

**Wayne Community College  
Program Review and Outcome Assessments, 2020-21  
(Previous Program Review Cycle, 2017-18)**

**Name of Program:** Network Management

**Section 1: Program Overview**

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

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

The 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.)*

Network Management is a technical path within the Information Technology (IT) curriculum which prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

The current mission/purpose statement accurately reflects the aims of the department's work.

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

- Goal 1: Increase Student Access**
- Goal 2: Ensure Program Excellence**
- Goal 3: Improve Student Success**
- Goal 4: Ensure Institutional Quality**

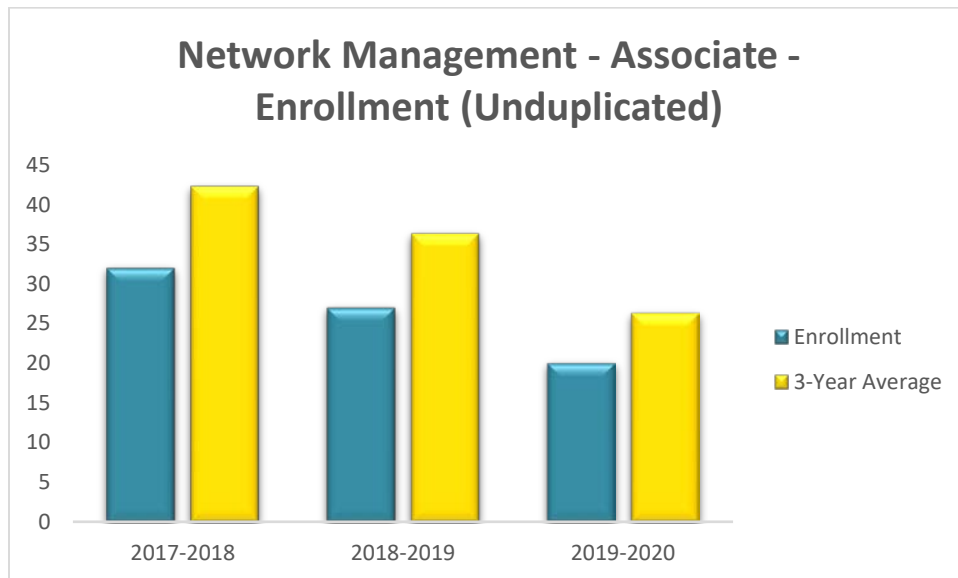
The department's mission directly correlates to the College's vision, mission, core values, and strategic goals. The core values are directly woven into the curriculum, being taught, and modeled to students from the moment they enter the program. "Student access" is increased by making courses available online or during times and days that increase accessibility. Faculty take great measures to ensure textbooks and other learning materials are free or low cost. Instructors "ensure program excellence" by examining rigor, relevance, and quality each semester in all of their courses. This is intensified by the feedback from the advisory committee to ensure the content is up-to-date, competitive, and relevant to the world of work--there is a continuous effort to "improve student success". All program faculty are keenly aware that remote learning provides the global community many options for learning; hence, each faculty member makes great strides to ensure WCC is the preferred choice for quality education and training.

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

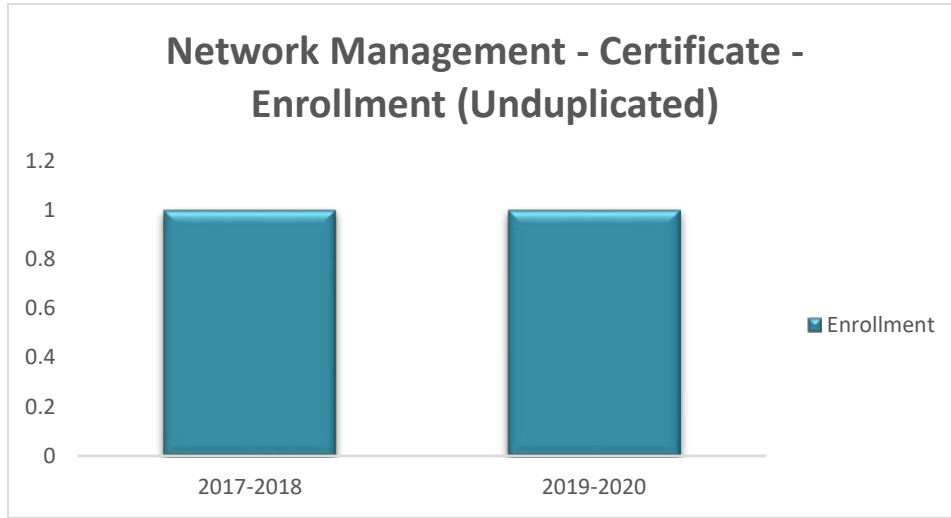
| Program Type<br>(Associate, Diploma, Certificate, or Pathway) | Program Title                                    |
|---|--|
| Associate   | Network Management A25590N                       |
| Certificate   | Cybersecurity Concepts Certificate C25590CC      |
| Certificate   | Network Support Certificate C25590NU             |
| Certificate   | Network Systems Certificate C25590NY             |
| Pathway   | Systems and Hardware Support (CCP) C25590HX      |
| Certificate   | Virtualization Support Certificate C25590VS      |
| Certificate   | Virtualization Technologies Certificate C25590VT |

**Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level  
(Associate, Diploma, Certificate, and Pathway)**

| Program Enrollment (Associate) (unduplicated) |            |                |
|---|------------|----------------|
| Academic Year<br>(Fall, Spring, Summer)       | Enrollment | 3-Year Average |
| 2017-2018                                     | 32         | 42             |
| 2018-2019                                     | 27         | 36             |
| 2019-2020                                     | 20         | 26             |



| Program Enrollment (Certificate) (unduplicated) |            |                |
|---|------------|----------------|
| Academic Year<br>(Fall, Spring, Summer)         | Enrollment | 3-Year Average |
| 2017-2018                                       | 1          | 0              |
| 2018-2019                                       | 0          | 0              |
| 2019-2020                                       | 1          | 0              |

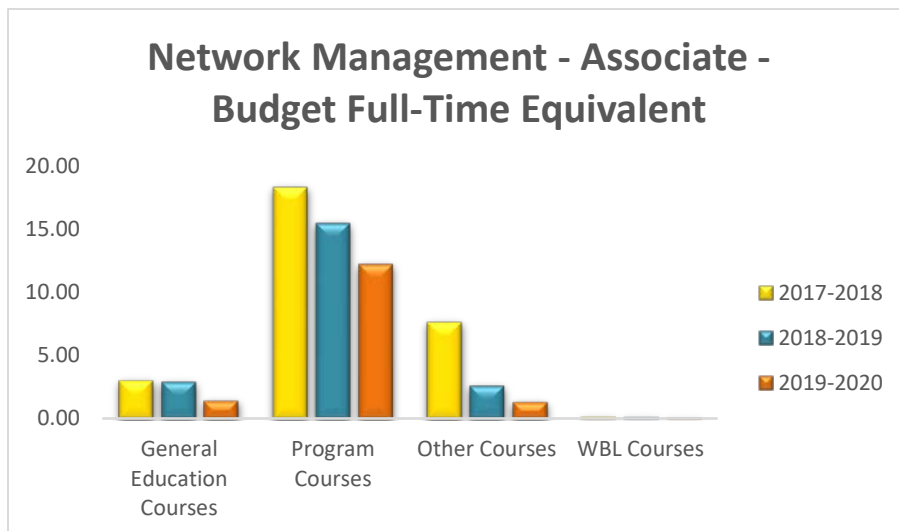


**Provide narrative for analysis of program enrollment.** *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to improve or increase program enrollment.)*

Program enrollment for Network Management has decreased over three years. There may be attrition to the Cybersecurity program because of the demand in that industry. The department routinely participates in recruiting events and will continue in-person recruiting when COVID-19 restrictions are lifted.

**Program Budget Full-Time Equivalent (BTFE) (Academic Year - Fall, Spring, Summer) – (highest level only)**

| Academic Year (Fall, Spring, Summer) | General Education Courses | Program Courses | Other Courses | WBL Courses | Total |
|--------------------------------------|---------------------------|-----------------|---------------|-------------|-------|
| 2017-2018                            | 3.10                      | 18.38           | 7.72          | 0.22        | 29.42 |
| 2018-2019                            | 2.97                      | 15.50           | 2.66          | 0.19        | 21.32 |
| 2019-2020                            | 1.47                      | 12.25           | 1.38          | 0.13        | 15.23 |
| <b>Total</b>                         | 7.54                      | 46.13           | 11.76         | 0.54        | 65.97 |



**Analysis of program budget full-time equivalent (BFTE)** (What is the program budget FTE data indicating? Is the program budget FTE increasing or decreasing? What are possible reasons for increase/decrease? Describe any plans to increase program budget FTE.)

BFTE is decreasing. It is corresponding to the program enrollment which is also decreasing. The best method to increase BFTE is to increase enrollment. WBL is a significant FTE generator. The program lead instructor will grow partnerships with employers to expand internships that produce increased WBL enrollment.

**Activities to ensure program is current (2017-18; 2018-19; 2019-20 – Academic Year, Fall, Spring, Summer)**

List program curriculum changes, revisions, and/or deletions.

| Course Title | Date – Updated / Revised / Deleted |
|--------------|------------------------------------|
| SEC110       | Fall2019; added NET125 prereq      |
| CTI140       | Fall2019; added NET125 prereq      |
| SEC160       | Fall2019; added NET126 prereq      |
| NET126       | Fall2019; added NET125 prereq      |
| NET130       | Fall2019; added NET125 prereq      |
| SEC160       | Spring 2019; added                 |
| NET226       | Spring 2019; deleted               |

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

NET 125 was added as a prerequisite for SEC110, CTI 140, SEC 160, NET 126, and NET 130 to provide the foundation and to give students a better chance to succeed in the respective courses. The NET 226 was deleted to make way for SEC 160 to make students more marketable.

**Advisory Committee: dates, summary of minutes, activities (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)**

**Summary of Advisory Committee Activities**

| Year      | Meeting Dates  | Recommendations / Activities  |
|-----------|--|---|
| 2017-2018 | Various days during Fall 2017; Mar 29, 2018                  | The fall meeting covered current industry needs, future industry needs, troubleshooting skills, and content recommended for CSC 151/251, CSC 289, CTI 115, SEC 160, SEC 175, SEC 285. The spring meeting focused on general employee soft skills. Refer to meeting minutes on file for more details.            |
| 2018-2019 | Oct 18 - Dec 13, 2018; Mar 28, 2019                          | The fall meeting discussed recommended content for CTI 120, CTS 120, NET 130, SGD 112, and SGD 113. The spring meeting focused on general employee soft skills. Refer to meeting minutes on file for more details   |
| 2019-2020 | Oct 29, 2019; Spring 2020 cancelled because of the pandemic. | The fall meeting covered recommended hard skills for courses related to service desk, tech support, system admin, cybersecurity, storage, and virtualization. During the webinar, there was discussion about the need for updated motion capture technology. Refer to meeting minutes on file for more details. |

(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, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? What resources might your program need?)*

Input from advisory members covers a broad range of technologies, hard skills and soft skills. All of these recommendations are directly mapped to current industry trends and expectations. Campus policies, leadership, and funding have allowed the program maximum flexibility to adapt to rapid changes within the industry. As a result, the program learning environment stays aligned with preparing students for workforce needs. The spring advisory committee meeting is a joint meeting with other departments in the division that is held annually. Students are invited to the spring meeting so that they have the opportunity to connect with employers (advisory members) for potential job placement. Planning objectives are based upon advisory input.

### **Labor Market Data**

**Provide narrative for analysis of Labor Market Data.** *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

There is a light job posting demand in Wayne County. The national median salary for the industry is \$104,220 compared to \$99,378 for Wayne County. Regional employment is lower than the national average. An average area of this size typically has 957 jobs; there are 288 in this region. Low average supply of jobs make it more difficult for graduates to find employment in this region. The regional compensation is 5% lower than the national average. The top hard skills are SQL, computer science, software engineering, JavaScript, information systems, C#, .NET, project management, and Java. The top common skills are communications, management, problem solving, leadership, written communications, and interpersonal communications. Retirement risk is high in Wayne County. Racial diversity is low in Wayne County. Gender diversity is about average in Wayne County. The major of occupation by age breakdown is 25-34 (20.6%), 33-44 (25.7%), and 45-54 (25.8%). The majority of occupation race/ethnicity breakdown is White (77%), Black (12.1%), Asian (4.9%), and Latino (4%). The occupation gender breakdown is 72.7% male and 27.3% female.

**Section 2: Faculty Profile**

**Have all faculty credentials been verified?** *(Verify required documents are in personnel files.)*

Yes  No

**List of Faculty and Status (2017-18; 2018-19; 2019-20 – Academic Year – Fall, Spring, Summer)**

| Faculty / Name    | Full-Time / Part-Time | Total Years within Department/Program | Total Years at WCC |
|-------------------|-----------------------|---------------------------------------|--------------------|
| Arthur Wyatt      | PT                    | 3                                     | 3                  |
| Brian Jensen      | PT                    | 7                                     | 7                  |
| Cynthia Kaye      | FT                    | 3                                     | 3                  |
| David Vinciguerra | FT                    | 11                                    | 11                 |
| Demarcus Reid     | FT                    | 7                                     | 16                 |
| Glenn Royster     | FT                    | 10                                    | 17                 |
| James Flannery    | PT                    | 1                                     | 1                  |
| Jenneth Honeycutt | FT                    | 4                                     | 4                  |
| Jennifer Tyndall  | FT                    | 7                                     | 7                  |
| Jerome Brooks     | FT                    | 8                                     | 8                  |
| Jose Alicea       | PT                    | 1                                     | 1                  |
| Robert Shafer     | PT                    | 8                                     | 8                  |
| Sabrina Mozingo   | PT                    | 7                                     | 7                  |
| Tim Collins       | PT                    | 1                                     | 1                  |
| Tony Smith        | PT                    | 6                                     | 6                  |
| Velma Edwards     | PT                    | 7                                     | 7                  |

**Provide narrative for adequacy of faculty numbers.** *(Do you have enough faculty to support your program?)*

Courses are taught by full-time and adjunct faculty. Adjunct faculty members are hired on an as-needed basis. The faculty members are adequate for the courses taught in the program.

**Faculty Contact and Credit Hours**

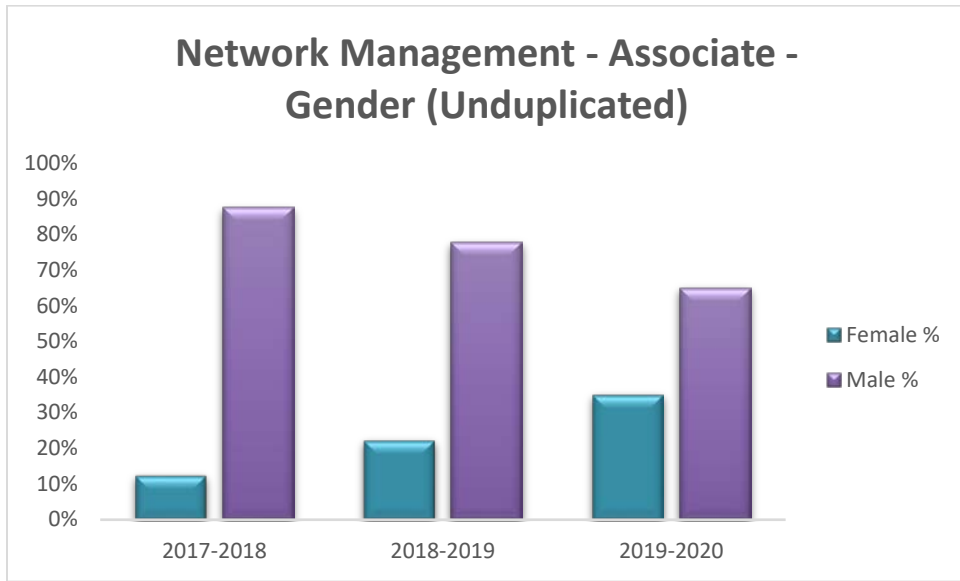
| Faculty / Name    | Full-Time<br>Part-Time | Fall 2017 |        | Spring 2018 |        | Summer 2018 |        |
|-------------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
|                   |                        | Contact   | Credit | Contact     | Credit | Contact     | Credit |
| Demarcus Reid     | FT                     | 8         | 6      | 6           | 4.5    |             |        |
| Brian Jensen      | PT                     | 5         | 3      | 5           | 3      |             |        |
| Jerome Brooks     | FT                     | 18        | 12     | 17          | 10.5   | 13          | 9      |
| Jenneth Honeycutt | FT                     | 4         | 3      | 5           | 4.5    |             |        |
| Glenn Royster     | FT                     | 8         | 6      | 6           | 4.5    |             |        |
| Jennifer Tyndall  | FT                     | 6         | 6      |             |        |             |        |
| Velma Edwards     | PT                     |           |        | 4           | 3      |             |        |
| Robert Shafer     | PT                     |           |        | 10          | 6      |             |        |
| Tony Smith        | PT                     |           |        | 5           | 3      |             |        |
| Arthur Wyatt      | PT                     |           |        | 4           | 3      |             |        |
| David Vinciguerra | FT                     | 1         | 1      |             |        |             |        |

| Faculty / Name    | Full-Time<br>Part-Time | Fall 2018 |        | Spring 2019 |        | Summer 2019 |        |
|-------------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
|                   |                        | Contact   | Credit | Contact     | Credit | Contact     | Credit |
| Demarcus Reid     | FT                     | 8         | 6      | 4           | 3      |             |        |
| Brian Jensen      | PT                     | 5         | 3      |             |        |             |        |
| Jerome Brooks     | FT                     | 23        | 15     | 17          | 10.5   | 13          | 9      |
| Jenneth Honeycutt | FT                     | 8         | 7      |             |        | 5           | 3      |
| Glenn Royster     | FT                     | 5         | 3      | 10          | 7.5    |             |        |
| Jennifer Tyndall  | FT                     | 6         | 6      | 3           | 3      |             |        |
| Velma Edwards     | PT                     |           |        | 4           | 3      | 4           | 3      |
| Tony Smith        | PT                     |           |        | 9           | 6      |             |        |
| Arthur Wyatt      | PT                     |           |        | 8           | 6      |             |        |
| David Vinciguerra | FT                     |           |        | 1           | 1      |             |        |

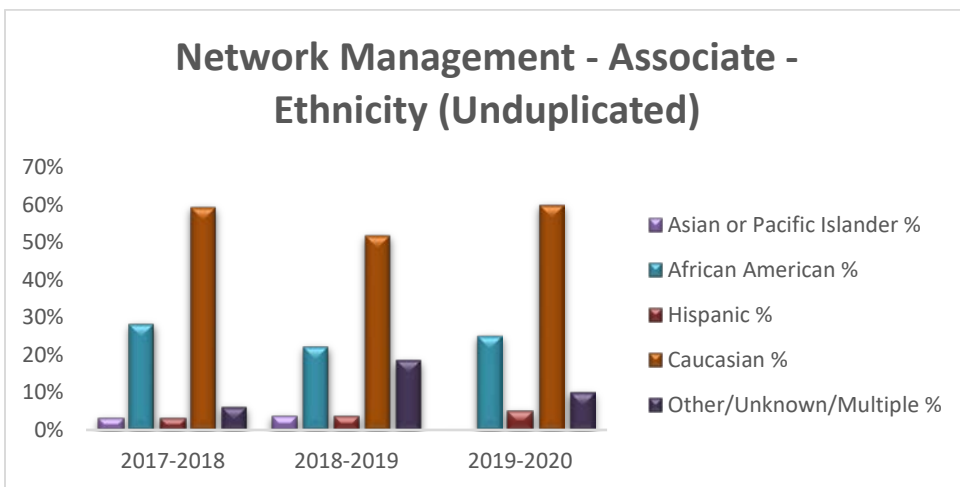
| Faculty / Name    | Full-Time<br>Part-Time | Fall 2019 |        | Spring 2020 |        | Summer 2020 |        |
|-------------------|------------------------|-----------|--------|-------------|--------|-------------|--------|
|                   |                        | Contact   | Credit | Contact     | Credit | Contact     | Credit |
| Brian Jensen      | PT                     | 10        | 6      |             |        |             |        |
| Jerome Brooks     | FT                     | 14        | 9      | 19          | 12     | 12          | 9      |
| Jenneth Honeycutt | FT                     | 4         | 3      |             |        |             |        |
| Glenn Royster     | FT                     | 5         | 3      |             |        | 5           | 3      |
| Jennifer Tyndall  | FT                     | 13        | 12     | 3           | 3      |             |        |
| Tony Smith        | PT                     | 4         | 3      | 9           | 6      |             |        |
| James Flannery    | PT                     |           |        | 4           | 3      |             |        |
| Jose Alicea       | PT                     |           |        | 4           | 3      |             |        |
| Tim Collins       | PT                     |           |        | 8           | 6      |             |        |
| Cynthia Kaye      | FT                     |           |        | 5           | 3      | 5           | 3      |
| David Vinciguerra | FT                     | 1         | 1      | 1           | 1      |             |        |
| Sabrina Mozingo   | PT                     | 8         | 6      |             |        |             |        |

**Section 3: Student Demographics - Parent program (highest level only) data is provided.**

| Gender (Associate - unduplicated) Academic Year – Fall, Spring, Summer |        |     |      |     |       |      |
|--|--------|-----|------|-----|-------|------|
| Academic Year  | Female |     | Male |     | Total |      |
|  | N      | %   | N    | %   | N     | %    |
| 2017-2018  | 4      | 13% | 28   | 88% | 32    | 100% |
| 2018-2019  | 6      | 22% | 21   | 78% | 27    | 100% |
| 2019-2020  | 7      | 35% | 13   | 65% | 20    | 100% |

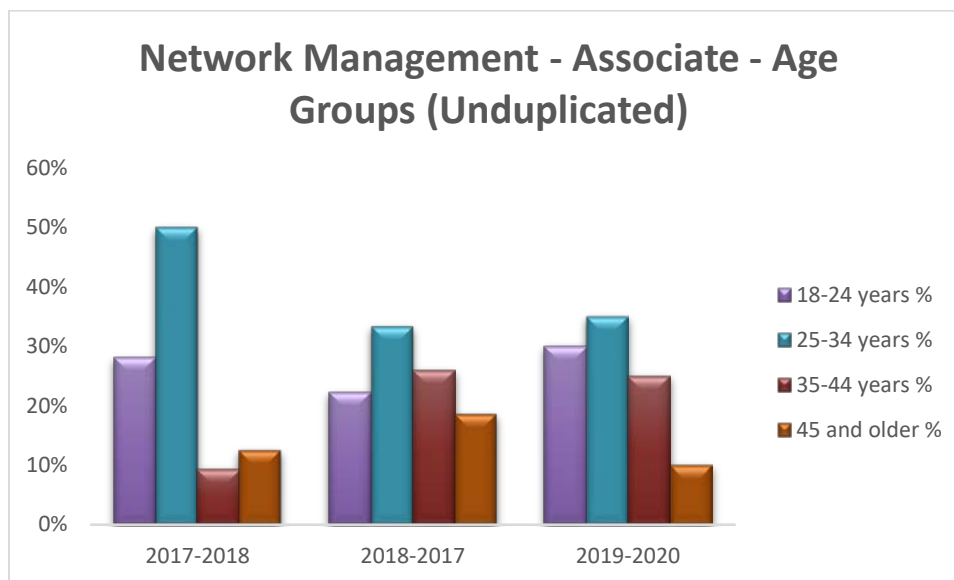


| Ethnicity (Associate – unduplicated) Academic Year – Fall, Spring, Summer |                 |   |                           |    |                  |     |          |    |           |     |                            |     |       |      |
|---|-----------------|---|---------------------------|----|------------------|-----|----------|----|-----------|-----|----------------------------|-----|-------|------|
| Academic Year   | American Indian |   | Asian or Pacific Islander |    | African American |     | Hispanic |    | Caucasian |     | Other / Unknown / Multiple |     | Total |      |
|   | N               | % | N                         | %  | N                | %   | N        | %  | N         | %   | N                          | %   | N     | %    |
| 2017-18   | 0               | 0 | 1                         | 3% | 9                | 28% | 1        | 3% | 19        | 59% | 2                          | 6%  | 32    | 100% |
| 2018-19   | 0               | 0 | 1                         | 4% | 6                | 22% | 1        | 4% | 14        | 52% | 5                          | 19% | 27    | 100% |
| 2019-20   | 0               | 0 | 0                         | 0% | 5                | 25% | 1        | 5% | 12        | 60% | 2                          | 10% | 20    | 100% |





| Age (Associate – unduplicated) Academic Year – Fall, Spring, Summer |          |   |             |     |             |     |             |     |              |     |       |      |
|---|----------|---|-------------|-----|-------------|-----|-------------|-----|--------------|-----|-------|------|
| Academic Year   | Under 18 |   | 18-24 years |     | 25-34 years |     | 35-44 years |     | 45 and older |     | Total |      |
|   | N        | % | N           | %   | N           | %   | N           | %   | N            | %   | N     | %    |
| 2017-18   | 0        | 0 | 9           | 28% | 16          | 50% | 3           | 9%  | 4            | 13% | 32    | 100% |
| 2018-19   | 0        | 0 | 6           | 22% | 9           | 33% | 7           | 26% | 5            | 19% | 27    | 100% |
| 2019-20   | 0        | 0 | 6           | 30% | 7           | 35% | 5           | 25% | 2            | 10% | 20    | 100% |



**Provide narrative for analysis of student demographics.** *(How are you recruiting/retaining a diverse population of students? What are some ways you can increase student diversity in your program?)*

In 2017-2018, 3% are Asian or pacific islander, 3% Hispanic, 6% Others, 28% African American and 59% Caucasian. Over the 3-year period, the demographics stayed the same but Others went up from 6% to 10% and African American went down from 28% to 25%. 30% are in the age group of 18-24, 35% are in the age group of 25-34%, 25% are in the are group of 35-44, and 10\$ are in the age group of 45+. Overall, 65% are male and 35% are female. Instructors are actively recruiting and striving to broaden the participation for female students and underserved populations in STEM.

## Section 4: Program Outcomes

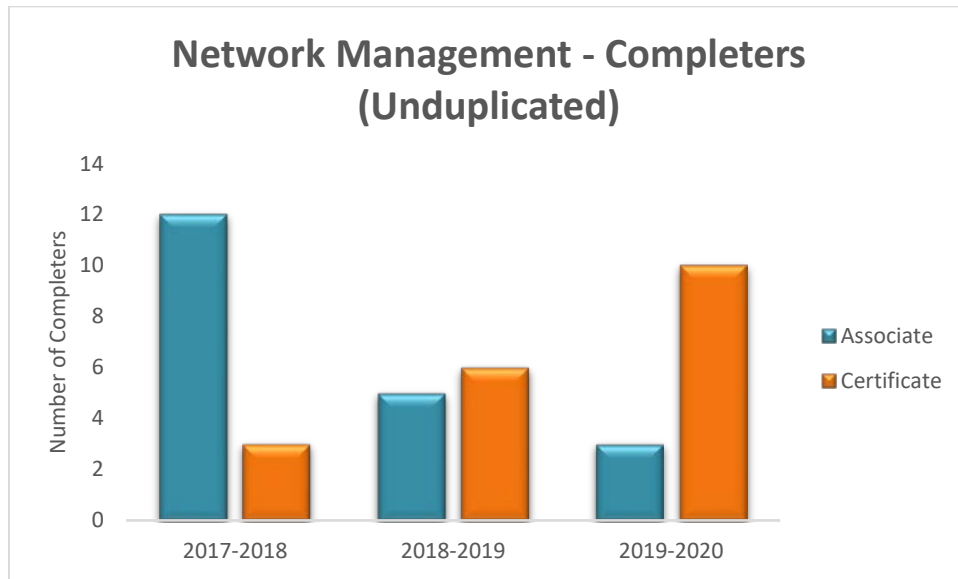
### Outcome #1: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

**Baseline:** 13 # (*Average of total completers for the last three years – 2017-18; 2018-19; 2019-20*)

**Standard:** 14 #

**Target:** 15 #

| Number of Completers ( <i>unduplicated</i> ) – Graduation Year – Summer, Fall, Spring |           |         |             |       |
|---|-----------|---------|-------------|-------|
| Graduation Year   | Associate | Diploma | Certificate | Total |
| 2017-2018   | 12        |         | 3           | 15    |
| 2018-2019   | 5         |         | 6           | 11    |
| 2019-2020   | 3         |         | 10          | 13    |



**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?)*

As the certificate completers increases, the associate completers decrease over 3 years. The Network Management program and Cybersecurity program have almost the same courses. Some of the students transferred to the cybersecurity as they see the cybersecurity field is growing. Also, attracting more students to the degree program will by default increase not only the degree completers but also the certificate completers.

**Provide narrative for analysis of completer standard/target.** *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New completer standard and target was set based on the three-year baseline data from 2017-18, 2018-19 and 2019-20.

The standard has been set at 14 # and the target at 15 #.

### Identify Completer Action Items

*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(How will you assess the results of action items?)</i> |
|------|---|--|--|
| 1    | Modify the cyber security program and differentiate it from the network management program. | Fall 2021  | Program advisor will monitor students' rationale for selecting Network Management.   |

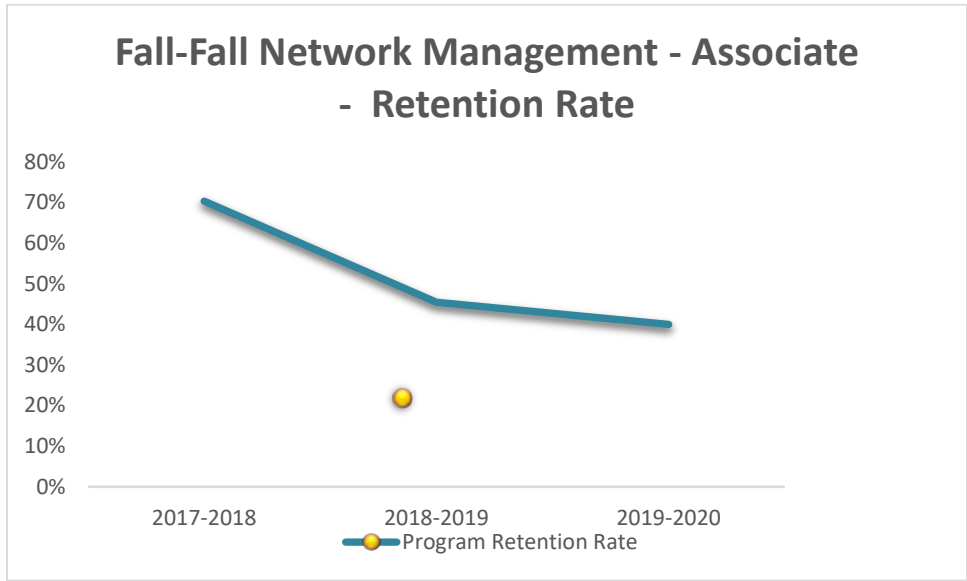
### Outcome #2: Retention

**Baseline:** 51.9 % *(Average of last three years – 2017-18; 2018-19; 2019-20; fall-to-fall program retention)*  
**Standard:** 53 %  
**Target:** 55 %

### 2020-2021 Action / Strategy Items: *(carried forward outcomes)*

| Item # | Action / Strategy Items:<br><i>(Actions / strategies identified in the 2019-20 program outcome assessment follow-up.)</i> | Results / Use of Results: <i>(Provide results of the action / strategy identified. Was the action / strategy successful? How do you know?)</i>  |
|--------|---|---|
| 1      | Implement more live and recorded lectures in online courses.  | Live lectures and recordings were added to more online courses. In some cases, they were added to hybrid courses too. The retention rate dropped from 70% to 40%. This seems to correspond with the migration of students from this program to the Cybersecurity program. |

| Year (Fall to Fall) | Program Fall Enrollment Cohort | Program Completers | Program Retained | Program Stop Outs | Program Transfers | Program Retention Rate |
|---------------------|--------------------------------|--------------------|------------------|-------------------|-------------------|------------------------|
| Fall 2017-Fall 2018 | 27                             | 10                 | 9                | 7                 | 1                 | 70.4%                  |
| Fall 2018-Fall 2019 | 22                             | 6                  | 4                | 9                 | 3                 | 45.5%                  |
| Fall 2019-Fall 2020 | 15                             | 2                  | 4                | 5                 | 4                 | 40.0%                  |



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

There was massive drop from 2017 – 2018 to 2018 - 2019. Some of these students transferred to Cybersecurity. The Cybersecurity program has almost the same courses as Network Management. The students saw more employment demand in Cybersecurity.

**Provide narrative for analysis of program retention standard/target.** *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program retention standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20 fall to fall retention.

The standard has been set at 53 % and the target at 55 %.

**Identify Retention Action Items**

*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(How will you assess the results of action items?)</i>   |
|------|---|--|--|
| 1    | Modify the cyber security program and differentiate it from the network management.         | Fall 2021  | Program advisor will monitor enrollment growth, retention, and reasons for withdrawals to determine the enrollment ratio required to |

|  |  |  |   |
|--|--|--|---|
|  |  |  | overcome student attrition that negatively impacts retention rates. |
|--|--|--|---|

### Outcome #3: Program Success Rate (all delivery methods)

*(Duplicated based on number of courses taken by students in the program.) (Program Success Rate tab)*

**Baseline:** 82 % (Average program success students for the last three years – 2017-18; 2018-19; 2019-20)  
**Standard:** 84 %  
**Target:** 85 %

| Academic Year<br>Fall, Spring, Summer | Program Enrolled Students | Program Success Students | Program Success Rate |
|---------------------------------------|---------------------------|--------------------------|----------------------|
| 2017-2018                             | 141                       | 123                      | 87%                  |
| 2018-2019                             | 114                       | 85                       | 75%                  |
| 2019-2020                             | 87                        | 74                       | 85%                  |

**Provide narrative for analysis of student success in program courses.** *(Are students more successful in program courses in face-to-face, online, hybrid, or blended methods of course delivery? Do you plan to make any changes to course offerings based upon your analysis of the data?)*

2017-2018 program success rate was 87%, 2018-2019 program success rate was 75% and 2019-2020 program success rate was 85%. There were 11 students in Spring 2019 in the face-to-face delivery method that yielded 100% success rate. Fall 2019 had 5 students that yielded 100% success rate and Spring 2020 had 13 students that yielded 87% success rate in the blended delivery method. Fall 2017-Spring 2018 had 85% average success rate in hybrid delivery method. Fall 2018 -Spring 2019 had 75% average rate in hybrid delivery method and Fall 2019-Spring 2020 had 82% average rate in delivery method. Based on the results, the current offerings will remain the same.

**Provide narrative for analysis of student success in program courses standard/target.** *(Identify standard and target. Standard is the acceptable performance, which must be higher than the baseline; Target is the desired performance, which must be higher than the standard.)*

New program success rate standard and target was set based on the three-year baseline data from 2017-18, 2018-19, and 2019-20.

The standard has been set at 84% and the target at 85%.

### Identify Student Success in Program Courses Action Items

*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| Item | Action Items <i>(Identify action items as a result of your program outcome assessment.)</i> | Target Date <i>(Identify your projected target date for completion of action items.)</i> | Assessment of Action Items <i>(How will you assess the results of action items?)</i> |
|------|---|--|--|
| 1    | Modify the cyber security program and differentiate it from the network management.         | Fall 2021  | Program advisor will monitor enrollment growth                                       |

**Outcome #4: Licensure and Certification Passing Rates (if applicable) (NCCCS Performance Measure)**

**Baselines were set based upon WCC's average college performance of the measure. Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.**

**Baseline:** N/A % (Average of last three years NCCCS Reports; 2018, 2019, and 2020)

**Standard:** N/A %

**Target:** N/A

**Licensure / Certification Exam – (Title of License or Exam)**

| NCCCS Report | Exam Year | # Tested | # Passed | % Passing |
|--------------|-----------|----------|----------|-----------|
| 2017         | 2015-16   |          |          |           |
| 2018         | 2016-17   |          |          |           |
| 2019         | 2017-18   |          |          |           |
| 2020         | 2018-19   |          |          |           |

**Provide narrative for analysis of licensure / certification passing rates.** (Based on the performance measure data, provide a narrative of your analysis of licensure/certification. Are you satisfied with your program licensure or certification rates? State any changes you plan to make for continuous improvement.)

Not applicable.

**Provide narrative for analysis of licensure and certification passing rates standard/target.** (Standards and targets were set using WCC's performance of the NCCCS Performance Measure results and are the same as those set in the WCC Strategic Plan for Institutional Effectiveness.)

Not applicable.

**Identify Licensure and Certification Passing Rates Action Items**

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

| Item | Action Items (Identify action items as a result of your program outcome assessment.) | Target Date (Identify your projected target date for completion of action items.) | Assessment of Action Items (How will you assess the results of action items?) |
|------|--|---|---|
| 1    | Not applicable.  |   |   |

## Section 5: Other Assessments

**In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and include the most recent date of accreditation.**

Not applicable.

**Analysis of other assessments.** *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment instruments used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

The department periodically administers surveys to IST students to gather feedback about the best delivery methods and times of day preferences for class meetings. The program has three program learning outcomes that are representative of skill mastery of program participants; each is assessed via signature assignment during a three-year cycle. The rubrics have multiple dimensions that allow assessors to isolate areas that warrant improvement action items. All instructors have open communication with students and solicit at least informal feedback about all aspects of learning; this information is used to make rapid modifications to any warranted aspect of learning. All courses have formal online course feedback surveys that are administered near the end of the semester to allow students to express their experiences that relate to all aspects of learning. At the very least, the department chair reviews the course surveys and takes actions as warranted to enhance learning. The Office of Institutional Effectiveness congregates data from advisory committees, employer, and graduate surveys and shares them with the department which in turn uses them as opportunities to take improvement actions.

### **Identify Other Assessment(s) Action Items (if applicable)**

*(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)*

| <b>Item</b> | <b>Action Items (Identify action items as a result of your program outcome assessment.)</b> | <b>Target Date (Identify your projected target date for completion of action items.)</b> | <b>Assessment of Action Items (How will you assess the results of action items?)</b> |
|-------------|---|--|--|
| 1           | Not applicable.   |  |  |

### **Provide narrative for your program facility needs. If facilities are adequate, please confirm.**

All seated and hybrid classes are taught in the Spruce Building on the main campus of Wayne Community College. The main classroom used is Spruce 202. The classroom has a mini data center to provide hands on experience. All classrooms in the Spruce Building are equipped with wireless Internet access, digital projectors, and instructor stations to provide opportunities for enhanced class presentations. Spruce 202 is currently used as a multipurpose room for core IT courses. The closets (Spruce 203A and 203B are used to house data center equipment; this space limits access to 1/3 of the students at a time; there is not enough space, HVAC, and electrical power to accommodate lab equipment growth to keep pace with new technologies. Space is needed for core IT infrastructure and hardware courses. Request at least 572 square feet space for a student data center learning lab. The data center should have sufficient electrical power and cooling to support equipment. Request at least 572 square feet space for a connected computer lab. This lab will support 18 student desktop computers and one

instructor computer. Request a connected closet for storage that is at least 100 square feet. The closet should have electrical receptacles to charge equipment that will be secured in the closet.

**Provide narrative for academic / student support services. (Are services adequate for your program?)**

All academic and support services have open communication with faculty and there is a unified effort to provide the best service to all stakeholders. There are readily accessible channels to address any issues in maximum effort to close any adequacy gaps and ensure mission success.

**Planning Objectives (2017-18; 2018-19; 2019-20 – Fiscal Year, July 1-June 30)**

Provide a summary of planning objectives submitted for the last three years, 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) | Department  | Objective(s) Submitted  | Use of Results   |
|--|---|---|--|
| 2017-18  | 1) Information Systems Technology – SGD<br>2) Information Systems Technology<br>3) Information Systems Technology | 1) Addition of Zbrush (24 licenses) (Approved)<br>2) (1)NETLAB+ VE -License -32 Pod; (2)Dell R730; (1)WS-C2960+48TC-L; (1)UPS; (1)Rack (Approved)<br>3) (1)ISR4321/K9; (4)Cisco NIM-16A; (4)CAB-HD8-ASYNC; (3)APC 7900; (9)Cisco ISR 4321 Sec bundle w/SEC license Bundle; (10)NIM-2T=; (9)Catalyst 2960 24 10/100 + 2 1000BT LAN Base Image (Approved) | 1) The software has been instrumental in expanding the modeling skill set of students; the software will also be used as a sculpting resource in SGD 162 and SGD 214 during Fall 2018.<br>2) Items were purchased during the latter part of April and have not been received. Carry forward to the 2018-19 Plan to report assessment and use of results. 2018-19 Use of Assessment: At least 75% of students scored at least 70% or higher on tasks that required comprehension of concepts and techniques related to the respective technologies. The department plans to expand the use of the technologies and scale them out to other courses to enhance the remote learning environment.<br>3) Items were purchased during the latter part of April and have not been received. Carry forward to the 2018-19 Plan to report assessment and use of results. 2018-19 Use of |



|         |   |   |   |
|---------|---|---|---|
|         |   |   | <p>Assessment: At least 75% of students scored at least 70% or higher on tasks that required comprehension of concepts and techniques related to the respective technologies. The department plans to expand the use of the technologies and scale them out to other courses to enhance the remote learning environment.</p>  |
| 2018-19 | <ol style="list-style-type: none"> <li>1) Information Systems Technology – SGD</li> <li>2) Information Systems Technology (all IST programs)</li> </ol> | <ol style="list-style-type: none"> <li>1) (7) 3D printer (Funded)</li> <li>2) (2) Laptops and (2) USB cameras (Approved)</li> </ol>   | <ol style="list-style-type: none"> <li>1) At least 75% of students scored at least 70% or higher on tasks that required comprehension of concepts and techniques related to 3D modeling. There seems to be anecdotal evidence the printers have enhanced the learning within and credibility of the respective 3D modeling courses. The lead instructor is exploring ways to further integrate 3D printing concepts into other facets of the respective courses.</li> <li>2) The correct laptops were requested in late April 2019 and received in April 2019. However, they have not been configured by Dell. Carry forward to the 2019-20 Plan/Budget to report assessment of the objective. Carry forward to 2020-21 Plan to report assessment.</li> </ol> |
| 2019-20 | <ol style="list-style-type: none"> <li>1) Information Systems Technology</li> <li>2) Information Systems Technology</li> </ol>                          | <ol style="list-style-type: none"> <li>1) Request Rokoko SmartSuit Pro (class bundle that has 5 suits of various sizes). (Approved)</li> <li>2) (9) SGD computers, with hardware that has the potential to</li> </ol> | <ol style="list-style-type: none"> <li>1) Awaiting receipt. Unable to assess objective due to campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment.</li> <li>2) Awaiting receipt. Unable to assess objective due to campus shut-down, stay-at-home</li> </ol>  |

|  |  |                                       |   |
|--|--|---------------------------------------|---|
|  |  | support SGD activities.<br>(Approved) | orders. Carry forward to the 2020-21 Plan to report assessment. |
|--|--|---------------------------------------|---|

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

Strengths

- On-campus and remote access labs provide students opportunity to train on software and equipment they are likely to encounter in the workforce
- Articulation agreement with ECU that provides 4-year degree completion
- Relationships with local and metro area employers provide internships and employment opportunities to students
- Administration advocates new ideas and progressive learning methods that enhance student success in the classroom and the workforce
- Administration strives to secure funding required to keep technology current
- Division has an environment that promotes decisions to be made at the lowest possible level and encourages faculty to “think big”; faculty have flexibility to quickly implement technologies and curricula to stay current with workforce needs
- Faculty routinely evaluate course content and technology to ensure they prepare students for current workforce skill requirements
- Industry-technology professional development opportunities are available to faculty
- Courses continue to be redesigned to keep up with the latest industry demand and trends
- Classes are located in a modern facility
- Course content prepares students for industry certifications

Weaknesses and Opportunities

- Space limitations will be a challenge as emerging technologies arise; however, there are projected expansion opportunities as classrooms are projected to be repurposed after entities are relocated.

**Section 6: Outcomes Follow-Up and Approvals**

Outcomes follow-up (year-end report) to be addressed spring semester following review year (2021-22 and 2022-23).

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

Glenn Royster, Department Chair, Information Systems Technologies  
Jerome Brooks, Program Lead Instructor, Network Management

**Approvals**

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to review and approve the Review and Outcome Assessment.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

|                                       |                            |           |
|---------------------------------------|----------------------------|-----------|
| <b>Dean, Director, or AVP / Date:</b> | <u>Tracy M. Schmeltzer</u> | 5/25/2021 |
| <b>IE Acceptance / Date:</b>          | <u>Dorothy Moore</u>       | 5/25/2021 |
| <b>Administrator Approval / Date:</b> | <u>Patty Pfeiffer</u>      | 5/25/2021 |