Wayne Community College
Program Review – 2024-2025

Name of Program: Risk Management and Insurance

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 Business and Accounting Department is to educate students in business decision making skills, risk management and accounting procedures that will meet the employment needs of the communities it serves.

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 updates needed. Changes were made in the previous reporting 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 into, and successfully proceed through training programs or post-secondary education.
2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

Goal 1: The Risk Management and Insurance Program ensures student access by offering certificate, diploma, and degree programs in a variety of formats. The first semester courses are offered as hybrid daytime, hybrid evening and online courses. This variety of program offerings accommodates students with a variety of schedules and learning styles. The variety of formats allows students to schedule courses in a manner that best suits their work and life schedules.

Goal 2: The Risk Management and Insurance Program strives to ensure program excellence. The faculty of the program continuously review program retention and student success in the program courses in an effort to determine what worked well in the course and 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 Risk Management and Insurance Program have incorporated various techniques and updates to courses in an effort 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.

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**
Associates in Applied Science	Risk Management and Insurance (A25800RM)

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**
Delete Local Prerequisite for ACC 120 Financial Accounting	Effective Fall 2025

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?)*

The change was made to remove a local prerequisite which proved to be an unnecessary barrier for students predominantly in the Accounting and Finance 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	10/18/2022	• Research middle school events offered at other community colleges. • Begin implementation of an apprenticeship program for RMI Degree.
2023-2024	10/17/2023	No decisions, recommendations, or updates. The meeting was informational only.
2024-2025	10/22/2024	• Give students opportunities to visit local businesses to learn about their organizations. • Career Fairs were recommended. • Visit high schools to share about programs and include employers in the industry.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?*

The Risk Management and Insurance faculty have identified multiple trends as a result of professional development opportunities taken by faculty as well as collaborative meetings with local industry partners and the members of the advisory committee.

- Soft skills continue to be one of the highest demanded skill sets.
- Graduates need to be flexible and adaptive in their everyday work environment
- Graduates should be able to collaborate in multiple modalities such as Zoom, Google Meet, and Microsoft Teams
- Graduates should have basic computer skills as well as the ability to learn new software and troubleshooting problem areas.
- Need to be autonomous and able to maintain professionalism across a multi-setting environment
- Focus on being customer-centric in a growing competitive environment

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **11** # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)
Standard: **12** #
Target: **13** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2021-2022	13
2022-2023	10
2023-2024	11

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	2	15.4%	2	20.0%	3	27.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	10.0%	1	9.1%
Caucasian, Female	3	23.1%	3	30.0%	4	36.4%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	7.7%	0	0.0%	1	9.1%
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	6	46.2%	6	60.0%	9	81.8%
African American, Male	1	7.7%	1	10.0%	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	5	38.5%	3	30.0%	1	9.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	7.7%	0	0.0%	1	9.1%
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	7	53.8%	4	40.0%	2	18.2%
Total	13	100.0%	10	100.0%	11	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	7.7%	0	0.0%	1	9.1%
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	4	30.8%	3	30.0%	4	36.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	2	18.2%
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	5	38.5%	3	30.0%	7	63.6%
African American, 25-44	1	7.7%	2	20.0%	1	9.1%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	3	23.1%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	2	20.0%	1	9.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	15.4%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	46.2%	4	40.0%	2	18.2%
African American, 45-64	1	7.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	1	10.0%	0	0.0%
Asian, 45-64	0	0.0%	1	10.0%	0	0.0%
Caucasian, 45-64	1	7.7%	0	0.0%	1	9.1%
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	2	15.4%	2	20.0%	1	9.1%
African American, 65+	0	0.0%	1	10.0%	1	9.1%
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%	1	10.0%	1	9.1%
Total	13	100.0%	10	100.0%	11	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.)*

Enrollment for the Risk Management and Insurance program saw an overall increase compared to the previous reporting cycle, with fluctuations within the three years of this report. The advisor for the program has noted that students are choosing this program for opportunities for already employed students as well as students who are wanting a change in their career path. The decreases within the reporting cycle can be attributed to students who graduated and were not replaced at the same rate as well as students who withdrew from the program for personal reasons.

Upon further discussion with faculty members, it was decided that a Risk Management and Insurance pathway would be a great option for the CCP program. In addition to a pathway for the CCP students, it was decided that the Business Administration program could also benefit from adding two courses from the Risk Management and Insurance program to their professional elective options. Currently, the professional elective courses center around entrepreneurship and accounting. By adding to the professional elective options, the enrollment in those specific courses will increase, perhaps allowing for increased enrollment in the Risk Management and Insurance program.

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	Creating a certificate in the RMI program.	The completion of required documents submitted to the curriculum committee.

Outcome #2: Retention

Baseline: **61.7** % (*Average of last three years – 2021-22; 2022-23; 2023-24; program retention*)
Standard: **62** %
Target: **63** %

Year	Program Retention Rate
Fall 2021 to Fall 2022	78.0%
Fall 2022 to Fall 2023	50.0%
Fall 2023 to Fall 2024	57.1%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	1	25.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	1	25.0%	0	0.0%
Caucasian, Female	2	28.6%	1	25.0%	2	50.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	14.3%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	3	42.9%	2	50.0%	3	75.0%
African American, Male	0	0.0%	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	4	57.1%	2	50.0%	1	25.0%
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	4	57.1%	2	50.0%	1	25.0%
Total	7	100.0%	4	100.0%	4	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022 N	Fall 2021 to Fall 2022 %	Fall 2022 to Fall 2023 N	Fall 2022 to Fall 2023 %	Fall 2023 to Fall 2024 N	Fall 2023 to Fall 2024 %
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%	0	0.0%
Caucasian, 18-24	3	42.9%	2	50.0%	2	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	3	42.9%	2	50.0%	2	50.0%
African American, 25-44	0	0.0%	0	0.0%	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	2	28.6%	1	25.0%	1	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	14.3%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	3	42.9%	1	25.0%	1	25.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	1	25.0%	0	0.0%
Caucasian, 45-64	1	14.3%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	14.3%	1	25.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	1	25.0%
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%	1	25.0%
Total	7	100.0%	4	100.0%	4	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 retention rates for the Risk Management and Insurance program have significantly dropped. This decrease in retention rates corresponds to the decrease in enrollment for the program. The advisor for the program noted there were students who did not return, despite multiple means of contact to attempt to retain the students. In our experience, students do not return for a variety of reasons such as loss of funding, changing majors, employment, and other personal reasons. The advisor for the program area seeks a better understanding of the reasons for non-returning students.

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	Follow up with students who withdraw	Advisor will follow up with students who withdraw at the next registration period to encourage students to resume coursework.

Outcome #3: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: **2** # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **3** #
Target: **4** #

Number of Completers (*unduplicated*) – *Graduation Year – Summer, Fall, Spring*	
Graduation Year	**Total Completers**
2022-2023	1
2023-2024	3
2024-2025	1

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	1	100.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	2	66.7%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	0	0.0%	2	66.7%	1	100.0%
African American, Male	0	0.0%	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	1	100.0%	1	33.3%	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	1	100.0%	1	33.3%	0	0.0%
Total	1	100.0%	3	100.0%	1	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%	0	0.0%
Caucasian, 18-24	1	100.0%	2	66.7%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	1	100.0%	2	66.7%	0	0.0%
African American, 25-44	0	0.0%	0	0.0%	1	100.0%
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	0	0.0%	1	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	1	33.3%	1	100.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	1	100.0%	3	100.0%	1	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?)*

The completion rate fluctuated throughout the reporting period, however, still experienced an overall decrease corresponding to the decrease in both enrollment and retention. The advisor feels that the plan for increasing retention by investigating the reasons students do not return, perhaps will provide both reasons and potential solutions for increasing completion rates. The advisor feels that identifying the reasons that students do not return and/or complete the program will provide opportunities to improve in both areas.

2025-2026 Action Items:

Item	**Action Items** *(What actions can be taken to increase student completion in your program?)*	**Assessment of Action Items** *(How will you assess the results of action items?)*
1	Conduct an audit of non-returning students to determine specific reasons.	Request a report of non-returning students for Spring 2025 and Fall 2025 to get feedback and establish patterns where students are lost.

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

Baseline: **5.789** # (*Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: **6** #
Target: **7** #

Budget FTE Year	Budget FTE
2022-2023	5.508
2023-2024	5.617
2024-2025	6.242

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 Budget FTE has steadily increased over the reporting period; however, there will always be room to improve this trend. Although the program has seen a decline in retention and completion, the faculty are pleased with the small increase in FTE, signaling success with the retained students. The Risk Management and Insurance program has students who attend on a part-time basis, which impacts the number of FTE students. The reasons are predominantly due to obligations outside of coursework and concerns about being able to manage additional courses successfully. Advisors can have more focused conversations with part-time students in an effort to convince them to take one additional course as well as time management techniques and other resources to help them be successful.

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	Increase the number of courses taken by part-time students.	Number of instances where part-time students agree to take at least one additional course.

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

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	2	2
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.****)*

Risk Management and Insurance students are required to successfully complete WBL 110 in order to graduate. This course will continue to be required in the Risk Management and Insurance program. This course allows students to complete assignments geared towards being workplace ready. The concepts and assignments in this course cover job searching skills, interviewing, resumes, and cover letters and professional social media. The faculty are pleased with the 100% success and completion rate of students taking WBL 110 courses. In the event these rates change, the faculty will identify reasons that students are not successful to offer solutions.

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	Maintain current success rates and proceed if any changes occur.	The advisor will monitor success rates of students in WBL 110 courses.

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.)*

Currently, the faculty receive an anonymous student evaluation for each course taught. This evaluation is used to adapt future courses to be more closely aligned with student needs and expectations.

In addition to student evaluations, the programs are evaluated in the form of a survey by the program advisory committee. The result of this survey is considered when making course and program changes.

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.

The Risk Management and Insurance program has minimal requirements in the way of equipment. In previous years, the planning objectives centered around laptops to be used in the classrooms. The IT Department no longer requires planning objectives for the replacement of laptops in classrooms. The IT Department uses a cycle to refurbish laptops on an as needed basis.

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

The Risk Management and Insurance faculty includes five full time faculty teaching accounting and business courses. The risk management and insurance courses are taught by four adjunct faculty. The need for a full-time faculty member for the insurance courses would only arise with significant growth in enrollment.

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

All hybrid business and accounting courses meet in the Spruce Building. These classrooms seat between 24-30 students which is adequate space. Each classroom is equipped with an instructor computer, projector equipped with sound and video capabilities, and a projection screen. Certain classrooms are also equipped with a document camera and smart podium. This equipment allows instructors to display all of the necessary information needed and use different teaching methods to create sustainable engaging learning environments for students.

The risk management and insurance courses are taught 100% online at the present time.

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

Wayne Community College offers a variety of student support services. Admissions is generally where students begin their educational journey at Wayne. In admissions they learn what is needed to be accepted into the institution and are supported throughout the process. The business department follows up with students throughout the admissions process to convert these students into fully enrolled students. Financial aid helps to facilitate funding for class and the business department is continually reminding students to complete their financial aid profess, as well, as how adding or dropping a class can impact their financial aid. We also have counseling services, academic skills, academic advisors, and other services to help our students feel supported here at Wayne Community College. The admissions office, financial aid, counseling, and academic skills departments are all focused on student success. The college has improved ways to recommend these services to students and encourage students to take advantage of these resources.

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

The faculty of the Risk Management and Insurance program strives for continuous improvement. The faculty have identified multiple program strengths, weaknesses, and opportunities.

Faculty believe the program's strengths lie in the use of technology, focused advising efforts, advisory committee meetings, the accounting and business tutorial lab, recruiting events, diverse instructor industry experience background, and continuous course improvement.

One area of weakness for the program is the low enrollment and the opportunities for recruiting students into this program. This industry is experiencing shortages of employees. The faculty are aware that there is an entire market of people searching for careers that pay livable wages and offer career advancement. However, there is a problem in connecting these people to the potential of the career that this industry can offer.

The most significant opportunity facing the faculty is increased enrollment. The department chair is working closely with local industry members regarding recruitment and employment opportunities for students completing this program. In addition, the advisor is provided with information regarding students who have applied to the program and are not yet eligible to register. Efforts will be made to make personal contact with those students to aid in the process of getting them to the point of being able to register. Finally, it is the hope that with the program changes and opportunities to offer the previously mentioned certificate options, enrollment rates will increase.

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

Tracy Schmeltzer, Dean of Business & Computer Technologies Division
Erin LeGrand, Department Chair, Business and Accounting Department

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 11/12/2025

Dean, Director, or AVP / Date: Tracy M. Schmeltzer 11/12/2025

Administrator Approval / Date: Dr. Ernie White 11/12/2025