8.2	78%	3
Surry CC	15.8	21.8	9.3	72%	13
Vance -Granville CC	18.1	24.8	9.2	78%	2
Western Piedmont CC	13.4	18.5	10.1	54%	54
NCCCS	15.0	21.4	9.7	65%	n/a

Source: Fall 2010 NCCCS Faculty Workload Report
FT = full-time faculty
PT = part-time faculty

Another way to examine the data is to compare instruction by delivery method. From 2009 to 2011 enrollment in online courses increased by 12.3% and the number of online courses offerings increased by 23.7%. The College's online course data (Table 3) indicate that the College employs a higher number of part-time instructors than full-time instructors to teach online courses. This is due to the rapid growth in the number of online courses and the availability of part-time instructors (who may live out of town or work at other jobs during the day) to teach on-line. While the percentage of online courses taught by full-time instructors has decreased from 72.1% in fall of 2009 to 50.5% in spring of 2011, the College believes this level is acceptable due to the quality of part-time instruction. In 2009 a college-wide Distance Education Continuous Improvement Project, comprised of faculty and staff committed to quality improvements in the College's distance education movement, was formed. One of its specific charges was to closely examine the quality and quantity of the College's online offerings. The committee's recommendations will be reviewed during the

2011-2012 academic year. If data support changes in staffing patterns, then the recommendations will be implemented in the fall of 2012.

The College follows credentialing requirements as recommended by the Southern Association of Colleges and Schools ensuring quality full-time and part-time faculty in traditional and online courses.

Table 3 Online Courses and Hours by Full-Time Faculty

Semester	Total Courses	Courses Taught by FT	% Courses by FT	Total Contact Hours	Hours Taught by FT	% Hours by FT
Fall 2009	114	81	71.1%	377	272	72.1%
Spring 2010	138	87	63.0%	448	296	66.1%
Fall 2010	143	70	49.0%	450	229	50.9%
Spring 2011	141	67	47.5%	455	230	50.5%

Source: Office of Institutional Advancement, June 2011
FT = full-time faculty

The College compared the curriculum faculty teaching loads to those at similar institutions. The WCC teaching loads fall in the mean range of cohort institutions when one examines the average instructional credit hours, contact hours, number of different preparations, number of sections taught, and number of students. Table 4 shows the average curriculum instructional credit hours taught by each instructor at WCC per semester is 14.1, compared to a range of 13.6 to 16.9 at the cohort institutions. Similarly, the average instructional contact hours is 20.1 per full-time WCC instructor, compared to a range within the cohort of 18.5 to 24.8. The average number of the College's curriculum faculty course preparations per semester was 3.3 (the cohort range is 2.9 to 3.8), with 4.7 course sections taught per semester compared to the cohort range of 4.1 to 5.5 sections. WCC was lower than the NCCCS average in credit hours (14.1 compared to 15.6), contact hours (20.1 compared to 21.4), and number of sections taught by full-time faculty (4.7 compared to 4.9). The College was slightly above the NCCCS average in the number of different preparations (3.3 compared to 3.0) and the number of students taught by full-time faculty (93.4 compared to 88.4).

Table 4 Comparison of Full-Time Faculty Workload at WCC and Similar Institutions

Community College	Average Curriculum Instructional Credit Hours-Fall Semester	Average Curriculum Instructional Contact Hours-Fall Semester	Average Number of Different Preparations-Fall Semester	Average Number of Sections Taught-Fall Semester	Average Number of Students Taught-Fall Semester
Wayne CC	14.1	20.1	3.3	4.7	93.4
Craven CC	14.1	20.5	2.9	4.1	61.2
Lenoir CC	16.9	23.6	3.8	5.5	111.7
Surry CC	15.8	21.8	3.1	5.0	86.1
Vance-Granville CC	18.2	24.8	3.4	5.4	87.0
Western Piedmont CC	13.6	18.5	3.2	4.5	78.6
NCCCS	15.6	21.4	3.0	4.9	88.4

Source: NCCCS Fall 2010 Faculty Workload Report

The College has determined that the full-time faculty is of adequate size to support the mission of the College and to provide high quality instruction in its certificate, diploma, and degree programs. The data showed that the College compared favorably among sister institutions regarding faculty work load. Faculty work load is determined by factors such as credit and contact hours, sections taught, different preparations, and students taught.

Comparing instruction by course prefixes is another way of examining the data for the various programs or disciplines. The Vice President for Academic Services, along with department and division chairs, regularly assesses the percentage of full-time and part-time instruction in courses taught by traditional methods and online. The College uses the data to make decisions regarding new faculty positions. Each department (or program area) develops annual planning objectives that may include requests for either replacement faculty positions or new faculty positions that will enable the academic programs to attain their goals and to support the College's mission. These objectives are forwarded by the appropriate Vice President to the President and the President's Council, by whom the objectives are approved based upon available funding.

Table 5 shows the data for fall semester 2010 that compares the various disciplines taught at the College, the numbers of full-time and part-time faculty members, and the numbers of sections of classes offered through traditional and online instruction. Some programs have all of the instruction offered by full-time faculty members. Examples include air conditioning, heating, and refrigeration (AHR), animal science (ANS), astronomy (AST), auto body repair (AUB), aviation (AVI), communication (COM), drafting design (DDF), economics (ECO), French (FRE), human services (HSE), humanities (HUM), hydraulics (HYD), marketing and retailing (MKT), maintenance (MNT), operations management (OMT), and others.

Other disciplines have 100% of the traditional instruction offered by full-time faculty members but have both full- and part-time faculty members teaching online sections. Data in Table 5 indicates this is true in areas such as accounting (ACC), agriculture (AGR), animal science (ANS), biology (BIO), business (BUS), and music (MUS). Still other disciplines have full-time faculty teaching 100% of the online sections and both full- and part-time teaching traditional classes. These include art (ART), automotive (AUT), electricity (ELC), mathematics (MAT), networking operation system (NOS), and sociology (SOC).

In some disciplines there is a blend of full- and part-time instructors teaching both traditional and online sections. The examples in Table 5 include computer information systems (CIS), criminal justice (CJC), early childhood education (EDU), English (ENG), medical assisting (MED), office systems technology (OST), and psychology (PSY).

Table 5 Courses Taught by Full-Time / Part-Time Traditional and Online Instruction

Courses	# Faculty		# Sections Traditional				# Sections - Online			
	FT	PT	# FT	% FT	# PT	% PT	# FT	% FT	# PT	% PT
ACA	22	4	26	76.5%	8	23.5%	4	100.0%	0	0.0%
ACC	3	1	4	100.0%	0	0.0%	3	75.0%	1	25.0%
AGR	3	1	5	100.0%	0	0.0%	3	60.0%	2	40.0%
AHR	1	0	4	100.0%	0	0.0%	0	0.0%	0	0.0%
ANS	1	0	4	100.0%	0	0.0%	2	100.0%	0	0.0%
ANT	0	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
ART	2	2	5	55.6%	4	44.4%	1	100.0%	0	0.0%
AST	1	0	2	100.0%	0	0.0%	0	0.0%	0	0.0%
AUB	1	0	4	100.0%	0	0.0%	0	0.0%	0	0.0%
AUC	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%
AUT	3	3	6	50.0%	6	50.0%	1	100.0%	0	0.0%
AVI	2	0	3	100.0%	0	0.0%	0	0.0%	0	0.0%
BIO	6	2	19	100.0%	0	0.0%	1	25.0%	3	75.0%

BPR	1	1	1	50.0%	1	50.0%	0	0.0%	0	0.0%
BUS	4	1	7	100.0%	0	0.0%	4	57.1%	3	42.9%
CHM	2	1	9	90.0%	1	10.0%	0	0.0%	0	0.0%
CIS	3	3	13	72.2%	5	27.8%	2	50.0%	2	50.0%
CJC	3	4	6	75.0%	2	25.0%	3	60.0%	2	40.0%
COE	9	3	18	81.8%	4	18.2%	0	0.0%	4	100.0%
COM	1	0	5	100.0%	0	0.0%	0	0.0%	0	0.0%
COS	1	0	10	100.0%	0	0.0%	0	0.0%	0	0.0%
CTS	1	5	0	0.0%	4	100.0%	1	33.3%	2	66.7%
DBA	0	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
DDF	1	0	2	100.0%	0	0.0%	0	0.0%	0	0.0%
DEN	7	0	15	100.0%	0	0.0%	0	0.0%	0	0.0%
DFT	1	2	1	33.3%	2	66.7%	0	0.0%	2	100.0%
DRA	0	1	0	0.0%	0	0.0%	0	0.0%	2	100.0%
ECO	1	0	3	100.0%	0	0.0%	1	100.0%	0	0.0%
EDU	3	2	14	87.5%	2	12.5%	1	33.3%	2	66.7%
EGR	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%
ELC	1	1	5	83.3%	1	16.7%	1	100.0%	0	0.0%
ELN	1	0	2	100.0%	0	0.0%	1	100.0%	0	0.0%
ENG	10	11	46	66.7%	23	33.3%	2	20.0%	8	80.0%
ENV	1	0	0	0.0%	0	0.0%	1	100.0%	0	0.0%
EPT	1	1	0	0.0%	0	0.0%	2	66.7%	1	33.3%
FIP	2	1	0	0.0%	0	0.0%	2	66.7%	1	33.3%
FOR	2	0	6	100.0%	0	0.0%	1	100.0%	0	0.0%
FRE	1	0	2	100.0%	0	0.0%	0	0.0%	0	0.0%
GEO	0	1	0	0.0%	1	100.0%	0	0.0%	3	100.0%
HEA	2	3	4	66.7%	2	33.3%	0	0.0%	3	100.0%
HIS	2	4	8	66.7%	4	33.3%	0	0.0%	4	100.0%
HSE	1	0	6	100.0%	0	0.0%	2	100.0%	0	0.0%
HUM	3	0	7	100.0%	0	0.0%	2	100.0%	0	0.0%
HYD	2	0	3	100.0%	0	0.0%	0	0.0%	0	0.0%
ISC	2	0	0	0.0%	0	0.0%	3	100.0%	0	0.0%
MAC	1	2	6	75.0%	2	25.0%	0	0.0%	0	0.0%
MAT	12	10	43	67.2%	21	32.8%	5	100.0%	0	0.0%
MEC	1	0	2	100.0%	0	0.0%	0	0.0%	0	0.0%
MED	3	2	6	75.0%	2	25.0%	3	50.0%	3	50.0%
MKT	1	0	4	100.0%	0	0.0%	2	100.0%	0	0.0%
MNT	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%
MUS	1	1	8	100.0%	0	0.0%	1	50.0%	1	50.0%
NET	0	2	0	0.0%	2	100.0%	0	0.0%	0	0.0%
NOS	2	1	1	50.0%	1	50.0%	1	100.0%	0	0.0%
NUR	4	0	9	100.0%	0	0.0%	0	0.0%	0	0.0%
OMT	1	0	0	0.0%	0	0.0%	1	100.0%	0	0.0%
OST	6	3	11	91.7%	1	8.3%	9	64.3%	5	35.7%
PED	2	1	9	81.8%	2	18.2%	0	0.0%	0	0.0%
PHI	0	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
PHM	1	2	1	50.0%	1	50.0%	0	0.0%	1	100.0%
PHY	1	0	2	100.0%	0	0.0%	0	0.0%	0	0.0%
POL	0	2	0	0.0%	1	100.0%	0	0.0%	1	100.0%
PSY	2	7	7	46.7%	8	53.3%	2	20.0%	8	80.0%
RED	2	3	8	61.5%	5	38.5%	0	0.0%	0	0.0%
REL	0	5	0	0.0%	8	100.0%	0	0.0%	3	100.0%
SAB	0	2	0	0.0%	1	100.0%	0	0.0%	1	100.0%
SEC	0	1	0	0.0%	0	0.0%	0	0.0%	2	100.0%

	FT	PT								
SGD	1	1	3	75.0%	1	25.0%	0	0.0%	0	0.0%
SOC	1	2	5	62.5%	3	37.5%	1	100.0%	0	0.0%
SPA	2	0	13	100.0%	0	0.0%	0	0.0%	0	0.0%
SST	1	0	0	0.0%	0	0.0%	1	100.0%	0	0.0%
TRF	1	0	4	100.0%	0	0.0%	0	0.0%	0	0.0%
WLD	1	1	5	83.3%	1	16.7%	0	0.0%	0	0.0%
TOTAL	164	109	425	76.6%	130	23.4%	70	49.0%	73	51.0%

Source: Office of Institutional Advancement, Fall 2010
FT = full-time faculty
PT = part-time faculty

A few disciplines have only part-time instructors because of the limited demand for course offerings. To ensure quality, integrity and consistency of instructional delivery, department chairs supervise part-time faculty members who teach courses in these disciplines. Examples include anthropology (ANT), database management (DBA), drama (DRA), geography (GEO), philosophy (PHI), and religion (REL). In some of these examples, (anthropology, database management and philosophy) the College offered only one section in the discipline and this enrollment will not support a full-time instructor. In other examples, departments are collecting data to support a request for a full-time faculty member.

When full- and part-time instruction is compared across disciplines/programs, it is apparent that additional full-time faculty members will be needed in the near future if growth continues at the College. A goal of the College is to maintain an average of 60-70% of instruction delivered by full-time faculty members in all disciplines. Disciplines including geography, religion, and political science are being closely monitored regarding the need for a full-time faculty member and positions will be approved as funds become available.

Other Assignments

In addition to teaching, full-time faculty members participate in college committees and task forces, professional development activities, curriculum development, recruiting activities such as *Discover Wayne*, club advising, and grant writing and implementation. Assignments vary depending upon the academic area and individual interests of the faculty member. Faculty members may receive release time for non-teaching assignments such as leading special projects, editing the College's literary journal, or chairing college initiatives like the General Education Assessment Continuous Improvement Project.

Faculty members reach an overload condition when they exceed 20 contact hours for AAS, AA, and AS degree programs. Faculty teaching courses with a mixture of classroom and laboratory hours (such as welding, aviation, and auto body) reach an overload condition when they exceed 25 contact hours.

WCC has a College Transfer Advising Center responsible for academic advising and course scheduling assistance for students in the Associate in Arts, Associate in Science and the Associate in General Education degree programs. Faculty in the Arts and Science Division serve in the Advising Center on a rotational basis assisting the full-time College Transfer Counselor and the part-time counselor. Faculty members in the academic programs leading to an AAS degree share in the advising responsibilities for their program area. Advising responsibilities are also shared with college counselors and specially assigned personnel in the Student Services area. Table 6 shows a variety of assignments among the faculty.

Table 6 Sample Full-Time Faculty Workload Including Committee Assignments

Division	Name Instructor Title	Committee Assignment(s)	Other Duties	Semester Contact Hours			
				F09	SP10	F10	SP11
Allied Health/Public Services	Melissa Smiley, Nursing	Curriculum/Calendar	Advising	17	20	18	19
	Janeil Marak, Dental Hygiene	Disciplinary Review	Advising, Dental Hygiene Club	21	20	18	20
Applied Technologies	Lynn Jenkins, Forestry	Professional Development	Advising, Agriculture Club	20	20	19	20
	David Byrd, Automotive	Safety	Advising, Motor Sports Club	21	18	18	19
Arts and Sciences	Margaret Baddour, Humanities	Cultural Diversity/Global Education, Foundation Advisory/Mini-Grant	College Transfer Advising Center	21	15	16	15
	Fran Dennis, Chemistry	Curriculum/Calendar, Limited Admissions	College Transfer Advising Center	20	18	17	18
Business and Computer Technologies	LaRose Brock, Medical and Office Administration	Faculty Credential Review	Advising	19	21	17	20
	Peggy Helms, Accounting	Accounting Lab Tutor	Advising	20	18	15	18

Source: WCC Office of Institutional Advancement, 2011

Quality Indicators

Another indication that WCC has adequate faculty resources for delivering quality academic programs is evidenced by the College's performance on the North Carolina Community College System's Performance Measures and Standards. Performance measures were originally established by the NCCCS to ensure public accountability of state monies. *Chapter 115D-31.3 of the North Carolina General Statutes* authorized the use of six performance measures to be tied to funding. A college that meets or exceeds all performance measures receives recognition as an Exceptional Institution. WCC was recognized as an Exceptional Institution for the 2006-2007, 2007-2008, and 2008-2009 academic years and consistently exceeds most performance measures. As shown in Table 7, WCC enjoyed high passing rates on licensure and certification exams in three out of the past four years and exceeded all of the other five standards consistently. This high performance is evidence of the high quality academic programs offered by our faculty members.

Table 7 WCC Performance Measures

Performance Measure	Standard	2006-07	2007-08	2008-09	2009-10
Passing Rates on Licensure and Certification Examinations	80%	90%	86%	90%	74%
Performance of College Transfer Students	86%	92%	87%	87%	87%
Passing Rates of Students in Developmental Courses	75%	87%	88%	88%	86%
Success Rates of Developmental Students in Subsequent College-Level Courses	80%	91%	92%	88%	91%
Satisfaction of Program Completers and Non-Completers	90%	100%	99%	100%	99%
Curriculum Student Retention, Graduation, and Transfers	65%	68%	73%	72%	69%

Source: *2011 North Carolina Community College System Critical Success Factors*

Summary:

The WCC Academic Services Division is comprised of five divisions led by division chairs who report directly to the Vice President for Academic Services. The College employed 199 curriculum faculty members, including 103 full-time and 96 part-time instructors in fall 2010. Determination of full-time and part-time faculty need is driven by the number of sections required to meet student demands/enrollment, the allotted budget, and other variables. Full-time faculty members are assigned a workload of 15-20 instructional contact hours per week in most programs and disciplines. Vocational faculty workloads are between 20-25 contact hours. Faculty workloads are aligned with College procedures and are within the range of faculty workloads at colleges of similar size in the state. Full-time faculty members assigned to teach traditional and online sections are within an acceptable range and the data are being closely monitored.

WCC's outstanding performance on NCCCS Performance Measures and Standards is evidence of the College's quality of instructors and academic programs. In addition to teaching, full-time faculty members participate in student advising, committee work, college governance, various student activities, and community service. The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Documentation:

1. College Procedures Manual 03-0307 – Faculty Workloads
2. College Procedures Manual 02-0106 – Recruitment, Employment, and Supervision of Part-Time Curriculum Faculty
3. Fall 2010 NCCCS Faculty Workload Report
4. Distance Education Continuous Improvement Project Committee Minutes
5. *North Carolina General Statutes – Chapter 115D-31.3*

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Core Requirement 2.10)**

 X Compliance   ___ Non-Compliance

Narrative:

Wayne Community College's (WCC) student support programs, services, and activities are created to support the College's mission "to develop personal and marketable skills, enable students to continue their education at other institutions, to increase awareness of global and cultural differences, to support local business and industry, and to enhance the quality of life in the community." Effective teaching and learning are optimized when there is collaboration among students and services that support both students and instruction. These services are available to traditional and distance education students and include recruitment, admissions and records, career and individual counseling, disability services, academic advising, financial aid, student centered activities, and supplementary academic support.

WCC provides prospective and current students with access to a wide variety of programs and services. Students are able to access these and many other resources via CampusCruiser (web portal), Moodle (online instruction), Web Advisor, and video tours through the College's website.

Academic and Student Support Services include: academic advising, the Academic Skills Center, admissions and records, bookstore, cafeteria, campus information services, cashier's office, childcare, computer labs, counseling, Educational Support Technologies, financial aid, the Foundation, the library, recruitment, safety, student activities, student disability services, veterans affairs, and the Writing Center.

Academic and Student Support Services

Academic Advising

Academic advisors are available to assist students in clarifying their educational goals, planning their coursework, and monitoring their educational progress. Students who have declared a major are assigned to a faculty advisor within their area of study during the enrollment process. Students enrolled in a college transfer program are assigned to the College Transfer Advising Center. Special credit students (students who have yet to declare a major) may seek academic advising from the College's Student Services Counseling staff.   All students have the opportunity to seek advising through CampusCruiser, telephone, and face to face on campus.

Academic Skills Center

The Academic Skills Center (ASC) provides students with a variety of tutoring programs and labs. Traditional and distance education students can arrange to receive assistance face to face or browse the internet resources available through the College's ASC website. Currently available programs and labs are: Curriculum Studies; Open Lab; Peer Tutoring Program; Math Supplemental Instruction Lab; Foreign Language Lab; Information Systems Tutoring Center; Accounting Lab; Writing Center; Academic Testing Center; and Engineering Lab.

Admissions and Records

The Office of Admissions and Records is the initial entry point for students seeking degrees, diplomas, certificates, or individual courses. A six-step process is used to ensure that students are properly admitted. Traditional and distance education students may apply electronically for admission to the College through College Foundation of North Carolina (CFNC.org) or by

printing an application from the College's website and mailing in the application. Additional services include requests for transcripts, grades, class schedules, and a schedule of courses. These services can be accessed through the College's website, the student portal (CampusCruiser), and in-person at the Office of Admissions and Records.

Bookstore

Wayne Community College hosts a privately owned and operated bookstore for the convenience of students. Course supplies and required textbooks, clothing, and graduation attire may be purchased in the bookstore or online at WCC's website (www.wayneccbookstore.com/). The bookstore operates a "buy-back" program that benefits students who wish to purchase used books at a lower cost. The bookstore also offers a "rental" program for students wishing to rent versus purchase books.

Cafeteria

The cafeteria food service is provided by contracted vendors. Breakfast and lunch are available on regularly scheduled class days.

Campus Information Services

Campus Information Services staff are located at the main entrance of the Wayne Learning Center and warmly greet and direct all visitors. Information Services consists of reception and switchboard operations, campus directory, facility reservation information and scheduling, and the College's daily media updates through Campus Network (CamNet). CamNet is also available online on the College's website (www.waynecc.edu/camnet/).

Cashier's Office

The Cashier's Office serves as the central collection center for student financial transactions. The primary purpose of this office is the billing, receiving, depositing, disbursing, accounting and financial record keeping of student tuition, fees, and related charges as well as other funds deposited. Online tuition payment is available to returning students by accessing their CampusCruiser / Web Advisor account.

Childcare

The North Carolina General Assembly allocates funds to assist students enrolled in state community colleges with childcare needs. Wayne Community College has a limited amount of funds to assist qualified students. All curriculum student-parents 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. To determine financial need, all students applying for childcare assistance must first complete the Free Application for Federal Student Aid (FAFSA).

Wayne Community College operates a five-star state-licensed childcare center on the main campus. The five-star rating is the highest available in the state of North Carolina and is indicative of enhanced staff education, program standards, and compliance history. WCC's Center offers full-time care for children ages 6 weeks to 5 years. The Child Care Center is open to WCC students, faculty, staff, and the public.

Computer Labs

Four "open" computer labs located on campus are available to all students. These labs contain a total of 85 state-of-practice computers in addition to printers and scanners. Instructional software for all programs along with internet connection is available. Lab coordinators are available to assist students.

Counseling Services

Counselors are available to assist students with academic and personal concerns and to facilitate educational, career, and future planning. Counseling services include occupational information, services for students with special needs, short-term clinical services, career/personal assessments, and placement testing. Distance education students may access student counseling services through CampusCruiser, Moodle, face to face or by telephone.

Educational Support Technologies

Educational Support Technologies (EST) staff support students through the helpdesk for Moodle and CampusCruiser. EST provides faculty and staff with equipment, resources, and services which include audio-visual equipment, photography, videography, multimedia, graphic arts, printing/copying, web communications and more.

Financial Aid

Financial aid is available to traditional and distance learning students. The Financial Aid Office offers a comprehensive program of student assistance, which includes federal, state, institutional, private and local fund sources. Financial aid includes Federal Pell Grant, Supplemental Educational Opportunity Grant, Work-Study, Academic Competitiveness Grant, and state approved grants.

Foundation

The Foundation of Wayne Community College is a non-profit corporation organized under North Carolina and Federal Laws in compliance with Section 501(c)(3) of the Internal Revenue Code. The Foundation is dedicated to providing financial assistance for students seeking high quality, affordable, and accessible learning opportunities. In 2010-2011 the Foundation awarded 357 scholarships totaling $211,906.

Library

The WCC Library is located on the main campus. On and off-campus students have equal access to library services, including distance education opportunities. The library houses nearly thirty-six thousand books, over thirteen thousand video-recordings, eighteen research databases and over one hundred periodical and newspaper subscriptions.

The WCC library also houses a computer lab and supports distance education by providing access to the Community College Libraries in North Carolina (CCLINC) consortium, with a shared online catalog. The library also offers online access to NC LIVE (a collective database search engine that references a diverse collection of electronic resources including complete articles from over 16,000 newspapers, journals, magazines, and encyclopedias, as well as indexing for over 25,000 periodical titles in a wide variety of subject areas).

Library instructional sessions are scheduled to assist students in using library resources; sessions are often structured to meet the needs of specific classes. Also, interlibrary loan services are available.

Recruitment Services

Potential students are invited to learn about programs and services available at the College as part of the recruitment process. A great deal of recruiting effort is directed towards the county's public and private schools through visits to those schools. Interested students may visit the College individually, in groups, or by attending scheduled open community information sessions. "Discover Wayne" is a popular campus orientation program geared towards high school students.

Targeted recruiting activities are also accomplished by College academic department members. These activities allow students to visit departments of interest to gain knowledge about programs. Academic resources are presented at every recruitment opportunity. Printed and online catalogs, brochures, and information packets are readily available for potential students.

Safety

Wayne Community College's Security Department supports the students, staff and faculty by ensuring a safe and secure environment for all. Campus Security services include crime prevention, security patrols, escort services, traffic control and vehicle assistance. The College provides security services twenty-four hours per day, seven days a week.

Student Activities

Student Activities offers leadership, social, cultural, and recreational opportunities that enhance the student's educational experience. The Student Government Association (SGA), student clubs and the Ambassador Program are examples of leadership opportunities available to students at WCC.

Student Disability Services

The College is committed to ensuring that students with disabilities have equal access to, and participation in, all programs of study. In accordance with *Section 504 of the Rehabilitation Act of 1973* and the Americans with Disabilities Act, students will receive reasonable accommodations to assure equal access to all programs and activities. Students have access to the legal, procedural, and educational information regarding disability services.

Veteran Affairs

The College is approved to certify curriculum courses for veteran's educational assistance under the *Montgomery G.I. Bill* (MGIB). Each semester the College's Veteran Affairs Coordinator assists students in initiating and certifying their educational benefits with the Veterans Administration (VA). The College complies with state and federal VA educational audits on an annual basis.

Writing Center

The Writing Center assists students with improving their critical thinking and writing skills by offering individual assistance. The Writing Center staff members ask questions that encourage and guide student writing, explain grammatical problems, offer organizational assistance, edit and revise papers, demonstrate research procedures, and suggest source materials for research.

Assessment of Academic and Student Support Services

The College regularly assesses the effectiveness and adequacy of academic and student support services and programs in meeting the needs of all students. Services and programs evaluated include:

> Associate Degree Nursing and Practical Nursing Post-Graduate Survey
> Library User Survey
> Medical Assisting Graduate Surveys
> > (Graduate, Student Resource Assessment, Employer)

Summary:

Wayne Community College provides students with unique learning opportunities, support programs, and academic services to meet their educational needs and goals. Students are able to access many resources via the College's website, which includes CampusCruiser, Moodle, and Web Advisor. Student Support Services and Academic Services are vital to the success of traditional and distance education students. The College regularly assesses evidence of the effectiveness and adequacy of student support services and programs in meeting the needs of all students and the mission of the College as evidenced by student and academic support services survey results.

Documentation:

1. WCC Video Tour – Holly Building

2. Academic Skills Center – Internet Resources

3. Six-Step Enrollment Process

4. WCC Website - Bookstore

5. WCC Website - Campus Network (CamNet)

6. Types of Financial Aid - Childcare Assistance Program Guidelines

7. WCC Website - Counseling Services

8. Moodle Instructional Guide

9. Financial Aid Video

10. WCC Website - Library

11. NC-LIVE

12. "Discover Wayne" - PowerPoint Presentation

13. WCC Website – Student Disability Services

14. Veteran's Educational Assistance

15. WCC Website - Writing Center

16. Academic and Student Support Services Assessment Surveys

- Associate Degree Nursing and Practical Nursing Post-Graduate Survey

- Library User Survey

- Medical Assisting Graduate Surveys (Graduate, Student Resource Assessment, Employer)

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. **(Comprehensive Standard 3.2.8)**

 X Compliance   ___ Non-Compliance

Narrative:

The College's 2010-2011 organizational structure (CPM 01-0102 - College Organizational Charts) is the responsibility of the President. The organizational structure of administrative and academic officers includes the Vice President for Academic Services, Vice President for Student Services, Vice President for Continuing Education Services, Associate Vice President of Institutional Advancement, Chief of Administrative Services, Chief Financial Officer, Division Chair for Arts and Sciences, Division Chair for Applied Technologies, Division Chair for Allied Health/Public Services, Division Chair for Business and Computer Technologies, and Division Chair for Public Safety.

Wayne Community College (WCC) has qualified administrative and academic officers as shown in Table 1. A link for each administrative and academic officer's position description is provided in the table.

Table 1 Roster of Administrative and Academic Officers

Position	Name	Degrees
President	Kay Albertson	BS, Longwood College M.Ed, University of Virginia Ed.D, University of Virginia
Vice President for Academic Services	Peggy Teague	BA, University of North Carolina at Greensboro M.Ed, University of North Carolina at Greensboro Ed.D, North Carolina State University
Vice President for Student Services	Linda Nelms	BS, East Carolina University MBA, University of North Carolina at Wilmington M.Ed, University of North Carolina at Wilmington Ph.D, Capella University
Vice President for Continuing Education Services	Raymond Burrell	BS, North Carolina Agriculture & Technical State University MBA, University of Guam
Associate Vice President for Institutional Advancement	William Thompson	BS, Southern Illinois University MA, Webster University
Chief of Administrative Services	Donald Magoon	BBA, University of Massachusetts MBA, Bellarmine College
Chief Financial Officer	Joy Kornegay	BS, Mount Olive College MBA, Campbell University
Division Chair – Arts & Sciences / Special Projects	Lannis E. Smith	BS, East Carolina University MA, East Carolina University

Division Chair – Applied Technologies	Ernest White	BS, Mount Olive College MA, Central Michigan University
Division Chair – Allied Health/Public Services	Patricia Pfeiffer	BSN, East Carolina University MS, Central Michigan University MS, East Carolina University
Division Chair – Business and Computer Technology	Elizabeth Hooks	BS, East Carolina University MA.Ed, East Carolina University
Division Chair – Public Safety	Beverly Deans	BS, North Carolina Wesleyan College

Wayne Community College's Human Resources Office maintains employee position descriptions and qualifications in accordance with the College Procedure Manual (CPM 02-0301 - Job Descriptions).

Administrative and academic officers are evaluated annually by their immediate supervisor, as indicated in CPM 02-0401 (Performance Appraisal). Sample documentation for two annual evaluations (administrative and academic) is included. The Board of Trustees, under the authority of *North Carolina General Statutes 115D-20(1)*, elects the President of WCC, subject to the approval of the State Board of Community Colleges. Title 23 of the *North Carolina Administrative Code* requires that each local board evaluate its President annually and notifies the State Board that the evaluation has been completed by July 1st of each year.

Summary:

The roster of qualified administrative and academic officers provides a comparison of each leadership position to the employee's qualifications and credentials. This is evidence that the College employs qualified administrative and academic officers with the experience, competency, and capacity to lead the institution.

Documentation:

1. College Procedures Manual 01-0102 – College Organizational Charts
2. Dr. Kay H. Albertson - Job Description
3. Dr. Peggy Teague – Job Description
4. Dr. Linda Nelms – Job Description
5. Raymond Burrell – Job Description
6. William Thompson – Job Description
7. Donald Magoon – Job Description
8. Joy Kornegay – Job Description
9. Lannis E. Smith – Job Description
10. Ernest White – Job Description
11. Patricia Pfeiffer – Job Description
12. Elizabeth Hooks – Job Description
13. Beverly Deans – Job Description

14. Summary of Administrative and Academic Officer's Qualifications

15. College Procedures Manual 02-0301 – Job Descriptions

16. College Procedures Manual 02-0401 – Performance Appraisal

17. Administrative Evaluation

18. Academic Evaluation

19. *North Carolina General Statutes 115D-20(1)*

20. *North Carolina Administrative Code*

21. WCC Board of Trustee Evaluation of President

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Comprehensive Standard 3.3.1)**

3.3.1.1 educational programs, to include student learning outcomes.

 _X_ Compliance   _ _ _ Non-Compliance

Narrative:

Wayne Community College (WCC) identifies expected program and student learning outcomes for its educational programs, assesses the achievement of these outcomes, and uses the results of the assessments to improve the programs and student learning. Student learning outcomes are established by faculty, with input from advisory committees and external certification and licensing agencies. These outcomes are assessed at the course, program, and institutional level. WCC has defined Institutional Learning Outcomes (ILOs) as the general education student learning outcomes that all graduates earning an associate degree should have mastered. Program Learning Outcomes (PLOs) are defined as those competencies that students who complete a specific program of study should have mastered upon graduation. Both institutional and program learning outcomes are assessed in identified courses, and the assessments are used to evaluate curriculum and instructional methodology.

WCC's History of Assessment

The College's history of assessment of student learning outcomes is best described in four phases:

- Phase 1: Developing the Institutional and Program Learning Outcome Matrices (2004-2005)
- Phase 2: General Education Assessment (2005-2007)
- Phase 3: Introduction/Implementation/Assessment of Institutional Portfolio (2007-2010)
- Phase 4: Introduction of Embedded Signature Assignments for the Institutional Learning Outcomes (ILO) and Program Learning Outcomes (PLO) – Current Plan (2010-present)

Phase I (2004-2005)

In the 2004-2005 year, WCC faculty and staff members identified college and program level student learning outcomes and developed matrices to illustrate the relationship between courses and student learning outcomes. The matrices showed where the general education student learning outcomes were taught, reinforced, or applied within each program of study. The matrices also listed each of the program learning outcomes and the courses where the information was taught and the outcomes assessed.

Each matrix included a comprehensive list of course-level assessment measures such as pre- and post-tests, writing assignments, oral presentations, and group or individual projects that helped to determine whether or not students were meeting student learning outcomes. Instructors indicated which of the methods would be used to measure each course or program outcome. Samples of the assessment measures selected for a few courses are included in Table 1. This table is an excerpt taken from the Air Conditioning, Heating, and Refrigeration (HVAC) Program Outcome Matrix. The matrix has been modified to provide a visual example of the level of detail used to identify and assess each program.

Table 1 HVAC College-Wide and Program Student Learning Outcomes Matrix

Program Courses	College Learning Outcomes		Program Learning Outcomes	
	1. Demonstrate speaking, writing, and reading skills necessary to communicate effectively.	2. Demonstrate mathematical skills necessary to solve problems appropriate to the area of study.	1. Apply the fundamental and advanced principles of air conditioning, heating, and refrigeration technology in troubleshooting, replacing, servicing, installing, and repairing equipment and systems.	2. Recognize and utilize the appropriate tools, test instruments, and equipment to troubleshoot and effect desired results.
ACA 111	ADGHJLO			
ENG 102	ACDEHL	D		
MAT 101	AGH	AGH		
AHR 110	ABCDET	ABCDE	ABCT	ABCT
AHR 111	ABCDE	ABCDE	ABCT	ABCT
AHR 211	ABCDE	ABCDE	ACDG	ACDG
WLD 112	ABCDE	ABCDE	ABCH	ABCH

Legend of Methods for Measurement of Student Learning Outcomes

Measuring the student's achievement of college-wide, program, and course learning outcomes involves selecting appropriate types of assessment. The following list includes several methods for collecting quantitative and qualitative evidence of student learning:

A.	Testing (teacher-made)
B.	Testing (standardized)
C.	Demonstration in class, lab, clinic, or shop that graded/rated by instructor
D.	Paper or project graded/rated by instructor
E.	Oral presentation graded/rated by instructor
G.	Performance in class, lab, clinic, or shop activity involving use of computer or technology that is graded/rated by instructor.
H.	Active and collaborative learning/group exercise graded/rated by instructor.
J.	Reaction/response (written or verbal) to hours spent at cultural, artistic, or academic activities graded/rated by instructor.
L.	Interviews: students conduct and write-up.
O.	Self-assessment (reflection by students).
T.	Other (not specified).

All course syllabi were revised in 2004, and a standardized syllabi format was adopted. Course syllabi called attention to general education outcomes and course specific program learning outcomes addressed in each course. The type of course level assessment used to evaluate student competency was also included on each syllabus. Instructors then used the results of the assessment measures to refine their courses and programs and often implemented new teaching strategies.

An example of a general education outcome measured in a course is the pre- and post-test Skills Assessment Manager/Training Online Manager (SAM/TOM) that was piloted by instructors in the Computer Information Systems program area during the 2004–2005 academic semesters. Thirty-eight of the 40 Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS) programs of study offered at that time used CIS 110 (Introduction to Computers, college transfer) and CIS 111 (Introduction to Computers, non-college transfer) to introduce basic computer knowledge and skills to WCC students. Therefore, CIS 110 and CIS 111 courses were instrumental in measuring the success of students on the

general education outcome, "*Use computers and other technologies to achieve academic, work-related, and personal goals.*" After the pilot, CIS 110 faculty members identified a weakness in student achievement and implemented the SAM/TOM software to measure students' competency (outcome) levels throughout the course. The instructors found there was an increase of over 22% in the number of students who met the competencies for the course compared to the number of students found to be competent the previous year. A current version of this software continues to be used for assessment of the revised Institutional Learning Outcomes.

Over time, departmental faculty built the assessments into grading schemes, but few programs extracted the data for program analysis. The matrices were complicated, and the faculty members were not systematically documenting results. This system was effective in some areas, but a new strategy was needed to document student learning outcomes.

Phase 2 (2005-2007)

After the College's 2006 reaffirmation review, the administration determined a need to place greater emphasis on assessment of student learning outcomes at the institutional/general education level. A Continuous Improvement Project (CIP), based on the principles of a quality enhancement plan, was created. As part of the College's General Education Assessment Continuous Improvement Project (GenEd CIP), a formal committee of faculty and staff members was appointed to review the existing process and propose changes to include writing new general education/institutional objectives and reorganizing how general education was to be assessed. The goal of the project was to develop a comprehensive plan for general education assessment.

The first step of the GenEd CIP was to develop new general education (institutional) objectives, which were called "College Learning Outcomes." Those outcomes follow:

1. Demonstrate speaking, writing and reading skills necessary to communicate effectively
2. Demonstrate mathematical skills necessary to solve problems appropriate to the area of study
3. Use computers and other technologies to achieve academic, work-related, and personal goals
4. Use principles of critical thinking to analyze problems and make logical decisions
5. Apply the principles and concepts of the natural and social sciences
6. Recognize the importance of globalization in developing a broadened world view
7. Use positive interpersonal skills to interact with individuals in diverse groups
8. Explore the fine arts and humanities from cultural and historical perspectives

The Arts and Sciences Division was selected to lead the general education assessment movement (Arts and Sciences Assessment Plan 2005-2008). Faculty teams were developed to determine how each outcome would be assessed. For example, the Language and Communications Department teams began establishing criteria and developing rubrics for the general education outcome, *"Demonstrate speaking, writing, and reading skills necessary to communicate effectively"* to be assessed in ENG 111 Expository Writing and COM 231Public Speaking courses in the fall semester. The GenEd CIP recommended Common Graded Assignments (CGA) be used as part of the course-level assessment process.

The GenEd CIP members continued working with academic program chairs in developing their respective student learning outcomes. These outcomes were designed to ensure that individual course assessment was clearly linked to the program goals and college learning outcomes. It was discovered that the departments were not consistently collecting and analyzing the data. As a result, the GenEd CIP redesigned the three-year data collection and analysis plan. On a three-year cycle, student learning outcome data were to be collected and analyzed for three college learning outcomes. The departments tasked with assessment developed improvement

plans based upon the data collected and implemented changes in instructional strategies. The assessment plan was as follows:

Year One (2005-2006)
1. Demonstrate speaking, writing and reading skills necessary to communicate effectively
2. Demonstrate mathematical skills necessary to solve problems appropriate to the area of study
3. Use computers and other technologies to achieve academic, work-related, and personal goals

Year Two (2006-2007)
1. Demonstrate mathematical skills necessary to solve problems appropriate to the area of study
2. Use principles of critical thinking to analyze problems and make logical decisions
3. Apply the principles and concepts of the natural and social sciences

Year Three (2007-2008)
1. Recognize the importance of globalization in developing a broadened world view
2. Use interpersonal skills to interact with individuals in diverse groups
3. Explore the fine arts and humanities from cultural and historical perspectives

Below are examples that demonstrate how the mathematics and science departments used the college learning outcome assessment process to improve instructional strategies.

Example 1

College Learning Outcome: *"Demonstrate mathematical skills necessary to solve problems appropriate to the area of study."* Evaluation was conducted by the Mathematics Department.

The mathematics department created a pre-test/post-test concept for assessment in selected math courses with the highest enrollment and which demonstrated the college learning outcomes. These tests were piloted in spring 2008 in math courses such as Statistics and College Algebra.

The pre-test was administered (diagnostic test) on the second day of classes and the post-test as part of the final exam. Only the data from course completers was analyzed. The data collected from each section was entered into spreadsheets to determine the percent of change from pre-test to post-test status.

After comparing data compiled from the spring 2008 and spring 2009 semesters, the following observations were made:
- Students showed improvement from pre to post-test
- Students were weakest in questions relating to the following general themes: domain, range, and interval notation
- Additional information was required for data accuracy, such as length of course and days of delivery

Faculty members determined that they should place more emphasis on reviewing previous material. They also determined that they needed to further analyze student success based on the length of course and hours of instruction for each concept. The tests were revised in fall 2009, and faculty focused on MAT 161 (College Algebra) to analyze the common mistakes and develop new instructional strategies.

Example 2

College Learning Objective: *"Apply the principles and concepts of the natural and social sciences."* Evaluation was conducted by the Science Department.

The science department was charged with assessing the learning outcomes associated with applying the principles of natural sciences. The department decided to select Environmental Biology (BIO 140), which was offered online and Environmental Biology Lab (BIO 140A) which was offered as a hybrid course during the spring 2008 semester. Students demonstrated proficiency for the course competencies via study guides, Blackboard (Bb) discussion boards, and six tests. Specific test questions corresponding with course competencies were chosen for this assessment. The criteria to select specific areas for improvement included questions for which less than 65% of the students were successful.

Throughout the semester students demonstrated deficiencies in eight of the 35 course competencies. For example, students demonstrated a deficiency in the ability to determine the number of subatomic particles in an atom. Science faculty recommended the development of an instructional video with examples as well as additional homework assignments to provide the students with more experience for this concept. Students also had difficulty understanding the importance of insects in agriculture. To help students with this concept a guest lecturer from North Carolina State University was invited to discuss the importance of bees in crop production. In addition, students demonstrated deficiency in the understanding of the methods of water conservation. Science faculty recommended an assignment to research and present to the class at least two methods of water conservation. Students were also given a Blackboard discussion board question regarding the efficacy of conservation methods. When the changes were implemented in the fall 2009 semester, student competency (in all eight of the deficient competencies) improved above the 65% benchmark.

Program Learning Outcomes

In addition to Institutional Learning Outcome assessments, each curriculum had program learning outcomes designed to assess, evaluate and improve student learning and instructional strategies. Table 2 provides a summary of the assessment of a Phlebotomy program learning outcome. While 100% of the students assessed were competent, the faculty member recommended the development of an assessment rubric to improve the evaluation process.

Table 2 Phlebotomy Assessment

Outcome	Outcome Indicator / Assessment Method	Target / Benchmark	Results	Use of Results	Person Responsible
Perform Phlebotomy procedures while adhering to safety guidelines	Demonstrate the ability to safely perform the venipuncture procedure by following all infection control measures and practicing standard precautions	80% of students will perform phlebotomy skills at competent level	100% of the students were successful in performing the venipuncture procedure applying standard precautions and properly disposing of biohazardous material per clinical evaluation checklist	A new rubric for evaluating students will be developed for a more detailed evaluation. Continue to monitor venipuncture skills by observing students in the classroom throughout the semester	Dianne Holland

Although the previous examples demonstrated assessment and use of results that led to changes in instructional strategies, the department chairs continued to experience difficulty in designing measurable student learning outcomes. Data were often qualitative and difficult to manage and track over time. The GenEd CIP, once again, worked on revising the college learning outcomes.

Phase 3 (2007-2010)

In 2007, as a result of the work from the GenEd CIP, the College adopted the Institutional Portfolio Model of assessment. As a first step, the Institutional Learning Outcomes were edited. A subcommittee charged with assessing data as a pilot under the new model, addressed the outcome "*Use principles of critical thinking to analyze problems and make logical decisions.*" The following is an example of how the new process was implemented.

Example

The subcommittee researched critical thinking assessment and developed a rubric to measure critical thinking skills. This rubric is included in Table 3. Target courses were identified and artifacts (assignments) were collected from students who had completed 40+ credit hours. Artifacts were examined by subcommittee members and assessed using the rubric. Of the 91 artifacts examined during 2008-2009, the committee determined that for the criteria "observes and describes given information in relation to a question" and "analyzes the given material and shows structure of an argument" the students were rated in the "essential" level. In comparison, for the criteria "responds to question with conclusion or hypothesis" and "evaluates conclusion or hypothesis within relevant context" students were rated in the "in progress" level. When examining these results, it was noted that students scored lower on higher level critical thinking skills. Instructional strategies were needed to build student skills in these areas to the "proficient" or "superior" level.

The assessment criteria for each of the critical thinking modes are listed as A – D in the table below. Next to each mode is a scoring guide used to assess each student's paper (4 = high and 1 = low).

Table 3 Critical Thinking Rubric

Assessment Rating / Point Scale	1 IN PROGRESS	2 ESSENTIAL	3 PROFICIENT	4 SUPERIOR	MEAN SCORE
A GIVEN… Observes and describes given information in relation to a question	Identifies inappropriate main issues or none at all, describes issues inaccurately, fail to identify components points, and loses focus on given question.	Inadequately identifies the main issue, some ambiguity in description of issue, identifies few of the key component points	Identifies appropriate main issue and selects component points, does not recognize some priorities among details in relation to given question	Identifies appropriate main issue and describes accurately, selects key component points, recognizes priorities among details in given question, picks up unstated implications	2.32
B WHEREAS… Analyzes the given material and shows structure of an argument	Ignores key points or shows inability to manipulate them, show confusion about relationships among key points, use faulty logic, fails to create order from details.	Identifies some key points, creates some order from details, but it is incomplete	Identifies most connections among key points, shows the structure of an argument based on key points, sketches out appropriate logic	Shows connections among key points with visible structure (diagram, outline), indicates contradictions and continuities, shows cause and effect relationships, demonstrates sound logic leading toward generalization	2.06
C THEREFORE… Responds to question with conclusion or hypothesis.	Proposes no comprehensible conclusion or hypothesis, wanders from given question.	Indicates conclusion or hypothesis, answers the question but explanation is weak and not supported by evidence	States conclusion or hypothesis, shows how it emerges from the evidence, answers the given question	Clearly states conclusion or hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question.	1.87
D AND SO… Evaluates conclusion or hypothesis within relevant context	Fail to assess conclusion, raises no appropriated additional questions, and fails to place the argument within a relevant larger context.	Indicates weak but relevant reflection on strength and implications of conclusion of hypothesis	Assesses conclusion or hypothesis in terms of its own strength an implications of conclusion or hypothesis	Appropriately assesses conclusion or hypothesis in terms of its reliability and its need for further evidence, assesses implications of the conclusion/ hypothesis within a larger context	1.61
Overall Score					1.94

During the 2009-2010 year, the College transitioned to the full Institutional Portfolio Model of assessment. Teams were created to develop rubrics for assigned learning outcomes. Training was provided for all faculty and departmental secretaries during the spring 2010 Professional Development Day. Instructors submitted copies of artifacts from students who completed 40+ credit hours. Fifty artifacts were selected each semester for each learning outcome, producing 100 artifacts for assessment per year. The Office of Planning and Research was responsible for collecting and archiving these artifacts and using a random selection process for the ones to be assessed. Artifacts were chosen from students enrolled in online and traditional course sections.

The subcommittee assessment teams were responsible for compiling the data and submitting the results to the GenEd CIP chairs. After the analysis, necessary steps for improvement were to be determined. The data were to be collected during the spring 2010 and fall 2010 semesters. Assessment and reporting of the data were to occur in spring 2011.

The collection and assessment of the artifacts created some unforeseen problems. The initial plan to assess every outcome each semester was unmanageable, unsustainable, and did not allow for analysis leading to changes that would improve student learning. Some of the problems regarding the collection of artifacts included inconsistency in the way the files were formatted and saved in the electronic file, which posed problems for sample selection. Some faculty did not follow the guidelines for selecting artifacts; therefore, these artifacts could not be considered for assessment. Artifacts collected were not representative of all programs and departments, and the artifact collection and submission process was labor intensive for faculty, as well as departmental secretaries assigned the task of filing artifacts electronically.

Other issues included a lack of consistency in the way the artifacts were scored which could skew results; rubrics did not adequately assess the learning outcome; some artifacts were collected in courses where the learning outcome was not taught; and faculty were tasked with assessing competencies outside of their academic discipline area.

After the Institutional Portfolio Model was launched in spring 2010, four members of the GenEd CIP attended the National Atlantic Assessment Symposium in April 2010. Feedback from the workshops attended by the committee chairs indicated that a streamlined, manageable and sustainable assessment plan could be developed. One particular presenter, Dr. Mary Allen, noted Assessment Consultant and author, presented a simple and workable solution to remedy the problems experienced with the College's assessment process.

Phase 4 (2010-Present)

In spring 2010, the College contracted with Dr. Allen to assist the College in revising the Institutional Learning Outcomes and developing a sustainable plan. This was accomplished through faculty training and the result was adoption of the WCC Institutional Learning Outcome Assessment Plan. The Assessment Plan included guidelines for both the Institutional Learning Outcomes and Program Learning Outcomes.

Dr. Allen provided three days of intensive learning outcome assessment training to the faculty, staff, and senior administrators in fall 2010. Using Dr. Allen's recommendations, Institutional Learning Outcome Review Teams, consisting of discipline specific faculty and faculty from technical programs, were formed. The teams consisted of five or six members who were assigned the task of revising an institutional learning outcome, developing signature assignments, and creating rubrics. This work was accomplished using a step-by-step process linked to the training provided.

The revised institutional learning outcomes are:

1. Make effective oral presentations
2. Compose effective written documents
3. Analyze aspects of human culture, such as creative expressions or diverse social structures
4. Apply appropriate mathematics to solve real-world problems
5. Interpret or analyze natural phenomena using concepts and principles of the natural sciences
6. Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences
7. Use computer technology to achieve academic and work-related goals

Emphasis was placed on developing generic signature assignments directly related to the outcome. Signature assignments were embedded into already existing assignments. These assignments will be used in a variety of courses in other disciplines to reinforce competency. The same competencies will be assessed in the same way for all students, regardless of the mode of instructional delivery (i.e. traditional and online).

An implementation plan was developed under Dr. Allen's leadership by the GenEd CIP and senior administrators. This plan included a rotational cycle for assessment of the institutional outcomes and methods of providing feedback to faculty and students.

Year 1: Technology and Composition Learning Outcomes
        Pilot Fall 2010 - Collect Spring 2011 – Assess Fall 2011

Year 2: Natural Sciences and Social Sciences Learning Outcomes
        Pilot Spring 2011 - Collect Fall 2011 – Assess Spring 2012

Year 3: Mathematics, Communication and Humanities/Fine Arts
        Pilot Spring 2012 - Collect Fall 2012 – Assess Spring 2013

It is important to note that with the implementation of this plan of assessment, the committee was changed from the General Education CIP to an Assessment Committee which was made a standing committee of the College. Membership was expanded to include representatives from each of the five instructional divisions.

The Institutional Learning Outcome Assessment cycle was piloted in fall 2010 and collection of embedded signature assignments began in spring 2011. Signature assignments were collected from a randomly selected sample of students enrolled in designated courses chosen from sections taught by full- and part-time faculty members and both traditional and on-line sections. The assessment and reporting of year one institutional and program learning outcomes will be completed in fall 2011.

The Language and Communications Department was responsible for assessing the ILO "compose effective written documents" and piloted their signature assignment and rubric in the fall of 2010. Seventeen papers were assessed from ENG 113 and ENG 114 classes (the second level writing courses at WCC). From this sample, 64% "met expectations" and 11% "exceeded expectations." Twenty-three percent of the sample essays scored "needs improvement." This sample produced papers that were stronger in the dimensions of standard written English, organization, and audience awareness and weaker in thesis development and research. From this pilot, the Writing Assessment Committee determined minor changes were needed in the wording of some of the grading dimensions and made the changes to clarify expectations. A full stratified random sample was pulled from the courses offered in the spring 2011 semester, and the analysis will be completed in fall semester 2011.

Both the ILO and PLO assessment will be conducted by discipline specific faculty who will meet during the semester. The Assessment Committee Chair will provide training on calibration of assessors. After the calibration has been completed, paired readers will score each signature assignment and capture the data. Faculty members will begin to use results to improve instruction immediately upon analyzing the data. The results will be reported using a standardized assessment report template and included in each of the respective academic program reviews.

Program Learning Outcomes

In the program learning outcome (PLO) assessment process, PLOs were refined and approved by the Assessment Committee during the spring of 2011. Departmental faculty members developed signature assignments and rubrics that will be required of students enrolled in traditional and distance education courses. Faculty members determined that program learning outcomes may be introduced (I) in one or more courses, developed (D) in other courses, and mastered (M) and assessed in more advanced courses (IDM=Introduced, Developed and Mastered). Matrices were developed to show in which courses each outcome would be taught and assessed.

Program Outcomes

WCC uses the Program Review process to assess programs and establish desired outcomes. The Program Review process includes gathering a significant amount of data about each academic program including program learning outcomes, faculty resources, FTE, facilities and equipment available, student demographic data, number of graduates, curriculum currency information, employment data, advisory committee recommendations, and performance measures and standards including such things as program enrollment, student retention and graduation.

Departmental faculty members analyze the data to identify trends, strengths, and weaknesses, and then make recommendations for future actions. As demonstrated in the following examples, recommendations are translated into planning objectives during the planning and budgeting cycle.

The Associate Degree Nursing Program Review for 2005-2009 included a recommendation to "increase the use of simulation in the program" to provide more opportunities for students to practice and develop clinical skills. For the 2010-2011 planning and budget year, this department submitted the following planning objective: Nursing students will report greater confidence in their ability to use critical thinking skills by using a high-fidelity patient simulator set in a simulation center that replicates a clinical setting. Performance measure results should improve nursing passage rates for the National Council Licensure Examination (NCLEX) through an increased opportunity to apply and synthesize knowledge in a realistic but non-threatening environment.

This planning objective included a request for $58,472 for a Laerdal SimMan Patient Simulator Package with advanced computerized video system, mobile stretcher, and other supporting infrastructure plus funds to renovate the classroom/lab to provide security for the equipment. The request was well documented and received funding. The equipment was purchased, received, and installed and will be used for the fall 2011 classes. Further assessment of this objective will occur when the students have used the equipment. Stronger passage rates on the NCLEX will be further evidence that using simulation to practice clinical skills was effective.

A second example of program review comes from the Simulation and Gaming Development (SGD) Program in the Computer Information Systems Department. WCC currently offers the first year of this program through an Instructional Services Agreement (ISA) with Wake

Technical Community College (Wake Tech), Raleigh, North Carolina. The recommendation from the program review for 2009 stated, "If the full two year SGD program is implemented, Spruce 202 will need to be upgraded with the full suite of software required for the SGD program including Adobe and Autodesk software."

This recommendation was followed by a planning objective being submitted to, "Upgrade two computer labs to meet Wake Tech's Level III ISA requirements for the continued instruction of the Simulation and Game Development (SGD) program. The latest version of the required software will not run on 32-bit computers, and thus the PC's themselves must be replaced with 64-bit computers to handle the latest software required to offer the SGD program." This request included $81,000 for 54 computers and $41,166 for the required software. The planning objective was funded for 2010-2011, the equipment and software purchased and installed, and students began using the new technology to complete the first year of the SGD program. This planning objective was clearly met, and students reported that the new computers ran the Adobe CS5 software faster and more efficiently, resulting in reduced student frustration and wasted time.

As a result of implementing this state-of-practice equipment and software, the College positioned itself to offer the complete two-year SGD program. The program application was submitted to the state office and approved by the North Carolina State Board of Community Colleges. In accordance with the Southern Association of College and Schools Commission on Colleges Substantive Change Procedures a Substantive Change Notification was submitted and approved. This degree program will be offered for the first time at WCC in fall of 2011.

Another example of program reviews facilitating program improvement is in the Forestry Management Program. Faculty members identified a weakness in their program review by stating, "We are continuing to add/replace equipment to get current material in the curriculum." They indicated in the recommendations section that equipment upgrades were needed in the following areas: "GIS/GPS, forest surveying, aerial photography/remote sensing, forest measurements/mensuration." A planning objective was submitted for 2009-2010 that stated, "Insure an adequate number of GPS/Antenna units to accomplish a two student to one GPS/Antenna unit ratio in the classroom." They specifically requested 5-Recon 400X with Bluetooth GPS units, 3-Garmin 17X with Vest WAAS DGPS Packages, and 3-RFA Branded deluxe cases with belt clips and neck strap. The equipment request was approved, purchased, and put into use by the students. At the end of the year, the faculty members reported that "29 students have received training on this equipment. Students have learned how to prism cruise using 5-Cruise and how to incorporate timber estimation with acre determination using state of the art forest technology."

These examples show how the College's educational departments use data to analyze their programs and make changes to improve their delivery of instruction. There is, however, a continued need to focus more deliberately on collecting data to show improvement.

NCCCS Performance Measures

The College also evaluates program outcomes through its participation in the North Carolina Community College System's accountability process, as reflected in the NCCCS Performance Measures and Standards. The data provided by the state in the annually published *Critical Success Factors for the North Carolina Community College Report* indicate the achievement of the program outcomes. Data from these reports are critical in the College's efforts to maintain academic program quality.

Examples of state core indicators of success used to reflect individual college's program outcomes include: passing rates on licensure and certification exams; performance of college transfer students; and curriculum student retention, graduation, and transfer rates. These indicators are discussed at length in Federal Requirement 4.1.

Summary:

The College identifies program and student learning outcomes for its traditional and online educational programs. Student learning outcome assessment is a continuous improvement process that is managed at the institutional and program level and documented through program reviews and performance measures and standards. Outcomes are assessed and the results are used to improve the educational programs offered at WCC. Evidence of improved processes for assessing student learning outcomes has been provided.

Documentation:

1. HVAC Program Outcome Matrix
2. SAM/TOM
3. Arts & Sciences Assessment Plan – 2005-2008
4. GenEd CIP Assessment Summary Report – 2007-2008
5. Phlebotomy Assessment Rubric
6. Professional Development Day Agenda – March 2010
7. Dr. Mary Allen – Vitae
8. Institutional Learning Outcome Review Teams
9. Training Agenda – Dr. Allen's Workshop
10. Writing Assessment Committee
11. Assessment Report Template
12. Example - Signature Assignments and Rubric – Turfgrass Management
13. Introduced, Developed, and Mastered (IDM) – Turfgrass Management
14. Associate Degree Nursing Program Review
15. Associate Degree Nursing Planning Objective
16. Simulation and Game Development Program Review
17. Simulation and Game Development Planning Objective
18. Substantive Change Notification
19. Forestry Management Program Review
20. Forestry Management Planning Objective
21. Federal Requirement 4.1

The institution publishes admissions policies that are consistent with its mission. **(Comprehensive Standard 3.4.3)**

_X_ Compliance   ___ Non-Compliance

Narrative:

Wayne Community College (WCC) publishes and adheres to admissions policies that are consistent with the following mission:

> Wayne Community College is a learning-centered, public, two year college with an open door admissions policy. Through its programs and services, the College develops a highly skilled and competitive workforce for Wayne County. The College offers high quality, affordable, and accessible learning opportunities to those it serves.

The College's mission statement is available in hardcopy and electronic format for the public and both traditional and distance education students. It is published in the _2010-2011 Wayne Community College General Catalog_, the _2010-2011 WCC Student Handbook_, the _Schedule of Courses_, and the College's website.

In accordance with _Administrative Code 23 NCAC 2C.0301 Admission to Colleges_, the College subscribes to an "open door" College Admission Policy. The College admits all applicants who are high school graduates or equivalent (General Educational Development--GED) or at least eighteen years of age. In addition, the College concurrently admits actively enrolled high school students in accordance with _Administrative Code 23 NCAC 2C.0305 Education Services for Minors_ for the purpose of enrichment and learning beyond levels available within local high schools.

While enrollment to the College is "open door" for most curriculum programs, entrance to limited admission programs is not guaranteed. Limited admission programs are Associate Degree Nursing, Practical Nursing, Dental Assisting, Dental Hygiene, Medical Assisting, Pharmacy Technology, and Phlebotomy, are designated in the _2010-2011 WCC General Catalog_, the College's website, and on admission materials.

Admission to the College's curriculum programs is a six step admissions process which is outlined on the College's website. In addition, there is an "Are You Ready to Register?" checklist to help guide students through this process. Students begin the admission process by:

1. Completing a paper application, downloading the application from the College Admissions website, or completing an Online Admission Application at College Foundation of North Carolina (CFNC.org).
2. Applying for Financial Aid and scholarships by completing an online Free Application for Federal Student Aid (FAFSA) (http://www.fafsa.ed.gov/) which can be accessed from the College's Financial Aid website.
3. Requesting official copies of high school and college transcripts to be forwarded to the Admissions and Records Office.
4. Registering for math, reading, English, and/or computer placement testing. Preparation and study guides for placement tests are available in print and on the College's Placement Test Preparation website. The placement cut scores for math, reading and English tests have been determined at the state level and are consistent throughout all North Carolina Community Colleges as outlined in _North Carolina Community College System Numbered Memo CC06190_. The computer placement test has been developed by WCC computer and information system faculty to evaluate a student's computer knowledge and skill level.
5. Completing an admission counseling session to review placement scores and review/complete the Student Admissions Package. This package contains forms and

documentation including: the Student Admission Report, the Notice to Student (Students Rights Statement), directions for accessing the College's portal (CampusCruiser), a tuition rate sheet, a campus map, Federal Funding Questionnaire, and a current semester calendar. At the conclusion of the counseling session, the student is assigned a program advisor with whom the student will register for classes.

6. Directing students to a tutorial about the College's student portal, CampusCruiser. The portal enables students 24/7 online access to register for classes, pay tuition, check financial aid, view grades, communicate with instructors, check WCC email, and more.

College admission and readmission policies and procedures are available in hardcopy and electronic format to traditional and distance education students, as well as the public. The policies and procedures are published in the *2010-2011 WCC General Catalog*, Allied Health Limited Admissions Packets, the WCC website, and the WCC Distance Education website. WCC employees can access information on admission and readmission policy and procedures from the WCC College Procedures Manual (CPM 05-0101 Admitting Curriculum Students).

The WCC Office of Admissions and Records annually reviews admissions documents, policies, and procedures. Major publications, such as the *2010-2011 Wayne Community College General Catalog* and the *2010-2011 WCC Student Handbook*, are reviewed on an annual basis prior to reprint. The Allied Health Limited Admissions Packets are reviewed and updated annually based on program requirements. All revisions regarding admissions policies and documents are approved by the Vice President of Student Services and then printed for distribution or posted in electronic format on the College website.

Summary:

Wayne Community College publishes admission policies consistent with the College's mission and is in compliance with Comprehensive Standard 3.4.3. Traditional students, distance education students, and the public have access to all admission information in print and/or digital formats through the College's website, and the College's student portal, CampusCruiser. The institution clearly states the College's mission and defines the current admission and re-admission policies to all students and the public through the publication and distribution of the *Wayne Community College General Catalog,* Allied Health Limited Admissions Packets, and through the College's Website.

Documentation:

1. *Administrative Code 23 NCAC 2C.0301 Admission to Colleges*

2. *Administrative Code 23 NCAC 2C.0305 Education Services for Minors*

3. WCC Website -"Are You Ready to Register?"

4. WCC Website - Application for Admission

5. FAFSA Website - Free Application for Federal Student Aid - http://www.fafsa.ed.gov/

6. WCC Website - Placement Test Preparation

7. *North Carolina Community College System Numbered Memo CC06190*

8. Student Admissions Package

9. *WCC General Catalog* – Policy and Procedures

10. Allied Health Limited Admissions Packet

11. College Procedures Manual 05-0101 – Admitting Curriculum Students

12. WCC Website - Distance Education

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Comprehensive Standard 3.4.11)**

 X Compliance   ___ Non-Compliance

Narrative:

Wayne Community College (WCC) employs instructional personnel who are both academically qualified and competent in their field of study. WCC's Vice President for Academic Services assigns responsibility for program coordination, curriculum development, and curriculum review to academically qualified division and department chairs and lead instructors for each program and academic discipline. In the Associate in Arts, Associate in General Education, and Associate in Science degree programs, no majors are identified. However, lead instructors are designated for each academic discipline.

Position descriptions are provided for each level (Division Chair, Department Chair, and Lead Instructor) outlining the responsibilities associated with program coordination and curriculum development and review. Division chairs, department chairs, and lead instructors are responsible for all course offerings in the program or discipline, including courses taught through traditional and distance education modalities. Division chairs are responsible for general oversight of programs, faculty, and budgets within their division. Department chairs are responsible for review of departmental curricula for compliance with the North Carolina Community College System and other accrediting agency standards. Lead instructors are expected to develop and revise courses and syllabi.

Table 1 includes the credentials and work experience for division chairs, department chairs, and lead instructors, ensuring that each program contains essential curricular components, has appropriate content and pedagogy, and maintains currency in the degree. Department and division chairs are also responsible for ensuring that the curricula and instructional delivery methods within their areas are educationally sound.

Table 1 Program Credentials

Discipline	Title	Credentials	Experience
Allied Health and Public Services Division	Patricia Pfeiffer, Division Chair	MS, Nursing, East Carolina University MS, Administration, Central Michigan University BS, Nursing, East Carolina University Certification, Inpatient Obstetrics	15 years teaching experience including 3 years supervisory experience, higher education 23 years experience as a Registered Nurse

Dental Department	Dr. Allessandra Lowery, Department Chair	DDS, University of North Carolina-Chapel Hill BA, Biology, University of North Carolina-Wilmington	4½ years teaching/ supervisory experience, higher education 7 years experience as a DDS (Doctor of Dental Surgery)
Dental Hygiene	Sue Fowler, Lead Instructor	BS, RDH, Dental Hygiene, University of North Carolina-Chapel Hill	18 years teaching experience including 8 years as program coordinator, higher education 13 years experience as a dental hygienist including 5 years private practice and 8 years public health
Dental Assisting	Caroyn Borel, Lead Instructor	BS, Healthcare Management, Mount Olive College (in progress) AAS, Early Childhood Education, Wayne Community College Diploma, Dental Assisting, Wayne Community College Dental Assisting National Board Certification	6 years teaching experience including 2 years as an adjunct clinical instructor and 6 months supervisory experience, higher education 15 years experience as a Certified Dental Assistant

Medical Assisting and Phlebotomy Department Medical Assisting Medical Assisting Advanced Standing Phlebotomy	Lou Brown, Medical Assisting and Phlebotomy Program Director	BS, Zoology, North Carolina State University MT, Rex Hospital School of Medical Technology MT (ASCP); Certified Medical Assistant (AAMA)	14 years teaching/ supervisory experience, higher education 17 years experience as a Medical Technologist
Nursing Department Associate Degree Nursing Practical Nursing	Sue Beaman, Department Chair	MS, Nursing, East Carolina University BS, Nursing, East Carolina University AD, Nursing, Wayne Community College	33 years teaching experience including 6 months supervisory experience, higher education 36 years experience as a Registered Nurse
Pharmacy Technology Department Pharmacy Technology	Laura Skinner, Pharmacy Technology Program Director	BS, Healthcare Management, Mount Olive College AS, General Studies, Mount Olive College Nationally Certified Pharmacy Technician Registered with State Board of Pharmacy	5 years experience, higher education, including continuing education and curriculum 17 years pharmaceutical experience including 3 years as a retail/ pharmacy trainer
Public Services Department	Eleanor Armstrong, Department Chair	MAEd, with concentration in Elementary Education, East Carolina University BA, Psychology, North Carolina State University	18 years teaching experience including 10 years supervisory experience, higher education 8 years experience in preschool education including supervisory experience

Early Childhood Education	Sherry Granberry, Lead Instructor	MS, Child Development, East Carolina University BS, Child Development and Family Relations, East Carolina University	28 years teaching experience including 17 years in higher education and 11 years in preschool education 2 years experience as a child abuse neglect investigator
Human Services Technology	Susan Lambert, Lead Instructor	MAEd, Counseling, Campbell University (including 18 graduate hours in Psychology) BA, Psychology, East Carolina University North Carolina Licensed Professional Counselor	15 years teaching experience, higher education 15 years experience as a licensed professional counselor, private practice
Human Services Technology/Substance Abuse	Jennifer Harrup, Lead Instructor	MS, Substance Abuse Clinical Counseling, East Carolina University MS, Rehabilitation Counseling, East Carolina University BS, Rehabilitation Studies; minor in alcohol/drug studies Licensed Professional Counselor (LPC) Licensed Clinical Addiction Specialist (LCAS) Certified Rehabilitation Counselor (CRC) Certified Clinical Supervisor (CCS)	2 years teaching experience, higher education 5 years experience as a licensed professional counselor, private practice

School-Age Education	Jodi Baker, Lead Instructor	MAEd, with concentration in Early Childhood Education, Concordia University BS, Sociology, University of Maryland	4 years teaching experience, higher education 9 years Training and Curriculum Specialist (U.S.A.F.)
Applied Technologies Division	Ernie White, Division Chair	MSA, Business Administration, Central Michigan University BS, Business Administration, Mount Olive College AAS, Electronic Engineering Technology, Lenoir Community College	6 years supervisory experience, higher education 25 years supervisory experience, industry
Agriculture and Natural Resources Department Agribusiness Technology	Gabriel Mitchell, Department Chair	BS, Animal Science; Minor, Agribusiness Management, North Carolina State University AAS, Livestock and Poultry, Wayne Community College	9 years teaching experience including 4 years higher education, 5 years secondary education, and 2 years supervisory experience 2 years experience, agribusiness management
Applied Animal Science Technology	Jennifer Johnson, Lead Instructor	BS, Animal Science; Minor, Nutrition, North Carolina State University	13 years teaching experience including 8 years higher education and 5 years secondary education

Forest Management Technology	Dwight Gerding, Lead Instructor	BS, Forestry, West Virginia University AAS, Forestry, Paul Smith's College, New York	2 years teaching experience, higher education 30 years field experience, forestry
Turfgrass Management Technology	Robert Woods, Lead Instructor	AAS, Recreational Grounds Management, Wayne Community College AAS, Fish and Wildife Management, Wayne Community College	6 years teaching experience, higher education 20 years field experience, turfgrass management
Industrial Technologies Department Machining Technology	Paul Compton, Department Chair	BS, Industrial Technology, North Carolina State University Diploma, Machining Technology, Wayne Community College MasterCam Certification	27 years teaching experience, higher education 4 years experience, industrial systems
HVAC Technology	David Gardner, Lead Instructor	Diploma, HVAC&R, Wayne Community College	6 years teaching experience, higher education including 5 years part-time and 1 year full-time 30 years industrial experience, HVAC

Welding Technology	Chad Pate, Lead Instructor	Diploma, Welding Technology, Wayne Community College AWS Certified AWS QC1 Certified Associate Welding Inspector AWS QC5 Certified Welding Educator	18 years teaching experience including 14 years part-time and 4 years full time, higher education 16 years industrial experience, welding
Engineering and Manufacturing Technologies Department Mechanical Engineering Technology	Todd King, Department Chair	BS, Industrial Technology; Minor in Business Administration, East Carolina University	12 years teaching experience, higher education 4 years industrial experience, engineering/ manufacturing
Operations Management Technology	Kirk Keller, Lead Instructor	BS, Engineering, North Carolina State University AS, College Transfer, Wayne Community College	3 years teaching experience, higher education 24 years industrial experience, operations management
Electronics Engineering Technology	Kenneth Walker, Lead Instructor	MS, Aeronautical Sciences, Embry-Riddle Aeronautical University BS, Electronics Management, Southern Illinois University AS, Avionics Systems Technology, Community College of the Air Force	5 years teaching experience, higher education 20 years experience in electronics

Industrial Systems Technology Sustainability Technology	Angela Wall, Lead Instructor	MS, Technology Systems, East Carolina University BS, Information Systems, Mount Olive College AAS, Industrial Maintenance, Wayne Community College	6 years teaching experience, higher education 10 years experience, industrial systems
Transportation Department Automotive Systems Technology (ATEP and ASEP)	Craig Foucht, Department Chair	AAS, Automotive Systems Technology, Wayne Community College General Motors Service Technical College (GM STC) Automotive Service Excellence (ASE) Master Automobile Certification; standard certification in all 8 ASE areas and master certification in 2 ASE areas	8 years teaching experience, higher education 5 years experience, automotive service industry
Automotive Technology: General Motors Automotive Service Educational Program (GM-ASEP)	David Byrd, Lead Instructor	AAS, Automotive Systems Technology, Wayne Community College Occupational Certificate, Diesel Technology General Motors Service Technical College (GM STC) Automotive Service Excellence (ASE) Master Automobile Certification; standard certification in all 8 ASE areas and master certification in 4 ASE areas	12 years teaching experience, higher education 9 years experience, automotive service industry

Automotive Technology: Multiple Manufacturing (MM-ATEP)	Kevin Jordan, Lead Instructor	AAS, Automotive Systems Technology, Wayne Community College ASE, Master Automobile Certification (GM STC) Standard certification in all 8 ASE areas	3 years teaching experience, higher education 14 years experience automotive service industry,
Collision Repair and Refinishing Technology	Ric Earnest, Lead Instructor	AAS, Automotive Systems Technology, Wayne Community College Diploma, Autobody Repair, Wayne Community College ASE Collision Repair and Refinishing Certifications	14 years teaching experience, higher education 2 years experience, collision repair industry
Aviation Systems Technology	Gary Simmons, Lead Instructor	AAS, Aviation Systems Technology, Wayne Community College Federal Aviations Administration (FAA) Airframe & Powerplant (A&P) License	2 years teaching experience, higher education 24 years experience, aviation maintenance industry
Arts and Sciences Division Biotechnology	Gene Smith, Division Chair	MS, Biology, East Carolina University Graduate Study, North Carolina State University BS, Biology, East Carolina University	17 years teaching experience, higher education including 6 years supervisory experience

Language and Communications Department	Danny Rollins, Department Chair	MDiv, Campbell University MA, Literature, North Carolina State University BS, Theatre Arts, East Carolina University	21 years teaching experience including 11 years higher education 7 years secondary education 3 years adult basic education/adult high school 6 years supervisory experience
Communications (Public Speaking)	Anita Croasman, Lead Instructor	MA, Communications, University of South Florida BS, Biochemistry, North Carolina State University BA, Communication, University of South Florida	18 years teaching experience, higher education 7 years industry experience, lab and training
English	Kathryn Spicer, Lead Instructor	MAEd, English, East Carolina University BA, English, Converse College	30 years teaching experience, higher education
Foreign Language (Spanish and French)	Fe Finch, Lead Instructor	MA, Spanish, University of North Carolina-Chapel Hill 18 hours, master's level in French BA, Spanish/English, Atlantic Christian College	32 years teaching experience including 26 years higher education and 13 years secondary education 20 years industry experience (continuing education)

| Social Science, Humanities, and Fine Arts Department

*This area includes several disciplines (drama, anthropology, geography, philosophy, religion, and political science) with few courses taught in the discipline. Student demand does not support full-time instructors; however, highly qualified adjunct (part-time) instructors are used. | Tracey Ivey, Department Chair | Ed.D, Education Leadership, East Carolina University

MA, History, East Carolina University

BS, Secondary Social Studies Education, East Carolina University

AA, Peace College | 25 years teaching experience including 19 years higher education and 6 years secondary school education |
|---|---|---|---|
| Humanities | Margaret Baddour, Lead Instructor | MAT, English Education, University of North Carolina-Chapel Hill

BA, English, University of North Carolina-Chapel Hill

AA, Theater Arts, Stephens College | 20 years teaching experience including 20 years higher education and 2 years public school education

35 years experience directing and producing local theater and conducting creative writing workshops |
| History | Charlotte Brow, Lead Instructor | MA, History, East Carolina University

BA, History, East Carolina University | 9 years teaching experience, higher education

17 years industry experience, public history |
| Psychology | Sue McClenny, Lead Instructor | MS, Psychology, North Carolina State University

BS, Psychology, Mount Olive College

AAS, Dental Hygiene, Wayne Community College | 10 years teaching experience, higher education

17 years industry experience, dental hygiene |

Sociology	Brandon Jenkins, Lead Instructor	MA, Sociology, East Carolina University BS, Criminal Justice, Mount Olive College	3 years teaching experience, higher education
Health/Physical Education	Doug Simmons, Lead Instructor	MA, Physical Education, Appalachian State University BS, Physical Education, Campbell University	6 years teaching experience, higher education
Art	Torey Romero, Lead Instructor	MA, Fine Arts, East Carolina University BFA, Fine Arts, East Carolina University	5 years teaching experience, higher education
Music	Querida Hills, Lead Instructor	Artist Diploma (equivalent to Masters Degree), McGill University, Canada BA, Music, The University of British Columbia	3 years teaching experience, higher education 5 years experience as a professional musician
Drama *	Tracey Angle, Adjunct Instructor	MA, Philosophy, Trinity College, Dublin, Ireland (includes18 graduate hours in theatre) BA, English, Georgia State University	6 years teaching experience, higher education
Anthropology *	Cheryl DiBartolo, Adjunct Instructor	MA, Anthropology, University of Colorado BA, Anthropology, University of Kentucky	14 years teaching experience, higher education
Geography *	Julie Leventry, Adjunct Instructor	MA, Geography and Regional Planning, California University of Pennsylvania BS, Education, California University of Pennsylvania	6 years teaching experience, higher education

Philosophy *	Geoffrey Chattin, Adjunct Instructor	MA, Ethics and Applied Philosophy, University of North Carolina-Charlotte MA, Education, University of North Carolina-Wilmington BA, English, Gettysburg College	7 years teaching experience, higher education
Religion *	Robert Peacock, Adjunct Instructor	MA, Practical Theology, Regent University BS, Christian Education, Emanuel College	5 years teaching experience, higher education
Political Science *	Aaron Cooley, Adjunct Instructor	PhD, Education Research, University of North Carolina-Chapel Hill MA, Education, Texas A&M, (includes18 graduate hours in Political Science)	5 years teaching experience, higher education
Science Department	Ralph Benedetto, Department Chair	MS, Molecular Biology/ Biotechnology, East Carolina University BS, Biological Science, North Carolina State University	19 years teaching experience, higher education
Physics	Ollie Rose, Lead Instructor	PhD, Engineering, Old Dominion University MA, Physics, University of Maryland MS, Mathematics, East Carolina University BA, East Carolina University	12 years teaching experience, higher education

Chemistry	Ashton Griffin, Lead Instructor	MA, Analytical Chemistry, Duke University MEd, Education Administration, Duke University MSSE, Science Education, Montana State University BS, Chemistry, Davidson College	18 years teaching experience including 6 years higher education and 12 years secondary education 10 years experience, chemical industry
Biology	Dana Miller, Lead Instructor	MAEd, Science Education (includes 30 graduate hours in biology) BS, Science Education, East Carolina University BS, Marine Biology, University of North Carolina-Wilmington	25 years teaching experience including 4 years higher education and 21 years secondary education
Mathematics Department	Annette Hawkins, Department Chair	Ed.D, Adult and Community College Education, North Carolina State University MA, Mathematics, East Carolina University BS, Mathematics, East Carolina University	26 years teaching experience, higher education
Mathematics	Michael Dubrowski, Lead Instructor	MA, Mathematics, East Carolina University BA, Mathematics, Barton College	13 years teaching experience, higher education
Pre-Curriculum (Developmental) Department	Tammy Bishop, Department Chair	MAEd, Midamerica Nazarene University BS, Mathematics Education, Olivet Nazarene University	15 years teaching experience including 10 years higher education and 5 years secondary education

(Developmental) Reading	Marie Barnes, Lead Instructor	MAEd, Secondary Reading, Eastern Kentucky University BA, English, Roanoke College	30 years teaching experience including 24 years higher education and 6 years secondary education
(Developmental) English	Patricia Freemon, Lead Instructor	BA, English, Mount Olive College	19 years teaching experience including 12 years higher education and 7 years secondary education
(Developmental) Mathematics	Anna Anaya- Vega, Lead Instructor	BS, Biology, University of Texas-San Antonio (30 hours in Mathematics)	11 years teaching experience, higher education Kellogg Institute Graduate, Developmental Education
Business and Computer Technologies Division	Elizabeth Hooks, Division Chair	MAEd, Business Education, East Carolina University BS, Business Education, East Carolina University	23 years teaching experience and 9 years supervisory experience, higher education
Business and Accounting Department	Tracy Schmeltzer, Department Chair	MS, Accounting, East Carolina University BS, Accounting, East Carolina University	9 years teaching experience, higher education and 1 year supervisory experience 10 years experience, public accounting and tax preparation

Accounting	Peggy Helms, Lead Instructor	MS, Accounting, North Carolina State University	22 years teaching experience and 5 years supervisory experience, higher education
		MBA, Business Administration, Campbell University	
		BS, Business Administration, Mount Olive College	20 years experience, public accounting and tax preparation
		BS, Nursing, Duke University	
		Graduate Study, Oxford University, England	
		CPA, North Carolina	
Business Administration	Erin LeGrand, Lead Instructor	MBA, Business Administration, Indiana Wesleyan University	3 years teaching experience, higher education
		BS, Business Administration/ Accounting Concentration, East Carolina University	10 years experience, public accounting
Business Administration/ Marketing and Retailing	Allison Sullivan, Lead Instructor	MBA, Human Resources Management Concentration, Liberty University	2 years teaching experience, higher education including 1 year part-time and 1 year full-time
		BS, Business Administration, Mount Olive College	13 years experience, business and industry, including 9 years managerial experience
Information Systems Department	Sharon Bull, Department Chair	MAS, Administration, Central Michigan University	38 years teaching experience and 7 years supervisory experience, higher education
		BAS, Business Management, Mount Olive College	

Computer Information Technology General Occupational Technology	Vicky Lassiter, Lead Instructor	MS, Industrial Technology/ Networking, East Carolina University (includes18 graduate hours in computer information technology) BS, Computer Science and Business Administration, North Carolina Wesleyan College AAS, Business Administration, Wayne Community College Graduate Certificate, Community College Teaching, North Carolina State University	8 years teaching experience including 6 years as lead instructor, higher education 9 years secretarial experience, higher education
Information Systems Security Networking Technology	Glenn Royster, Lead Instructor	MS, Administration, Central Michigan University (includes18 graduate hours in computer information technology) BS, Computer Information Systems, North Carolina Wesleyan BS, Business Administration, North Carolina Wesleyan AAS, Information Management, Community College of the Air Force	7 years teaching experience, higher education 16 years IT experience, information technology

Simulation and Game Development	Michael Everett, Lead Instructor	BS, Electrical Engineering, North Carolina State University	7 years teaching experience, higher education
		BS, Computer Engineering, North Carolina State University	13 years experience, text and web-based game development
		A+, Network+, I-Net+ Certifications; Microsoft Certified Professional	
Medical and Office Administration Department Healthcare Management Technology Medical Office Administration	Denise Kearney, Department Chair	MS, Vocational Education, East Carolina University	5 years teaching experience, higher education and 1 year supervisory experience
		BS, Human Resources, Mount Olive College	
		AAS, Internet Technologies	
		Certificate, Medical Office Administration/Medical Insurance	
		Certified Professional Coder (CPC), American Academy of Professional Coders	
Cosmetology	Evelyn Deane, Coordinator	MS, Business Education, James Madison University	13 years teaching experience, higher education including 12 years part-time and 1 year full-time
		BS, Business Education, East Carolina University	23 years teaching experience, secondary education
	Gerri Darden, Program Director, Mitchell's Hair Styling Academy	Diploma, Mitchell's Hairstyling Academy	22 years teaching experience, higher education
		Cosmetology Instructor License	5 years experience, self-employed cosmetologist
		NC licensed cosmetologist	

Medical Transcription	LaRose Brock, Lead Instructor	MBA, Campbell University BAS, Mount Olive College Academic Study, East Carolina University AAS, Medical Secretarial and Executive Secretarial Science, Wayne Community College	24 years teaching experience, higher education
Office Administration	Lana Mason, Lead Instructor	MAEd, Business Education, East Carolina University BS, Business Education, Fayetteville State University	27 years teaching experience including 15 years in higher education and 12 years in secondary education
Public Safety Division	Beverly Deans, Division Chair	BS, Criminal Justice & Public Policy, North Carolina Wesleyan AAS, Criminal Justice, Wayne Community College Certified Law Enforcement Officer Telecommunicator and Detention Officer Certification North Carolina Department of Justice Certified Instructor	24 years teaching experience at Wayne Community College including 12 years supervisory experience 27 years experience, law enforcement
Criminal Justice Latent Evidence	Duane Everhart, Lead Instructor	MS, Criminal Justice (includes 18 hours in Sociology), University of South Carolina BS, Criminal Justice, Defiance College	23 years teaching experience 21 years experience, law enforcement

Emergency Preparedness Technology/ Latent Evidence	Brad Lanier, Lead Instructor	MS, Forensic Science, National University BS, Criminal Justice, Mount Olive College	8 years teaching experience, higher education 16 years field experience including 9 years law enforcement, 5 years emergency telecommunications/ operations, and 2 years forensics
Basic Law Enforcement	Angie Blizzard, Lead Instructor	BS, Political Science, East Carolina University Law Enforcement Certificate, Lenoir Community College North Carolina Department of Justice Certified Instructor	7 years teaching experience, higher education 10 years experience, law enforcement

Summary:

The College complies with Comprehensive Standard 3.4.11 by assigning academically qualified personnel the responsibility for program coordination, curriculum development and review. Specifically, division chairs "provide leadership for institutional effectiveness of the division through assessment, planning, evaluation, and program review"; department chairs are responsible for "review of departmental curricula/programs for compliance with the North Carolina Community College System and other accrediting agency standards"; and lead instructors are expected to "develop courses and syllabi for assigned program or discipline."

Documentation:

1. Vice President of Academic Services - Organizational Chart
2. Division Chair Position Description
3. Department Chair Position Description
4. Lead Instructor Position Description

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Comprehensive Standard 3.11.3)**

 X Compliance　　　　　___ Non-Compliance

Narrative:

As stated in the *Wayne Community College Strategic Plan* and the Facilities Master Plan, the College is committed to providing the highest quality facilities and state-of-the-art equipment in support of its institutional programs, services, and mission-related activities.

The College moved to its current campus in 1990. This campus is located on 175 acres on the north side of the city of Goldsboro, North Carolina. The simple average age of its buildings today is 16 years and the weighted average age per square foot is 17.2 years of age. Aerial photos and a walking tour of the campus reflect the excellent condition of the buildings and grounds.

During the past five years, the College has expanded operating hours and completed building construction and renovations to accommodate enrollment growth while improving services. New facilities include the Walnut building (Basic Skills and Continuing Education programs) which was completed in 2005 and the Spruce building (Business, Accounting, Information Technology and other programs) which was completed in 2006.

Renovations include the centralization of administrative and business offices in the Dogwood building in 2006 and an addition to the Maple Building (Auto Collision Repair and Refinishing Technology) which was completed in 2010. Also in 2010, the Aviation Maintenance Program hangar and classroom/lab facilities (at the Goldsboro-Wayne Airport) were modernized.

Off-campus facilities include an aviation classroom building and hangar at the Goldsboro-Wayne Airport which is maintained and operated by WCC. In addition, curriculum and continuing education courses are taught in various locations throughout Wayne County and at the Seymour Johnson Air Force Base Education Center. However, these sites are not operated nor maintained by WCC.

There are eleven instructional buildings on the main campus with 215,381 square feet of academic space. The five-year average of 93 square feet per full-time equivalent (FTE) is similar to that of the North Carolina Community College System (NCCCS) average. The five year average for the cohort colleges is 99 square feet per FTE student as shown in Table 1. According to the *Federal Support for Higher Education Construction: Current Programs and Future Needs* publication of national normative figures, Wayne Community College's average square footage per FTE student (79) is higher than the 70 square feet national standard.

Table 1 Square Feet of Academic Facilities Per FTE

College	2005	2006	2007	2008	2009	5-Yr Avg
Craven	90	89	99	118	102	100
Lenoir	105	129	118	110	97	112
Surry	93	101	95	90	87	93
Vance-Granville	77	86	104	98	75	88
Western Piedmont	102	97	92	114	103	102
Cohort Average	93	100	102	106	93	99
Wayne	98	99	106	89	79	93
NCCCS	95	98	95	93	83	93

Source: Data from the State of North Carolina Higher Education Comprehensive Planning Program 2009 Facilities Inventory and Utilization Study Report

On-campus instructional square footage has decreased due to unprecedented enrollment growth along with the addition of the Wayne Early Middle College High School (WEMCHS) on the main campus. The WEMCHS has expanded by one grade each year since its inception in 2007. In May 2011, this innovative, nationally recognized high school graduated its first class since starting as freshmen. This positive joint venture with Wayne County Public Schools has added approximately 265 students to the campus but has also required dedication of 9,239 square feet of classroom, office and other space to support the high school portion of the program, equating to approximately 3 square feet per college curricula FTE.

Chart 1 reflects the impact of the short-term enrollment surge experienced by WCC and other community colleges across the state. In the 2008 Master Plan revision, enrollment growth projections were 1.5%-2.0% per year. However, the downturn in the economy, exacerbated by high unemployment rates, contributed to an unprecedented 8-10% enrollment growth in the last two years, reducing the square foot to student ratio.

Chart 1 Space Comparisons
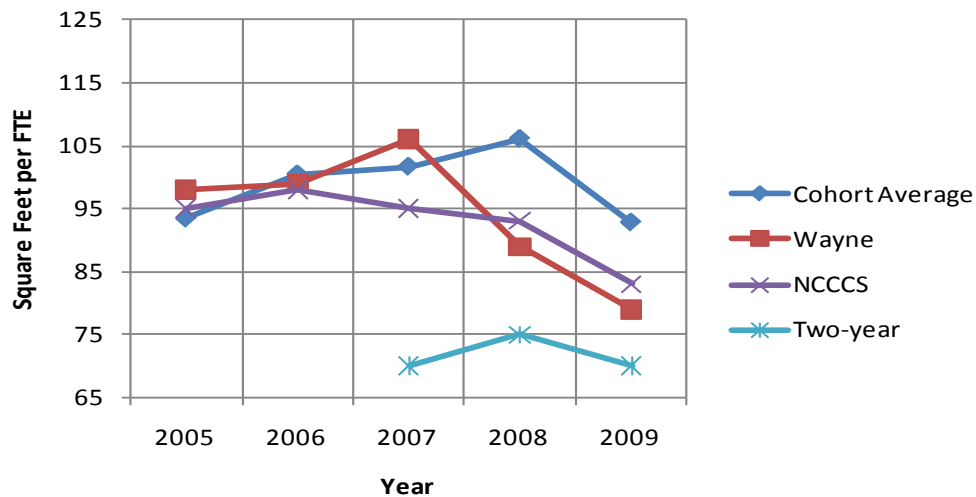
As Chart 1 indicates, expansion prior to 2007 positioned Wayne Community College well in terms of space per full time equivalent. It also clearly demonstrates the impact of the sharp short-term enrollment growth at the College as well as cohort colleges in similar markets in North Carolina.

Chart 2 shows how enrollment in distance education dilutes the square footage per FTE; however, no new square footage is really needed for online classes.

Chart 2 Impact of Distance Education on Space per FTE
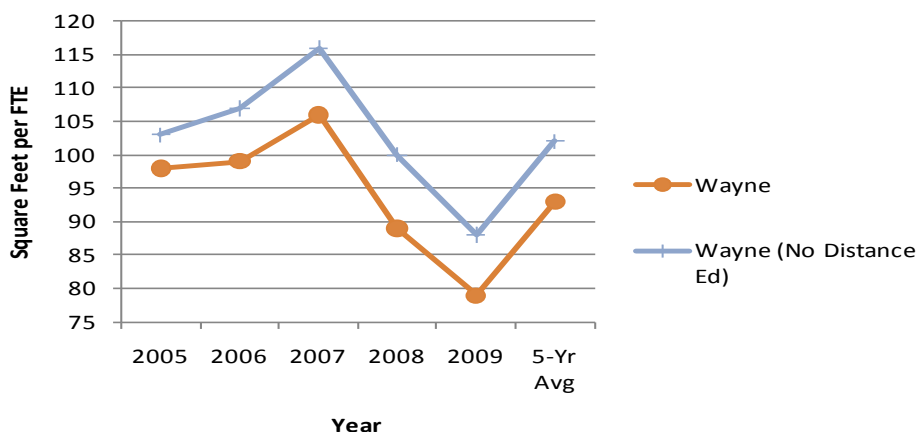
Source: Data from the State of North Carolina Higher Education Comprehensive Planning Program 2009 Facilities Inventory and Utilization Study Report. Cohort colleges include Craven CC, Lenoir CC, Surry CC, Vance-Granville CC, and Western Piedmont CC. Data from the Federal Office of Education for two-year colleges is presented for 2007-2009.

Facilities Master Plan

In 2005, the Wayne Community College Board of Trustees approved a new ten-year Facilities Master Plan. However, in 2006 and by the direction of the North Carolina State Board of Community Colleges, all 58 community colleges in North Carolina were asked to complete a new detailed five-year Facilities Master Plan with a guide for growth beyond 2013. This comprehensive plan identified key implications for the College: enrollment growth, distance learning opportunities including 21st century state of practice technology, college transfer program growth, Wayne Early Middle College High School, and new and expanding programs. The plan guides campus operation, maintenance, and expansion objectives.

Significant emphasis is placed on distance education infrastructure in addition to on-site facilities. The shift from the Blackboard learning management system to an open source Moodle platform in the spring of 2011 offsets the need for additional square footage while allowing expansion of distance education programs. As a result, system upgrades such as an additional server room to support various platforms critical to the campus information technology systems have been addressed.

Facilities Operations and Maintenance

The operations and maintenance staff report directly to the Facilities Superintendent who, in turn, reports to the Chief of Administrative Services. The Maintenance, Grounds, and Housekeeping departments are comprised of 29 employees: Facilities Superintendent, a secretary to the Facilities Superintendent, five facility and vehicle maintenance personnel, four grounds maintenance personnel, thirteen daytime housekeepers, and five nighttime housekeepers. Employee and student satisfaction surveys of service areas reflect overall satisfaction with the support provided by maintenance, grounds, and housekeeping staffs.

A comprehensive Maintenance Plan provides guidance for all regular and preventive maintenance programs as well as suggested maintenance schedules for mechanical equipment as outlined in the Maintenance Plan Executive Summary. The maintenance plan encompasses

preventive maintenance accomplished by internal staff as well as routine preventive maintenance covered under various service contracts by external contractors. Evidence of the frequency and completion of preventive maintenance work orders and emergency/routine repair work orders is maintained in the Facilities Superintendent's office. The Facilities Superintendent also maintains purchase order records for contracted maintenance such as annual maintenance services, contracted repairs, and inspections of various equipment, such as backflow prevention valves, electrical transformers, fire alarm systems, sprinkler systems, elevators, fire extinguishers and other safety inspections required to ensure safe and reliable facility operations.

Daily housekeeping duties, landscaping and grounds maintenance, and other maintenance requirements are outlined in the maintenance plan. In addition, an ad-hoc campus beautification committee was formed in 2010 to look beyond routine grounds maintenance (see Beautification Plan update).

The College uses the Datatel Colleague integrated administrative software package and the internet portal, Campus Cruiser, for managing work orders and maintenance-scheduling programs. These programs allow users to submit work orders from either the Colleague software or an internet link.

Campus Operations

WCC policies and procedures addresses the operation, use and care of the facilities, such as access to facilities (CPM 06-0603 - Access to Campus Facilities); key control (CPM 06-0614 - Key Control and Access Policy); event scheduling and facilities reservations (CPM 10-0401 - Facilities Utilization Requests); security (CPM 06-0601 - Campus Security; *Student Handbook;* and parking.

Operating Budget / Revenue

The Community College Laws of North Carolina, 115D-32 Local financial support of institutions, outlines the local support required for plant operation and maintenance at each of the 58 community colleges in North Carolina. Wayne is the county's only public institution of higher learning and receives community support and adequate financial assistance from the Wayne County Commissioners (local government) to meet the College's needs. Over the three-year period beginning fall 2007 through spring 2010, total county appropriations averaged just over $3.3 million annually for current and capital expenses combined. Current year county appropriations comprise 14.2% of the total College budget of $29,624,614. Total plant operations and maintenance costs reflect 82.6% of the county appropriations, with general administration adding 10.9%, academic support 5.0% and executive management costs 1.5% of the total.

Budgeting for facility repairs and renovations such as the replacement of carpet, paint and other major projects are planned according to the age and use of a facility. Priorities are shifted as needed within the plan to ensure that areas most in need are addressed first. In addition, funds are allotted each year for unplanned maintenance projects that must be done to maintain facilities in support of the College's mission. These are evidenced in the Facility Repair Budget, Capital Budget, and Service Contract Budget, for year ending June 30, 2012.

The revitalization and preventive maintenance plans have allowed the College to keep its facilities fresh and appealing to its students, employees, and visitors. College facilities are continually utilized by local government and community organizations for meetings and civic events. With its beautiful grounds and immaculate facilities, the College is frequently referred to as the "crown jewel of Wayne County."

Summary:

Wayne Community College's comprehensive approach to operation and maintenance of physical facilities, on and off campus, ensure the College meets the needs of educational programs, support services, and mission-related activities. Evidenced by a walking tour and campus photos, WCC Facilities Master Plan, Facility Operations and Maintenance Program, Online Maintenance Work Orders, WCC Policies and Procedures, and Employee and Student Satisfaction Surveys, the College maintains and provides facilities that are conducive to supporting and promoting the institution, its programs, and its services to students and the community.

Documentation:

1. *Wayne Community College Strategic Plan*
2. *Facilities Master Plan – 2008-2013*
3. Aerial Photos
4. Walking Tour
5. *Facilities Inventory and Utilization Study Report*
6. *Ten-Year Facilities Master Plan – 2005-2015*
7. *Five-Year Facilities Master Plan – 2008-2013*
8. Employee Satisfaction Survey of Administrative Services
9. Student Satisfaction Survey of Administrative Services
10. Maintenance Plan Executive Summary
11. Preventive Maintenance Work Orders
12. Repair Work Orders
13. Annual Maintenance Services
14. Contracted Repairs
15. Sprinkler Systems
16. Daily Housekeeping Duties
17. Landscaping and Grounds Maintenance
18. WCC Beautification Plan
19. *College Procedures Manual 06-0603 – Access to Campus Facilities*
20. *College Procedures Manual 06-0614 – Key Control and Access Policy*
21. *College Procedures Manual 10-0401 – Facilities Utilization Requests*
22. *College Procedures Manual 06-0601 – Campus Security*
23. *Student Handbook – Campus Public Safety and Security, Campus Parking, Traffic and Parking Policy*
24. *The Community College Laws of North Carolina – 115D-32*
25. Facility Repair Budget
26. Capital Budget
27. Service Contract Budget

The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations and job placement rates. **(Federal Requirement 4.1)**

 _X_ Compliance   ___ Non-Compliance

Narrative:

According to its mission, Wayne Community College (WCC) strives to assist students in developing both personal and marketable skills through lifelong learning; enable students to continue their education at other institutions; increase the global and cultural awareness of our students and the greater community; provide training for local businesses, industries, and government; and enhance the quality of life in the community. As a measure of its effectiveness in accomplishing this mission, the college regularly evaluates student achievement through its participation in the North Carolina Community College System's (NCCCS) accountability process, Performance Measures and Standards. Each year, the college assesses and reports on the following Core Indicators of Student Success:

1. Passing Rates on Licensure and Certification Exams
2. Performance of College Transfer Students
3. Passing Rates of Students in Developmental Courses
4. Success Rates of Developmental Students in Subsequent College-Level Courses
5. Satisfaction of Program Completers and Non-Completers
6. Curriculum Student Retention, Graduation, and Transfer

The results of the annual Performance Measures and Standards Report are published in print and online in the *WCC General Catalog 2010-2011*. These standards are also included in the College's *2011-2016 Strategic Plan Guide: Manual for Institutional Effectiveness*. WCC Performance Measures and Standards results are also presented to the WCC Board of Trustees annually.

Course Completion

Course completion is assessed using the following performance indicators.

Passing Rates of Students in Pre-Curriculum (Developmental) Courses

One of the core indicators of success is the percentage of students who complete pre-curriculum (developmental) courses in English, math, or reading with a grade of "C" or better. The performance standard for this measure is 75%. Data in Table 1 shows that the College's student success in pre-curriculum English, math and reading for 2007-08 through 2009-10 consistently exceeds the state performance standard.

Table 1 Passing Rates of Students in Developmental Courses

Course	2007-08		2008-09		2009-10	
	N	%	N	%	N	%
English	613	94%	574	95%	988	93%
Math	940	85%	918	83%	1160	79%
Reading	337	86%	335	92%	419	92%
Total	1890	88%	1827	88%	2567	86%

Source: *2011 North Carolina Community College System Critical Success Factors*
N = number

Success Rates of Pre-Curriculum (Developmental) Students in Subsequent College-Level Courses

The NCCCS defines student success in subsequent college-level courses based on the percentage of students who completed pre-curriculum English and/or mathematics and subsequently completed college-level course(s) with a passing grade. The NCCCS standard for this measure is that 80% of pre-curriculum students will be successful in subsequent college-level courses. As reported in the *2011 Critical Success Factors* report and shown in Table 2, WCC had a total aggregate of 91% (2009-2010). The North Carolina Community College System aggregate average was 88% for the year 2009-2010. The College's standard is consistently above the NCCCS state standard.

Table 2 Pre-Curriculum Student Performance in Subsequent College-Level Courses

Course	2007-08		2008-09		2009-10	
	N	%	N	%	N	%
ENG	285	92%	283	89%	436	92%
MAT	244	91%	216	86%	142	89%
WCC Total	529	92%	499	88%	578	91%
State Aggregate	89%		87%		88%	

Source: *2011 North Carolina Community College System Critical Success Factors*
N = number

Curriculum Student Retention, Graduation and Transfer

The NCCCS uses the following criteria to define student retention and graduation as it relates to student success: 1) number of individuals completing a curriculum program with a certificate, diploma, or degree; and 2) number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs.

The standard for this measure is that 65% of the fall credential-seeking students will graduate, remain enrolled at WCC, or transfer to a university or another community college one year later. As shown in Table 3, the College continues to exceed the standard for this measure.

Table 3 Curriculum Student Retention, Graduation and Transfer

	2006-07	2007-08	2008-09	2009-10
Total Enrolled	2765	2822	2886	3135
% Graduate	13%	14%	15%	14%
% Return	50%	50%	50%	49%
% Transfer	5%	9%	7%	6%
% Graduate, Transfer, or Return	68%	73%	72%	69%

Source: *2011 North Carolina Community College System Critical Success Factors*

Performance of College Transfer Students

Another evaluation of student achievement compares the performance of community college associate degree students who transfer to public North Carolina universities with the performance of students native to the four-year institution. The performance measure as stated in the *2011 Critical Success Factors Report* is that 83% of transfer students with an associate degree or 24 credit hours will have a grade point average (GPA) equal to or greater than 2.00 after two semesters at the university. As shown in Table 4, 87% of Wayne Community College transfer students consistently meet or exceed the performance standard.

Table 4 Performance of College Transfer Students

	2007-08		2008-09		2009-10	
	N	**%**	**N**	**%**	**N**	**%**
24 or More Semester Hours (Transfer)	122	92%	101	90%	103	87%
Associate Degree Graduate	40	93%	64	83%	72	88%
Total	162	92%	165	87%	175	87%

Source: *2011 North Carolina Community College System Critical Success Factors*
N = number

Passing Rates on Licensure and Certification Exams

To evaluate the success of students who are planning to work in professions that require North Carolina licensure or certification, the NCCCS has mandated that passing rates on licensure and certification exams have an aggregate passing rate of 80% and a minimum acceptable performance on any single reported examination of 70%. Licensure and certification examinations are required for students seeking employment in the fields of Dental Hygiene, Associate Degree Nursing, Practical Nursing, Real Estate, Basic Law Enforcement Training, Aviation Air Frame and Power Plant, and Emergency Medical Technician (EMT).

Table 5 reflects the licensure and certification exam pass rates for the College. WCC consistently meets the standard with an exception in the EMT/EMT-Paramedic programs. In 2009 the Public Safety Division Emergency Medical Services Program developed an EMT Performance Improvement Action Plan to improve pass rates. Due to three changes in the EMT coordinator position, the College has not experienced the desired improvements in the passing rate to date. Extensive changes have occurred since May 2011 when a new coordinator was hired, including expanding the pool of highly qualified instructors, having instructors teach their area of specialty instead of being assigned to teach the entire course, enforcing pre-requisites and higher standards within the courses, providing more extensive review sessions, conducting mock written and practical examinations, and providing supplemental learning materials. It is expected that the pass rates for the EMT/EMT-Paramedic certification exams will improve significantly within two years.

Table 5 Passing Rates on Licensure & Certification Examinations

Licensure Certification Exam	2006-07 %	2007-08 %	2008-09 %	2009-10 %
Aviation-General	97%	100%	100%	*
Aviation-Airframe	100%	100%	100%	*
Aviation-Power Plant	100%	100%	100%	100%
BLET	83%	89%	94%	97%
Dental Hygiene	95%	91%	95%	82%
EMT	95%	80%	83%	57%
EMT – P	92%	61%	*	n/a
Practical Nursing	100%	100%	100%	100%
Registered Nursing	96%	81%	95%	90%

Source: *2011 North Carolina Community College System Critical Success Factors*
*Number too small to report
n/a = no test

Job Placement Rates

As part of WCC's program review process, the College systematically tracks the employment status of graduates using a general employment process provided by the NCCCS and program specific job placement data provided by departments.

The NCCCS employment status of graduates is evaluated based on the standard that 95% of identified college completers are employed within one year of their last attendance. Employment status rates are tracked through the North Carolina Common Follow-up System (CFS), which is maintained by the Employment Security Commission of North Carolina.

The data in Table 6 indicate that WCC consistently meets the 95% standard. Although 99% of WCC graduates report being employed one year after graduation, the data reflect that graduates are not necessarily employed in their field of study.

Table 6 Employment Status of Graduates

	2005-06	2006-07	2007-08
Graduates	N=255	N=303	N=328
WCC Graduates	99.61%	99.67%	99.7%
NCCCS Average	99.62%	99.69%	99.22%

Source: *2010 North Carolina Community College System Critical Success Factors*
N = number

After the 2007-2008 reporting year, the NCCCS stopped tracking employment status of graduates. Although the NCCCS does not track this measure, WCC faculty members continue to collect employment information related to their program graduates. Employment information is collected one year after graduation. Table 7 shows that on average, 91% of WCC graduates sampled find employment within their field of study.

Table 7 Employment Status of Program Graduates

Program	2006-07			2007-08			2008-09		
	Grads	Emp	% Emp	Grads	Emp	% Emp	Grads	Emp	% Emp
Agribusiness Technology	9	7	78%	2	2	100%	4	3	75%
Animal Science Technology	3	3	100%	1	1	100%	1	1	100%
Associate Degree Nursing	27	25	93%	31	30	97%	37	36	97%
Automotive Systems	8	8	100%	6	6	100%	5	4	80%
Aviation Systems	5	4	80%	2	2	100%	7	6	86%
Basic Law Enforcement	22	22	100%	30	30	100%	33	33	100%
Business/Operations Mgmt	new program, start date 2007			3	3	100%	2	2	100%
Computer Integrated Machining	7	6	86%	5	5	100%	2	2	100%
Criminal Justice Technology	17	12	71%	11	9	84%	17	15	88%
Emergency Preparedness Technology	5	3	60%	3	3	100%	7	5	71%
Industrial Systems	4	4	100%	3	3	100%	6	6	100%
Mechanical Engineering	7	6	86%	8	7	88%	14	12	86%
Medical Assisting	16	14	88%	22	17	77%	13	10	77%
Practical Nursing	12	12	100%	14	14	100%	13	13	100%
Turfgrass Management	11	10	91%	8	7	88%	11	9	82%
Total	153	136	89%	149	139	94%	172	157	91%

Source: WCC Division Chair Survey Data
Emp = employed within one year of graduation
% Emp = percentage of program graduates employed

Summary:

The College uses NCCCS Performance Measures and Standards data to evaluate the success of its students in course completion, state licensing exams, and job placement rates. WCC consistently meets or exceeds the state performance standards. Wayne Community College is in compliance with Federal Requirement 4.1.

Documentation:

1. *2011 NCCCS Critical Success Factors*
2. *WCC 2010-2011 General College Catalog – Performance Measures and Standards Report*
3. *2011-2016 WCC Strategic Plan Guide: Manual for Institutional Effectiveness*
4. WCC Board of Trustees Minutes – July 27, 2010
5. *WCC 2010-2011 General College Catalog – Grading Policy*
6. EMT Performance Improvement Action Plan
7. *2010 NCCCS Critical Success Factors*

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded. **(Federal Requirement 4.2)**

_X_ Compliance   ___ Non-Compliance

Narrative:

In accordance with the *North Carolina Administrative Code*, the North Carolina Community College System (NCCCS) has approved Wayne Community College (WCC) to offer 94 academic programs, including 40 associate degrees (AA, AGE, AS, and AAS programs of which seven are offered online), 18 diplomas (five are offered online), and 36 certificates (five are offered online).

These programs support the College's mission to assist students in developing both personal and marketable skills through lifelong learning; enable students to continue their education at other institutions; increase the global and cultural awareness of our students and the greater community; provide training for local businesses, industries, and government; and enhance the quality of life in the community.

Each associate degree program offered at WCC complies with the NCCCS Curriculum Standards and is based on fields of study appropriate to higher education.

All degree requirements for WCC educational programs are defined and published in the *WCC General Catalog* and the *You Are Unique (URU) Program Guide*. These degree requirements may also be found online in the WCC General Catalog as well as in each academic department's area at the WCC website. The catalog gives information specifying the total number of credit hours to be earned for graduation, any specified distribution of general education credits needed, and other requirements that students must meet in order to receive a degree. These requirements vary by program. The College requires that 25% of the total hours required for the associate's degree be earned through coursework taken at the College.

The program approval process (College Procedures Manual 03-0201 – Curriculum Program Approval Policy) requires that each potential degree program support the mission and goals of the College. Each program of study is developed by the division chairs, department chairs, and faculty at the local college level and adheres to NCCCS Curriculum Standards.

WCC uses Advisory Committees to ensure that programs support the mission and goals of the College. Advisory committees assist in ensuring necessary courses are included, content is appropriate, and students are prepared for successful employment upon graduation. Recommendations from an advisory committee concerning a new or revised program of study are considered by faculty and these changes are submitted to WCC's Curriculum Committee. The Curriculum Committee, composed of faculty and staff representing all areas of the campus, reviews all curriculum proposals for adherence to state and local requirements and purposes. Once the College's Curriculum Committee approves the new or revised program of study, the Curriculum Committee of the Board of Trustees reviews all documents and presents the program of study request to the WCC Board of Trustees for its approval. When approved by the WCC Board of Trustees, the program of study is sent to the North Carolina Community College System for its review process.

The Agribusiness curriculum is an example of how input from an advisory committee can affect the program of study. This particular advisory committee recommended more soft skill training in the curriculum. As a result, program faculty requested a program of study change to add BUS 151 (People Skills) into the curriculum.

Another example is the Associate Degree Nursing Advisory Committee's proposal to expand enrollment in the Associate Degree Nursing program in order to support the local hospital's need for more qualified nurses. The curriculum proposal changes were submitted to the WCC Curriculum Committee, WCC Board of Trustees, NCCCS, and North Carolina Board of Nursing for approval. As a result there is an increased number of nursing graduates who are available for local employment.

In addition, Substantive Change Notifications for new programs are submitted by the WCC SACS Accreditation Liaison Officer for approval prior to implementation. The Allied Health – Pharmacy Technology curriculum is an example of a program that was developed, approved and implemented in 2009.

The annual WCC College Planning Process also ensures that educational programs maintain their link to the purpose and goals of the institution. Each departmental objective is based on a short-range goal, which is based on a long-range goal, which, in turn, is based on the College's mission statement. A more thorough description of this process can be found in the *2011-2016 WCC Strategic Plan Guide*.

Summary:

WCC's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, and degrees, awarded. This requirement is evidenced through WCC's systematic program approval process, advisory committee involvement, curriculum committee reviews, Board of Trustees' approval, NCCCS program approval and substantive change notification. The College is in compliance with Federal Requirement 4.2.

Documentation:

1. *North Carolina Administrative Code – 23 NCAC 02E. 0201*
2. North Carolina Community College System Curriculum Standards Application
3. *2010-2011 WCC General Catalog – Curriculum Programs*
4. *You Are Unique (URU) Program Guide*
5. College Procedures Manual 03-0201 – Curriculum Program Approval Policy
6. Agribusiness and Turfgrass Advisory Committee Minutes
7. North Carolina Board of Nursing Approval
8. Substantive Change Notification Application and Approval – Pharmacy Technology Program
9. *2011-2016 WCC Strategic Plan Guide*

The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Federal Requirement 4.3)**

_X_ Compliance   ___ Non-Compliance

Narrative:

Wayne Community College makes available current academic calendars, grading policies, and refund policies to students and the public through the publication and distribution of the *Wayne Community College Student Handbook, Curriculum Schedule of Courses* and *Wayne Community College General Catalog.* Traditional students and distance learning students have access to these publications through the College's website (www.waynecc.edu) and WCC's student portal, CampusCruiser (prod.campuscruiser.com).

Academic Calendars

Academic calendars inform students of class beginning and ending dates, registration dates, priority registration dates, tuition deadlines and refund dates, closed holidays, exam dates, and the last dates for students to drop a class each semester. Academic calendars are available in print and online to traditional students, distance learning students, and the public in the *Wayne Community College General Catalog*, the *Wayne Community College Student Handbook*, and the *Curriculum Schedule of Courses* (Spring 2011). There is also a direct link online to the academic calendars (www.waynecc.edu/admissions/information-calendar/).

Grading Policies

Grading policies include letter grades, numerical equivalents, grade reports, grade appeal procedures, President's list and Dean's list qualifications, academic progression standards, Honors program qualifications, policy of academic forgiveness and credit by examination. Wayne Community College's grading policies are published in the *Wayne Community College General Catalog 2010-2011.* The Grade Appeal Policy is listed in the *Wayne Community College Student Handbook 2010-2011.* These policies can be accessed by traditional and distance learning students through the College website and the student portal, CampusCruiser.

Refund Policies

Refund policies are published in the *Wayne Community College General Catalog*, *Wayne Community College Student Handbook* and *Curriculum Schedule of Courses* (*Spring 2011*). The WCC refund policy is in accordance with North Carolina State Administrative Code 23 NCAC 2D.0202 (d). Financial Aid Title IV and Curriculum Student Activity Fee refunds are also addressed in these publications which are distributed or made available in various areas on campus. Traditional students, distance learning students, and the public can obtain these policies directly from the College's website (www.waynecc.edu/admissions/paying-for-classes/). Traditional and distance learning students may also access the refund policies through CampusCruiser.

The College bookstore is under private ownership through Nebraska Bookstore. The refund policy for returning purchased textbooks can be found in the *Curriculum Schedule of Courses* (*Spring 2011*).

Availability of College Publications to Students and the Public

Printed copies of the *Wayne Community College Student Handbook* are available to students and the public in the Office of Student Activities, the Office of Admissions and Records, and Counseling Services. The *Student Handbook* is also available on the College's website.

The *Wayne Community College General Catalog* and an updated, one page edition of semester calendars for the current and upcoming semesters are distributed through various public stations within Student Services and on the College's website. All students who attend New Student Orientation or enroll in ACA 111 (College Student Success) or ACA 122 (College Transfer Student Success) are provided a copy of the *General Catalog* and *Student Handbook*.

The *Curriculum Schedule of Courses* is available to students and members of the public through the Advising Center, the Office of Admissions and Records, Counseling Services, the curriculum department offices, the Library, Continuing Education and Basic Skills Department Offices, the College Reception Desk, Office of Student Activities, Educational Support Technology Department, and on the College's website. A one page semester calendar is included in admissions packets for all new students.

The *Curriculum Schedule of Courses* is available through the College's website and CampusCruiser and can also be mailed to individuals who request a copy by telephone, postal, or electronic mail.

Summary:

Wayne Community College is in compliance with Federal Requirement 4.3. The institution makes available the current academic calendars, grading policies, and refund policies to all students and the public through the publication and distribution of the *Wayne Community College Student Handbook 2010-2011* and in the *Wayne Community College General Catalog 2010-2011.* The academic calendar for each semester and refund policies are provided in the *Curriculum Schedule of Courses.* Traditional and distance learning students, and the public have access to all these publications in print and/or through the college's website and/or student portal CampusCruiser.

Documentation:

1. WCC Website
2. CampusCruiser
3. *WCC General Catalog – Academic Calendar*
4. *WCC Student Handbook – Academic Calendar*
5. *Spring 2011 Curriculum Schedule of Courses – Academic Calendar*
6. WCC Website - Calendar
7. *WCC General Catalog – Grading System and Grade Appeals Process*
8. *WCC Student Handbook – Grading Policies*
9. *WCC General Catalog – Refund Policies*
10. *WCC Student Handbook – Refund Policies*
11. *Curriculum Schedule of Courses – Refund Policies*
12. *NC State Administrative Code 23 NCAC 2D.0202 (d)*
13. WCC Website – Paying for Classes
14. *Curriculum Schedule of Courses - Bookstore*

Program length is appropriate for each of the institution's educational programs. **(Federal Requirement 4.4)**

 X Compliance   ___ Non-Compliance

Narrative:

Program length is appropriate for each of the College's educational programs and is established according to standards from the North Carolina Community College System (NCCCS). 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 the NCCCS Curriculum Standards. Program length is the same for programs delivered by traditional and distance education methods. These standards define appropriate program length as:

- Certificates range from 12 to 18 semester credit hours;
- Diplomas range from 36 to 48 semester credit hours;
- Associate Degrees range from 64 to 76 semester credit hours.

The WCC College Procedures Manual (CPM) outlines the process for the review and approval of new programs, program changes (CPM 03-0201 Curriculum Program Approval), and program deletions (CPM 03-0202 - Curriculum Program Termination Approval).

At the local level, the WCC Curriculum Committee and the Curriculum Committee of the Board of Trustees review all curriculum recommendations prior to seeking approval from the full Board of Trustees. At the state level, the NCCCS program personnel review the curriculum proposals from the local colleges before presenting them to the State Board of Community Colleges for final approval. Only those 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.

As part of the planning for new programs, the College provides Substantive Change notification to the Southern Association of Colleges and Schools Commission on Colleges for review prior to implementation.

Completion requirements for each degree program are outlined in the *WCC General Catalog* and on WCC's website*.* Completion requirements are the same for traditional and distance education students (degree, certificate and diploma).

Summary:

The systematic review and approval process performed by the WCC Curriculum Committee, the Board of Trustees, and NCCCS State Board of Community Colleges ensures that program length for the College's programs is appropriate. Therefore, the College is in compliance with Federal Requirement 4.4.

Documentation:

1. NCCCS Curriculum Standards

2. College Procedures Manual 03-0201 – Curriculum Program Approval

3. College Procedures Manual 03-0202 – Curriculum Program Termination Approval

4. Curriculum Committee Minutes

5. Board of Trustees Curriculum Recommendation Minutes

6. Substantive Change Notification

7. *WCC General Catalog – Degree Program Requirements*
8. WCC Website – List of Degrees, Diplomas, and Certificates

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. **(Federal Requirement 4.5)**

 _X_ Compliance   ___ Non-Compliance

Narrative:

Wayne Community College's (WCC) Student Grievance Procedure provides students with a formal complaint policy to assure their grievances are considered fairly, rapidly, and in a non-threatening atmosphere. 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, and/or a hindrance to effective performance.

Students can find information regarding WCC's grievance process in the *2010-2011 WCC College Catalog* and the *2010-2011 WCC Student Handbook*, which are available in hard copy and online. The WCC College Procedures Manual (CPM) CPM 05-0802 (Student Rights, Responsibilities and Judicial Procedures) guides faculty and staff in appropriately informing students of how to follow formal grievance procedures. Records of student complaints are confidential and maintained in the Student Services department. Access is granted only to persons with a "need-to-know" clearance as defined by the Family Education Rights and Privacy Act (FERPA). The following formal grievance procedures are available to students:

> Americans with Disabilities Act (ADA) Complaints
> Disciplinary Procedure
> Excused Absence Appeal
> Financial Aid Appeal
> Grade Appeal
> Grievance Procedure
> Limited Admissions Program Appeals
> Residency Appeal
> Traffic and Parking Appeal

Americans with Disabilities Act (ADA) Complaints

The College has an internal grievance procedure outlined in the College Procedures Manual (CPM 05-0506 - Students with Disabilities), *2010-2011 WCC Student Handbook* and *2010-2011 WCC College Catalog*, providing prompt and equitable resolution of complaints that arise from any action prohibited by the Americans with Disabilities Act. Students with complaints are to contact the Disability Services Counselor.

Disciplinary Procedure

The WCC Student Disciplinary Procedure provides students and college employees with a mechanism for making a formal complaint against a student or student organization for violations of college regulations. The Student Rights, Responsibilities, and Judicial Procedures document which further details this policy is found in CPM 05-0802, in the *2010-2011 WCC Student Handbook*, and in the *2010-2011 WCC College Catalog.*

Formal complaints about student code of conduct violations are made on a Charge Form which is investigated by the Director of Counseling Services. Based upon the results of the investigation, charges against the student may be dropped or the student may receive a written reprimand, be placed on probation, be responsible for paying restitution, lose academic credit or grade, be suspended or expelled. Any student who disagrees with the decision of the Director of Counseling Services regarding a disciplinary sanction may request a hearing before the

College's Disciplinary Review Committee (CPM 01-0301 - Purpose, Authority, and Membership of Standing Committees).

The following links provide examples of complaints against a student who violated the student code of conduct. The first example is of a student charged with making verbal threats. The student was suspended but did not appeal the sanction. The second example is of a student who was assigned a grade of "F" for academic dishonesty. The student did not appeal the action.

Financial Aid Appeal

Following the U.S. Department of Education – 1-12 standards, WCC allows a student who does not meet the minimum requirements for satisfactory academic progress (U.S. Department of Education 1-10, WCC Financial Aid Award Information) to appeal their ineligibility for financial aid by completing an Academic Progress Appeal Request form obtained from the Financial Aid Office. As detailed in the WCC Office of Financial Aid Policy and Procedure Manual, appeals must be submitted in writing and include an explanation of the circumstances that prevented successful completion of previous classes and supporting documentation. One appeal per student per academic year will be considered. Upon receipt of the Academic Progress Appeal Request, the Director of Financial Aid will approve or deny the appeal.

Examples of financial aid appeals include a student whose appeal was denied due to insufficient information and consecutive semesters of low performance and a student whose appeal was approved due to documentation of personal issues which prevented successful coursework completion.

Grade Appeals

A student has the right to appeal a course grade when he or she believes that his or her performance in a course has been incorrectly evaluated by the instructor. The course grade appeal process is detailed in the CPM 05-0804 (Appeal of Grades), the *2010-2011 WCC Student Handbook* and *2010-2011 WCC College Catalog*. An appeal begins with the student meeting with the instructor involved. If the issue cannot be resolved between the instructor and student, the student should submit a written appeal to the appropriate department chair. The department chair, with the division chair's input, will make a response to the student. If the student is still not satisfied with the decision, the student has the right to appeal that decision, in writing, for review by the Vice President of Academic Services. The Vice President may appoint a peer review committee of curriculum faculty to act in an advisory capacity. The Vice President will convey the decision to the student, instructor, department and division chairs.

Grievance Procedure

The Student Grievance Procedure can be found in CPM 05-0802, (Student Rights, Responsibilities, and Judicial Procedures), the *2010-2011 WCC Student Handbook*, and in the *2010-2011 WCC College Catalog*, allowing students to formally file a complaint against faculty and staff concerning alleged discrimination on the basis of age, sex, race, handicap, or other conditions, preferences, or behaviors, excluding sexual harassment complaints. Sexual harassment complaints are directed to the grievance officer appointed by the College President. Because of the sensitive nature of this kind of complaint, a conference with the grievance officer replaces the first step in the procedure (a conference with instructor or staff member with whom the alleged problem originated). Academic matters, excluding individual grades, are also handled through the student grievance procedure.

The following link is an example of a written student grievance regarding a dispute over the attendance policy.

Limited Admissions Program Appeals

Wayne Community College's Limited Admission Programs include Associate Degree Nursing, Dental Hygiene, Dental Assisting, Medical Assisting, Pharmacy Technology, Phlebotomy, and Practical Nursing. Students seeking admission to Limited Admission Programs must complete a separate application and meet additional admission requirements and specific application dates. Application policy and procedures are available on the WCC website.

The Limited Admissions Committee reviews all limited admission program applications and considers criteria such as placement test scores, department chair recommendations, academic achievement, and other factors the Committee deems as appropriate (*2010-2011 WCC College Catalog*).

Students not recommended for acceptance may appeal to the Director of Admissions and Records within 15 days of notification of the Admissions Committee action. When a written appeal is received by the Director of Admissions and Records, a meeting is arranged for the student with the chair of the Admissions Committee to review the limited admission program process and the student's ranking (CPM 05-0101 - Admitting Curriculum Students) and the Associate Degree Nursing packet before a meeting is scheduled with the committee.

Residency Appeals

Determining a student's residency status is a part of the admissions procedure (*2010-2011 WCC College Catalog*). Students' residency is determined based on their responses on the application for admission and the supplemental residency form. Students classified as out-of-state residents are informed by letter of their right to appeal the decision to the WCC Residence Appeals Committee. After receiving the student's written appeal the WCC Director of the Office of Admissions and Records provides the student written notification to appear before the WCC Residency Appeal Committee to appeal his or her case. Once the Residence Appeals Committee renders its decision the student is provided written notification.

Traffic and Parking Appeal

The College has an appeal process for violations of the WCC Traffic and Parking Policy. Students who receive a parking citation may file a written appeal with the Director of Counseling Services within three business days of receipt of a citation. Students who are dissatisfied with the decision of the Director of Counseling Services may further appeal to the Chief of Administrative Services.

Student Suggestion Box

Students can submit suggestions and complaints to the Student Government Association (SGA) using either an online suggestion box or the suggestion box located outside the SGA office. These suggestions or complaints are brought before the Student Government Association during the next regularly scheduled SGA Board Meeting.

Summary:

The College has adequate procedures for addressing written student complaints and demonstrates that it follows those written procedures. The procedures are easily accessible to traditional and distance learning students and afford students the full extent of due process. Therefore, WCC is in compliance with FR 4.5.

Documentation:

1. *2010-2011 WCC College Catalog – Student Rights, Responsibilities and Judicial Procedures*

2. *2010-2011 WCC Student Handbook – Student Rights Responsibilities and Judicial Procedures*

3. College Procedures Manual 05-0802 – Student Rights, Responsibilities and Judicial Procedures

4. Family Education Rights and Privacy Act (FERPA)

5. College Procedures Manual 05-0506 – Students with Disabilities

6. *2010-2011 WCC Student Handbook – Students with Disabilities*

7. *2010-2011 WCC College Catalog – Students with Disabilities*

8. Charge Form – Student Code of Conduct Violations

9. College Procedures Manual 01-0301 – Purpose, Authority, and Membership of Standing Committees

10. Example of Student Complaint - Verbal Threats

11. Example of Student Complaint – Academic Dishonesty

12. US Department of Education – Financial Aid Appeal (1-12)

13. US Department of Education – Financial Aid Appeal (1-10)

14. WCC Financial Aid Award Information

15. WCC Office of Financial Aid Policy and Procedure Manual

16. Financial Aid Appeal Example – Low Performance

17. Financial Aid Appeal Example – Personal Issues

18. College Procedures Manual 05-0804 – Appeal of Grades

19. *2010-2011 WCC Student Handbook – Grade Appeals*

20. *2010-2011 WCC College Catalog – Grade Appeals*

21. Student Grade Appeal Example

22. Student Grievance Example

23. Limited Admission Committee Minutes

24. *2010-2011 WCC College Catalog – Limited Admission Programs*

25. Student Limited Admission Appeal Example

26. College Procedures Manual 05-0101 – Admitting Curriculum Students

27. Associate Degree Nursing Packet

28. *2010-2011 WCC College Catalog – Residency*

29. Application for Admission

30. Residency Appeal Example

31. *2010-2011 WCC Student Handbook* – WCC Traffic and Parking Policy

32. Parking Citation Appeal Example

33. Online Suggestion Box Example

34. Student Government Association Board Meeting Agenda

Recruitment materials and presentations accurately represent the institution's practices and policies. **(Federal Requirement 4.6)**

_X_ Compliance   ___ Non-Compliance

Narrative:

Recruitment Materials and Presentations

Recruitment materials and presentations, practices and policies, accurately represent Wayne Community College's (WCC) continuous efforts to market and recruit for the College's programs and services. WCC provides the following services, academic programs, distance education programs and course offerings:

> WCC College Procedures Manual, CPM 08-0105 – Publications Guidelines
> Wayne Community College Website
> *WCC General Catalog*
> *WCC Schedule of Courses – Spring 2011*
> *WCC Student Handbook*

The following recruiting materials are produced by various WCC offices and departments and are reviewed and approved by the respective Vice President, Division Chairs, and Public Information Officer.

> You Are Unique (URU) Program Guide
> URU Marketing Mailer
> General Admissions application
> Limited Admission Application
> Departmental Brochures
> Billboards
> Departmental Websites
> Informational videos

Additionally, the WCC Marketing Committee, comprised of senior administrators, faculty and staff, and chaired by the Public Information Officer, reviews and approves all marketing materials.

Recruitment Activities

Part of the College's marketing and recruiting strategies include hosting various events and presenting programs and activities both on and off campus. Faculty and staff provide presentations at area high schools, community and civic organizations, churches, Seymour Johnson Air Force Base, and at other locations and events. For example, WCC annually hosts an open house event, "Discover Wayne", where area high school students and other interested individuals attend to learn more about the College's academic programs, distance education offerings, and the admissions and financial aid processes. The WCC website provides program and services information to potential distance education students. Local radio station broadcasts, the digital information sign located on campus, and participation in social media (i.e., facebook and twitter) serve as other marketing and recruiting vehicles for informing audiences of events, programs and opportunities available at WCC.

Summary:

Wayne Community College's recruitment materials and presentations accurately represent the College's practices and policies; therefore, the College is in compliance with Federal Requirement 4.6.

Documentation:

1. College Procedures Manual 08-0105 – Publications Guideline
2. WCC Website – Home Page
3. *2010-2011 WCC General Catalog*
4. *WCC Schedule of Courses – Spring 2011*
5. *2010-2011 WCC Student Handbook*
6. You Are Unique Program Guide
7. URU Marketing Mailer
8. General Admission Application
9. Limited Admission Application
10. Departmental Brochures
11. Billboards
12. Departmental Websites
13. Informational Videos
14. WCC Marketing Committee Meeting Minutes
15. "Discover Wayne" PowerPoint
16. Distance Education
17. Radio Station Broadcasts

The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.) **Federal Requirement 4.7**

The institution audits financial aid programs as required by federal and state regulations. **Comprehensive Standard 3.10.3**

  X   Compliance   ___   Non-Compliance

Narrative:

Wayne Community College (WCC) is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. 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 of federal regulations is critical to the institution's integrity as it dictates how government funds are accepted and followed at Wayne Community College. The College demonstrates compliance with this comprehensive standard through various audit and review mechanisms.

The College has received approval to participate in Title IV programs until March 31, 2012. The College's application for Approval to Participate was approved on March 21, 2007 as stated in the Eligibility and Certification Approval Report's Program Participation Agreement.

All Title IV federal financial aid programs are audited on a regular basis by the North Carolina Office of the State Auditor. The most recent audit by the State Auditors was for the year ended June 30, 2010. The audit included tests of internal controls over these programs and compliance with laws and regulations applicable to these programs. The most recent audit did not disclose any deficiencies in internal controls over financial reporting.

The Title IV programs subject to audit are the Federal Pell Grant program, Academic Competiveness Grant (ACG), Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study (FWS). The Federal Pell Grant program is audited and reconciled between WCC and the Department of Education's Common Origination Disbursement (COD) System by September 30th of each year. All other Title IV programs are reconciled annually between the WCC Financial Aid Office and the College's Business Office.

Wayne Community College provides a copy of its latest Single Audit Report for the State of North Carolina. This report relates to programs administered by the United States Department of Education as prepared by the Office of the State Auditor, State of North Carolina, in accordance with the Office of Management and Budget Circular A-133 covering the period July 1, 2009 through June 30, 2010. This Single Audit Report also states that the College has no reported deficiencies. The College has not been placed on a federal reimbursement method nor has the institution been required to obtain a letter of credit in favor of the United States Department of Education.

The audited financial statements referenced above include a report on WCC's internal controls over financial reporting and compliance and other matters. The auditors did not identify any deficiencies in the College's internal controls. The auditors concluded there were no material weaknesses in the internal controls over financial reporting.

Since WCC's last reaffirmation in 2006, the College has not been subject to any complaints filed with the United States Department of Education, nor have there been any adverse communications sent to the Department of Education concerning the College and its practices.

Wayne Community College maintains its awareness of all policies and procedures governing the administration of aid and program integrity.

As seen in Table 1, the College experienced an increasing loan default rate that more than doubled from 2006-2008. (The Federal Loan Default Rate data is only available up to 2008.) Consequently, the College discontinued the Federal Loan Program effective July 1, 2008. Due to the nation's continued economic instability, increase in North Carolina Community College tuition rates, cost of living for students, and the elimination of summer Pell grants, the College opted to reinstate the Federal Loan Program effective July 1, 2011.

Table 1 Federal Loan Default Rate

Years	WCC	National
2006	3.8%	8.3%
2007	8.0%	9.1%
2008	8.8%	8.9%

Summary:

Wayne Community College is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments.* This is evidenced by financial aid program audits conducted by the institution as required by federal and state regulations. Wayne Community College is in compliance with both Federal Requirement 4.7 and Comprehensive Standard 3.10.3.

Documentation:

1. Title IV Approval to Participate
2. Financial Statement Audit Report - Year End June 2010

Part V: Impact Report of the Quality Enhancement Plan

The Quest for Success: Slaying the Developmental Math Dragon

Wayne Community College

Goldsboro, North Carolina

Research indicates that developmental education and its improvement are the "most important issue[s] confronting community colleges today" (Bailey & Alfonso, 2005). Specifically, McCabe (2000) identified mathematics as "the greatest hurdle for deficient students" (p. 40) resulting in 62% of all developmental students enrolling in at least one developmental math course (p. 41). Indeed, institutional research has indicated that more first-time entering students at Wayne Community College (WCC) test into developmental math (75%) than into developmental reading (34%) or developmental English (43%). Also, in 2005, WCC data indicated that fewer developmental math students (62%) were successful in their coursework, as compared to developmental reading (77%) and English (83%) students. Based upon this research and other studies (Anderson & Krathwohl, 2001; Boylan, 1999; and O'Banion, 2003) WCC designed the Quality Enhancement Plan (QEP), *The Quest for Success: Slaying the Developmental Math Dragon,* to examine the quality of developmental education at WCC with a particular focus on improving student achievement of learning outcomes in developmental math. To this end, WCC sought to create a centralized pre-curriculum department (formally known as developmental), improve placement test preparation, and strengthen academic support services for all students.

As a result of participation in the *Achieving the Dream, Community Colleges Count* initiative and the commitment of resources by the WCC administration, the College was able to support the budget required for the first five years of the QEP. These resources have allowed for the addition of two full-time developmental math faculty members which decreased the need for adjunct instruction and resulted in increased instructional consistency. For the first time in the College's history, full-time developmental education faculty members were provided their own dedicated offices and state-of-the art classrooms that were conveniently accessible to all students. Classrooms and faculty offices were physically located in the same facility as the WCC library, Academic Skills Center (ASC), placement testing center, writing center, and student support services, such as counseling and academic advising.

The QEP Committee identified key areas that were important in enhancing the structure, policies, procedures, and practices that could improve student learning related to developmental math. The plan included two goals, five intended outcomes, strategies, timeline for implementation, individuals responsible for the plan, assessment of the achievement of the goals, and summary of the projected resources and costs for implementing the plan. A succinct list of the goals and intended outcomes are listed in the following table:

Table 1. List of the Initial QEP Goals & Intended Outcomes

Goals	Intended Outcomes
1) Improve student learning outcomes in developmental mathematics by enhancing the structure, policies, procedures and practices that support the values and goals of student learning in developmental education.	A. Students will demonstrate a greater degree of responsibility in taking the placement test. B. Students will recognize the importance of the math placement test. C. Developmental math students who use the services of the Academic Skills Center (ASC) will improve their performance in math.
2) Improve student achievement of learning outcomes in developmental mathematics.	A. Students will improve their achievement of learning outcomes in developmental math courses (MAT 050, 060, 070, 080). B. Students will improve their achievement of learning outcomes in math-related courses across the curriculum.

Significant Changes to the QEP and Reasons for Making Those Changes

Placement testing **(Goal 1. Outcomes A and B)** was one area that faculty, staff, and students identified as needing improvement. Placement testing is important because it is the method that the North Carolina Community College System (NCCCS), including WCC, uses to determine if students require developmental math courses prior to enrolling in college-level math courses. In 2005, 68% of students surveyed indicated that they had not prepared in any way for the placement tests. College staff determined that students did not fully understand the ultimate monetary cost to them and the extra time required to complete graduation requirements if they placed into developmental courses.

In 2005, WCC did not provide any structured review for the placement tests. As a response to this situation, face-to-face review sessions were developed for students who desired preparation for the placement tests. After offering these review sessions for three consecutive semesters with little or no participation, it was decided an alternative strategy was necessary to prepare more students. WCC math faculty coordinated with math faculty at two eastern North Carolina community colleges to develop an online Placement Test Review Guide. The Review Guide is currently available on WCC's website and hardcopies are available in the WCC Counseling Services area. Information on the importance of placement test preparation is currently shared in recruiting sessions.

Since 2007, the online placement test review guides have been accessed on WCC's website 22,546 times, an average of 425 times per month. As stated earlier, prior to the QEP, only 32% of students

surveyed indicated that they prepared for the placement test. The intended outcome was to increase the number of students who prepared for the placement test by ten percent. Placement Test Survey results from 2010-2011 indicate that 50% (n=420) of students prepared for the math placement test.

Several strategies associated with Goal 2 had to be altered because of policy changes at the NCCCS level. An original strategy for the goal that students would improve their achievement in developmental math involved reassessment of placement test scores. The QEP committee and math faculty members originally proposed to conduct a validation study of the statewide COMPASS and ASSET placement test scores used to evaluate incoming students' skill levels in math. The validation of the scores became unnecessary in August 2006, when the North Carolina State Board of Community Colleges adopted a more stringent and uniform placement testing policy for all North Carolina community colleges.

Also under Goal 2, a QEP strategy that required students to participate in supplemental math instruction was altered. After implementing a mandatory participation policy in fall 2006, it was discovered that the NCCCS does not allow community colleges to require students to take supplemental instruction in any discipline. The College's policy on supplemental instruction was changed from "required" to "voluntary" participation in the WCC Supplemental Math Achievement, Retention and Tutoring (SMART) Center, part of the Academic Skills Center's professional tutoring service.

The QEP's Direct Impact on Student Learning

Goal 1. Outcomes A and B. - Placement Tests

The intended QEP outcomes were for students to demonstrate a greater degree of responsibility in taking placement tests and in recognizing the importance of preparing for the math placement test. While the outcomes were not directly measureable, the percentage of students testing into higher levels of math can be evaluated. Prior to the QEP implementation, 24.3% of the fall semester first-time students who took the math placement exam tested into college level math. That percentage increased to 27.4% in 2008. At the same time, however, the percentage of those students who placed into a course three levels below college level decreased from 20.6% to 12.5%. This change may indicate an increased awareness of the importance of the placement tests and preparation for the tests resulting in a higher level of performance on college placement exams. Beginning in fall 2009 the cut-scores for the placement tests changed as a result of the North Carolina State Board of Community Colleges' implementation of a more stringent and uniform

placement testing policy. Therefore, the placement levels for fall 2009 to the present cannot be compared to the earlier data.

Goal 1. Outcome C. - Academic Skills Center

WCC experienced positive impacts on student learning outcomes related to use of the Academic Skills Center (ASC). The ASC provides peer and professional tutoring as well as computer and audio visual tutorials. Figure 1 illustrates that 72% of all students that utilize the Academic Skills Center ten or more hours during a semester earned a grade of "C" or better in developmental math courses. Conversely, only 62% of students that utilize ASC fewer than ten hours earned a grade of "C" or higher. In addition, students that utilized the ASC ten or more hours and officially withdrew (OW) from developmental math did not earn a grade of withdrawal failing (WF). This is important because a grade of "WF" is calculated in the grade point average as an "F" and therefore has a negative impact on a student's cumulative grade point average and financial aid qualifications.
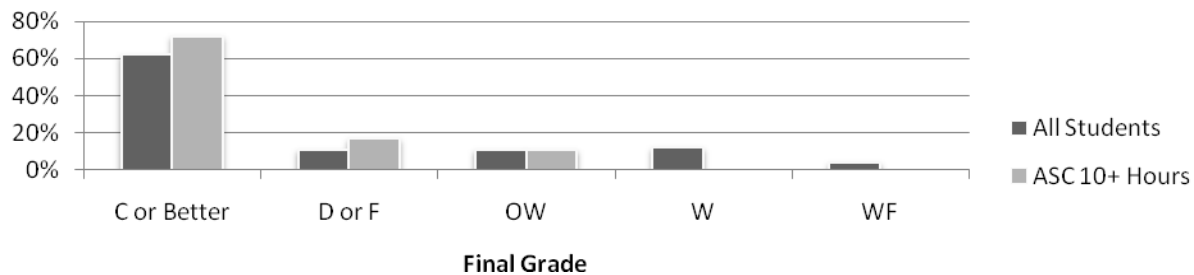

Figure 1. WCC student success and retention for students utilizing the ASC

Students using the ASC report that the services provided in the center were very helpful. Data from the 2009-2010 annual ASC student satisfaction surveys show that 89% of survey respondents agreed or strongly agreed that the ASC staff "helped the student to be an independent learner." Ninety-five percent of the respondents also agreed that the ASC staff helped the student to "improve their critical thinking and study skills." A comparison of student enrollment and hours of attendance data in the ASC for academic years 2006-2007 and 2009-2010 shows a 34% increase in student enrollment (from 3,208 to 4,888 students). The number of hours of attendance also increased by 41% (16,405 to 27,992 hours), indicating more students are taking advantage of this valuable tutorial service.

Goal 2. Outcome A. - Student Success in Developmental Math

The Performance Measures and Standards, the NCCCS's accountability process that measures core indicators of student success such as passing rates in developmental courses, defines success in a pre-curriculum (developmental) mathematics course as students who complete the course with a grade of 'C' or better (North Carolina Community College System, 2004). Using this standard, the College's QEP data indicate there was no improvement in student success in pre-curriculum math courses from 2005 to 2010. Figure 2 shows WCC student success rates in pre-curriculum math courses prior to (2002-2005) and after QEP implementation (2006-2010).
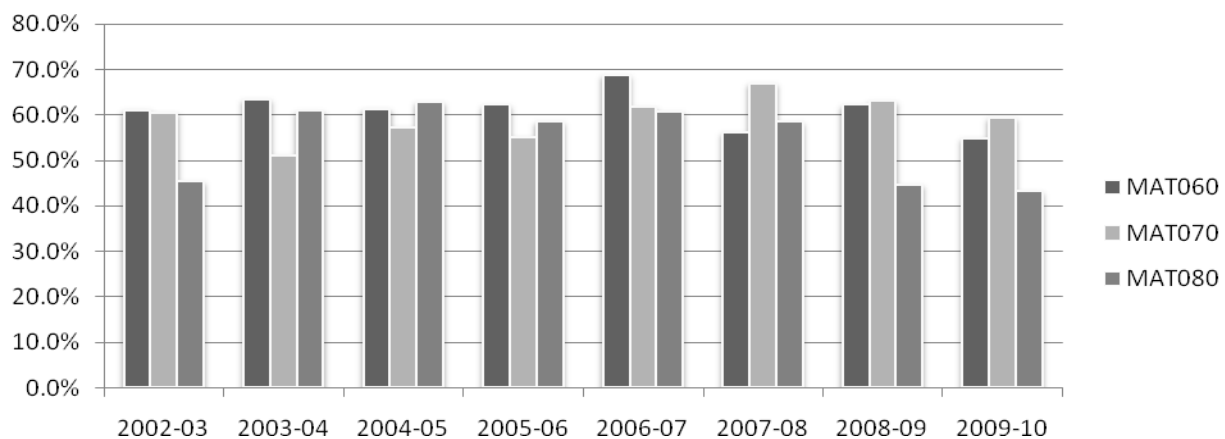
Figure 2. WCC student success in pre-curriculum math courses for 2002-2010 academic years

These results were disappointing; however, the implementation of some best practices within the department to include standardized pacing guides, consistent grading, and higher expectations placed upon students may explain the lack of a significant increase in student success rates. The students who do succeed under the more demanding standards may be better prepared for curriculum level courses.

Goal 2. Outcome B. - Student Success in Math Related Courses

While the QEP data indicate no significant change in student success rates (defined as achieving a C or better) in pre-curriculum math courses after QEP implementation, there was increased student success across the curriculum in math related courses (Biology, BIO; Chemistry, CHM; Introduction to Computers, CIS; Economics, ECO). Figure 3 compares success rates of students who enrolled in at least one pre-curriculum math course and subsequent curriculum math-related courses. Improvement in student success rates occurred after QEP implementation in three of the four courses measured.
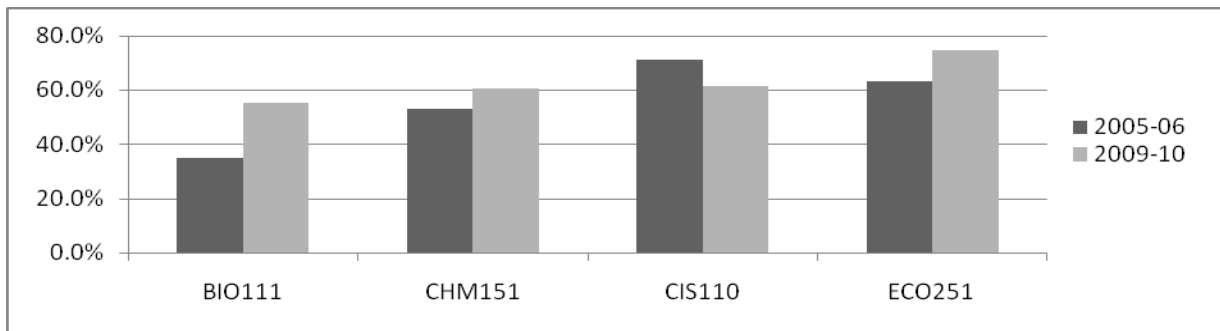
Figure 3. Pre-curriculum Student Success Rates in Math Related Courses, 2005-2006 and 2009-2010

Indirect Effects and Unanticipated Outcomes of the QEP

WCC's institutional focus on developmental math resulted in the implementation of a number of recognized "best practices" in the pre-curriculum math department. Those best practices include development of pacing manuals and common syllabi; improved use of instructional technology leading to student confidence in activities outside the classroom which are related to learning; and improved professional development for faculty.

Pre-curriculum Procedural Changes - Prior to the implementation of the QEP, pre-curriculum math students were allowed to re-test up to two times on every pre-curriculum math test and the attendance policy allowed students to be tardy without penalty. New procedures do not allow retests or late entry into the classroom. A positive result of this change is that students prepare for tests and complete all problems on the tests because they know they do not have another opportunity for assessment on the same items. More structured attendance and tardy practices have also reduced classroom disruptions for both the student and instructor.

Pacing Manuals and Common Syllabi - The Pre-curriculum department has developed math pacing manuals for each pre-curriculum math course to include contextualized examples of math from other program areas such as Turfgrass Management or Medical Assisting. The pacing manuals help full-time and adjunct faculty teach the same concepts at a similar pace and they are currently followed in all pre-curriculum classes. Common syllabi for all instructors have also been developed and provide consistency in grading and sequencing of material between pre-curriculum math courses for all students. In addition, pacing manuals have been created for pre-curriculum English and reading courses.

Student Use of Technology – Pre-curriculum math students typically are not highly engaged in the use of technology as a learning tool. In an effort to improve the instructional methods used in math, My Math Lab, a web-based instructional tool, was incorporated as a mandatory component of all pre-curriculum math courses. An advantage of using My Math Lab is that it provides immediate feedback to the student on the performance of each math problem. This feedback prevents a student from making continuous errors in traditionally assigned math homework problems. Qualitative data collected in 2009-2011 indicate that WCC's pre-curriculum students are demonstrating higher levels of confidence in their abilities to use computers to master math. Student comfort in using technology in pre-curriculum math is measured by the amount of time it takes the new pre-curriculum student to register for their initial login into My Math Lab. A new pre-curriculum Math 060 student typically spends 45 to 120 minutes to accomplish this task. By comparison, the same student at the end of the semester can log on and complete his or her homework in the 45 minutes allotted.

Students are also exposed to instructional technology through classroom presentations and online instructional delivery. The College has recently invested over $125,000 to ensure all pre-curriculum math classrooms are equipped with computers, data projectors, and sympodium devices. In addition, online sections of each level of pre-curriculum math are offered to students.

Enhanced Student Engagement - According to Fletcher (2005), student engagement involves meaningful student involvement throughout the learning environment. As a result of the QEP implementation, pre-curriculum student engagement has increased not only in developmental math but also in developmental reading and developmental English. Prior to the QEP, few opportunities were available for pre-curriculum students outside the classroom. Post QEP implementation, pre-curriculum faculty members host a series of Lunch and Learn workshops every semester. During the 2010-2011 year, 216 students took part in the pre-curriculum math contests which involved students competing by taking an actual math test. Students were encouraged to participate in the department sponsored math contest as a preparation tool for the final exam. An additional 150 students participated in math anxiety workshops, 81 students participated in a poetry slam, and 68 participated in grammar boot camps. Student satisfaction surveys indicate that 90% of the students benefited from the activities.

Math Course Sequence – Data used to support the QEP topic indicated that a significant number of students did not understand the math course sequence required for graduation. Pre-curriculum advisors

now counsel students regarding the math course sequence and require each student to sign a form indicating their understanding. This form is revisited at each advisor meeting at least once per semester. Students report that they better understand the math course sequence and the anticipated number of semesters required to complete their math requirements.

Future Directions

As a result of the QEP and participation in the Achieving the Dream Initiative, WCC administration realizes that of *Slaying the Developmental Math Dragon* additional time, fiscal and human resources are needed to meet the goals. Fiscal support through state appropriations for the pre-curriculum department and the QEP initiative is ongoing; however, the faculty and staff explored external funding sources which resulted in a Title III grant. The College has also taken a lead role in a state-wide initiative focused on improvements in developmental education.

Title III Grant – Stairway to Success – In October 2010, WCC was awarded a $400,000 Title III Strengthening Institutions grant based upon the need for additional assistance in pre-curriculum math, English and reading. A goal of the Title III project is to improve student retention, persistence and graduation rates for academically under-prepared students using best practices in pre-curriculum education. The grant activities focus on intrusive advising, early intervention in the classroom, and increased student use of the academic support services offered.

Developmental Education Initiative - In 2009-2010, the NCCCS developed the Developmental Education Initiative (DEI), focusing on improved delivery of developmental math courses using best practices. A Developmental Math Task Force was created to develop a curriculum that allows students to complete developmental math courses (modules) in one year or less and to develop diagnostic instruments to better place students in appropriate math modules. The ultimate goal is to provide a positive impact on developmental students' retention and reduce time to graduation. WCC's pre-curriculum department chair serves as co-chair of the Developmental Math Task Force. As a result of WCC's leadership, the College is not only able to influence state-wide developmental math policy and processes while serving as a pilot college, but is also able to evaluate proposed improvements prior to the state-wide implementation of curriculum changes.

Summary

WCC's Quality Enhancement Plan *Slaying the Developmental Math Dragon* produced direct and indirect results that positively impact developmental student learning. While all of the outcomes were not reached, the college continues to focus on increased student success in pre-curriculum mathematics and subsequent college courses. The following points are among the highlights of the improvements realized:

- Centralized pre-curriculum department with dedicated faculty has led to consistency in advising, instructional delivery, communication, and assessment.

- Creation of pacing manuals, standardized syllabi, and revised testing and attendance procedures have led to increased instructional consistency and improved student accountability.

- The use of My Math Lab and other forms of instructional technology has increased, resulting in improved student confidence in using technology.

- Developmental student engagement opportunities have increased and a significant number of students have elected to participate.

The College's investment in the QEP, its participation in Achieving the Dream, its selection for a Title III grant, and its involvement in the NCCCS Developmental Education Initiative, indicate WCC's commitment to improving students' achievement of outcomes related to developmental math.

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