

Wayne Community College Program Review – 2024-2025

Name of Program: Business Administration – Operations Management

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 purpose of Operations Management is to educate individuals in the technical and managerial aspects of operations for manufacturing and service industries. Students will acquire management skills along with leadership skills learned throughout the program to ensure quality effectiveness as an employee.

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

No changes.

Describe how the program’s mission aligns with the College’s vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students 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.

Goal 1: The Business Administration Operations Management Program ensures student access by offering certificates, and a degree program. This program is designed to benefit both working students and full-time students. The program is completely online which allows the student to continue working full or part time.

Goal 2: The Business Administration Operations Management Program strives to ensure program excellence. The faculty of the program continuously review program retention and student success in the program courses to determine what worked well in the course any necessary improvements. Other efforts to ensure program excellence include professional development and building relationships with industry partners to ensure the program reflects current industry needs and trends.

Goal 3: In addition to reviewing student success in the program courses, the faculty of the Business Administration Operations Management Program have incorporated various techniques and updates to courses to improve student success rates. The faculty updates courses in a manner to improve course rigor and maintain the

standards set by the industry in which students seek employment. This program now offers 3 transfer pathways upon graduating with the AAS degree.

Goal 4: By achieving the previously mentioned goals toward student access, program excellence and student success; we are contributing to the goals related to institutional quality.

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
Business Admin/Operations Management, AAS	Associate
Business Admin/Operations Management	Management Certificate
Business Admin/Operations Management	Process Improvement Certificate
Business Admin/Operations Management	Leadership Certificate
2+2 with ECU	Bachelors
2+2 with UMO	Bachelors
2+2 with Wesleyan	Bachelors

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
Leadership Certificate	Added 4 new classes
	LDR-110
	LDR-210
	LDR-115
	LDR-215

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?)

We saw a need for leadership skills. We created a leadership certificate and added it to our Operations Management Program.

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	May 4, 2023	Student Showcase
2023-2024	May 2, 2024	Student Showcase
2024-2025	May 2, 2025	Student Showcase

(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?)*

At our advisory board meetings, our industry partners are satisfied and interested in the Operations Management Program. They responded well to the leadership certificate and are actively pursuing it for their employees.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 36# (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: 38#
Target: 45#

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	31
2022-2023	34
2023-2024	42

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	6	19.4%	8	23.5%	6	14.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	1	2.4%
Caucasian, Female	7	22.6%	8	23.5%	12	28.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.2%	2	5.9%	4	9.5%
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	14	45.2%	18	52.9%	23	54.8%
African American, Male	5	16.1%	5	14.7%	4	9.5%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	9	29.0%	7	20.6%	7	16.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	9.7%	4	11.8%	8	19.0%
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	17	54.8%	16	47.1%	19	45.2%
Total	31	100.0%	34	100.0%	42	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	1	3.2%	4	11.8%	2	4.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	1	2.4%
Caucasian, 18-24	2	6.5%	5	14.7%	6	14.3%
Hawaiian/Other Pacific Islander, 18-24	3	9.7%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	4	11.8%	6	14.3%
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	6	19.4%	13	38.2%	15	35.7%
African American, 25-44	7	22.6%	6	17.6%	7	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	10	32.3%	7	20.6%	10	23.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.2%	2	5.9%	6	14.3%
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	18	58.1%	15	44.1%	23	54.8%
African American, 45-64	3	9.7%	3	8.8%	1	2.4%
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%	3	8.8%	3	7.1%
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	7	22.6%	6	17.6%	4	9.5%
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	31	100.0%	34	100.0%	42	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 enrollment increased over the last 3 years due to active recruiting within the department and we also had an increase with apprenticeship opportunities.

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	Steps that can be taken to increase enrollment are take flyers about the program to businesses/employers and put them up on bulletin boards for employees to see options they have to come to college and work full-time by having the option of an online program.	I will follow up by asking the students how they learned about the program and where they are currently employed. I will also establish relationships with employers and see the need for current employee skills needed. This will help in deciding if they need to obtain a degree or one of the certificate options.
2	Host events to make the community aware of the different options that are available withing the program. This will allow further access to all to better learn about the program.	During these events there will be a signup sheet for individuals that may be interested in the program. I will reach out to them after the event and follow-up with them.

Outcome #2: Retention

Baseline: 59.1 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)
Standard: 60 %
Target: 63 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	59.0%
Fall 2022 to Fall 2023	66.7%
Fall 2023 to Fall 2024	51.5%

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	10.0%	5	27.8%	1	5.9%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	1	5.9%
Caucasian, Female	3	30.0%	5	27.8%	5	29.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	5.6%	1	5.9%
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	40.0%	11	61.1%	8	47.1%
African American, Male	3	30.0%	1	5.6%	1	5.9%
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	2	20.0%	4	22.2%	5	29.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	10.0%	2	11.1%	3	17.6%
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	6	60.0%	7	38.9%	9	52.9%
Total	10	100.0%	18	100.0%	17	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	1	10.0%	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%	1	5.9%
Caucasian, 18-24	0	0.0%	1	5.6%	4	23.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	2	11.1%	1	5.9%
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	1	10.0%	4	22.2%	6	35.3%
African American, 25-44	2	20.0%	4	22.2%	2	11.8%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	40.0%	5	27.8%	6	35.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	10.0%	1	5.6%	3	17.6%
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	7	70.0%	10	55.6%	11	64.7%
African American, 45-64	1	10.0%	1	5.6%	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	1	10.0%	3	16.7%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	20.0%	4	22.2%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	10	100.0%	18	100.0%	17	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.*

If a student is struggling with work/life balance, I could recommend they take less credit hours to help them balance it all. When they want to give-up, I can be an encouragement to them.

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	If students are full-time employees, I may recommend they not be full-time students until they see what they can handle with their work schedule.	I will follow up with them after they have their first semester of classes and see how they handled the courses they had. We will then decide if they need to add any or keep the course load they have.
2	Follow up with students and see how they are doing and make sure they have the materials and resources they need to successfully complete their classes. I will also encourage them not to give up when they feel overwhelmed.	By doing this, I will be better able to see if this helps retain students by reaching out to them and seeing if they have the resources they need and being an encouragement for when they think they can't do it anymore.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 12 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 13#**Target:** 14#

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	12
2023-2024	11
2024-2025	12

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	3	25.0%	1	9.1%	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%	1	8.3%
Caucasian, Female	4	33.3%	4	36.4%	4	33.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	9.1%	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	7	58.3%	6	54.5%	6	50.0%
African American, Male	2	16.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	3	25.0%	3	27.3%	4	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	2	18.2%	2	16.7%
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	5	41.7%	5	45.5%	6	50.0%
Total	12	100.0%	11	100.0%	12	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	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%	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%	1	8.3%
Caucasian, 18-24	1	8.3%	0	0.0%	2	16.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	9.1%	1	8.3%
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	8.3%	1	9.1%	4	33.3%
African American, 25-44	3	25.0%	1	9.1%	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%	0	0.0%
Caucasian, 25-44	3	25.0%	6	54.5%	5	41.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	18.2%	2	16.7%
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	6	50.0%	9	81.8%	7	58.3%
African American, 45-64	2	16.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	3	25.0%	1	9.1%	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	5	41.7%	1	9.1%	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	12	100.0%	11	100.0%	12	100.0%

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

Help them figure out how to handle work and life-balance. If they are struggling, maybe they can take less credit hours.

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	Students may have struggled with work/life balance and also going to college too.	I would encourage them; they have come this far to not give up but maybe take less credit hours, so it is not so stressful for them. I will assess this per student because some students can handle more than others.
2	Financial situations may have occurred for the students, causing them not to finish their degree.	Offer different options offered through WCC to help students with financial hardships.

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

Baseline: 24.122 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 25.122#
Target: 26.122 #

Budget FTE Year	Budget FTE
2022-2023	20.125
2023-2024	24.922
2024-2025	27.320

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) students for which colleges are funded through State funding formulas. The amount of instruction that equates to an annual FTE student; one curriculum of 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?)*

Our budget FTE has increased, and we consistently try to recruit and increase our enrollment, which directly affects our budget 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	Recruiting and outreach	Budget FTE Calculations
2	Partner with CTE and CCP	Budget FTE Calculations

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

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

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

All Levels

WCC’s Quality Enhancement Plan, addresses career development in Goal 3: “The college will implement integrated career development within their academic programs.”; Action Item #3: “All CTE programs will implement a career development related Program Outcome.”

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. **If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.**

Department wide, we have implemented employability competencies and a rubric that I will implement in at least one course within the program.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	Implement leadership/soft skills into the program.	Did this event help in preparing students with the leadership and soft skills needed to prepare them for the workforce.
2	Host events to help implement needed skills for the student's career field.	To keep or change the event speakers based on what information is best for the students to help with their personal development.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, including self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.

N/A

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	MakerBot Method X CF 900-074A	Makerbot has arrived. The makerbot printer has been very useful for the students in making parts for their projects that are utilized in their Project reports in OMT-222 Project Management. The students use data from the makerbot 3d printer to track time of print, material used, support used, and volume of parts printed. They use this data to project cost in their project reports.
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.

None at the moment.

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

We hope to increase our number of students, so we have a need for adjuncts.

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

N/A

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

Services are adequate.

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

Strengths of the program are we offer all courses 100% online to make it accommodating for working adults. We also work closely with industry partners and can help place them in a job/career field. I always try to talk to students and see what their overall goals are and build their courses and schedules around that. It is important to work with them as well with their work and school load. I always encourage them not to give up, even when they want to.

Weaknesses would be the majority of the students are full-time working adults and have a hard time juggling it all. When they get stressed, they want to give up.

Opportunities in the program are industry partners who are interested in their employees enrolling in the program, so we see a lot of opportunity for growth and partnerships.

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

Michelle Gay, Business Administration-Operations Management Lead 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>	11/25/2025
Dean, Director, or AVP / Date:	<u>Dr. Ernie White</u>	11/27/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/27/2025