

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

Name of Program: Applied Animal Science Technology

Section 1: Program Overview

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

Please provide your current mission/purpose statement.

The purpose of the Applied Animal Science Technology Program is to provide students with the skills necessary for animal husbandry and welfare using essential scientific principles.

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

No changes needed.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

Goal 1: The Applied Animal Science Program is a flexible program that can be taken completely online or hybrid. The core animal science courses are currently online; however, the general education courses and agriculture courses can be taken online, hybrid or seated to be flexible for students who work or are distance education students. Starting in Fall 2026, several of the core animal science courses will be offered as hybrid / in-person options. Students enrolled in the online animal science course sections can attend several optional in class labs for hands on learning experiences.

Goal 2: Applied Animal Science continues to strive for program excellence. Courses are constantly being reviewed to ensure quality. Faculty and advisors in the animal science program have extensive networking within the animal science field to ensure that courses are relevant to skills needed by the workforce and graduating students.

Goal 3: Applied Animal Science advisors use extensive advising methods to ensure student success. Students are given warnings when they are in jeopardy of failing a course. Students are reminded regarding advising and registration periods on a regular basis to make sure that they are continuous, productive students.

Goal 4: Applied Animal Science students have access to all student services available within the college. The mission of the program is to provide students with skills which make them successful and productive members of society in addition to possessing the knowledge and skills to be workforce ready and industry relevant.

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

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate of Applied Sciences (AAS)	Applied Animal Science Technology
Certificate	Applied Animal Science Technology

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Remove ANS 170 from Animal Science Technology AAS	Fall 2023
Add ANS 142 to Animal Science Technology AAS	Fall 2023

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

The course ANS 170 "Sheep & Goat Production" was removed from the curriculum for the Applied Animal Science Technology program and was swapped out for ANS 142 "Swine Records & Analysis." The ANS 142 already existed and was a part of the former Swine Management Technology degree program.

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

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	10/28/2022	Planning objective recommendations, need for building/ space for hands on ANS, recruiting activities, summer camp done but waiting to resume until ANS building built
2023-2024	10/27/2023	Lamm Agricultural Complex updates, recruiting updates, Removal of Swine Management Program and curriculum changes to Animal Science Technology program,
2024-2025	11/15/2024	Lamm Agricultural Complex updates, recruiting updates, Ag SEED Program for Summer of 2025, Suggestion to Incorporate AI into ANS142,

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

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

The continuing need for the industry is to find capable and willing employees. Youth apprenticeships as well as regular apprenticeships have been implemented along with Pre-Apprenticeship opportunities with the start of the Agricultural SEED Program. The Lamm Agricultural Complex will allow for more hands-on learning for our Animal Science students on campus. By working with stakeholders, recruiting students, providing hands-on-learning of industry skills, and continuing to make changes to the program to stay industry relevant students will be workforce ready on completion of the Animal Science Technology Program.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 49 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 50 #

Target: 55 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	37
2022-2023	55
2023-2024	55

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	5	13.5%	10	18.2%	9	16.4%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	19	51.4%	25	45.5%	26	47.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	5	13.5%	4	7.3%	8	14.5%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	29	78.4%	39	70.9%	43	78.2%
African American, Male	1	2.7%	2	3.6%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	2.7%	1	1.8%	1	1.8%
Caucasian, Male	6	16.2%	11	20.0%	8	14.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	1.8%	2	3.6%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	1	1.8%	1	1.8%
Male Total	8	21.6%	16	29.1%	12	21.8%
Total	37	100.0%	55	100.0%	55	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	4	7.3%	2	3.6%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	1	2.7%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	1	2.7%	4	7.3%	2	3.6%
African American, 18-24	3	8.1%	7	12.7%	6	10.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	2.7%	1	1.8%	0	0.0%
Caucasian, 18-24	9	24.3%	14	25.5%	21	38.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	8.1%	4	7.3%	8	14.5%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	1	1.8%	0	0.0%
18-24 Total	16	43.2%	27	49.1%	35	63.6%
African American, 25-44	2	5.4%	3	5.5%	1	1.8%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	1	1.8%
Caucasian, 25-44	14	37.8%	16	29.1%	9	16.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	5.4%	1	1.8%	2	3.6%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	1.8%
25-44 Total	18	48.6%	20	36.4%	14	25.5%
African American, 45-64	1	2.7%	2	3.6%	2	3.6%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	2.7%	2	3.6%	2	3.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	5.4%	4	7.3%	4	7.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	37	100.0%	55	100.0%	55	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Enrollment data has almost returned to the 2019 – 2020 numbers which dropped after the COVID 19 pandemic. Hopefully offering in-person course options again beginning in Fall of 2026 will increase student enrollment and students will be excited about an interactive hands-on program. The program will need to continue to grow and expand in numbers to get back to the pre-covid enrollment numbers from the 2018 – 2019 academic year.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase enrollment in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Increase number of recruitment events attended to reach out to students in youth agricultural organizations (FFA, 4H, etc.) and their teachers / advisors.	I will be able to gauge the success and engagement in conversations that result from presenting and meeting with students, teachers, FFA advisors, etc. When new ANS students enroll in the Fall I will ask them how they heard about our program. I will keep track of the number of new students who heard about our program and then enrolled based on these recruitment activities.
2	Begin offering hybrid / in-person course options for Animal Science starting in Fall of 2026. This should appeal to traditional students who are coming directly out of high school and desire a hands-on learning experience.	When new students enroll for Fall of 2026 start I will ask them if they want online or in-person classes or a mixture. If the in-person classes / hybrids are popular and it was a factor in their decision to attend WCC then we will know that the in-person course offerings were a contributing factor to that student's enrollment in the ANS Program.

Outcome #2: Retention**Baseline:** **66.8 %** *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)***Standard:** **68 %****Target:** **70 %**

Year	Program Retention Rate
Fall 2021 to Fall 2022	68.0%
Fall 2022 to Fall 2023	67.5%
Fall 2023 to Fall 2024	65.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	3	17.6%	3	11.1%	3	11.5%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	8	47.1%	10	37.0%	13	50.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	5.9%	2	7.4%	3	11.5%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	12	70.6%	15	55.6%	19	73.1%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	5.9%	1	3.7%	1	3.8%
Caucasian, Male	4	23.5%	9	33.3%	4	15.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	3.7%	1	3.8%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	1	3.7%	1	3.8%
Male Total	5	29.4%	12	44.4%	7	26.9%
Total	17	100.0%	27	100.0%	26	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	2	7.4%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	2	7.4%	0	0.0%
African American, 18-24	2	11.8%	1	3.7%	2	7.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	5.9%	1	3.7%	0	0.0%
Caucasian, 18-24	3	17.6%	5	18.5%	12	46.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	5.9%	3	11.1%	4	15.4%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	1	3.7%	0	0.0%
18-24 Total	7	41.2%	11	40.7%	18	69.2%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	11	40.7%	1	3.8%
Caucasian, 25-44	9	52.9%	0	0.0%	4	15.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	3.8%
25-44 Total	9	52.9%	11	40.7%	6	23.1%
African American, 45-64	1	5.9%	2	7.4%	1	3.8%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	3.7%	1	3.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	5.9%	3	11.1%	2	7.7%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	17	100.0%	27	100.0%	26	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Retention data has almost returned to the 2019 – 2020 percentage which dropped after the COVID 19 pandemic. Hopefully offering in-person course options again beginning in Fall of 2026 will increase student enrollment and subsequently retention with a more engaging interactive program.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Active advising of students.	Students will be contacted by email when they reach a critical number of absences (total or consecutive) as well as when they become at risk of failing a course. Students will also be contacted when registration periods open and will be advised and registered when contacted.
2	Offering in-person / hybrid options	In-person / hybrid ANS core course options will resume starting with the Fall 2026 semester.

Outcome #3: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

Baseline: 18 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)

Standard: 19 #

Target: 20 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	23
2023-2024	18
2024-2025	13

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	2	8.7%	1	5.6%	3	23.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	4.3%	0	0.0%	0	0.0%
Caucasian, Female	10	43.5%	12	66.7%	6	46.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	4.3%	1	5.6%	1	7.7%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	14	60.9%	14	77.8%	10	76.9%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	5.6%	0	0.0%
Caucasian, Male	7	30.4%	2	11.1%	3	23.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	4.3%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	1	5.6%	0	0.0%
Unknown, Male	1	4.3%	0	0.0%	0	0.0%
Male Total	9	39.1%	4	22.2%	3	23.1%
Total	23	100.0%	18	100.0%	13	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	4.3%	0	0.0%	1	7.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	8.7%	9	50.0%	8	61.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	8.7%	1	5.6%	1	7.7%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	5	21.7%	10	55.6%	10	76.9%
African American, 25-44	1	4.3%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	4.3%	1	5.6%	0	0.0%
Caucasian, 25-44	13	56.5%	5	27.8%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	1	5.6%	0	0.0%
Unknown, 25-44	1	4.3%	0	0.0%	0	0.0%
25-44 Total	16	69.6%	7	38.9%	0	0.0%
African American, 45-64	0	0.0%	1	5.6%	2	15.4%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	8.7%	0	0.0%	1	7.7%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	8.7%	1	5.6%	3	23.1%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	23	100.0%	18	100.0%	13	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The completer numbers have increased since the COVID pandemic but they did decrease again in the 2024 – 2025 academic year. Increase recruitment efforts, active advising, and return on hands-on courses and labs should increase completer numbers in the next three year cycle.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Active Advising of students.	Students will be advised when they are nearing completion of a certificate and / or AAS degree. Each students' plan is completed in self-service to give a goal to each student for a completion date.

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

Baseline: 46 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 48 #
Target: 50 #

Budget FTE Year	Budget FTE
2022-2023	41.797
2023-2024	45.141
2024-2025	51.758

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

Our budget full-time equivalent (BFTF) is increasing since 2022 steadily. The online offerings for the program contribute to the trending data for BFTF. When a student can take all online courses or a mixture of in-person and online they are more likely to take a full load if they are working part time or full time while in school. The more students who take a full-load will increase the overall FTE that is accumulated for the program area.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue to offer all online options	By continuing to offer all online options, students who work full time will be able to still have a full-time course load which will increase FTE in the program

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

Academic Year	Enrolled	Completed
2021-2022	7	5
2022-2023	8	6
2023-2024	12	7

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. **If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.**)

This program requires WBL 110 and WBL 112 (or WBL 111 & WBL 121) in order to complete the Applied Animal Science Technology AAS degree. As our program grows the amount of students enrolled in WBL110 and Work Based Learning offerings such as WBL112 will increase. The completion rates for these courses will be directly related to the completion rates of the program as a whole.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue to require WBL110	Continuing to require WBL110 in the AAS program will ensure that every student who completes the program has taken this course.
2	Continue to require WBL112	Continuing to require WBL110 in the AAS program will ensure that every student who completes the program has taken this course.

Section 3: Other Assessments

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

Students in Applied Animal Science receive BQA (Beef Quality Assurance) training and certification, PQA+ (Pork Quality Assurance) training and certification. They also receive Master of Beef Advocacy training and certification. We are currently working with iCEV Online so that in the future, students will be able to receive certification in certain skills through their online program.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	1. Workman HDX-2WD (Kubota Gas) with folding windshield and plastic bedliner (all Ag & Natural Resources programs)	1. Not approved for funding.
2024-25	1. Toro Workman HDX-2WD with folding windshield and plastic bedliner. (all Ag & Natural Resources programs)	1. Based on limited funds, this objective was not approved for funding. We plan to resubmit this objective for 2025-26 as it remains a funding priority.

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

Over the next three years some equipment needs include panels / livestock stall fencing materials, and gates to go along with the new Agricultural Building being built that is set to be finished in Spring of 2026. We hope that we will have enough money from what has been raised through the building fundraising to cover the cost of these items. Other supplies or materials related to this would be heat lamps, fans, and livestock shavings for the stalls. We also would need to get a small livestock trailer that can be pulled by our Forestry truck in the next three years. This would allow for transporting of livestock and poultry animals to the new agricultural building from their homesites and the return trip back to their original residence once the lab activities have concluded with the animal.

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

I do not anticipate any need for full-time faculty or staff over the next three years. I would like to see a steady and consistent growth in student numbers before committing to an additional faculty member.

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

There is a need for a building on campus to temporarily house animals for labs and/or summer camps. This building is being built and is expected to be completed in the Spring of 2026. This building will allow for an increase in in-person classes, labs, hands-on short term training offerings, and will also be an excellent recruiting tool to showcase the program.

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

Academic and student support services are adequate.

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

Applied Animal Science’s strengths are: 1) Diversity in species of animals covered in the program, 2) Advising and relationships built between students/advisors, 3) Reputation of program and work force it has created over the years.

Weaknesses include: 1) Most students are working while attending classes. This makes retention and success a little more challenging.

Opportunities include: 1) Building coming soon to be used for hands-on labs as well as recruitment, animal science trainings, and hosting the Pre-Apprenticeship Ag SEED Academy in the Summers.

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

Breanna Hinkle, Lead Applied Animal Science Instructor

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/20/2025
Dean, Director, or AVP / Date:	<u>Gabriel Mitchell</u>	11/20/2025
Administrator Approval / Date:	<u>Dr. Emie White</u>	11/20/2025