

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

Name of Program: IT Support and Services

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 mission of the IT Support and Services program accurately reflects the goals of the department.

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 IT Support and Services 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 communication, leadership, 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 being fully available online in addition to traditional in-person classes, creating flexible pathways for learners at all stages of life. 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 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, ITSS 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
Associate	IT Business Support (2022-2023)
Diploma	IT Diploma (2022-2023)
Certificate	A+ Fundamentals (2022-2023)
Certificate	Database Support (2022-2023)
Certificate	Business Apps (2022-2023)
Certificate	Hardware/Software Support (2022-2023)
Certificate	Systems Support (2022-2023)
Certificate	Operating Systems Support (2022-2023)
Associate	IT Support and Services (2023-2024)
Certificate	IT Services Technician (2023-2024)
Certificate	A+ Fundamentals (2023-2024)
Certificate	Database Support (2023-2024)
Certificate	Productivity Apps (2023-2024)
Certificate	Hardware/Software Support & Repair (2023-2024)
Certificate	Information Technology Fundamentals (2023-2024)
Certificate	Operating Systems Support (2023-2024)
Associate	IT Support and Services (2024-2025)
Certificate	IT Services Technician (2024-2025)
Certificate	A+ Fundamentals (2024-2025)
Certificate	Database Support (2024-2025)
Certificate	Productivity Apps (2024-2025)
Certificate	Hardware/Software Support & Repair (2024-2025)
Certificate	Information Technology Fundamentals (2024-2025)
Certificate	Operating Systems Support (2024-2025)

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
Renamed the program from IT Business Support to IT Support and Services A25590I; removed business/marketing elective options based on Advisory Board suggestion; Changed the sequence of classes to graduate students sooner with completers; changed the name of Business Apps certificate to Productivity Apps C25590BA; changed the name of the Hardware/Software Support certificate to Hardware/Software Support & Repair C25590HS and added CTS 155 to the certificate; changed the name of the Systems Support certificate to Information Technology Fundamentals C25590S; added a new certificate IT Service Technician C25590ST	10/17/2022 - Revised
Course title and description change for CTI 110, course title change for CTI 120, course title, class and lab hours, and description change for NOS 120; deleted the following certificates and diploma from the program that are not workforce credentials or tailored for CCP students: D25590I – IT Diploma, C25590AF – A+ Fundamentals Certificate, C25590HS – Hardware/Software Support & Repair Certificate, C25590OS – Operating Systems Support Certificate, C25590BA – Productivity Apps Certificate	11/25/2024 - Revised

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 IT Support and Services program has been updated to better align with industry standards, Advisory Board recommendations, and student success goals. The program was renamed to reflect its technical focus; elective business/marketing courses were removed, and course sequences were adjusted to allow faster completion. Certificates were revised or added (Productivity Apps, Hardware/Software Support & Repair, Information Technology Fundamentals, and the new IT Service Technician) to ensure credentials are workforce relevant. Course titles, descriptions, and lab hours were updated to reflect current practices, while outdated or non-workforce-focused certificates and the diploma were removed. These changes streamline pathways, improve credential value, and enhance student readiness for in-demand IT careers.

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. They also advised renaming the program from IT Business Support to IT Support and Services to more accurately reflect its technical scope and industry focus.

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?)*

The IT Support and Services field continues to evolve rapidly as organizations of every size depend more heavily on technology for daily operations. Industry scans, employer feedback, and advisory committee input consistently highlight several emerging trends shaping workforce needs:

- **Cybersecurity Integration:** With rising threats to data security, IT support professionals are now expected to have a baseline knowledge of cybersecurity practices. Advisory committee members emphasized that even entry-level roles require employees who can identify risks and implement preventative measures.
- **Customer-Centered Technical Support:** Employers report growing demand for “soft skills” in IT support (communication, adaptability, and problem-solving) so technicians can bridge the gap between complex systems and end users effectively.
- **Certifications and Stackable Credentials:** Industry stakeholders strongly recommend aligning coursework with certifications such as CompTIA A+, Security+, etc., which serve as benchmarks for employability and advancement.

The IT Support and Services program has responded by integrating certification pathways, emphasizing hands-on learning in labs, and updating curriculum to include security fundamentals and troubleshooting in work environments. Soft skills development is embedded into coursework and project-based learning. Advisory committee feedback has directly guided curriculum updates to ensure students are prepared for evolving industry roles.

Resources Needed:

To continue meeting industry demand, the program would benefit from:

- Access to cybersecurity labs and simulation tools.
- Professional development opportunities for faculty in emerging technologies (AI in IT support, advanced cloud security).
- Support for student certification exam fees to strengthen job placement outcomes.

By staying agile and connected to industry partners, the IT Support and Services program remains relevant and positioned to equip graduates with the skills and certifications most in demand by employers.

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: 51 #

Target: 53 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	45
2022-2023	50
2023-2024	53

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	4	8.9%	5	10.0%	4	7.5%
American Indian/Alaskan Native, Female	0	0.0%	1	2.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	4	8.9%	6	12.0%	7	13.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.2%	1	2.0%	2	3.8%
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	9	20.0%	13	26.0%	13	24.5%
African American, Male	9	20.0%	13	26.0%	10	18.9%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	2.2%	1	2.0%	2	3.8%
Caucasian, Male	21	46.7%	20	40.0%	22	41.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	6.7%	2	4.0%	5	9.4%
Two or More Races, Male	1	2.2%	1	2.0%	1	1.9%
Unknown, Male	1	2.2%	0	0.0%	0	0.0%
Male Total	36	80.0%	37	74.0%	40	75.5%
Total	45	100.0%	50	100.0%	53	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%	1	2.0%	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	4.0%	2	3.8%
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%	3	6.0%	2	3.8%
African American, 18-24	8	17.8%	6	12.0%	8	15.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	2.2%	1	2.0%	0	0.0%
Caucasian, 18-24	12	26.7%	12	24.0%	12	22.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	2.2%	1	2.0%	5	9.4%
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	22	48.9%	20	40.0%	25	47.2%
African American, 25-44	5	11.1%	7	14.0%	3	5.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	2	3.8%
Caucasian, 25-44	12	26.7%	11	22.0%	12	22.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	6.7%	2	4.0%	2	3.8%
Two or More Races, 25-44	1	2.2%	1	2.0%	1	1.9%
Unknown, 25-44	1	2.2%	0	0.0%	0	0.0%
25-44 Total	22	48.9%	21	42.0%	20	37.7%
African American, 45-64	0	0.0%	4	8.0%	3	5.7%
American Indian/Alaskan Native, 45-64	0	0.0%	1	2.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	2.2%	1	2.0%	3	5.7%
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	1	2.2%	6	12.0%	6	11.3%
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	45	100.0%	50	100.0%	53	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 three academic years, enrollment in the IT Support and Services program has shown a steady upward trend, increasing from 45 students in 2021–2022, to 50 in 2022–2023, and 53 in 2023–2024. This growth indicates continued community interest and industry demand for the program.

Age Demographics:

- The majority of students fall into the 18–24 and 25–44 age ranges, with a combined representation of over 80% each year.
- There has been a modest increase in students under 18 (0% in 2021–2022 to nearly 4% in 2023–2024), suggesting growing interest among CCP students.
- Enrollment in the 45–64 age group has also expanded (from 2% to 11%), reflecting interest from adult learners seeking career changes or skill upgrades.

Gender Demographics:

- Enrollment continues to be male-dominated (74–80% across three years), though the percentage of female students has increased slightly from 20% in 2021–2022 to 25% in 2023–2024. This suggests some progress in attracting women into IT 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 IT pathways.
3. **Promote Industry Certifications:** Market the program’s alignment with CompTIA and other certifications to appeal to career-changers and job seekers.

Overall, the program is experiencing modest but consistent enrollment growth. By strengthening outreach, emphasizing career relevance, and addressing gender imbalance, the IT Support and Services program can continue to expand its reach and meet both community and industry needs.

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 ITSS 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 IT.	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 IT Business Support program to ensure they continue the admissions process and are registered.

Outcome #2: Retention**Baseline:** 59.6 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 62 %**Target:** 64 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	61.0%
Fall 2022 to Fall 2023	52.9%
Fall 2023 to Fall 2024	64.9%

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	4.2%
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	3	15.8%	2	11.1%	4	16.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	2	8.3%
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%	2	11.1%	7	29.2%
African American, Male	4	21.1%	5	27.8%	6	25.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	5.3%	1	5.6%	1	4.2%
Caucasian, Male	7	36.8%	10	55.6%	7	29.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	10.5%	0	0.0%	2	8.3%
Two or More Races, Male	1	5.3%	0	0.0%	1	4.2%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	15	78.9%	16	88.9%	17	70.8%
Total	19	100.0%	18	100.0%	24	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%	1	4.2%
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%	1	4.2%
African American, 18-24	3	15.8%	4	22.2%	4	16.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	5.3%	1	5.6%	0	0.0%
Caucasian, 18-24	6	31.6%	8	44.4%	4	16.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	5.3%	0	0.0%	3	12.5%
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	11	57.9%	13	72.2%	11	45.8%
African American, 25-44	2	10.5%	1	5.6%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	1	4.2%
Caucasian, 25-44	4	21.1%	4	22.2%	5	20.8%
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%	1	4.2%
Two or More Races, 25-44	1	5.3%	0	0.0%	1	4.2%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	42.1%	5	27.8%	8	33.3%
African American, 45-64	0	0.0%	0	0.0%	3	12.5%
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%	1	4.2%
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%	4	16.7%
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	19	100.0%	18	100.0%	24	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 in the IT Support and Services program has shown variability over the past three academic years, with total retained students increasing from 19 in Fall 2021–2022, to 18 in Fall 2022–2023, and then rising to 24 in Fall 2023–2024. While the overall retention trend is positive, the data highlights important shifts in student demographics that inform strategies for improvement.

Age Demographics:

- The program continues to retain the majority of students in the 18–24 and 25–44 age groups, which together account for nearly 80% of retained students across the three years.
- Notably, retention of students under 18 has emerged in 2023–2024 (4%), likely reflecting the impact of CCP initiatives.
- The 45–64 age group showed a notable increase in retention in 2023–2024 (17%), suggesting the program is increasingly meeting the needs of adult learners and career changers.

Trends and Factors Affecting Retention:

- Shifts in the age profile indicate that both younger dual-enrolled students and older adult learners are engaging more consistently, broadening the program’s reach.
- The dip in the 18–24 group in 2023–2024 (46% vs. 72% the prior year) may reflect external pressures on traditional college-aged students, such as balancing work and school or exploring multiple career pathways.
- Retention is positively influenced by the program’s alignment with industry certifications and the availability of hands-on labs.

Planned Changes to Improve Retention:

1. Implement structured check-ins for ITSS students each semester to connect them with advising, tutoring, and career planning.
2. Provide targeted academic support and mentorship for under-18 students to help them transition successfully into college-level IT coursework.
3. Highlight clear employment and transfer opportunities to keep students motivated and engaged through program completion.

While retention has remained stable overall and is trending upward, the program will continue to focus on strengthening support for traditional college-aged students while building on the momentum with dual-enrollment participants and adult learners. These efforts aim to sustain retention gains and ensure students remain on track to complete credentials and enter the IT workforce.

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:** 19 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 21 #**Target:** 23 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	17
2023-2024	21
2024-2025	19

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	1	5.9%	1	4.8%	0	0.0%
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	3	17.6%	4	19.0%	1	5.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	4.8%	1	5.3%
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	23.5%	6	28.6%	2	10.5%
African American, Male	3	17.6%	4	19.0%	7	36.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	1	5.3%
Caucasian, Male	9	52.9%	10	47.6%	6	31.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.9%	1	4.8%	3	15.8%
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	13	76.5%	15	71.4%	17	89.5%
Total	17	100.0%	21	100.0%	19	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	17.6%	3	14.3%	3	15.8%
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	5	29.4%	7	33.3%	4	21.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	5.9%	2	9.5%	2	10.5%
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	9	52.9%	12	57.1%	9	47.4%
African American, 25-44	1	5.9%	0	0.0%	3	15.8%
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	5.3%
Caucasian, 25-44	7	41.2%	7	33.3%	2	10.5%
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%	2	10.5%
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	8	47.1%	7	33.3%	8	42.1%
African American, 45-64	0	0.0%	2	9.5%	1	5.3%
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	0	0.0%	0	0.0%	1	5.3%
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%	2	9.5%	2	10.5%
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%	21	100.0%	19	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 three academic years, the program has maintained a relatively stable number of completers, ranging from 17 to 21 students per year, with 19 completers in 2024–2025. While the overall completion rate remains consistent, demographic shifts in gender and age distribution provide valuable insight into program trends and areas for growth.

- Male completers have consistently represented the majority of graduates, increasing from 77% in 2022–2023 to 90% in 2024–2025.
- Female representation dropped significantly in 2024–2025, from 29% to 11%
- The majority of completers are within the 18–24 and 25–44 age brackets.
 - In 2024–2025, 47.4% were ages 18–24, and 42% were ages 25–44.
 - The 45–64 age range increased slightly from 0% in 2022–2023 to 11% in 2024–2025, indicating modest growth in nontraditional student completions.

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: 29.797 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 31 #
Target: 33 #

Budget FTE Year	Budget FTE
2022-2023	29.578
2023-2024	34.328
2024-2025	25.484

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 IT Support and Services program has experienced fluctuations in Budget FTE over the past three years.

2022–2023 (29.578 FTE): Enrollment and course activity were near the baseline average
2023–2024 (34.328 FTE): Significant growth occurred, surpassing both the standard and target. Factors likely contributing include increased enrollment, high interest in IT career fields, and stronger dual-enrollment participation.
2024–2025 (25.484 FTE): A notable decline is seen, dropping below the baseline. Contributing factors may include shifts in student interest toward competing programs or student withdrawals impacting total student hours.

Strategies to Increase FTE:

1. Strengthen connections with local high schools to boost under-18 participation in ITSS courses.
2. Implement early alert systems, proactive advising, and tutoring support to reduce withdrawals and increase student credit hour completion.
3. Highlight the program’s alignment with in-demand certifications (CompTIA A+, etc.) to attract students seeking short-term, career-ready credentials.

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	Market ITSS courses as pathways to high-demand certifications (CompTIA A+, , etc.) to attract short-term and career-focused learners.	Track any increase in enrollments for ITSS courses after the marketing initiative.

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

Academic Year	Enrolled	Completed
2021-2022	7	6
2022-2023	6	5
2023-2024	7	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.)*

Over the past three academic years, WBL-110 has maintained consistently high completion rates, ranging from 83% to 100%, with the 2023–2024 cohort achieving full completion. This reflects the program’s effectiveness in preparing students for work-based learning and aligns with WCC’s Quality Enhancement Plan Goal 3, which emphasizes integrated career development within academic programs. Overall, WBL-110 demonstrates a strong foundation for career development.

2025-2026 Action Items:

Item	Action Items <i>(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.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Implement a course module that covers IT 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. Additionally, the program includes industry certifications embedded within key courses: CTS 130 (MOS Excel 365), CTS 120 (CompTIA A+ Core 1), and CTS 220 (CompTIA A+ Core 2). These certifications serve as direct measures of technical competency and provide valuable feedback on student readiness for the workforce. Performance data from certification exams help faculty identify skill gaps, adjust instructional strategies, and strengthen course content to ensure alignment with current industry standards.

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	No planning objectives submitted.	Not applicable.
2024-25	(22) Computers with dual monitors able to support SGD classes as well as other classes in the IST dept.	Based on limited funds, this objective was not approved for funding. This objective remains a funding priority. We do plan to re-submit in the next cycle.

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

We plan to resubmit the same planning objective submitted last year, as the identified need remains critical to supporting student success and program quality. Although funding was not approved in the previous cycle, the request continues to align with institutional priorities and industry expectations. The proposed equipment and software upgrades are essential to maintaining current technology standards, ensuring students gain hands-on experience with the tools and systems they will encounter in the workplace.

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

The IT Support and Services faculty include full-time and part-time personnel. The 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 IST department continues to face a need for upgraded computer lab equipment to support student learning and industry-aligned skill development. In 2024–2025, the department requested funding for 22 high-end computers with dual monitors to ensure all courses could be adequately supported across IT support, cybersecurity, software development, AI, and simulation and game development courses. While this request was not approved due to limited funds, the objective remains a high-priority need for the program. The department plans to re-submit the request in the next funding cycle.

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

There are several academic and student support services available to all Wayne Community College IT Support and Services students each semester. The college provides resources including: The Library, Tutorial Services, and the Academic Skills Center. When necessary, the IT Support faculty provides office hours and appointments for one-on-one instruction and tutoring. In addition, the IST Department has an open lab each semester that is run by a work study student. This lab is available for all students who take courses within the IST Department. These services are adequately meeting our students' needs.

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

Strengths:

The IT Support and Services program continues to demonstrate strong alignment with workforce needs and industry certifications. Embedded credentials such as CompTIA A+ (Core 1 and Core 2) and MOS Excel 365 validate that students are graduating with recognized, job-ready skills. The program’s faculty bring a combination of real-world IT experience and instructional expertise, fostering a supportive, hands-on learning environment. Additionally, flexible scheduling options, hybrid course delivery, and partnerships with local schools and community organizations enhance accessibility and strengthen the pipeline of future IT professionals.

Weaknesses:

Despite steady enrollment and completion rates, the program faces challenges with student retention and course completion, often tied to external factors such as employment changes, relocation, and financial aid disruptions. Female representation remains low, mirroring broader gender disparities within the IT field. Some students also struggle to balance certification preparation with academic coursework, indicating a need for additional support resources such as exam prep sessions, tutoring, or embedded study time.

Opportunities:

Significant opportunities exist to expand industry partnerships and integrate work-based learning experiences that directly connect coursework with employment. Strengthening relationships with regional employers can create “learn-and-earn” pathways and internships that reinforce retention and completion. The growing demand for IT professionals in cybersecurity, cloud computing, and technical support opens avenues for curriculum expansion and stackable credentials. Increasing outreach to high school can also encourage early interest and attract more diverse learners.

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

Jennifer Tyndall, IST Department Chair
Matthew Radford, IST 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>	11/10/2025
Dean, Director, or AVP / Date:	<u>Tracy M. Schmeltzer</u>	11/12/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/10/2025