

**Wayne Community College  
Program Review – 2021-2022**

**Name of Program:** Swine Management Technology

**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 Swine Management Technology Program is to prepare individuals to manage a profitable, environmentally sound and humane swine production facility.

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

No change.

**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.**

**Goal 1: Increase Student Access**

**Goal 2: Ensure Program Excellence**

**Goal 3: Improve Student Success**

**Goal 4: Ensure Institutional Quality**

Goal 1: The Swine Management Program is a flexible program that can be taken completely online or hybrid. The core animal science courses are online; however, the general education courses and agriculture courses can be taken online, hybrid or seated to be flexible for students who work or are distance education students. Students enrolled in online animal science courses can attend several optional in class labs for hands on learning experiences.

Goal 2: Swine Management continues to strive for program excellence. Courses are constantly being reviewed to ensure quality. Faculty and advisors in the swine management program have extensive networking within the animal science field to ensure that courses are relevant to skills needed by the workforce and graduating students.

Goal 3: Swine Management advisors use extensive advising methods to ensure student success. Students are given warnings when they are in jeopardy of failing a course. Students are reminded regarding advising and registration periods on a regular basis to make sure that they are continuous, productive students.

Goal 4: Swine Management students have access to all student services available within the college.

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

**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
Associate of Applied Science (AAS)	Swine Management Technology

**Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)**  
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
ANS 240 to ANS 210	Revised Fall 2022
WLD 115 to WLD 112	Revised Fall 2020
Remove CIS 110	Revised Fall 2021

**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?)

Since computer skills is no longer an ILO for Wayne Community College, the advisory committee reviewed a recommendation from Jennifer Johnson to take out CIS 110 from the degree program for Applied Animal Science and Swine Management Technology. The committee agreed that computer skills need to remain one of the program learning outcomes for both degrees and that the computer skills necessary for careers in animal science and swine management can be tailored more to actual software used in the fields. The main computer skills to focus on in the Swine Management program is data entry and data analysis.

After discussion with Chad Pate, Welding Instructor, a recommendation was made to the advisory committee to switch WLD 115 to WLD 112. WLD 115 was geared toward someone that would be welding as an occupation. WLD 112 was an overview of welding with different methods introduced to cover what a swine management student may need on the job.

Lastly, ANS 240 was changed to ANS 210. ANS 210 is currently offered as part of the Applied Animal Science program and covers all the material that would be covered in ANS 240 plus general animal science issues. This replacement was made to eliminate redundancy in courses taught.

**Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)**

**Summary of Advisory Committee Activities**

Year	Meeting Dates	Recommendations / Activities
2019-2020	9/13/19 & 3/13/20	Planning Objective recommendations, Curriculum changes, Summer Camp on hold, Grant proposal with WCLDA
2020-2021	10/9/20 & 3/5/21	Apprenticeships with Smithfield Foods
2021-2022	11/5/21	CCP Program and Change to ANS 210 from ANS 240

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

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

The emerging need for the industry is to find capable and willing employees. I have been asked to serve on a task force within the NC Pork Council to strategize ways to bring more individuals into the field of animal science and swine management. Youth apprenticeships as well as regular apprenticeships have been implemented. Hopefully, by working with stake holders in the field, we will be able to recruit students and employees together to work toward a common goal.

## Section 2: Program Outcomes

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

**Baseline:** 7 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)  
**Standard:** 8 #  
**Target:** 9 #

#### Program Enrollment

Program Enrollment ( <i>unduplicated</i> )	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	2
2019-2020	3
2020-2021	16

#### Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	1	33.3%	4	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%	2	12.5%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>33.3%</b>	<b>6</b>	<b>37.5%</b>
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	2	100.0%	1	33.3%	4	25.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	33.3%	4	25.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	2	12.5%
<b>Male Total</b>	<b>2</b>	<b>100.0%</b>	<b>2</b>	<b>66.7%</b>	<b>10</b>	<b>62.5%</b>
<b>Total</b>	<b>2</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>16</b>	<b>100.0%</b>

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	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	50.0%	2	66.7%	3	18.8%
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%	2	12.5%
18-24 Total	1	50.0%	2	66.7%	5	31.3%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	50.0%	0	0.0%	3	18.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	33.3%	4	25.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	1	50.0%	1	33.3%	7	43.8%
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%	2	12.5%
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%	2	12.5%
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%	4	25.0%
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%	3	100.0%	16	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.)*

First, enrollment increased because this is a new program. Second, enrollment increased with the implementation of the apprenticeship program with Smithfield Foods in Farm Leadership.

**Identify Enrollment Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Use social media to highlight current and former students.	Current students as well as alumni of the animal science program will be interviewed and highlighted on a weekly basis.

**Outcome #2: Retention****Baseline:** 38.9 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 40 %**Target:** 50 %

Year	Program Retention Rate
2018-2019	0.0%
2019-2020	50.0%
2020-2021	66.7%

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

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	0	0.0%	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%
<b>Female Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
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	100.0%	1	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%	1	50.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	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%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
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%	1	100.0%	1	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%
<b>18-24 Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>	<b>50.0%</b>
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	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%	1	50.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>50.0%</b>
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%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
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%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>



**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.)*

Students in the program are mostly apprenticeship students. Because they have jobs already within the company and are taking these courses to move up within the company, they are very driven to stay and complete.

**Identify Retention Action Items**

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Active advising of students.	Students will be contacted by email when they reach a critical number of absences (total or consecutive) as well as when they become at risk of failing a course. Students will also be contacted when registration periods open and will be advised and registered when contacted.

**Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)****Baseline:** 3 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 4 #**Target:** 5 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2019-2020	3
2020-2021	3
2021-2022	2

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	66.7%	1	33.3%	2	100.0%
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%
<b>Female Total</b>	<b>2</b>	<b>66.7%</b>	<b>1</b>	<b>33.3%</b>	<b>2</b>	<b>100.0%</b>
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	33.3%	1	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	33.3%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>1</b>	<b>33.3%</b>	<b>2</b>	<b>66.7%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>3</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	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%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
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	33.3%	1	33.3%	2	100.0%
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%
<b>18-24 Total</b>	<b>1</b>	<b>33.3%</b>	<b>1</b>	<b>33.3%</b>	<b>2</b>	<b>100.0%</b>
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	66.7%	1	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	33.3%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>2</b>	<b>66.7%</b>	<b>2</b>	<b>66.7%</b>	<b>0</b>	<b>0.0%</b>
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%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
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%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>3</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>

**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?)*

Because the program is new, the number of completers is staying steady.

**Identify Completer Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase student completion in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Active advising	Students will be advised when they are nearing completion of a certificate and/or the AAS degree. Each student's plan is completed in self-service to give a goal to each student for a completion date.

### Section 3: Other Assessments

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

Students in Swine Management receive BQA (Beef Quality Assurance) training and certification, PQA+ (Pork Quality Assurance) training and certification. They also receive Master of Beef Advocacy training and certification. We are currently working with ICEV Online so that in the future, students will be able to receive certification in certain skills through their online program.

#### Planning Objectives (2019-20; 2020-21; 2021-22 – 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 (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	<ol style="list-style-type: none"> <li>1) ReproScan Convex Ultrasound, Software, Monitor and Bag</li> <li>2) Oculus Go VR Headset - 64GB</li> </ol>	<ol style="list-style-type: none"> <li>1) <u>2019-20 End-of-Year Status Report</u>: Awaiting receipt. <u>2020-21 End-of-Year Status Report</u>: Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2021-22 Use of Results / Assessment</u>: Due to COVID-19, the technology has not been fully utilized. Videos of the ultrasound being used have been made (dogs), however, students have not been able to use the ultrasound on livestock. The technology should be utilized beginning in Summer 2022.</li> <li>2) <u>2019-20 Status Report</u>: Submitted for purchase by Purchasing Director. Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u>: The headsets have been received. However due to the COVID shutdown, they have not been used to their full benefit. 2020-21 Use of Results / Assessment: Carry forward to 2021-22 Plan to report assessment. <u>2021-22 Status Report</u>: The VR goggles have been received and have been used with limited access due to continuing concerns with COVID-19 in the Fall 2021. <u>2021-22 Use of Results / Assessment</u>: 100% of students who took the PQA+ certification in Fall 2021 passed and received their certifications.</li> </ol>

2020-21	Swine Breeder and Bovine Injection Simulator	The swine breeder and bovine injection simulator were purchased and received in late Fall 2020. Online curriculum was provided with both products and was implemented in Spring 2021 classes (ANS 120 and ANS 213). More of the curriculum will be implemented in Fall 2021 (ANS 140). Optional labs were held in Spring 2021 utilizing the equipment for hands on demonstrations. 100% of students in the Applied Animal Science and Swine Management programs will benefit from the Swine Breeder and Bovine Injection simulator. During the spring, 92% of the students tested (25 students) on correct bovine injection sites and placement showed proficiency. 96% of students tested (24 students) on bovine growth implants placement showed proficiency. 100% of students tested (16 students) showed proficiency in farrowing and delivery issues. 87% of students tested (23 students) showed proficiency in proper artificial insemination techniques.
2021-22	No planning objectives submitted.	Not applicable.

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

I do not have planning objective needs currently. In the future, if an Ag & Natural Resources building is built, there will be a need for equipment and penning.

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

I do not anticipate any need for faculty or staff over the next three years. I would like to see a steady and consistent growth in student numbers before committing to an additional faculty member.

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

There is a need for a building on campus to temporarily house animals for labs and/or summer camps. Currently, I am using the facility at the fairgrounds to hold animals for labs. While this is helpful, it is far from convenient. Having a facility on campus to house animals for a few weeks at a time for labs would be tremendously helpful. It would also be an excellent recruiting tool to showcase the program.

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

Academic and student services are adequate.

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

Applied Animal Science's strengths are: 1) Apprenticeship opportunities, 2) Advising and relationships built between students/advisors, 3) Reputation of program and work force it has created over the year.

Weaknesses include Most (all apprentices) students are working while attending classes. This makes retention and success a little more challenging.

Opportunities include: 1) Building a youth apprenticeship program.

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

Jennifer Johnson, Lead Applied Animal Science Instructor

**Approvals**

1. 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.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: Dorothy Moore 11/22/2022

Dean, Director, or AVP / Date: Dr. Ernie White 11/22/2022

Administrator Approval / Date: Dr. Brandon M. Jenkins 11/22/2022