

Wayne Community College Program Review – 2024-2025

Name of Program: Cybersecurity

Section 1: Program Overview

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

Please provide your current mission/purpose statement.

The mission of the Information Systems Technology Department is to provide graduates the skills for employment in diverse computer technology environments.

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

The Cybersecurity program remains a critical pathway within the Information Technology curriculum, preparing graduates for roles such as security analysts, system administrators, and network specialists while equipping them with adaptable skills to serve across diverse IT sectors. The current mission of the Information Systems Technology Department—to provide graduates the skills for employment in diverse computer technology environments—continues to accurately reflect the program’s purpose. By focusing on workforce readiness, adaptability, and industry relevance, the Cybersecurity program supports the department’s mission while addressing the growing demand for professionals capable of safeguarding digital infrastructure and protecting sensitive information.

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.

While **Goal 2: Ensure Program Excellence** remains a natural fit, the program also strongly aligns with **Goal 3: Improve Student Success**. Faculty focuses not only on academic rigor and industry relevance, but also on student achievement and progression. Courses are designed with clear pathways that help students build confidence, master skills, and transition successfully into the workforce or further education. Advisory Committee input ensures the curriculum reflects real-world demands, while faculty mentorship provides students with the support

needed to thrive. By combining excellence in teaching with intentional student support, the Cybersecurity program creates an environment where learners can achieve long-term success.

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
24-25 Associate degree	Cybersecurity A25590S
24-25 Certificate	Cyber Defense C25590CD
24-25 Certificate	Cybersecurity Concepts C25590CC
24-25 Certificate	Systems and Hardware Support Certificate C25590H
24-25 Certificate	Penetration Testing C25590PT
23-24 Associate Degree	Cybersecurity A25590S
23-24 Certificate	Cyber Firewall C25590CF
23-24 Certificate	Cybersecurity Analyst C25590CA
23-24 Certificate	Cybersecurity Concepts C25590CC
23-24 Certificate	Cybersecurity Operations C25590CO
23-24 Certificate	Ethical Hacker C25590EH
23-24 Certificate	Network Systems C25590NY
23-24 Certificate	Penetration Testing C25590PT
23-24 Certificate	Python for Network Admin C25590PN
23-24 Certificate	Secure Communications C25590SC
23-24 Certificate	Systems and Hardware Support C25590H
22-23 Associate Degree	Cybersecurity C25590S
22-23 Certificate	Cyber Crime Fundamentals C25590FC
22-23 Certificate	Cyber Defense C25590CD
22-23 Certificate	Cyber Firewall C25590CF
22-23 Certificate	Cybersecurity Analyst C25590CA
22-23 Certificate	Cybersecurity Concepts C25590CC
22-23 Certificate	Cybersecurity Operations C25590CO
22-23 Certificate	Ethical Hacker Certificate C25590EH
22-23 Certificate	Network Systems Certificate C25590NY
22-23 Certificate	Penetration Testing C25590PT
22-23 Certificate	Python for Network Admin C25590PN
22-23 Certificate	Secure Communications C25590SC
22-23 Certificate	Systems and Hardware Support Certificate C25590H

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
Revision of Certificate List	Fall 2025-Streamlined the course requirements to be more efficient for student success and completion.
Updated Advising Sheet	Spring 2024
Updated Course Content	Spring 2024 Curriculum revision for CCT 250-251, SEC 110, CTS 120.
Updated Advising Sheet	Spring 2023
Revision of Certificate List	Spring 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?)*

Over the past three years, the Cybersecurity program has strengthened student learning and workforce readiness through key improvements. Certificates were consolidated to create more efficient pathways, reducing duplication and offering clearer progression for students. The advising sheet was also reviewed and updated to ensure accurate prerequisites and appropriate course sequencing, better preparing students for advanced coursework. These changes streamline completion, support student success, and align the program more closely with industry needs.

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	April 18, 2023	Accredited as a CAE School/program with NSA, updated degree articulations with ECU.
2023-2024	March 25, 2024	Discussed importance of certifications in industry.
2024-2025	April 4, 2025	Discussed refining certificates to better fit industry needs.

(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?)*

Cybersecurity continues to be one of the fastest-growing fields, with employers seeking professionals skilled in network defense, incident response, and compliance as threats expand across all industries. The program has responded by aligning coursework with industry certifications, strengthening hands-on labs, and embedding employability skills recommended by the advisory committee.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 60 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 62 #

Target: 64 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	46
2022-2023	70
2023-2024	64

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	4	8.7%	4	5.7%	4	6.3%
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	5	10.9%	8	11.4%	6	9.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.2%	3	4.3%	2	3.1%
Two or More Races, Female	0	0.0%	0	0.0%	1	1.6%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	10	21.7%	15	21.4%	13	20.3%
African American, Male	7	15.2%	10	14.3%	12	18.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	2.2%	1	1.4%	1	1.6%
Caucasian, Male	21	45.7%	31	44.3%	26	40.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	1	1.6%
Hispanic/Latino, Male	4	8.7%	10	14.3%	10	15.6%
Two or More Races, Male	0	0.0%	3	4.3%	1	1.6%
Unknown, Male	3	6.5%	0	0.0%	0	0.0%
Male Total	36	78.3%	55	78.6%	51	79.7%
Total	46	100.0%	70	100.0%	64	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%	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	3	6.5%	7	10.0%	7	10.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	2.2%	0	0.0%	0	0.0%
Caucasian, 18-24	9	19.6%	17	24.3%	15	23.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	1	1.6%
Hispanic/Latino, 18-24	3	6.5%	0	0.0%	9	14.1%
Two or More Races, 18-24	0	0.0%	11	15.7%	2	3.1%
Unknown, 18-24	1	2.2%	1	1.4%	0	0.0%
18-24 Total	17	37.0%	36	51.4%	34	53.1%
African American, 25-44	5	10.9%	3	4.3%	7	10.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	1.4%	1	1.6%
Caucasian, 25-44	14	30.4%	18	25.7%	10	15.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	4.3%	1	1.4%	3	4.7%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	2	4.3%	2	2.9%	0	0.0%
25-44 Total	23	50.0%	25	35.7%	21	32.8%
African American, 45-64	3	6.5%	4	5.7%	2	3.1%
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	3	6.5%	4	5.7%	7	10.9%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	1	1.4%	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	6	13.0%	9	12.9%	9	14.1%
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	46	100.0%	70	100.0%	64	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.)*

Cybersecurity enrollment has remained strong, rising from 46 students in 2021–2022 to 70 in 2022–2023 before leveling at 64 in 2023–2024, which is at target. Workforce demand continues to drive interest, supported by departmental recruitment through career fairs, flyers, personal outreach, and lab demonstrations. Recent program improvements, including streamlined certificates and updated advising, further strengthen retention. Moving forward, the program will expand outreach to underrepresented groups, build partnerships with schools and employers, and explore flexible delivery methods to sustain and grow enrollment.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Expand Outreach and Recruitment- Continue participating in career fairs, community events, and high school engagement to increase awareness of the program and highlight career demands.	Measure Outreach Impact – Collect data on how many students indicate recruitment events, lab tours, or outreach efforts influenced their decision to enroll.
2	Strengthen Partnerships-Collaborate with local high schools, local government and military agencies, and employers to promote pathways to cybersecurity.	Monitor Retention and Completion – Evaluate whether clearer pathways and updated advising materials contribute to improved retention and certificate/degree completion rates. Collect Feedback – Use student surveys and advisory committee input to assess whether promotional efforts and delivery methods are effective.

Outcome #2: Retention

Baseline: 52.2 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)
Standard: 53 %
Target: 55 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	59.0%
Fall 2022 to Fall 2023	39.5%
Fall 2023 to Fall 2024	58.1%

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	1	5.3%	0	0.0%	1	4.0%
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	2	10.5%	4	23.5%	4	16.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	5.3%	0	0.0%	0	0.0%
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	4	21.1%	4	23.5%	5	20.0%
African American, Male	0	0.0%	0	0.0%	3	12.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	10	52.6%	9	52.9%	13	52.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	10.5%	2	11.8%	4	16.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	3	15.8%	2	11.8%	0	0.0%
Male Total	15	78.9%	13	76.5%	20	80.0%
Total	19	100.0%	17	100.0%	25	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%	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	0	0.0%	0	0.0%	2	8.0%
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	0	0.0%	6	35.3%	9	36.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	10.5%	2	11.8%	4	16.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	1	5.3%	1	5.9%	0	0.0%
18-24 Total	3	15.8%	9	52.9%	15	60.0%
African American, 25-44	0	0.0%	0	0.0%	1	4.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	10	52.6%	5	29.4%	4	16.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	5.3%	0	0.0%	0	0.0%
Two or More Races, 25-44	2	10.5%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	5.9%	0	0.0%
25-44 Total	13	68.4%	6	35.3%	5	20.0%
African American, 45-64	1	5.3%	0	0.0%	1	4.0%
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	10.5%	2	11.8%	4	16.0%
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	3	15.8%	2	11.8%	5	20.0%
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	19	100.0%	17	100.0%	25	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.)*

Program retention in Cybersecurity has averaged 52.2% over the past three years, with rates of 59.0% (2021–2022), 39.5% (2022–2023), and a rebound to 58.1% (2023–2024). The dip in 2022–2023 was likely influenced by post-pandemic challenges and students leaving for immediate employment, while the recent recovery reflects the impact of streamlined pathways and improved advising. Retention remains stronger among male students (80%) and those aged 18–44, with female retention holding steady at about 20%. To improve outcomes, the program will strengthen advising, expand employer partnerships for internships, and provide targeted support for early-career students, ensuring persistence and completion.

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	Enhance Academic Advising and Mentoring- provide more intentional advising sessions focused on course sequencing, prerequisites, and career pathways to ensure students are prepared and supported through each stage of the program.	-Track retention rates year-over-year to measure improvement and collect student feedback through surveys on the effectiveness of advising support.
2	Strengthen Employer Connections and Work-Based Learning- Expand partnerships with local employers to offer internships, apprenticeships, and work-based learning opportunities that keep students engaged and motivated to complete the program.	-Monitor the number of students participating in internships or work-based learning and evaluate retention rates of students who participate compared to those who do not.

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

Baseline: 29 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 30 #
Target: 32 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	25
2023-2024	31
2024-2025	30

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	2	8.0%	1	3.2%	2	6.7%
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	7	28.0%	6	19.4%	4	13.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	3.2%	1	3.3%
Two or More Races, Female	0	0.0%	0	0.0%	1	3.3%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	9	36.0%	8	25.8%	8	26.7%
African American, Male	3	12.0%	1	3.2%	2	6.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	9	36.0%	18	58.1%	15	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	8.0%	4	12.9%	5	16.7%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	2	8.0%	0	0.0%	0	0.0%
Male Total	16	64.0%	23	74.2%	22	73.3%
Total	25	100.0%	31	100.0%	30	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	3	12.0%	0	0.0%	1	3.3%
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	10	40.0%	11	35.5%	8	26.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	8.0%	3	9.7%	3	10.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	3.3%
Unknown, 18-24	1	4.0%	0	0.0%	0	0.0%
18-24 Total	16	64.0%	14	45.2%	13	43.3%
African American, 25-44	1	4.0%	2	6.5%	2	6.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	16.0%	10	32.3%	6	20.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	6.5%	3	10.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	4.0%	0	0.0%	0	0.0%
25-44 Total	6	24.0%	14	45.2%	11	36.7%
African American, 45-64	1	4.0%	0	0.0%	1	3.3%
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	8.0%	3	9.7%	5	16.7%
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	3	12.0%	3	9.7%	6	20.0%
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	25	100.0%	31	100.0%	30	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 three-year baseline for program completers is 29 graduates. Based on this data, the standard has been set at 30 completers, and the target at 32 completers. The standard reflects acceptable program performance above the baseline, while the target reflects the program’s desired growth and commitment to increasing student completion.

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	Enhance program completion support- Provide additional guidance and resources in final-level courses to help students stay on track and complete the program.	-Monitor annual completer numbers against the established standard(30) and target(32) to determine if additional support efforts lead to increased completions.

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

Baseline: 44.838 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 46 #
Target: 48 #

Budget FTE Year	Budget FTE
2022-2023	35.328
2023-2024	43.023
2024-2025	56.164

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTE) *(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?)*

BFTE is increasing, rising from 35.328 in 2022–2023 to 56.164 in 2024–2025, reflecting strong program enrollment growth and high workforce demand for cybersecurity professionals. The best way to continue increasing BFTE is through higher enrollment and expansion of Work-Based Learning (WBL). The lead instructor will strengthen employer partnerships to grow internships and WBL opportunities, which directly support students and generate additional FTE.

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	Expand Work-Based Learning(WBL) opportunities and strengthen employer partnerships to increase student participation in internships and applied learning experiences, which directly contribute to Budget FTE.	-Monitor annual Budget FTE totals and track the number of students enrolled in WBL courses, comparing results against the program’s standard (46.0) and target (48.0).

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

Academic Year	Enrolled	Completed
2021-2022	5	5
2022-2023	6	6
2023-2024	4	3

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.**)

WBL-110 participation in Cybersecurity has remained steady, with full completion in 2021–2022 (5 of 5) and 2022–2023 (6 of 6), followed by a slight decline in 2023–2024 (3 of 4). Students who enroll are highly likely to complete, though limited placements and scheduling conflicts may affect participation. To expand career development, the program will strengthen employer partnerships, promote WBL earlier in advising, and embed career readiness activities into coursework, aligning with WCC's QEP Goal 3 to integrate career development into all CTE programs.

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	Integrate career readiness activities into core courses by including classroom presentations, resume-building workshops, and professional development modules that prepare students for WBL-110 and industry employment.	Track the number of students participating in WBL-110 each year, monitor completion rates, and collect student feedback on the usefulness of career readiness activities in preparing them for internships and employment.

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.)

The Cybersecurity program uses multiple assessment methods to evaluate effectiveness, including signature assignments tied to program learning outcomes, student course evaluations, and periodic surveys on scheduling and delivery preferences. Faculty also gather informal feedback to make real-time adjustments, while advisory committee, employer, and graduate survey data provide external validation of program relevance. In addition, student performance on industry-recognized certifications serves as a benchmark for workforce readiness (CompTIA A+ certification). Together, these assessments guide curriculum updates and instructional improvements to strengthen student learning and employability.

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

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

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objective submitted.	Not applicable.
2024-25	Cybersecurity Lab	Through a \$146,000 grant through the Carolina Cyber Network, we were able to fund this equipment. However, there are always needs for a Cybersecurity lab so this objective remains a priority for funding for our program. Carry forward to report assessment.

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

Over the next three years, the program anticipates needing **ongoing upgrades to lab equipment, virtualization platforms, and cybersecurity software tools**. These updates are essential to mirror current industry standards, maintain hands-on learning relevance, and prepare students for certification and workforce expectations.

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

The program may need an additional adjunct faculty position to support enrollment growth and provide coverage for specialized courses such as cloud security, penetration testing, and forensics. Expanding faculty capacity will ensure quality instruction, maintain manageable class sizes, and allow for curriculum innovation.

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

Current facilities are adequate for classroom instruction and lab operations; however, continued investment in lab infrastructure and secure network environments will be needed to support growth, evolving technologies, and simulation of real-world cybersecurity scenarios.

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

Continued access to live fire events and cyber ranges. Existing support services are generally adequate, but the program would benefit from expanded tutoring resources, career advising, and certification exam support to increase student retention and completion. Additional targeted support for underrepresented groups in cybersecurity would also strengthen program outcomes.

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

- Strengths: Strong workforce demand, dedicated faculty, modernized lab resources, and clear program pathways with stackable credentials.
- Weaknesses: Limited faculty capacity, underrepresentation of women in the program, and dependence on external funding for lab upgrades.
- Opportunities: Expanding employer partnerships, offering additional industry-aligned certifications, increasing online/hybrid delivery options, and promoting outreach to diverse student populations.

Review prepared and submitted by:

Randy Wilhide- Lead Instructor, Cybersecurity Program
Kristan Tyndall- Instructor, Cybersecurity Program
Jennifer Tyndall- Information Systems Technology Department Chair

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>	11/12/2025
Dean, Director, or AVP / Date:	<u>Tracy M. Schmeltzer</u>	11/12/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/12/2025