

Wayne Community College Program Review – 2024-2025

Name of Program: Entertainment 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 mission of the Information Systems Technology Department is to provide graduates with the skills needed 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.)*

No changes.

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.

The Entertainment Technology program is deeply connected to Wayne Community College's vision, mission, and core values. The program equips students with both technical expertise and essential workplace skills such as interpersonal communication, project management, teamwork, and integrity. These values are intentionally integrated into the curriculum, allowing students to develop professionally while experiencing WCC's mission in practice.

The program expands student access by providing hybrid courses that blend online access to materials and traditional in-person lectures and hands-on activities. This accessibility supports WCC's goal of reaching a wider, more diverse student population.

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 current trends and technology, but also on student goals and projects to build their skills. Courses are designed with skills that build upon each other to help students build confidence, master skills and transition successfully into the workforce or further education. Advisory Committee input ensures the curriculum reflects current technology trends, while faculty mentorship provides students with the support needed to thrive. By combining excellence in teaching with intentional student support, Entertainment Technology 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
Degree (2022-2024)	Entertainment Technology (A25190)
Certificate (2022-2024)	Audio Engineer (C25190AE)
Certificate (2022-2024)	Entertainment Technology (C25190ET)
Certificate (2022-2024)	Social Media and Entertainment (C25190SM)
Certificate (2022-2024)	Promotion & Marketing Certificate
Certificate (2022-2024)	Entertainment Management Certificate
Degree (2024-2025)	Entertainment Technology (A25190)
Certificate (2024-2025)	Audio Engineer (C25190AE)
Certificate (2024-2025)	Entertainment Technology (C25190ET)
Certificate (2024-2025)	Social Media and Entertainment (C25190SM)

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
Promotion & Marketing Certificate	2024-2025 – Deleted (C25190PM)
Entertainment Management Certificate	2024-2025 – Deleted (C25190AEM)

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?)

Program Improvements	Description
Live Music Recording Studio	The live studio has been a great addition to the Entertainment Technology students by providing students with the resources to record live music, vocals and voice overs. Students can setup and work with recording equipment and then take the recordings to a Digital Audio Workstation in the classroom and edit them.
Digital Audio Workstations, Avid Pro Tools Studio (17 Software Licenses)	The Digital Audio Workstations have been and will continue to be a great success in teaching the audio/video skills required of the Entertainment Technology Program. The workstations are used by students in a variety of Entertainment Technology classes to teach video editing, audio recording/editing, videos special effects and digital music composition.
Live Television Streaming Studio (in progress)	Items have been purchased and students have been using the equipment. However, until the new streaming tv-lab is setup in Spruce 202, we cannot setup the new live streaming studio. The lab set up should be complete in 2026.

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	4/18/2023	Provide greater emphasis on developing students' soft skills (such as communication, teamwork, and professionalism) alongside technical training to better prepare graduates for workplace expectations.
2023-2024	3/25/2024	Streamline certificate offerings within the IST programs to focus on credentials that are directly aligned with workforce needs and high school (CCP) student pathways. Emphasize clarity in program communication so that students understand the purpose and value of certificates and the steps required for completion or progression to additional credentials.
2024-2025	4/4/2025	As many hands-on experiences as possible before graduation as well as the need to be familiar with AI.

(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?)*

Overall employment of broadcast, sound, and video technicians is projected to grow 9 percent from 2019 to 2029, much faster than the average for all occupations according to the U.S. Bureau of Labor Statistics. Growth is expected to stem from businesses, schools, and entertainment industries seeking to improve their audio and video capabilities. They will need technicians to set up, operate, and maintain equipment. About 15,900 openings for broadcast, sound, and video technicians are projected each year, on average, over the decade.

<https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm>

The eastern North Carolina region currently does not have an Entertainment Technologies program and job growth within this industry in and around Wayne County is expected to be over 7%. Job openings are found in educational, broadcast, and governmental settings with pay averaging \$50,000 a year (North Carolina Department of Commerce). This data does not include information regarding those graduates who will open their own businesses in this field. The Entertainment Technologies program at Wayne Community College will contain face-to-face and hybrid (traditional classroom with an online component) classes to provide local students access to industry standard hardware, software, and training. This program benefits the institution's ongoing efforts to increase course offerings in fine arts as well as help support the cultural needs of the community.

Resources Needed:

To continue meeting industry demand, the program would benefit from a live tv streaming studio which is in the process of being created. The Entertainment Technology program currently has the equipment needed and is awaiting renovations to the classroom in 2026 to set up.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: n/a # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Baseline will be set when three years of data is available to average.

The Entertainment Technology program started in fall 2022, but no student enrolled in the program due to some financial aid issues. Students were placed in Associate in General Education program. In the following academic year, they started enrolling students into the program, but did not move the students out of the Associate in General Education program.

Standard: 15 #

Target: 20 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	-
2022-2023	5
2023-2024	31

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	-	-	1	20.0%	5	16.1%
American Indian/Alaskan Native, Female	-	-	0	0.0%	0	0.0%
Asian, Female	-	-	0	0.0%	0	0.0%
Caucasian, Female	-	-	0	0.0%	3	9.7%
Hawaiian/Other Pacific Islander, Female	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Female	-	-	0	0.0%	0	0.0%
Two or More Races, Female	-	-	0	0.0%	0	0.0%
Unknown, Female	-	-	0	0.0%	0	0.0%
Female Total	0	0.0%	1	20.0%	8	25.8%
African American, Male	-	-	0	0.0%	7	22.6%
American Indian/Alaskan Native, Male	-	-	0	0.0%	0	0.0%
Asian, Male	-	-	0	0.0%	0	0.0%
Caucasian, Male	-	-	3	60.0%	12	38.7%
Hawaiian/Other Pacific Islander, Male	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Male	-	-	1	20.0%	4	12.9%
Two or More Races, Male	-	-	0	0.0%	0	0.0%
Unknown, Male	-	-	0	0.0%	0	0.0%
Male Total	0	0.0%	4	80.0%	23	74.2%
Total	0	0.0%	5	100.0%	31	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%
American Indian/Alaskan Native, Under the age of 18	-	-	0	0.0%	0	0.0%
Asian, Under the age of 18	-	-	0	0.0%	0	0.0%
Caucasian, Under the age of 18	-	-	0	0.0%	2	6.5%
Hawaiian/Other Pacific Islander, Under the age of 18	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	-	-	0	0.0%	1	3.2%
Two or More Races, Under the age of 18	-	-	0	0.0%	0	0.0%
Unknown, Under the age of 18	-	-	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	3	9.7%
African American, 18-24	-	-	0	0.0%	6	19.4%
American Indian/Alaskan Native, 18-24	-	-	0	0.0%	0	0.0%
Asian, 18-24	-	-	0	0.0%	0	0.0%
Caucasian, 18-24	-	-	3	60.0%	12	38.7%
Hawaiian/Other Pacific Islander, 18-24	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	-	-	1	20.0%	3	9.7%
Two or More Races, 18-24	-	-	0	0.0%	0	0.0%
Unknown, 18-24	-	-	0	0.0%	0	0.0%
18-24 Total	0	0.0%	4	80.0%	21	67.7%
African American, 25-44	-	-	1	20.0%	6	19.4%
American Indian/Alaskan Native, 25-44	-	-	0	0.0%	0	0.0%
Asian, 25-44	-	-	0	0.0%	0	0.0%
Caucasian, 25-44	-	-	0	0.0%	1	3.2%
Hawaiian/Other Pacific Islander, 25-44	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	-	-	0	0.0%	0	0.0%
Two or More Races, 25-44	-	-	0	0.0%	0	0.0%
Unknown, 25-44	-	-	0	0.0%	0	0.0%
25-44 Total	0	0.0%	1	20.0%	7	22.6%
African American, 45-64	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	-	-	0	0.0%	0	0.0%
Asian, 45-64	-	-	0	0.0%	0	0.0%
Caucasian, 45-64	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	-	-	0	0.0%	0	0.0%
Two or More Races, 45-64	-	-	0	0.0%	0	0.0%
Unknown, 45-64	-	-	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	-	-	0	0.0%	0	0.0%
Asian, 65+	-	-	0	0.0%	0	0.0%
Caucasian, 65+	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 65+	-	-	0	0.0%	0	0.0%
Two or More Races, 65+	-	-	0	0.0%	0	0.0%
Unknown, 65+	-	-	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	0	0.0%	5	100.0%	31	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.)*

Over the past two academic years, enrollment in the Entertainment Technology program has shown a sharp upward trend, increasing from 5 students in 2022–2023 to 31 in 2023–2024. This growth indicates community interest and industry demand for the program.

Age Demographics:

- The majority of students fall into the 18–24 age ranges.
- There has been a modest increase in students under 18 (0% in 2022–2023 to 9.7 % in 2023–2024), suggesting growing interest among CCP students.
- Enrollment in the 25–44 age group has also expanded (from 20% to 22.6%), reflecting interest from adult learners seeking career changes or skill upgrades.

Gender Demographics:

- Enrollment continues to be male-dominated (80 to 74.2% across the past two years), though the percentage of female students has increased slightly from 20% in 2022–2023 to 25.8% in 2023–2024. This suggests some progress in attracting women into the Entertainment Technology fields, but further recruitment efforts are needed to close the gender gap.

Action Plans to Sustain and Grow Enrollment:

1. Expand Outreach to Underrepresented Groups: Target female students and nontraditional learners through marketing campaigns, career fairs, and partnerships with community organizations.
2. Strengthen K–12 Partnerships: Increase collaboration with local high schools to boost dual-enrollment opportunities and introduce younger students to Entertainment Technology.

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	Partner with local high schools to increase awareness of the Entertainment Technology program.	Measure how many high school students enroll in ITSS courses through dual-enrollment/CCP each semester.
2	Launch targeted recruitment campaigns to attract more women into Entertainment Technology.	If the campaign is successful, there will be an increase in female enrollment in the next cycle. Faculty can also focus on reaching out directly to females who have applied for enrollment in the Entertainment Technology program to ensure they continue the admissions process and are registered.

Outcome #2: Retention**Baseline:** n/a % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)

Baseline will be set when three years of data is available to average.

The Entertainment Technology program started in fall 2022, but no student enrolled in the program due to some financial aid issues. Students were placed in Associate in General Education program. In the following academic year, they started enrolling students into the program, but did not move the students out of the Associate in General Education program.

Standard: 70%**Target:** 78%

Year	Program Retention Rate
Fall 2021 to Fall 2022	-
Fall 2022 to Fall 2023	0.0%
Fall 2023 to Fall 2024	73.1%

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	-	-	0	0.0%	3	15.8%
American Indian/Alaskan Native, Female	-	-	0	0.0%	0	0.0%
Asian, Female	-	-	0	0.0%	0	0.0%
Caucasian, Female	-	-	0	0.0%	3	15.8%
Hawaiian/Other Pacific Islander, Female	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Female	-	-	0	0.0%	0	0.0%
Two or More Races, Female	-	-	0	0.0%	0	0.0%
Unknown, Female	-	-	0	0.0%	0	0.0%
Female Total	-	-	0	0.0%	6	31.6%
African American, Male	-	-	0	0.0%	2	10.5%
American Indian/Alaskan Native, Male	-	-	0	0.0%	0	0.0%
Asian, Male	-	-	0	0.0%	0	0.0%
Caucasian, Male	-	-	0	0.0%	9	47.4%
Hawaiian/Other Pacific Islander, Male	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Male	-	-	0	0.0%	2	10.5%
Two or More Races, Male	-	-	0	0.0%	0	0.0%
Unknown, Male	-	-	0	0.0%	0	0.0%
Male Total	-	-	0	0.0%	13	68.4%
Total	-	-	0	0.0%	19	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%
American Indian/Alaskan Native, Under the age of 18	-	-	0	0.0%	0	0.0%
Asian, Under the age of 18	-	-	0	0.0%	0	0.0%
Caucasian, Under the age of 18	-	-	0	0.0%	2	10.5%
Hawaiian/Other Pacific Islander, Under the age of 18	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	-	-	0	0.0%	1	5.3%
Two or More Races, Under the age of 18	-	-	0	0.0%	0	0.0%
Unknown, Under the age of 18	-	-	0	0.0%	0	0.0%
Under the age of 18 Total	-	-	0	0.0%	3	15.8%
African American, 18-24	-	-	0	0.0%	4	21.1%
American Indian/Alaskan Native, 18-24	-	-	0	0.0%	0	0.0%
Asian, 18-24	-	-	0	0.0%	0	0.0%
Caucasian, 18-24	-	-	0	0.0%	10	52.6%
Hawaiian/Other Pacific Islander, 18-24	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	-	-	0	0.0%	1	5.3%
Two or More Races, 18-24	-	-	0	0.0%	0	0.0%
Unknown, 18-24	-	-	0	0.0%	0	0.0%
18-24 Total	-	-	0	0.0%	15	78.9%
African American, 25-44	-	-	0	0.0%	1	5.3%
American Indian/Alaskan Native, 25-44	-	-	0	0.0%	0	0.0%
Asian, 25-44	-	-	0	0.0%	0	0.0%
Caucasian, 25-44	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	-	-	0	0.0%	0	0.0%
Two or More Races, 25-44	-	-	0	0.0%	0	0.0%
Unknown, 25-44	-	-	0	0.0%	0	0.0%
25-44 Total	-	-	0	0.0%	1	5.3%
African American, 45-64	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	-	-	0	0.0%	0	0.0%
Asian, 45-64	-	-	0	0.0%	0	0.0%
Caucasian, 45-64	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	-	-	0	0.0%	0	0.0%
Two or More Races, 45-64	-	-	0	0.0%	0	0.0%
Unknown, 45-64	-	-	0	0.0%	0	0.0%
45-64 Total	-	-	0	0.0%	0	0.0%
African American, 65+	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	-	-	0	0.0%	0	0.0%
Asian, 65+	-	-	0	0.0%	0	0.0%
Caucasian, 65+	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 65+	-	-	0	0.0%	0	0.0%
Two or More Races, 65+	-	-	0	0.0%	0	0.0%
Unknown, 65+	-	-	0	0.0%	0	0.0%
65+ Total	-	-	0	0.0%	0	0.0%
Total	-	-	0	0.0%	19	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.)*

The Entertainment Technology program started in fall 2022, but no student enrolled in the program due to some financial aid issues. Students were placed in Associate in General Education program. In the following academic year, they started enrolling students into the program, but did not move the students out of the Associate in General Education 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	Use early alert systems to identify struggling students and connect them to tutoring or support services quickly.	Compare withdrawal rates before and after implementing the early alert system.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** n/a # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)

Baseline will be set when three years of data is available to average.

The Entertainment Technology program started in fall 2022, but no student enrolled in the program due to some financial aid issues. Students were placed in Associate in General Education program. In the following academic year, they started enrolling students into the program, but did not move the students out of the Associate in General Education program.

Standard: 10 #**Target:** 15 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	0
2023-2024	9
2024-2025	12

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	2	16.7%
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	0	0.0%	2	22.2%	1	8.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	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	0	0.0%	2	22.2%	3	25.0%
African American, Male	0	0.0%	0	0.0%	3	25.0%
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	0	0.0%	7	77.8%	6	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	7	77.8%	9	75.0%
Total	0	0.0%	9	100.0%	12	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%	1	11.1%	1	8.3%
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%	1	11.1%	1	8.3%
African American, 18-24	0	0.0%	0	0.0%	3	25.0%
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%	7	77.8%	5	41.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	7	77.8%	8	66.7%
African American, 25-44	0	0.0%	0	0.0%	2	16.7%
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	0	0.0%	1	11.1%	1	8.3%
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%	0	0.0%
25-44 Total	0	0.0%	1	11.1%	3	25.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	9	100.0%	12	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?)*

Over the past two academic years, the program has had an increase in the number of completers, ranging from 9 to 12 students per year, which is to be expected with a new program as more students move to complete the program. with 19 completers in 2024–2025.

- Male completers have consistently represented the majority of graduates, however decreasing from 77.8% in 2023–2024 to 70% in 2024–2025.
- Female representation increased significantly in 2024–2025, from 22.2% to 25%
- The majority of completers are within the 18–24 and 25–44 age brackets.
- The 45–64 age range remained as zero during these two years.

Some facts that may have affected completion rates include employment-related changes, relocation, and loss of financial aid. These factors highlight the importance of implementing flexible scheduling options and proactive advising to help students navigate life changes without permanently stepping away from their academic goals.

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	Establish instructor progress checks to monitor and verify student progress	Faculty will administer and monitor student alerts and proactively contact students at risk of failing to provide guidance and connect them with available support resources.

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

Baseline: 16.422 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Baseline will be set when three years of data is available to average.

The Entertainment Technology program started in fall 2022, but no student enrolled in the program due to some financial aid issues. Students were placed in Associate in General Education program. In the following academic year, they started enrolling students into the program, but did not move the students out of the Associate in General Education program.

Standard: 20 #

Target: 25 #

Budget FTE Year	Budget FTE
2022-2023	0.813
2023-2024	24.797
2024-2025	23.656

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?)

The Entertainment Technology program started in fall 2022, but no student enrolled in the program due to some financial aid issues. Students were placed in Associate in General Education program. In the following academic year, they started enrolling students into the program, but did not move the students out of the Associate in General Education program.

The 2023-2024 and 2024-2025 Budget FTE Years sharply rose compared to the 2022-2023 year because of students being moved out of the Associate in General Education program. The following are strategies to increase these numbers now that we can see that the average is between 23 and 25 Budget FTE's per Budget FTE Year based on the numbers for the 2023-2024 and 2024-2025 Budget FTE Years.

Strategies to Increase FTE:

1. Strengthen connections with local high schools to boost under-18 participation in Entertainment Technology courses.
2. Implement early alert systems, proactive advising, and tutoring support to reduce withdrawals and increase student credit hour completion.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase budget FTE in your program?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Market Entertainment Technology courses with local high schools to boost under-18 participation in Entertainment Technology Courses.	Track any increase in enrollments for Entertainment Technology courses after the marketing initiative.

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

WBL-110 is in the program of study as a major elective. Program needs to explain the reasons no students are participating.

Academic Year	Enrolled	Completed
2021-2022	-	-
2022-2023	0	0
2023-2024	0	0

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.)

During the past two years students have had the option of participating in WBL-110 or WBL-111 work-based learning. Students have chosen to take WBL-111 as an internship to learn skills hands on working 10 hours a week.

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	Implement a course module that covers Entertainment Technology workplace topics (workplace professionalism, LinkedIn profiles, etc.).	Assess the assignment(s) using a rubric.

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 program utilizes student surveys that are provided at the end of every course to evaluate the course content relevance and clarity, instructor effectiveness, engagement and learning activities, facilities and resources, overall program impact, etc.

The program maintains three program learning outcomes that reflect students’ mastery of essential skills; each is evaluated through a signature assignment on a three-year assessment cycle. Assessment rubrics are designed with multiple dimensions, enabling faculty to pinpoint specific areas where improvement is needed and develop corresponding action items.

In addition, the Office of Institutional Effectiveness compiles and shares data from advisory committees, employers, and graduate surveys. The department uses this information to identify opportunities for continuous improvement and to ensure program quality aligns with workforce and student needs.

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. Live Music Recording Studio 2. Digital Audio Workstations, Avid Pro Tools Studio (17 Software Licenses)	1. The live studio has been a great addition to the Entertainment Technology students by providing them the resources to record live music, vocals and voice overs. setup and work with recording equipment. Student can then take the recordings to a Digital Audio Workstation in the classroom and edit them. The following is a an selection of assignments that rely on the Recording Studio: ENT 131 Live Sound Production - Students use the recording studio to record live music and voice overs. ENT 135 Recording Engineering I - Students use the studio to learn about different types of microphones and recording equipment. MUS 214 Electronic Music I - Students use the studio to record vocals and podcasts. 2. The Digital Audio Workstations have been and will continue to be a great success in teaching the audio/video skills required of the

		Entertainment Technology Program. The workstations are used by students in a variety of Entertainment Technology classes to teach video editing, audio recording/editing, videos special effects and digital music composition. The following is a an selection of assignments that rely on the Digital Audio Workstations (DAW): ENT 131 Live Sound Production - Students use the DAW's to record live music and voice overs and edit their recordings using multitrack software such as Adobe Audition. ENT 151 Concert Lighting - The DAWs are used by students to edit video projects using multitrack video production software such as Adobe Premiere. ENT 211 Entertainment Promotion - Student use the computers for webpage and logo design. ENT 135 Recording Engineering I - Students use the DAW to learn industry standard recording/editing software such as Avid Pro Tools and FL Studio. They use the midi keyboards to play notes in the software programs to compose music. MUS 214 Electronic Music I - Students use the DAW's to learn about music notation using software such as MuseScore and recording podcasts and recording vocals using Garage Band. WEB 120 - Intro to Internet Multimedia - Several projects require the computers including adding special effects to video using Adobe After Effects and Creating 2D Animations using Adobe Animate.
2024-25	1 (Live Television Streaming Studio)	Items have been purchased. Until the new cybersecurity lab is setup, and networking equipment is moved out of Spruce 202 we cannot setup the new live streaming studio.

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

The Entertainment Technology program is awaiting renovations to Spruce 202 so the live tv streaming studio equipment can be set up in that room.

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

The Entertainment Technology program is adequately staffed at this time. The need for additional faculty positions would only arise with significant growth in enrollment.

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

The Entertainment Technology program needs a space for live video streaming/podcasting. This need is already being addressed with the plan to renovate Spruce 202.

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

Wayne Community College offers a variety of student support services. The admissions, financial aid, counseling, and academic skills departments are all focused on student success. These services are adequately meeting our students' needs.

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

The Entertainment Technology faculty strive for continuous improvement. This is especially important in the field of Entertainment Technology since it is always changing and evolving.

Strengths: On-campus classes and labs provide students opportunity to train on software and equipment they are likely to encounter and use in the workforce. Opportunities for students to assist with live video streaming opportunities with the Communication department provides opportunities for students to learn and work with new equipment.

Weaknesses: The Entertainment Technology program has need of a live tv streaming studio. This need is currently being addressed and all equipment needed has been purchased. The next step in this process is the renovation of Spruce 202 to create a studio area and a control booth area separated by a wall with windows.

Opportunities: Faculty have the flexibility to quickly implement technologies and curricula to stay current with workforce needs. Faculty routinely evaluate course content and technology to ensure they prepare students for current workforce skill requirements. Courses are continuously evaluated and redesigned to keep up with the latest industry demands and trends.

Review prepared and submitted by: *(Please list name(s) and titles)*
Jennifer Tyndall, Department Chair, Information Systems Technologies
David Vinciguerra, Lead Entertainment Technology Instructor/Advisor

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>	<u>11/18/2025</u>
Dean, Director, or AVP / Date:	<u>Tracy M. Schmeltzer</u>	<u>11/18/2025</u>
Administrator Approval / Date:	<u>Dr. Ernie White</u>	<u>11/18/2025</u>