

Wayne Community College Program Review – 2024-2025

Name of Program: Sustainable Agriculture

Section 1: Program Overview

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

Please provide your current mission/purpose statement.

The purpose of the Sustainable Agriculture Program is to prepare individuals to apply sustainable techniques to farm crop operations.

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 purpose of the Sustainable Agriculture Program is to prepare individuals to apply agricultural principles and practices that, over the long term, enhance environmental quality, make efficient use of nonrenewable resources, integrate natural biological cycles and controls that are economically viable and socially responsible to provide solutions to agricultural and environmental problems.

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.

The mission of the program is to provide students with skills that make them successful and productive members of society.

The Sustainable Agriculture program strives to be the preferred choice for training in the field of agriculture (Goal 1). The program provides the essential training in the principles of sustainable agriculture techniques. Instructors are in constant communication with students and encourage career success (Goal 3). Students are taught valuable leadership skills through lab settings and are encouraged to give back to the community in which they live. This is modeled through our on campus garden and greenhouses. Each student possesses unique skills and they are encouraged to work together and learn from each other. The Sustainable Agriculture Advisory Committee consists of employers, recent graduates and community agribusiness leaders. This group is instrumental in guiding faculty

in providing relevant skills and the use of technology. Our graduates are expected to be top candidates for job placement or qualify to a baccalaureate program at colleges and universities that have signed articulation agreements (Goals 2 & 3)

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

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Certificate	Sustainable Agriculture Certificate
Associate	Sustainable Agriculture

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
We added BUS 125 Personal Finance, AGR 160 Plant Science and AGR 130 Alternative Ag Production to our program. We removed CIS 110 and WBL 110 because this information was covered in other courses. We also changed our program sequence to allow students to earn their certificate in their first two semesters.	Fall 2023

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 purpose of the program sequence change is so that students can feel the momentum and allow them to be more attractive to employers while they are still taking classes. Our work-based learning course is scheduled for their summer semester and if they have already earned a certificate, employers can see that they have completed a credential in agriculture. We removed CIS 110 and WBL 110 because the information the students were learning in these courses is covered in other courses already offered in the program. Feedback from students has already been positive.

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	11/17/2022	Curriculum changes were discussed and approved by the committee. The new lab building was discussed, and the committee explored additional funding sources for the project. A Planning objective was discussed to receive funds to purchase a "golf-lift" to allow our students the ability to

		work on equipment off the ground along with replacing our John Deere Gator with a Toro dump bed.
2023-2024	12/1/2023	Curriculum changes that were proposed in the previous year are now in place and discussed. Marketing and recruiting within the programs were discussed. An update on building funding was discussed along with additional possible donors. The foundation was given names and businesses that could possibly donate to the project. The programs were given access to MAG 205 for additional classroom space and are grateful.
2024-2025	11/22/2024	Our decrease in enrollment was discussed. Strategies were outlined to increase enrollment. Curriculum was discussed and everyone was satisfied with the content. The lab building was discussed, and we are looking forward to utilizing this space.

(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?)*

Demand for agriculture employees continues to grow. Our faculty continues to receive regular emails and calls from industry leaders searching for qualified candidates. Agriculture is still the number one industry in North Carolina and Wayne County. Recruiting help is needed to get the word out about the quality of our programs.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 10 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 11 #

Target: 12 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	10
2022-2023	11
2023-2024	8

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	3	30.0%	3	27.3%	1	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	3	30.0%	1	9.1%	2	25.0%
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	6	60.0%	4	36.4%	3	37.5%
African American, Male	2	20.0%	2	18.2%	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	10.0%	5	45.5%	3	37.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	10.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	2	25.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	4	40.0%	7	63.6%	5	62.5%
Total	10	100.0%	11	100.0%	8	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	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	10.0%	0	0.0%	4	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	10.0%	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	2	20.0%	0	0.0%	4	50.0%
African American, 25-44	2	20.0%	2	18.2%	1	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%	0	0.0%
Caucasian, 25-44	2	20.0%	4	36.4%	1	12.5%
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%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	2	25.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	40.0%	6	54.5%	4	50.0%
African American, 45-64	3	30.0%	2	18.2%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	10.0%	2	18.2%	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	4	40.0%	4	36.4%	0	0.0%
African American, 65+	0	0.0%	1	9.1%	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%	1	9.1%	0	0.0%
Total	10	100.0%	11	100.0%	8	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Program enrollment has remained steady. An increased presence in our community and social media posts will promote our programs and increase our enrollment. Our new agriculture building will also attract new students.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue our efforts in recruiting by inviting groups out to our campus to see what we have to offer. New handouts are needed to streamline our message.	Schedule with local high school programs to bring their students to WCC for a walking tour.
2	Continue to connect with industry leaders to help promote our programs.	Graduates of the program will refer potential students to our instructors.

Outcome #2: Retention**Baseline:** 46.0 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)***Standard:** 70.0 %**Target:** 71.0 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	33.0%
Fall 2022 to Fall 2023	25.0%
Fall 2023 to Fall 2024	80.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	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%	0	0.0%	0	0.0%
Caucasian, Female	1	100.0%	1	50.0%	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	1	100.0%	1	50.0%	1	25.0%
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	0	0.0%	1	50.0%	2	50.0%
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%	1	25.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	1	50.0%	3	75.0%
Total	1	100.0%	2	100.0%	4	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	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%	0	0.0%	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	1	100.0%	0	0.0%	2	50.0%
African American, 25-44	0	0.0%	0	0.0%	1	25.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	50.0%	0	0.0%
Caucasian, 25-44	0	0.0%	0	0.0%	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%	1	25.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	1	50.0%	2	50.0%
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%	1	50.0%	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%	1	50.0%	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%	2	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.)*

An increase in retention is due to an increase of certificate and degree seeking students in Sustainable Agriculture. The previous numbers are low due to visiting students from NC A&T and NCSU who are taking a few classes to transfer back to their university while being listed as an AAS or certificate student. These students have no interest in completing their certificate or AAS degree; they just want to take a few classes that apply to their bachelor's degree.

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	Active advising.	Students will be advised based on their ability to balance work, life and school. A blend of online and hybrid classes are offered to help students with this balance.
2	Celebrating success in the classroom.	As students demonstrate success in the classroom, celebrate them in front of the class. When others are able to celebrate success, it encourages others to do their best so that they can be celebrated.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 3 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 4 #**Target:** 5 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	2
2023-2024	0
2024-2025	7

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	14.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	50.0%	0	0.0%	4	57.1%
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	1	50.0%	0	0.0%	5	71.4%
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	50.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	2	28.6%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	50.0%	0	0.0%	2	28.6%
Total	2	100.0%	0	0.0%	7	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	0	0.0%	0	0.0%	4	57.1%
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	0	0.0%	0	0.0%	4	57.1%
African American, 25-44	0	0.0%	0	0.0%	1	14.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	50.0%	0	0.0%	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%	2	28.6%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	1	50.0%	0	0.0%	3	42.9%
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	1	50.0%	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	50.0%	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	2	100.0%	0	0.0%	7	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?)*

With lower enrollment we have a good number of completers. Very few Sustainable Agriculture students take a full load of classes. This causes years to have 0 graduates while other years have 7.

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	Active advising.	Encourage students in the classroom and in the office during advising sessions to complete the required classes to earn their respective certificate or degree.

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

Baseline: 7.615 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 8.615 #
Target: 9.615 #

Budget FTE Year	Budget FTE
2022-2023	5.688
2023-2024	5.188
2024-2025	11.969

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?)

FTE remained steady 2022-23 to 2023-24 and more than doubled in 2024-25. This is due to the number of students increasing their class load per semester.

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	Continue our recruiting efforts by increasing in-person visits.	Schedule with local agriculture programs and improve our program materials.
2	Increase our social media presence by posting about what we are doing in class/lab.	Post lab/class pictures on social media promoting the program and track the number of posts.

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	-	-

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.**)

We removed WBL 110 from our program because this information is covered in BUS 151 which is required in order to graduate from the Agribusiness Technology program. Our program also requires WBL 111 or 112 which prepares the students for the workplace by providing them with on-the-job training.

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	BUS 151 People Skills is career focused and helps the students prepare for their future career opportunities.	Track the number of completers in BUS 151.
2	Help students find WBL 111 or 112 opportunities in the industry.	Connect industry leaders with our students so that they can see our students in action.

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.)

We use program learning outcomes and advisory committee feedback to evaluate the effectiveness of our program. Our advisory committee consists of people who hire our graduates, and they see first hand the skills they learn in our program. Our program learning outcomes help us to stay focused on key skills that are needed in the industry, and those results are tracked and recorded.

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

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

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	1. Workman HDX-2WD (Kubota Gas) with folding windshield and plastic bedliner (all Ag & Natural Resources programs) 2. 21 in. 3-in-1 Variable Speed Gas Walk Behind Self Propelled Lawn Mower with Auto Choke. (Agribusiness and Sustainable Ag)	1. Not approved for funding. 2. Approved through Dean’s minor equipment budget. Have not purchased yet. Carry forward to 2024-25 Plan to report assessment.
2024-25	1. Toro Workman HDX-2WD with folding windshield and plastic bedliner. (all Ag & Natural Resources programs)	1. Based on limited funds, this objective was not approved for funding. We plan to resubmit this objective for 2025-26 as it remains a funding priority.

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

We will continue to ask for the Toro Workman with dump bed to help us in and around our garden and greenhouses.

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

No additional faculty is needed for the program.

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

The new Agriculture building should meet our needs for instruction in 2026.

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

We refer our students to financial aid and the Foundation of Wayne Community College for their financial needs. When students need academic assistance, we refer them to the Academic Skills Center at WCC.

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

Strengths:

- Students are able to attend the program with minimal hours and still graduate with a job-ready credential.
- The Sustainable Agriculture program covers a wide range of career opportunities ranging from local farms, to supply stores, to research, marketing, and entrepreneurship. This allows them to be more marketable in the workplace or ready to start their own small farm business. Each semester, students have a wide array of job opportunities in the agriculture industry where there are more jobs than graduates.

Weaknesses:

- Funded equipment recommended in planning objectives would help with instruction.

Opportunities:

- We continue to recruit within the high school agriculture programs and at community agriculture events.

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

Gabe Mitchell, Department Chair

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/21/2025
Dean, Director, or AVP / Date:	<u>Dr. Ernie White</u>	11/21/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/21/2025