

Wayne Community College Program Review – 2024-2025

Name of Program: Office Administration (Formerly known as Office Administration)

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 Medical and Office Administration Department is to prepare graduates for employment as medical and administrative support professionals in the diversified healthcare and business industries.

The Office Management Program prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace. Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on nontechnical as well as technical skills.

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 current mission statement for the Medical and Office Administration Department is adequate and will not be changed for this cycle.

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 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 mission of the Medical and Office Administration (MOA) Department aligns with the College's vision in that the MOA programs prepare students with quality education and train students to work in the community. The MOA mission aligns with the College's mission in that this Office Management (OM) program is not a limited admission program, and therefore, all students can apply and enroll in the programs. The OM programs share the College's core values and work diligently with students in the programs to ensure that the department's faculty communicates with students using various methods of communication which include in-person meetings, virtual meetings, email, telephone, and Google texts. The faculty works closely with students and demonstrates

compassion for them in numerous ways. For example, there is currently a student in some of the department's classes that was just in a terrible vehicle accident. The student provided medical documentation and stated that they wanted to remain in the class and would work to catch up with the assignments. The faculty wants this student to be successful and willing to work with the students.

The OM programs consist of a diverse student population which the faculty values and respects. The faculty sets high standards in the programs and enforces these standards in the courses they teach. The faculty believe in being fair and honest with all students and treating everyone with respect. Courses in the OM program teach students leadership skills, and the faculty encourage students to demonstrate their leadership skills when opportunities arise. In their courses, the OM faculty works to help students improve their learning, and work with students outside of class, when necessary. In OM classes, at times it is encouraged for students to work together to help one another, especially in team/group assignments. This helps students learn to work together. In class, students are taught to respect the College's property and take care of it for others to use. The faculty works to ensure all four of the College's goals are met.

Goal #1: Increase Student Access

Each student who applies to enroll into one of the OM programs is personally called by the department chair.

Goal #2: Ensure Program Excellence

Each OM faculty regularly examines, and revises, as needed, the courses they teach to ensure students receive quality education. Faculty also attend training/workshops/conferences when funds allow to stay updated in the program material.

Goal #3: Improve Student Success

The OM faculty works to retain students in the program and works to help students be successful in completing their goals to become work ready.

Goal #4: Ensure Institutional Quality

The OM faculty work with all Wayne Community College (WCC) faculty, staff, and administration to provide a quality education journey at this institution. As mentioned above, the faculty believe that all the College's goals align with the OM programs.

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	Office Management
Diploma	Office Management
Certificate	Office Management
Certificate	Office Management/Microsoft Applications
Certificate	Office Management/Virtual Office Management
Pathway	Office Management/Microsoft Applications

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
Office Administration (A25370), Office Administration Diploma (D25370)	Fall 2022, Revised
Office Administration (A25310), Office Administration Diploma (D25370), Office Administration Certificate (C25370), Office Administration Certificate Pathway (C25370X)	Fall 2022, Revised
Office Administration (A5370)	Fall 2023, Revised
Office Administration Certificate Pathway (C25370X)	Fall 2023, Deleted
Office Administration (A25370)	Fall 2023, Revised
Office Administration/Virtual Office Administration (C25370VO)	Fall 2023, Updated
Office Administration/Legal Assistant Certificate (C25370LA), Office Administration/Legal Assistant Certificate Pathway (C25370LX)	Fall 2023, Deleted
Office Administration (A25370), Office Administration Diploma (D25370), Office Administration/Virtual Office Administration Certificate (C25370VO)	Fall 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?)

In Fall 2022, the Office Administration Degree and Office Administration Diploma were revised to add MKT 232 Social Media Marketing to better align what was taught in the course and for use in other programs. In doing this, OST 145 Social Media for Office Professional was deleted.

In Fall 2022, OST 184 Records Management was removed as a required course at the state level in the Office Administration (OA) curriculum which affected several of the OA programs, and the publisher was no longer going to support the text and software effective August 1, 2022. OST 171 Introduction to the Virtual Office replaced

OST 184. This revision affected the following programs: Office Administration Degree, Office Administration Diploma, Office Administration Certificate, and Office Administration Certificate Pathway.

In Fall 2023, the Office Administration Degree was revised to switch semesters that MKT 120 and MKT 232 were offered to align them in ascending numerical order.

In Fall 2023, the Office Administration Certificate Pathway was deleted because this certificate required a 2-semester hour course, OST 131 Keyboarding, and this was no longer accepted by the Wayne County Public Schools.

In Fall 2023, the Office Administration Degree was revised to delete the Major Elective requirement from the program.

In Fall 2023, the Office Administration/Virtual Office Administration Certificate was started per recommendation from the advisory committee and faculty discussion.

In Fall 2023, The Office Administration/Legal Assistant Certificate and Office Administration/Legal Assistant Certificate Pathway were deleted entirely due to consistent low enrollment.

In Fall 2024, the contact and semester hours in MKT 232 Social Media Marketing were changed from 5 contact hours/4 semester hours to 4 contact hours/3 semester hours due to the realignment of the Business Administration program. This revision affected the following programs: Office Administration Degree, Office Administration Diploma, and Office Administration/Virtual Office Administration Certificate.

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

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	10/25/2022	The Medical and Office Administration Advisory Committee agreed with and supported what was presented and discussed at the Advisory Committee meeting. It was discussed and recommended by the committee to offer a virtual office certificate.
2023-2024	10/3/2023	The Medical and Office Administration Advisory Committee agreed with and supported what was presented and discussed at the Advisory Committee meeting and had no other concerns or recommendations.
2024-2025	10/8/2024	The Medical and Office Administration Advisory Committee agreed with and supported what was presented and discussed at the Advisory Committee meeting and had no other concerns or recommendations.

(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?)*

Upon review of the Advisory Committee Meeting minutes, there were no Advisory Committee suggestions on emerging trends in the Office Management (OM) field.

According to the U.S. Bureau of Labor Statistics, “Secretaries and administrative assistants do routine clerical and organizational tasks.” Referring to their work environment, “Although secretaries and administrative assistants work in nearly every industry, about half of all workers in the occupation are employed in healthcare; education; and professional, scientific, and technical services. Most work full time.” Regarding the job outlook, “Overall employment of secretaries and administrative assistants is projected to show little or no change from 2024 to 2034. Despite limited employment growth, about 358,300 openings for secretaries and administrative assistants are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.”

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Secretaries and Administrative Assistants, at <https://www.bls.gov/ooh/office-and-administrative-support/secretaries-and-administrative-assistants.htm> (visited September 29, 2025).

Employers that hire OM graduates typically have positive remarks to make regarding them.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 34 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 35 #
Target: 36 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	31
2022-2023	35
2023-2024	35

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	7	22.6%	10	28.6%	12	34.3%
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	20	64.5%	17	48.6%	14	40.0%
Hawaiian/Other Pacific Islander, Female	1	3.2%	1	2.9%	1	2.9%
Hispanic/Latino, Female	3	9.7%	5	14.3%	3	8.6%
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	31	100.0%	33	94.3%	30	85.7%
African American, Male	0	0.0%	2	5.7%	3	8.6%
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%	0	0.0%	2	5.7%
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%	2	5.7%	5	14.3%
Total	31	100.0%	35	100.0%	35	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%	2	5.7%	2	5.7%
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	2.9%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	2	5.7%	3	8.6%
African American, 18-24	1	3.2%	2	5.7%	6	17.1%
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	3	9.7%	6	17.1%	3	8.6%
Hawaiian/Other Pacific Islander, 18-24	1	3.2%	1	2.9%	1	2.9%
Hispanic/Latino, 18-24	2	6.5%	2	5.7%	1	2.9%
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	7	22.6%	11	31.4%	11	31.4%
African American, 25-44	4	12.9%	3	8.6%	5	14.3%
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	13	41.9%	10	28.6%	11	31.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.2%	3	8.6%	2	5.7%
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	18	58.1%	16	45.7%	18	51.4%
African American, 45-64	2	6.5%	5	14.3%	2	5.7%
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	4	12.9%	1	2.9%	1	2.9%
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	6	19.4%	6	17.1%	3	8.6%
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	31	100.0%	35	100.0%	35	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.)*

The highest enrolled age group in the Office Administration program for the 2023–2024 academic year continued to be those aged 25–44, accounting for 51.4% of total enrollment. Students aged 18–24 represented the second-largest group at 31.4%, reinforcing the program’s strong appeal to both adult learners and traditional-age college students.

Over the last three academic years, the program has shown a steady increase in the enrollment of African American female students. In 2021–2022, African American females made up 22.6% of the total enrollment. This percentage increased to 28.6% in 2022–2023 and reached 34.3% in 2023–2024. This steady upward trend reflects growing diversity within the program and suggests successful outreach and support strategies for underrepresented populations.

In contrast, enrollment among Caucasian female students has declined each year from 64.5% in 2021–2022 to 48.6% in 2022–2023, and further down to 40.0% in 2023–2024. While this decline has impacted the overall demographic balance, total enrollment in the program has remained stable. The program recorded 31 students in 2021–2022, followed by 35 students in both 2022–2023 and 2023–2024. This results in a three-year average (baseline) of 34, just under the standard of 35 and slightly below the target of 36.

Several factors may be contributing to the stable but slightly below-target enrollment trends. Rising educational costs, particularly in relation to software and e-book access, may have continued to impact potential students' ability to enroll.

To address these challenges, the Medical and Office Administration Department has continued its efforts to reduce financial barriers and is relying on the new BibliU book offerings by WCC to help minimize relying on costly third-party software. The change in how the books are offered to students should impact a shift in numbers moving forward. Additionally, focused recruitment and advising efforts appear to be effectively increasing diversity in enrollment, particularly among African American female students and adult learners aged 25–44. Maintaining this momentum while also re-engaging other student populations may help the program meet or exceed its future enrollment targets.

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	Will work with local high school health occupations teachers to speak/present the MOA programs to their students.	Will access enrollment data to see if this action item may have helped increase enrollment.

Outcome #2: Retention**Baseline:** 49.1 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 50 %**Target:** 51 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	33.0%
Fall 2022 to Fall 2023	64.3%
Fall 2023 to Fall 2024	50.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	3	16.7%	1	8.3%
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	4	80.0%	10	55.6%	9	75.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	1	5.6%	0	0.0%
Hispanic/Latino, Female	1	20.0%	3	16.7%	1	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	5	100.0%	17	94.4%	11	91.7%
African American, Male	0	0.0%	1	5.6%	1	8.3%
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%	0	0.0%	0	0.0%
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%	1	5.6%	1	8.3%
Total	5	100.0%	18	100.0%	12	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%	1	5.6%	0	0.0%
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%	2	11.1%	1	8.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	1	5.6%	0	0.0%
Hispanic/Latino, 18-24	1	20.0%	1	5.6%	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	1	20.0%	5	27.8%	1	8.3%
African American, 25-44	0	0.0%	1	5.6%	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	4	80.0%	8	44.4%	7	58.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	11.1%	1	8.3%
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	4	80.0%	11	61.1%	10	83.3%
African American, 45-64	0	0.0%	2	11.1%	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%	1	8.3%
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	11.1%	1	8.3%
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	5	100.0%	18	100.0%	12	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 Office Management program continues to serve a diverse group of students, with the highest retention among those aged 25–44. Over the past three years (Fall 2021 to Fall 2024), retention has varied. The rate was 33% in 2021–2022, increased to 64.3% in 2022–2023, and dipped slightly to 50% in 2023–2024. Our three-year baseline is 49.1%, which is just below the standard of 50% and slightly under the target goal of 51%.

Retention continues to be strongest among Caucasian females, who make up a large portion of our program. Their retention improved from 55.6% to 75% between Fall 2022–2023 and Fall 2023–2024. African American females showed a small increase to 16.7% in 2022–2023 but decreased to 8.3% in 2023–2024. Hispanic/Latino females also declined from 16.7% to 8.3% during the same period. These changes remind us that every student’s experience is unique and that consistent encouragement and support make a big difference.

After the strong improvement in 2022–2023, the small dip in 2023–2024 still keeps the program close to the target. The big jump in 2022–2023 showed how much academic advising, communication, and course flexibility can help students stay on track. In Fall 2024, all Office Management courses moved to an 8-week format. While this change gives students a chance to focus on fewer classes at a time and finish credentials more quickly, it has required some adjustment. We continue to offer extra guidance and reminders to help students manage the faster pace and stay successful.

Several things have supported student retention. Reducing the cost of textbooks and software by using bookless and OER-based courses has helped make college more affordable. Moving away from the RISE placement model and adopting Accuplacer testing has also helped students start in the right classes for their skill level. In addition, expanding hybrid and fully online options has given working adults more flexibility to balance school, work, and family.

Looking ahead, we plan to keep improving early alerts and midterm check-ins so students can get help quickly when needed. We will continue building more bookless course options and partner with the Academic Skills Center to offer tutoring and workshops that fit the new 8-week schedule. Faculty will stay in close contact with students throughout each term to encourage consistent engagement and connection.

For 2025–2026, our main action item will be updating and improving the resources used in OST 136 Word Processing. This course is one of the foundations of the program, and adding more interactive and accessible materials will help students feel more confident and better prepared to succeed. We believe these updates, along with our continued focus on student support and affordability, will help raise retention above our 51% target in the coming year.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase program retention?)	Assessment of Action Items (How will you assess the results of action items?)
1	Restructure and provide updated resources in OST 136 Word Processing to increase retention and success in OST 136 and allow students to progress through the program.	Will use the 8-week end-of-the-semester Retention spreadsheets used by the Business and Computer Technologies Division to assess the number of successful students retained in OST 136 Word Processing.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 21 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 22 #**Target:** 23 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	18
2023-2024	22
2024-2025	23

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	3	16.7%	2	9.1%	4	17.4%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	10	55.6%	13	59.1%	9	39.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	22.2%	6	27.3%	6	26.1%
Two or More Races, Female	0	0.0%	1	4.5%	2	8.7%
Unknown, Female	1	5.6%	0	0.0%	0	0.0%
Female Total	18	100.0%	22	100.0%	21	91.3%
African American, Male	0	0.0%	0	0.0%	2	8.7%
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	0	0.0%	0	0.0%	0	0.0%
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%	0	0.0%	2	8.7%
Total	18	100.0%	22	100.0%	23	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	0	0.0%	0	0.0%	3	13.0%
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	3	16.7%	3	13.6%	2	8.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	11.1%	4	18.2%	2	8.7%
Two or More Races, 18-24	0	0.0%	1	4.5%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	5	27.8%	8	36.4%	7	30.4%
African American, 25-44	0	0.0%	2	9.1%	2	8.7%
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	7	38.9%	9	40.9%	6	26.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	11.1%	2	9.1%	4	17.4%
Two or More Races, 25-44	0	0.0%	0	0.0%	2	8.7%
Unknown, 25-44	1	5.6%	0	0.0%	0	0.0%
25-44 Total	10	55.6%	13	59.1%	14	60.9%
African American, 45-64	3	16.7%	0	0.0%	1	4.3%
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%	1	4.5%	1	4.3%
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	3	16.7%	1	4.5%	2	8.7%
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	18	100.0%	22	100.0%	23	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 Office Management program has shown a steady upward trend in the number of program completers. The total number of completers increased from 18 in 2022–2023, to 22 in 2023–2024, and reached 23 in 2024–2025, meeting the established target for the most recent academic year. This positive trajectory suggests gradual improvement in student retention and program completion efforts.

In examining the female completer population, the African American representation fluctuated slightly across the three years. In 2022–2023, there were 3 African American females (16.7%), which decreased to 2 (9.1%) in 2023–2024, before increasing again to 4 (17.4%) in 2024–2025. This rebound indicates stronger persistence among African American female students in the most recent year.

The Caucasian female group consistently represented most program completers, though their percentage declined slightly over time. In 2022–2023, they made up 55.6% (10 students); in 2023–2024, 59.1% (13 students); and in 2024–2025, 39.1% (9 students). While the number of Caucasian females decreased slightly in 2024–2025, the overall diversity of completers increased, indicating broader access and success across different ethnic groups.

The Hispanic/Latino female completer population remained steady with 4 (22.2%) in 2022–2023, increasing to 6 (27.3%) in 2023–2024, and maintaining 6 (26.1%) in 2024–2025. This consistent growth demonstrates ongoing engagement and successful completion rates among Hispanic/Latino students.

Students identifying as Two or More Races (female) began appearing in completion data in 2023–2024 with 1 completer (4.5%), and this number doubled to 2 completers (8.7%) in 2024–2025. Additionally, in 2022–2023, there was one completer of unknown ethnicity (5.6%), but none reported in the following years.

Overall, female completers accounted for the majority each year, which was 18 in 2022–2023, 22 in 2023–2024, and 21 in 2024–2025.

In terms of male completers, representation was limited. The only recorded male completions occurred in 2024–2025, when 2 African American males (8.7%) completed the program. While this reflects a positive step toward gender diversity in completion, focus is needed to encourage male participation and retention in the Office Management program. The Office Management Program has typically been a female dominated field.

Overall, the Office Management program demonstrates a healthy and improving completion rate with growing diversity among graduates. With continued focus on student engagement, personalized support, and equity initiatives, the program is well-positioned to sustain its completion goals in future academic years.

When analyzing completers in the Office Management program by ethnicity and age range for academic years 2022–2023 through 2024–2025, a clear trend emerges showing diversity across multiple demographic groups, as well as consistency in the 25–44 age group, which continues to represent the largest proportion of graduates.

There were no completers under the age of 18 in any of the three academic years reviewed (2022–2023, 2023–2024, and 2024–2025). This is consistent with program expectations, as the Office Management program primarily serves adult learners.

Among completers in the 18–24 age range, the African American population increased notably in the most recent year. There were no African American completers in this age range in the first two years, but 3 African American completers (13%) in 2024–2025.

The Caucasian representation in this age group declined slightly over time. There were 3 Caucasian completers (16.7%) in 2022–2023, 3 (13.6%) in 2023–2024, and 2 (8.7%) in 2024–2025.

The Hispanic/Latino completers followed a similar trend, increasing from 2 (11.1%) in 2022–2023 to 4 (18.2%) in 2023–2024, before returning to 2 (8.7%) in 2024–2025.

In 2023–2024, one completer (4.5%) identified as Two or More Races in this age range, showing growing representation across racial categories.

Overall, the 18–24 age group demonstrated steady participation, with 5 completers in 2022–2023, 8 in 2023–2024, and 7 in 2024–2025.

The 25–44 age range continues to represent the majority of program completers, aligning with the program’s adult-learner demographic.

African American completers increased from 0 in 2022–2023 to 2 (9.1%) in 2023–2024 and remained consistent with 2 (8.7%) in 2024–2025, reflecting gradual improvement in completion rates for this group.

Caucasian completers remained the largest portion of this age group, though their percentage declined slightly over the three years: 7 (38.9%) in 2022–2023, 9 (40.9%) in 2023–2024, and 6 (26.1%) in 2024–2025.

The Hispanic/Latino population showed consistent participation, with 2 completers (11.1%) in 2022–2023, 2 (9.1%) in 2023–2024, and an increase to 4 (17.4%) in 2024–2025.

Two or More Races represented 2 completers (8.7%) in 2024–2025, marking an increase in diversity in the most recent year.

In 2022–2023, there was 1 completer of unknown ethnicity (5.6%) in this age range, but no unknowns in subsequent years.

Totals for this age group were 10 completers in 2022–2023, 13 in 2023–2024, and 14 in 2024–2025, confirming this demographic’s steady contribution to the overall completion rate.

Although the 45–64 age range represents a smaller segment of the completer population, participation has remained consistent over time.

African American completers numbered 3 (16.7%) in 2022–2023, none in 2023–2024, and 1 (4.3%) in 2024–2025.

Caucasian completers in this group included 0 in 2022–2023, 1 (4.5%) in 2023–2024, and 1 (4.3%) in 2024–2025.

There were no completers in the 65 and older age group during the three-year period. Totals for this age group were 3 in 2022–2023, 1 in 2023–2024, and 2 in 2024–2025, suggesting limited participation but continued access for mature learners.

Across all three academic years, the 25–44 age group consistently represented the majority of completers, highlighting the program’s online appeal to adult learners pursuing professional advancement or career transitions.

The data also show increasing ethnic diversity over time, particularly among African American and Hispanic/Latino completers, as well as growing representation from those identifying as Two or More Races. The 18–24 age group,

while smaller, reflects emerging engagement from younger students entering the program directly after secondary education or other training pathways. We will continue to focus on academic advising and flexible course offerings. We are also hopeful that converting our classes to 8-week courses will assist in the completion rate.

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	Restructure and provide updated resources in OST 136 Word Processing to increase retention and success in OST 136 and allow students to progress through the program.	Will use the 8-week end-of-the-semester Retention spreadsheets used by the Business and Computer Technologies Division to assess the number of successful students retained in OST 136 Word Processing.

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

Baseline: 17.854 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 18 #
Target: 19 #

Budget FTE Year	Budget FTE
2022-2023	19.523
2023-2024	16.703
2024-2025	17.336

All Levels

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

2022-2023

The baseline, standard, and target were all met.

2023-2024

The baseline, standard, and target were not met.

2024-2025

The baseline, standard, and target were not met. The Baseline was very close but was off from 17.854 to 17.336.

One of the factors that may have affected the budget FTE of the Office Management (OM) programs in the earlier timeframe here, especially 2022-2023, was Covid-19 and all the effects of it. Some students were still hesitant to return to classes in the classroom.

In working to increase FTE in the Medical and Office Administration (MOA) Department, a new certificate program, Office Administration/Virtual Office Administration Certificate (C25310VO), was created and began Fall 2023. This program was created based on a recommendation from the MOA Advisory Committee. The name of this program has been changed to Office Management/Virtual Office Management Certificate to align with the name change at the state level. Per 2024-2025 graduation data, thirteen students earned/graduated with this certificate during this time.

The MOA faculty are also currently working to visit local high schools to speak to students in the health occupations classes to tell them about our programs. The MOA Department has recently requested new marketing materials to use to advertise the programs.

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	Restructure and provide updated resources in OST 136 Word Processing to increase retention and success in OST 136 and allow students to progress through the program.	Will use the 8-week end-of-the-semester Retention spreadsheets used by the Business and Computer Technologies Division to assess the number of successful students retained in OST 136 Word Processing.

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

Academic Year	Enrolled	Completed
2021-2022	7	7
2022-2023	6	5
2023-2024	1	1

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 World of Work is a required course in the Office Management (OM) Degree, and this course will continue to be required in the OM program. By continuing to require this course in the program, students are gaining the knowledge necessary to gain and maintain employment. Some of the topics taught in this course include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. According to the table data above, 7 of the 7 enrolled in WBL 110 completed the course in 2021-2022; 5 of the 6 enrolled completed the course in 2022-2023; and 1 of the 1 enrolled completed the course in 2023-2024. There were 100 percent Completers in the 2021-2022 and 2023-2024 years, and almost 100 percent Completers in 2022-2023. These are very high rates of completers in WBL 110.

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	Work to advise students to ensure WBL 110 is taken in the appropriate semester.	Take a sample of graduate EVALS with a target of 90 percent taking WBL 110 in the fourth semester.

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.)

Lead Office Management Instructor Leigh Heath administers the Microsoft Office Specialists certification exam twice each semester, once every 8 weeks and during the summer, to give students the opportunity to earn credentials in Microsoft Word. This is a required examination in OST 136 Word Processing beginning Fall 2025.

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) 20 2023 AMA CPT Professional Coding Manuals; (2) 20 2023 ICD-10-CM Expert for Physicians 2023 Coding Manuals; (3) 20 2023 HCPCS Coding Manuals (Bundled together as an Exam Bundle)	The department utilized its supply budget funds to purchase the coding manuals. Students are currently using all coding manuals for OST 247, OST 248, and OST 249. Having these manuals for students to check out and use each semester helps them both financially and helps to prepare them for the CPC exam and/or for a medical career. Students are benefitting financially through the use of all coding manuals. Students respond that having access to the coding manuals did help prepare them for the CPC exam and/or prepare them for a medical career and that having access to the free coding manuals did benefit them financially.
2024-25	No planning objective submitted.	Not applicable.

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

The Medical and Office Administration Department (MOA) submitted a planning objective to order the following with a target date of Spring 2026:

LG 27-Inch StanbyME Go Portable Smart 1080P Touch Screen (27LX5QKNA, 2023 Model), Calming Beige and LG StanbyME XT7S Bluetooth Speaker.

The MOA Department plans to use it at future recruiting events to help encourage/attract prospective students to the recruiting table where they can learn about our programs.

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

The Medical and Office Administration Department does not need any additional faculty currently.

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

All seated and hybrid classes are taught in the Spruce Building on the main campus of Wayne Community College. The main classrooms used are Spruce 112 and 214. Presently, the facility is adequate to meet the needs of students and faculty within the Office Management (OM) programs. All classrooms in the Spruce Building are equipped with wireless Internet access, digital projectors, and instructor stations to provide opportunities for enhanced class presentations. The OM instructors have access to laptop carts as well to use in their classrooms if needed.

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 Office Management students each semester. The college provides resources including: The Library, Tutorial Services, and the Academic Skills Center. When necessary, faculty provide office hours and appointments for one-on-one instruction and tutoring. In addition, the Spruce Building houses the Business and Accounting Lab for tutoring students. Office Management students have used the lab for assistance and laptop access for testing.

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

Strengths

The Office Management (OM) program is supported by the college with excellent facilities and continued funding. The faculty are full-time, experienced, and committed to student success. To meet the needs of the students, courses are offered as follows: blended, hybrid, and online.

At times, students begin their education at Wayne Community College with the goal of just wanting to take a few classes to obtain skills to enable them to gain employment as soon as possible. To further assist students in achieving this goal, in Fall 2023 a new certificate was started: Office Administration/Virtual Office Administration Certificate. There have been 13 graduates from this certificate in 2024-2025 so far.

Every year since 2017, the Medical and Office Administration (MOA) Department has purchased 500 MOS certification vouchers for students to have the opportunity to achieve certification in Microsoft software applications. Students have been taking advantage of this opportunity to increase their success in obtaining employment upon graduation. Beginning Fall 2025, students are now required to take this exam in OST 136 Word Processing.

To assist graduates with finding employment, a graduate database is maintained by the MOA Department to gather current contact information, such as address, telephone number(s), and current personal e-mail address. When a job opportunity is presented to us, the faculty uses this contact information to contact graduates and provide them with this employment information. When graduates are hired, the faculty notates that in the database to keep up with graduates employed. Through the years faculty in the department have worked closely with local businesses to assist students in gaining employment. This makes the MOA Department feel that the MOA students are receiving the training and skills they need to be successful in the workplace.

One final strength of the program, as stated above, there is a Career and College (CCP) pathway offered for the Office Management/Microsoft Applications Pathway Certificate in the MOA Department. To help high school seniors take these classes during the summer semester, the department schedules these classes to begin after the public-school year has ended and the seniors have graduated.

Weaknesses

Over the years, enrollment sometimes decreases and has been an area of concern. This decline in enrollment can be contributed in some part to the economy. The department has noticed over the years that when unemployment numbers are lower, the enrollment numbers show a decline. For individuals who need employment this is a positive fact since more people can obtain jobs. The MOA faculty have worked together to strategize and work diligently by participating in various recruitment opportunities to increase enrollment including Wayne County Public School's Middle and High School Career Fairs, STEM Fairs, Wayne Community College's annual Career and College Promise (CCP) Showcase and Senior Night. At these events, tables are set up with items that include marketing materials that include a description of the programs, skills that are needed, a list of places of employment, an estimation of salary, and contact information. Also, over the last several years, each month the MOA department chair has placed marketing flyers at the Wayne County Public Library to advertise the MOA programs.

Opportunities

When prospective students apply to attend Wayne Community College, an email is sent to the department chair. The department chair uses these emails and personally calls the prospective students to see if they have any questions and to provide them with helpful information about their next steps in getting enrolled. In addition,

each semester a student applicant list is created and shared with faculty. From this list, faculty can see names and contact information of individuals who have applied to Wayne Community College and are eligible to register. Their specific program of interest can also be seen from this list. Faculty can see what the prospective student might be missing such as their high school transcript, acceptance interview, etc. The department chair and MOA faculty use this list as another recruitment tool, and they call and sometimes email these prospective students to help them complete their registration process.

The MOA Department works with the Workforce Continuing Education Department to encourage the MOA students to work to earn their Notary Public credentials. This is an important credential to have in the workplace.

The faculty in the MOA Department feel that all these efforts have had a positive effect on the Office Management programs because students continue to enroll and graduate with various certificates, diplomas, and degree credentials. The faculty will continue to pursue these efforts and more that are provided to us to continue to increase enrollment.

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

LaRose S. Brock, Department Chair, Medical and Office Administration
Heather Evans, Instructor, Medical and Office Administration
Leigh Heath, Instructor, Office Management
Haleigh Wilhide, Instructor, Medical and Office Administration

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>	10/30/2025
Dean, Director, or AVP / Date:	<u>Tracy M. Schmeltzer</u>	10/31/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	10/31/2025