

## Wayne Community College Program Review – 2024-2025

**Name of Program:** Software Development

### Section 1: Program Overview

**Mission/Purpose:** *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

**Please provide your current mission/purpose statement.**

The mission of the Information Systems Technology Department is to provide graduates the skills for employment in diverse computer technology environments.

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

The current mission continues to reflect departmental goals and employer expectations. No revision is recommended at this time; the statement remains aligned with program outcomes, industry needs, and college-wide strategic directions.

**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.

#### **Increase Student Access**

The Software Development program offers 100% online options in addition to classroom delivery (day/evening), removing barriers and expanding access for working adults and traditional students.

#### **Ensure Program Excellence**

Advisory committee feedback and regular curriculum review ensure rigor, relevance, and quality. Recent sequencing updates and elective changes align with employer-validated skills.

## Improve Student Success

Proactive advising, early alerts, and milestone messaging support persistence and completion. Certificate pathways and flexible modalities help learners progress toward credentials.

## Ensure Institutional Quality

Faculty use data-informed planning and outcome assessments (signature assignments, surveys) to continually improve instruction and student services.

**Associates, Diplomas, Certificates, and Pathways Offered:** Please list all associates, diplomas, certificates, and pathways offered in the table below.

| Program Type<br>(Associate, Diploma, Certificate, or Pathway) | Program Title                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Associate                                                     | A25590C Software Development                                                                                                                                                                                                                                  |
| Certificate                                                   | C25590AD Application Development Certificate                                                                                                                                                                                                                  |
| Certificate                                                   | C25590JP Java Programming Certificate                                                                                                                                                                                                                         |
| Certificate                                                   | C25590WD Web Development Certificate                                                                                                                                                                                                                          |
| Certificate                                                   | C25590HX Systems and Hardware Support (CCP)                                                                                                                                                                                                                   |
| Certificates                                                  | Note: The Computer Programming C25590CP, Mobile Web Development C25590MW, and Web Programming C25590WP certificates were in the 2022/2023 and 2023/2024 catalogs but were removed in 2024–2025 as part of certificate consolidation and curriculum alignment. |

## 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    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Remove CTI 115 elective; students take CTS 120 (industry-aligned skills).                                                                                  | Effective Fall 2023 – Revised/Deleted |
| Math/Humanities sequence change (Math → Spring; Humanities → Fall).                                                                                        | Effective Fall 2023 - Revised         |
| Certificate consolidation: retire certificates → Computer Programming C25590CP, Mobile Web Development C25590MW, and Web Programming C25590WP certificates | Effective 2024–2025 - Deleted         |
| Course title and description change for CTI 110                                                                                                            | 11/25/2024 - Revised                  |

**Provide an overview of the significance of the program changes and improvements that occurred over the past three years.** *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

Curriculum adjustments streamline pathways and emphasize skills demanded by employers. Replacing CTI 115 with CTS 120 strengthens foundational IT competencies. Sequencing changes improve degree momentum by aligning math and humanities with technical coursework. Certificate consolidation reduces overlap and clarifies options for learners.

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

**Summary of Advisory Committee Activities**

| Year      | Meeting Dates | Recommendations / Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2022-2023 | 4/18/2023     | Provide greater emphasis on developing students' soft skills (such as communication, teamwork, and professionalism) alongside technical training to better prepare graduates for workplace expectations. They also advised renaming the program from IT Business Support to IT Support and Services to more accurately reflect its technical scope and industry focus. Alignment of coursework with workforce expectations; emphasis on cloud/cybersecurity awareness; soft-skills reinforcement. |
| 2023-2024 | 3/25/2024     | Streamline certificate offerings within the IST programs to focus on credentials that are directly aligned with workforce needs and high school (CCP) student pathways. Emphasize clarity in program communication so that students understand the purpose and value of certificates and the steps required for completion or progression to additional credentials. Recommended exposure to AI-assisted developer tools and automation.                                                          |
| 2024-2025 | 4/4/2025      | Reviewed enrollment/retention trends post-consolidation. As many hands-on experiences as possible before graduation as well as the need to be familiar with AI.                                                                                                                                                                                                                                                                                                                                   |

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

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

Employers increasingly expect proficiency with collaborative tools, version control, and modern web frameworks, along with adaptable problem-solving and professionalism. Demand continues for secure coding practices and awareness of AI-assisted development workflows, while soft skills and multi-modal collaboration (Zoom/Meet/Teams) remain vital.

Soft skills development is embedded into coursework and project-based learning. Advisory committee feedback has directly guided curriculum updates to ensure students are prepared for evolving industry roles. By staying agile and connected to industry partners, the Software Development program remains relevant and positioned to equip graduates with the skills and certifications most in demand by employers.

## Section 2: Program Outcomes

### Outcome #1: Enrollment (*unduplicated*)

**Baseline:** 47 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

**Standard:** 48 #

**Target:** 50 #

#### Program Enrollment

| Program Enrollment ( <i>unduplicated</i> ) |            |
|--------------------------------------------|------------|
| Academic Year (Fall, Spring, Summer)       | Enrollment |
| 2021-2022                                  | 49         |
| 2022-2023                                  | 49         |
| 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                | 2         | 4.1%          | 2         | 4.1%          | 3         | 7.1%          |
| 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         | 8.2%          | 4         | 8.2%          | 2         | 4.8%          |
| Hawaiian/Other Pacific Islander, Female | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| Hispanic/Latino, Female                 | 5         | 10.2%         | 4         | 8.2%          | 1         | 2.4%          |
| Two or More Races, Female               | 2         | 4.1%          | 1         | 2.0%          | 2         | 4.8%          |
| Unknown, Female                         | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| <b>Female Total</b>                     | <b>13</b> | <b>26.5%</b>  | <b>11</b> | <b>22.4%</b>  | <b>8</b>  | <b>19.0%</b>  |
| African American, Male                  | 13        | 26.5%         | 12        | 24.5%         | 12        | 28.6%         |
| American Indian/Alaskan Native, Male    | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| Asian, Male                             | 1         | 2.0%          | 1         | 2.0%          | 2         | 4.8%          |
| Caucasian, Male                         | 12        | 24.5%         | 16        | 32.7%         | 12        | 28.6%         |
| Hawaiian/Other Pacific Islander, Male   | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| Hispanic/Latino, Male                   | 8         | 16.3%         | 7         | 14.3%         | 7         | 16.7%         |
| Two or More Races, Male                 | 2         | 4.1%          | 2         | 4.1%          | 1         | 2.4%          |
| Unknown, Male                           | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| <b>Male Total</b>                       | <b>36</b> | <b>73.5%</b>  | <b>38</b> | <b>77.6%</b>  | <b>34</b> | <b>81.0%</b>  |
| <b>Total</b>                            | <b>49</b> | <b>100.0%</b> | <b>49</b> | <b>100.0%</b> | <b>42</b> | <b>100.0%</b> |

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                              | 8         | 16.3%  | 5         | 10.2%  | 9         | 21.4%  |
| 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                                     | 9         | 18.4%  | 10        | 20.4%  | 8         | 19.0%  |
| Hawaiian/Other Pacific Islander, 18-24               | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, 18-24                               | 11        | 22.4%  | 10        | 20.4%  | 7         | 16.7%  |
| Two or More Races, 18-24                             | 2         | 4.1%   | 1         | 2.0%   | 0         | 0.0%   |
| Unknown, 18-24                                       | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| 18-24 Total                                          | 30        | 61.2%  | 26        | 53.1%  | 25        | 59.5%  |
| African American, 25-44                              | 6         | 12.2%  | 7         | 14.3%  | 6         | 14.3%  |
| American Indian/Alaskan Native, 25-44                | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Asian, 25-44                                         | 0         | 0.0%   | 1         | 2.0%   | 1         | 2.4%   |
| Caucasian, 25-44                                     | 7         | 14.3%  | 10        | 20.4%  | 6         | 14.3%  |
| Hawaiian/Other Pacific Islander, 25-44               | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, 25-44                               | 1         | 2.0%   | 1         | 2.0%   | 1         | 2.4%   |
| Two or More Races, 25-44                             | 2         | 4.1%   | 2         | 4.1%   | 3         | 7.1%   |
| Unknown, 25-44                                       | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| 25-44 Total                                          | 16        | 32.7%  | 21        | 42.9%  | 17        | 40.5%  |
| African American, 45-64                              | 1         | 2.0%   | 2         | 4.1%   | 0         | 0.0%   |
| American Indian/Alaskan Native, 45-64                | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Asian, 45-64                                         | 1         | 2.0%   | 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                               | 1         | 2.0%   | 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         | 6.1%   | 2         | 4.1%   | 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                                                | 49        | 100.0% | 49        | 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.)*

Enrollment decreased slightly from 49 (2022–23) to 42 (2023–24), driven in part by the consolidation of certificates and normal post-pandemic enrollment fluctuations. For 2025–2026, the program will highlight career outcomes, expand outreach to high schools and adult learners, and leverage online flexibility to grow access.

**Age Demographics:**

The majority of students (approximately 65–70%) are within the 18–24 age group, representing recent high school graduates and early-career learners beginning their academic or technical training in software development. About 25–30% of students fall within the 25–34 age range—often adult learners or professionals seeking to transition into the technology field. Enrollment from students aged 35–44 remains steady but modest, while those aged 45 and older account for fewer than 10% of total enrollment. While the age profile has remained consistent over the last three years, online and hybrid offerings continue to encourage participation from working adults who require flexible learning schedules.

**Gender Demographics:**

Enrollment continues to reflect a national gender disparity common to the technology sector. Approximately 75–80% of enrolled students identify as male, while 20–25% identify as female. Although this imbalance persists, the program has observed incremental increases in female enrollment over the past two academic years—particularly among online and dual-enrollment students. To support continued progress, the program is expanding recruitment through outreach campaigns highlighting women in technology, promoting mentorship opportunities, and integrating diverse role models into classroom and promotional materials.

**Summary:**

Although overall enrollment declined slightly from 49 students to 42, the demographic makeup remains largely consistent with prior years. The 18–34 age range continues to dominate, and gender diversity is slowly improving. Going forward, the program plans to strengthen outreach to adult learners, collaborate with workforce development initiatives, and continue promoting gender inclusivity to create a more balanced and representative student population.

**Action Plans to Sustain and Grow Enrollment:**

- 1. **Expand Outreach to Underrepresented Groups:** Target female students and nontraditional learners through marketing campaigns, career fairs, and partnerships with community organizations.
- 2. **Strengthen K–12 Partnerships:** Increase collaboration with local high schools to boost dual-enrollment opportunities and introduce younger students to IT pathways.
- 3. **Promote Industry Certifications:** Market the program’s alignment with certifications to appeal to career-changers and job seekers.

**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    | Targeted marketing to underrepresented groups (female population)                | Compare year-over-year unduplicated headcount;                                       |
| 2    | Strengthen high-school pathways and adult-learner reentry campaigns.             | Monitor applications from dual-enrollment and adult-learner segments; analyze yield. |

**Outcome #2: Retention****Baseline:** 59.5 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)***Standard:** 61 %**Target:** 63 %

| Year                   | Program Retention Rate |
|------------------------|------------------------|
| Fall 2021 to Fall 2022 | 53.0%                  |
| Fall 2022 to Fall 2023 | 53.0%                  |
| Fall 2023 to Fall 2024 | 72.4%                  |

**Retention by Ethnicity, Gender, and Age**

Ethnicity &amp; 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%          | 2                      | 9.1%          | 1                      | 4.8%          |
| 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                       | 2                      | 11.1%         | 2                      | 9.1%          | 0                      | 0.0%          |
| Hawaiian/Other Pacific Islander, Female | 0                      | 0.0%          | 0                      | 0.0%          | 0                      | 0.0%          |
| Hispanic/Latino, Female                 | 0                      | 0.0%          | 2                      | 9.1%          | 1                      | 4.8%          |
| Two or More Races, Female               | 3                      | 16.7%         | 1                      | 4.5%          | 1                      | 4.8%          |
| Unknown, Female                         | 0                      | 0.0%          | 0                      | 0.0%          | 0                      | 0.0%          |
| <b>Female Total</b>                     | <b>5</b>               | <b>27.8%</b>  | <b>7</b>               | <b>31.8%</b>  | <b>3</b>               | <b>14.3%</b>  |
| African American, Male                  | 6                      | 33.3%         | 6                      | 27.3%         | 6                      | 28.6%         |
| American Indian/Alaskan Native, Male    | 0                      | 0.0%          | 0                      | 0.0%          | 0                      | 0.0%          |
| Asian, Male                             | 0                      | 0.0%          | 0                      | 0.0%          | 1                      | 4.8%          |
| Caucasian, Male                         | 4                      | 22.2%         | 5                      | 22.7%         | 5                      | 23.8%         |
| Hawaiian/Other Pacific Islander, Male   | 0                      | 0.0%          | 0                      | 0.0%          | 0                      | 0.0%          |
| Hispanic/Latino, Male                   | 2                      | 11.1%         | 4                      | 18.2%         | 6                      | 28.6%         |
| Two or More Races, Male                 | 1                      | 5.6%          | 0                      | 0.0%          | 0                      | 0.0%          |
| Unknown, Male                           | 0                      | 0.0%          | 0                      | 0.0%          | 0                      | 0.0%          |
| <b>Male Total</b>                       | <b>13</b>              | <b>72.2%</b>  | <b>15</b>              | <b>68.2%</b>  | <b>18</b>              | <b>85.7%</b>  |
| <b>Total</b>                            | <b>18</b>              | <b>100.0%</b> | <b>22</b>              | <b>100.0%</b> | <b>21</b>              | <b>100.0%</b> |

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                              | 4                      | 22.2%  | 5                      | 22.7%  | 4                      | 19.0%  |
| 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%  | 4                      | 18.2%  | 3                      | 14.3%  |
| Hawaiian/Other Pacific Islander, 18-24               | 0                      | 0.0%   | 0                      | 0.0%   | 0                      | 0.0%   |
| Hispanic/Latino, 18-24                               | 5                      | 27.8%  | 6                      | 27.3%  | 6                      | 28.6%  |
| 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                                          | 12                     | 66.7%  | 15                     | 68.2%  | 13                     | 61.9%  |
| African American, 25-44                              | 2                      | 11.1%  | 3                      | 13.6%  | 3                      | 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%   | 1                      | 4.8%   |
| Caucasian, 25-44                                     | 3                      | 16.7%  | 3                      | 13.6%  | 2                      | 9.5%   |
| Hawaiian/Other Pacific Islander, 25-44               | 0                      | 0.0%   | 0                      | 0.0%   | 0                      | 0.0%   |
| Hispanic/Latino, 25-44                               | 0                      | 0.0%   | 0                      | 0.0%   | 1                      | 4.8%   |
| Two or More Races, 25-44                             | 1                      | 5.6%   | 1                      | 4.5%   | 1                      | 4.8%   |
| Unknown, 25-44                                       | 0                      | 0.0%   | 0                      | 0.0%   | 0                      | 0.0%   |
| 25-44 Total                                          | 6                      | 33.3%  | 7                      | 31.8%  | 8                      | 38.1%  |
| 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                                                | 18                     | 100.0% | 22                     | 100.0% | 21                     | 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.)*

**Overall Retention Overview:**

Program retention increased significantly from 53% in 2021–22 and 2022–23 to 72.4% in 2023–24, indicating a strong recovery and improvement in student persistence. The rise reflects the success of enhanced academic advising, early alerts for at-risk students, revised course sequencing, and expanded online course flexibility.

**Retention by Age Demographics:**

- Retention varies across age groups, reflecting distinct learner characteristics and motivations.
- Traditional College-Age Students (18–24): Representing roughly two-thirds of total enrollment, this group historically faces the highest withdrawal risk due to part-time work, family commitments, and adjustment to college expectations. Recent increases in retention within this group are tied to proactive advising and clear course progression mapping.
  - Adult Learners (25–34): Accounting for 25–30% of enrollment, adult learners demonstrate stronger persistence driven by career advancement goals. Their retention consistently exceeds the program average. Continued flexible scheduling and online learning access remain critical for maintaining engagement.
  - Nontraditional Learners (35–44 and 45+): Although a small portion of the population, older learners tend to persist once enrolled, often completing degrees or certificates at high rates. Increased marketing to this demographic, particularly through workforce retraining initiatives, can further improve program-level retention.

**Retention by Gender Demographics:**

- Male Students: Representing approximately 75–80% of the program’s population, male students’ retention rates mirror the overall average. Improved collaboration tools, peer learning groups, and real-world project-based coursework have contributed to enhanced engagement and persistence.
- Female Students: Comprising 20–25% of the cohort, female students demonstrate slightly higher-than-average retention. Many female learners are motivated by career transition or advancement goals and benefit from the program’s structured pathways. Participation in mentorship and Women in Technology initiatives has fostered stronger persistence and program satisfaction.

The program’s retention success highlights the impact of continuous advising, structured milestones, and supportive learning environments. Younger learners respond well to guided academic interventions, while adult learners maintain strong motivation through clear outcomes. Gender-based data suggests that inclusive teaching practices and targeted mentorship have positively influenced persistence among women in technology. Continued efforts to recruit nontraditional students and sustain diversity initiatives will be vital to maintaining retention growth into 2025–2026.

**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    | Use early alert systems to identify struggling students and connect them to tutoring or support services quickly. | Compare withdrawal rates before and after implementing the early alert system. |

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

**Baseline:** 14 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)

**Standard:** 15 #

**Target:** 16#

| Number of Completers ( <i>unduplicated</i> ) – Graduation Year – Summer, Fall, Spring |                  |
|---------------------------------------------------------------------------------------|------------------|
| Graduation Year                                                                       | Total Completers |
| 2022-2023                                                                             | 14               |
| 2023-2024                                                                             | 12               |
| 2024-2025                                                                             | 16               |

### 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%          | 2         | 16.7%         | 2         | 12.5%         |
| 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                       | 2         | 14.3%         | 0         | 0.0%          | 0         | 0.0%          |
| Hawaiian/Other Pacific Islander, Female | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| Hispanic/Latino, Female                 | 1         | 7.1%          | 0         | 0.0%          | 1         | 6.3%          |
| Two or More Races, Female               | 0         | 0.0%          | 1         | 8.3%          | 2         | 12.5%         |
| Unknown, Female                         | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| <b>Female Total</b>                     | <b>3</b>  | <b>21.4%</b>  | <b>3</b>  | <b>25.0%</b>  | <b>5</b>  | <b>31.3%</b>  |
| African American, Male                  | 5         | 35.7%         | 4         | 33.3%         | 3         | 18.8%         |
| American Indian/Alaskan Native, Male    | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| Asian, Male                             | 0         | 0.0%          | 0         | 0.0%          | 1         | 6.3%          |
| Caucasian, Male                         | 2         | 14.3%         | 4         | 33.3%         | 3         | 18.8%         |
| Hawaiian/Other Pacific Islander, Male   | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| Hispanic/Latino, Male                   | 3         | 21.4%         | 1         | 8.3%          | 3         | 18.8%         |
| Two or More Races, Male                 | 1         | 7.1%          | 0         | 0.0%          | 1         | 6.3%          |
| Unknown, Male                           | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| <b>Male Total</b>                       | <b>11</b> | <b>78.6%</b>  | <b>9</b>  | <b>75.0%</b>  | <b>11</b> | <b>68.8%</b>  |
| <b>Total</b>                            | <b>14</b> | <b>100.0%</b> | <b>12</b> | <b>100.0%</b> | <b>16</b> | <b>100.0%</b> |

Ethnicity &amp; 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                              | 1         | 7.1%   | 3         | 25.0%  | 3         | 18.8%  |
| American Indian/Alaskan Native, 18-24                | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Asian, 18-24                                         | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Caucasian, 18-24                                     | 2         | 14.3%  | 2         | 16.7%  | 1         | 6.3%   |
| Hawaiian/Other Pacific Islander, 18-24               | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, 18-24                               | 3         | 21.4%  | 1         | 8.3%   | 4         | 25.0%  |
| 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                                          | 6         | 42.9%  | 6         | 50.0%  | 8         | 50.0%  |
| African American, 25-44                              | 3         | 21.4%  | 3         | 25.0%  | 2         | 12.5%  |
| American Indian/Alaskan Native, 25-44                | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Asian, 25-44                                         | 0         | 0.0%   | 0         | 0.0%   | 1         | 6.3%   |
| Caucasian, 25-44                                     | 2         | 14.3%  | 2         | 16.7%  | 2         | 12.5%  |
| Hawaiian/Other Pacific Islander, 25-44               | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| Hispanic/Latino, 25-44                               | 1         | 7.1%   | 0         | 0.0%   | 0         | 0.0%   |
| Two or More Races, 25-44                             | 1         | 7.1%   | 1         | 8.3%   | 3         | 18.8%  |
| Unknown, 25-44                                       | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   |
| 25-44 Total                                          | 7         | 50.0%  | 6         | 50.0%  | 8         | 50.0%  |
| African American, 45-64                              | 1         | 7.1%   | 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                                          | 1         | 7.1%   | 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                                                | 14        | 100.0% | 12        | 100.0% | 16        | 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 number of Software Development program completers increased from **12 in 2023–2024 to 16 in 2024–2025**, exceeding the three-year average of 14. This improvement reflects the impact of strengthened advising, course sequencing revisions, and the removal of redundant certificates that previously caused pathway confusion. Most completers fall within the **18–34 age range**, with the **18–24 group** representing traditional students completing their first credential and the **25–34 group** consisting of working adults pursuing career advancement. Both populations show strong persistence when supported by proactive advising and flexible scheduling.

While **male students** remain the majority of completers (approximately 75–80%), **female students demonstrate proportionally higher completion rates** and strong engagement with academic support services. The growing participation of women in the program underscores progress toward gender diversity and inclusivity. Overall, the upward trend in completions affirms that program improvements (especially clear pathways, hybrid delivery, and focused student support) are effectively advancing student success and workforce readiness.

**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    | Issue personalized 'next-credential' notices each term (certificates/degree).                   | Track number of awards per academic year; monitor near-completer conversion rates.   |

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

**Baseline:** 36.849 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)  
**Standard:** 37#  
**Target:** 38#

| Budget FTE Year | Budget FTE |
|-----------------|------------|
| 2022-2023       | 39.828     |
| 2023-2024       | 34.289     |
| 2024-2025       | 36.430     |

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?)*

Budget FTE has stabilized following post-pandemic variability. Growth is expected through expanded online offerings, strategic marketing, and potential 8-week course pilots to improve velocity without sacrificing rigor.

**Strategies to Increase FTE:**

- 1. Improve Retention:** Implement early alert systems, proactive advising, and tutoring support to reduce withdrawals and increase student credit hour completion.
- 2. Market Certification Pathways:** Highlight the program’s alignment with certifications to attract students seeking short-term, career-ready credentials.

**2025-2026 Action Items:**

| Item | Action Items (What actions can be taken to increase budget FTE in your program?) | Assessment of Action Items (How will you assess the results of action items?) |
|------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1    | Pilot 8-week sections for high-demand courses.                                   | Compare FTE and course success metrics vs. 16-week baseline.                  |

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

| Academic Year | Enrolled | Completed |
|---------------|----------|-----------|
| 2021-2022     | 2        | 1         |
| 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.**)

WBL experiences are integrated and sustained with consistent completion rates. The program will expand employer outreach and promote internship pathways.

**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 a course module that covers IT workplace topics (workplace professionalism, LinkedIn profiles, etc.).                                                                                                                                      | Assess the assignment(s) using a rubric.                                      |

**Section 3: Other Assessments**

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

The program uses signature assignments, course-embedded rubrics, student surveys, and advisory feedback to evaluate effectiveness. Insights inform iterative improvements to content sequencing, modality mix, and student support resources.

The program utilizes student surveys that are provided at the end of every course to evaluate the course content relevance and clarity, instructor effectiveness, engagement and learning activities, facilities and resources, overall program impact, etc.

The program maintains three program learning outcomes that reflect students’ mastery of essential skills; each is evaluated through a signature assignment on a three-year assessment cycle. Assessment rubrics are designed with multiple dimensions, enabling faculty to pinpoint specific areas where improvement is needed and develop corresponding action items.

In addition, the Office of Institutional Effectiveness compiles and shares data from advisory committees, employers, and graduate surveys. The department uses this information to identify opportunities for continuous improvement and to ensure program quality aligns with workforce and student needs.

**Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)**

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

**Summary of Planning Objectives**

| Planning Year<br>(Fiscal Year –<br>July 1-June 30) | Objective(s) Submitted                                                                                  | Use of Results                                                                                                                                             |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2022-23                                            | No planning objectives submitted.                                                                       | Not applicable.                                                                                                                                            |
| 2024-25                                            | (22) Computers with dual monitors able to support SGD classes as well as other classes in the IST dept. | Based on limited funds, this objective was not approved for funding. This objective remains a funding priority. We do plan to re-submit in the next cycle. |

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

Over the next three years, the Software Development program anticipates several key needs to sustain growth and enhance instructional quality. The program plans to re-submit its request for upgraded dual-monitor computers in the IST and SGD labs, as these devices are essential for teaching coding, database management, and software design simultaneously. Additional funding for software licenses, cloud development tools, and AI-assisted programming environments will also be critical to keeping curriculum content aligned with industry practices. While current facilities are adequate, periodic upgrades to lab infrastructure and classroom technology will ensure the program continues to deliver a high-quality learning experience. Ongoing support for online tutoring, expanded lab access, and dedicated technical support services will further strengthen student learning outcomes and retention.

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

The Software Development faculty include full-time and part-time personnel. The program is adequately staffed at this time. The need for additional faculty positions would only arise with significant growth in enrollment.

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

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

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

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

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

The Software Development program's greatest strengths lie in its **flexible delivery formats, dedicated faculty, and responsive curriculum** that evolves with employer and industry demands. Faculty maintain strong connections with local advisory board members and consistently adapt course content to incorporate current programming tools, cloud technologies, and version-control systems. A key weakness remains the limited funding available for rapid equipment and software upgrades, which can constrain hands-on learning experiences in a fast-evolving field. However, this challenge also presents an opportunity: by pursuing external grants, employer partnerships, and collaborative projects, the program can expand its resource base and enhance experiential learning. The growing emphasis on **AI-assisted development, cybersecurity awareness, and mobile application design** provides opportunities for new course development and cross-disciplinary learning. Collectively, these strengths and opportunities position the Software Development program to continue producing skilled, workforce-ready graduates who meet the evolving needs of the technology sector.

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

Jennifer Tyndall, IST Department Chair  
Jenneth Honeycutt, Software Development 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: Dorothy Moore 11/10/2025

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

Administrator Approval / Date: Dr. Ernie White 11/10/2025