Wayne Community College
Program Review – 2024-2025

Name of Program: Workforce Continuing Education Services – Occupational Extension – Special Programs

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.
Occupational Extension – Special Programs
The mission of Occupational Extension - Special Programs is to provide tailored education, professional development, certifications and pre-licensing training to enhance employability skills for lifelong learners, business and industry in the diverse communities we serve.

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.)*

Yes, we are planning to revise our mission/purposes statement as follows:
The mission of Occupational Extension – Workforce Programs is to deliver tailored education, professional development, certifications, and pre-licensing training that strengthen employability and support lifelong learning. We are committed to empowering individuals, businesses, and industries across the diverse communities we serve.

Reason for change: To provide a clearer, more modern, and a little more inspiring tone while keeping the professional tone. Additionally, a few years ago, we changed the title of the Coordinator of this area to Workforce Programs so that patrons understood more clearly the role and what is responsible for.

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.

Goal 1: Increase Student Access: The program reduces barriers by offering flexible, affordable, and career-focused training options that allow individuals from diverse backgrounds to pursue meaningful credentials and skills.

Goal 2: Ensure Program Excellence: By developing responsive, industry-aligned training and certifications, the program ensures high-quality opportunities that meet both student needs and employer demands.

Goal 3: Improve Student Success: Through targeted skill-building and workforce-ready credentials, students are equipped to thrive in a competitive economy, advance in their careers, or transition into further education.

Goal 4: Ensure Institutional Quality: The program embraces data-driven planning and continuous improvement, ensuring its offerings remain relevant, effective, and aligned with the College's long-term mission and strategic direction.

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
Certificate -License	Commercial Driver's License (CDL)
License	Cosmetology
License	Natural Hair Care
Certificate	Introduction to Computers
Certificate	Effective Teacher Training I
Certificate	Non-Profit Management
Certificate	Notary Public Education
Certificate	Teacher Assistant Training II

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
VMware	Spring 2025 - Deleted

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 program has undergone significant changes due to external factors in the technology industry. One major development was Broadcom's acquisition of VMware, which resulted in substantial modifications to VMware's learning curriculum and the discontinuation of the VMware IT Academy. As a result of this transition, our program lost access to the VMware academic system and was no longer able to offer the associated coursework or certifications.

While this change was outside of the institution's control, it had a notable impact on our program's curriculum and student learning pathways. The VMware IT Academy provided students with valuable, industry-recognized training opportunities that are aligned with current workforce needs. Following its closure, the program began evaluating alternative instructional resources and potential replacement certifications to ensure students continue to receive relevant, high-quality learning experiences that prepare them for employment in IT and related fields.

This period of transition has underscored the importance of maintaining curricular flexibility and strengthening industry partnerships to mitigate the impact of external changes. Moving forward, the program is exploring new platforms and training partnerships to fill the gap left by VMware's discontinuation and to continue expanding opportunities for student skill development and credential attainment.

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		None
2023-2024		None
2024-2025		None

(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 contributes 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 program will remain responsive to evolving workforce demands through close collaboration with advisory committees and industry partners. Current data show strong demand for short-term, skills-based training leading directly to employment. In technology fields, opportunities are emerging in cloud computing, cybersecurity, and data analytics—areas the program is exploring to replace discontinued VMware coursework.
Other courses are also adapting to industry changes. CDL training is responding to new federal safety; Real Estate courses are incorporating digital marketing and virtual tools; and Cosmetology programs are emphasizing advanced skincare, sanitation standards, and business management for independent stylists.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **943 #** (*Average of total enrollment for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **945 #**
Target: **950** #

Program Enrollment

Program Enrollment (unduplicated)	
Reporting Year (Summer, Fall, Spring)	**Enrollment**
2022-2023	1,060
2023-2024	781
2024-2025	988

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	288	27.2%	247	31.6%	274	27.7%
American Indian/Alaskan Native, Female	6	0.6%	7	0.9%	1	0.1%
Asian, Female	10	0.9%	5	0.6%	8	0.8%
Caucasian, Female	222	20.9%	206	26.4%	264	26.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	77	7.3%	59	7.6%	94	9.5%
Two or More Races, Female	5	0.5%	3	0.4%	0	0.0%
Unknown, Female	1	0.1%	1	0.1%	26	2.6%
Female Total	609	57.5%	528	67.6%	667	67.5%
African American, Male	146	13.8%	88	11.3%	123	12.4%
American Indian/Alaskan Native, Male	8	0.8%	1	0.1%	5	0.5%
Asian, Male	17	1.6%	9	1.2%	15	1.5%
Caucasian, Male	216	20.4%	114	14.6%	117	11.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	59	5.6%	36	4.6%	48	4.9%
Two or More Races, Male	4	0.4%	3	0.4%	0	0.0%
Unknown, Male	1	0.1%	2	0.3%	13	1.3%
Male Total	451	42.5%	253	32.4%	321	32.5%
Total	1,060	100.0%	781	100.0%	988	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	1	0.1%	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	1	0.1%	0	0.0%	1	0.1%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	1	0.1%	0	0.0%	1	0.1%
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	3	0.3%	0	0.0%	2	0.2%
African American, 18-24	50	4.7%	53	6.8%	65	6.6%
American Indian/Alaskan Native, 18-24	2	0.2%	0	0.0%	2	0.2%
Asian, 18-24	2	0.2%	2	0.3%	5	0.5%
Caucasian, 18-24	67	6.3%	43	5.5%	74	7.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	55	5.2%	39	5.0%	56	5.7%
Two or More Races, 18-24	1	0.1%	3	0.4%	0	0.0%
Unknown, 18-24	1	0.1%	1	0.1%	10	1.0%
18-24 Total	178	16.8%	141	18.1%	212	21.5%
African American, 25-44	230	21.7%	154	19.7%	205	20.7%
American Indian/Alaskan Native, 25-44	8	0.8%	2	0.3%	3	0.3%
Asian, 25-44	16	1.5%	10	1.3%	11	1.1%
Caucasian, 25-44	203	19.2%	154	19.7%	171	17.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	60	5.7%	42	5.4%	71	7.2%
Two or More Races, 25-44	8	0.8%	1	0.1%	0	0.0%
Unknown, 25-44	1	0.1%	1	0.1%	24	2.4%
25-44 Total	526	49.6%	364	46.6%	485	49.1%
African American, 45-64	123	11.6%	116	14.9%	115	11.6%
American Indian/Alaskan Native, 45-64	4	0.4%	6	0.8%	1	0.1%
Asian, 45-64	9	0.8%	2	0.3%	7	0.7%
Caucasian, 45-64	148	14.0%	107	13.7%	118	11.9%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	20	1.9%	14	1.8%	13	1.3%
Two or More Races, 45-64	0	0.0%	2	0.3%	0	0.0%
Unknown, 45-64	0	0.0%	1	0.1%	5	0.5%
45-64 Total	304	28.7%	248	31.8%	259	26.2%
African American, 65+	30	2.8%	12	1.5%	12	1.2%
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+	19	1.8%	16	2.0%	17	1.7%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	1	0.1%
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	49	4.6%	28	3.6%	30	3.0%
Total	1,060	100.0%	781	100.0%	988	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.)*

Program enrollment has shown some fluctuation over the past three academic years. In 2022–2023, total unduplicated enrollment reached 1,060 students. This number declined to 781 students in 2023–2024 but increased again to 988 students in 2024–2025. While the dip between 2022–2023 and 2023–2024 reflected a temporary decline, the strong rebound in 2024–2025 indicates renewed student interest and effective program stability.

Female students continue to outnumber male students overall. The male student population declined during the 2023–2024 year but rose again in 2024–2025, suggesting an encouraging recovery trend. At this time, there are no specific factors identified as causes for the earlier enrollment decline across the program's various pathways.

2025-2026 Action Items:

Item	**Action Items** *(What actions can be taken to increase enrollment in your program?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Community and School Outreach: Increase presence at local high schools, career fairs, and community events to highlight short-term training and employment outcomes.	Assess results through a combination of quantitative and qualitative measures to ensure continuous improvement and accountability. Number of events attended.
2	Digital Marketing: Partner with the college's marketing department to promote success stories, affordable tuition, and job placement rates through social media.	Track student employment outcome to provide insight into the program's impact on job readiness and career placement. Number of social media posts made.

Outcome #2: Course Success Rate

Baseline: **80.4** % (*Average of last three years – 2022-23; 2023-24; 2024-25*)
Standard: **82.1**%
Target: **83.0** %

Reporting Year	Registered Students	Registered Successful Students	Course Success Rate
2022-2023	1,168	996	85.3%
2023-2024	829	654	78.9%
2024-2025	1,038	790	76.1%

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

Over the past three academic years, the program's course success rate has declined slightly, falling below both the established standard (82.1%) and target (83.0%). In 2022–2023, the success rate was 85.3%, exceeding expectations. However, it decreased to 78.9% in 2023–2024 and further to 76.1% in 2024–2025. The three-year average of 80.4% remains relatively strong but indicates a downward trend that warrants further analysis and intervention.

Several factors may have contributed to this decline. Increased course rigor and changing student demographics, including more part-time and working adult learners, may have impacted student performance and completion. Additionally, limited administrative and instructional support for the Program Coordinator may have reduced opportunities for student engagement and timely academic assistance. The transition away from VMware IT Academy materials and the need to adapt to new instructional resources may also have temporarily affected student outcomes during the adjustment period.

2025-2026 Action Items:

Item	**Action Items** *(What actions can be taken to increase course success rates?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Increase outreach to students regarding available support services, academic expectations, and time management strategies.	Monitor student enrollment and course completion
2	Evaluate course content and assessments to ensure alignment with current industry standards and achievable learning outcomes.	Revise course syllabus as needed.

Outcome #3: Sections Offered

Baseline: **185 #** (*Average of total sections offered for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **190** #
Target: **200 #**

Sections Offered– ***Reporting Year – Summer, Fall, Spring***	
Reporting Year	**Total Sections Offered**
2022-2023	208
2023-2024	167
2024-2025	181

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

Over the past three academic years, the number of sections offered has fluctuated. In 2022–2023, the program offered 208 sections, which decreased to 167 sections in 2023–2024. However, the number of sections increased again in 2024–2025 to 181, reflecting progress toward recovery though still short of the program's target.

A primary factor contributing to the decline in sections was the discontinuation of the VMware IT Academy following Broadcom's acquisition of VMware. The removal of these five VMware courses per year significantly impacted the total number of offerings. Despite this setback, the program continues to demonstrate adaptability and resilience by exploring new course options aligned with current industry trends and emerging technologies.

Looking ahead, the program plans to expand its course offerings in 2025–2026 by introducing new computer-related courses that reflect market demand, enhance student employability, and attract additional enrollment. These efforts will help offset the loss of VMware-related courses and position the program for future growth.

2025-2026 Action Items:

Item	**Action Items** *(What actions can be taken to increase sections offered in your program?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Develop and launch new courses in high-demand areas such as cloud computing, cybersecurity, and data analytics to replace discontinued VMware offerings.	Track the number of new sections offered.
2	Hold an advisory board meeting to get industry input.	Number of advisory board meetings held.

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

Baseline: **174.51** # (*Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **182.16** #
Target: **185.00** #

Budget FTE Year	Budget FTE
2022-2023	178.32
2023-2024	163.06
2024-2025	182.16

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 program's FTE has fluctuated over the past three academic years, reflecting changes in enrollment and course offerings. In 2022–2023, the program reported a Budget FTE of **178.32**, which declined to **163.06** in 2023–2024. However, the 2024–2025 year showed improvement, increasing to **182.16**, which meets the program's standard and nears the established target of **185.00**. The three-year average of **174.51** remains slightly below the desired benchmark but demonstrates positive momentum toward recovery.

Several factors influenced these fluctuations. The most significant impact was the discontinuation of VMware courses following Broadcom's acquisition of VMware and the subsequent closure of the VMware IT Academy. This change temporarily reduced available course sections and student enrollment, which in turn affected FTE. Additionally, the administrative workload limiting program development and marketing outreach contributed to slower enrollment growth during that period.

To increase Budget FTE, the program will focus on expanding high-demand course offerings, strengthening recruitment and retention efforts, and building new partnerships with local employers and workforce agencies. These actions aim to boost enrollment, enhance student engagement, and ultimately increase instructional hours to meet or exceed the target FTE.

2025-2026 Action Items:

Item	Action Items *(What actions can be taken to increase budget FTE in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Develop and implement new technology-focused courses and short-term training programs aligned with workforce demand.	Track number of courses offered.
2	Increase targeted outreach and marketing campaigns to promote program affordability, flexibility, and employment outcomes to prospective students. Simplify so that we can measure.	Evaluate the impact through year-over-year comparisons of FTE data, enrollment trends, and application numbers.

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.)*

Not currently.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objective submitted.	Not applicable.
2024-25	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.

Adding Microsoft Office Specialist (MOS) certification or Internet Core Competency Certification (IC3) to computer courses will provide students with widely recognized credentials that enhance employability. These certifications are highly valued by employers, especially for roles involving office software, data management, and online communication. With more companies looking for specific software proficiency in Word, Excel, and PowerPoint, the certification could make students more competitive in the job market. Offering certification as part of the courses would attract students who are specifically looking to boost their credentials.

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

An additional administrative assistant would significantly improve the efficiency of the program. With the coordinator being responsible for both strategic duties (program promotion, growth, and quality) and administrative tasks, their time is spread too thin. Delegating day-to-day tasks like answering student inquiries, handling paperwork, and managing communications would free up the coordinator to focus on higher-level program development. This could lead to improved program quality, better engagement with faculty, and more effective promotion and recruitment strategies.

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

An assessment periodically could ensure that computer software is up to date.

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

The current challenges Continuing Education students face with Moodle, such as issues with account creation and navigating the platform, highlight a need for clearer support mechanisms and potentially more user-friendly course structures. Revising and enhancing the Moodle experience can reduce the number of inquiries related to account setup and streamline student access to course materials, improving overall student satisfaction and success rates.

Analysis of Program Strengths, Weaknesses, and Opportunities

Strengths:

The program demonstrates strong student engagement and consistent success in supporting learners as they transition into related employment fields. Students are actively involved in their coursework and motivated to apply their skills in real-world settings. Many completers have been successful in obtaining jobs directly connected to the courses or programs they completed, which underscores the relevance and practical value of the curriculum. This outcome reflects both the dedication of the instructional team and the alignment of program content with current industry needs.

Weaknesses:

A primary challenge for the program lies in the limited daily administrative and operational support available to the Program Coordinator. When the Coordinator is out of the office, essential tasks accumulate, creating a backlog that is difficult to manage upon return. The administrative workload—particularly the volume of paperwork—restricts the Coordinator’s ability to engage in program growth activities, such as developing new offerings, strengthening community partnerships, or expanding industry collaborations. This lack of support can ultimately hinder innovation and responsiveness to emerging opportunities.

Opportunities:

The program is uniquely positioned to continue expanding access to rapid, skills-based training that leads directly to employment. Students can earn a valuable new skill set in 16 weeks or less, providing an affordable and efficient pathway to gainful employment. As workforce demands evolve, there are opportunities to leverage this model to attract more learners seeking career advancement or re-entry into the job market. With additional administrative support and stronger community partnerships, the program could broaden its reach and further enhance its impact on the local workforce.

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

Lisa D. Newkirk, Coordinator

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: Dorothy Moore 11/24/2025

Dean, Director, or AVP / Date: Renita Dawson 11/24/2025

Administrator Approval / Date: Renita Dawson 11/24/2025