

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

Name of Program: IT Business Support

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.

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

The mission of the IT Business Support program accurately reflects the goals of the department.

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

The IT Business Support program's mission directly correlates to WCC's values and goals. Communication, excellence, integrity, leadership, learning, and teamwork are values that are directly woven into the curriculum being taught and modeled to students. ITBS student access is increased by offering the program 100% online accessible as well as offering courses in the classroom.

Goal #2 Ensure Program Excellence aligns best with the ITBS program. Instructors ensure program excellence by examining rigor, relevance, and quality each semester in all of their courses. This is only intensified by the feedback from the Advisory Committee to ensure the content is up-to-date, competitive, and relevant to the world of work. 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: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	IT Business Support (A25590I)
Diploma	IT Diploma (D25590)
Certificate	A+ Fundamentals (C25590AF)
Certificate	Business Apps (C25590BA)
Certificate	Business Support (C25590BS)
Certificate	Cybersecurity Concepts (C25590CC)
Certificate	Hardware/Software Support (C25590HS)
Certificate	Operating Systems Support (C25590OS)
Certificate	Systems and Hardware Support (C25590H)
Certificate	Systems Support (C25590S)
Certificate	Windows Operating Systems (C25590WO)

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
No changes	

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?)

N/A

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	10/29/19	The fall meeting covered recommended hard skills for courses related to service desk, tech support, system admin, cybersecurity, storage, and virtualization. It was recommended to implement a ticketing system for tech support. Refer to meeting minutes on file for more details.
2020-2021	3/31/2021	Prepare students for changing workplace environment (telecommuting)
2021-2022	10/27/2021	Cyberbit Range implementation

(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?)*

Current and upcoming trends that may have an impact on the program (positive or negative). The IST faculty have identified several industry trends through various professional development opportunities as well as advisory feedback from local industry partners and the members of the advisory committee.

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

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 57 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)

Standard: 59 #

Target: 61 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	60
2019-2020	56
2020-2021	55

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	5	8.3%	7	12.5%	4	7.3%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	2	3.3%	0	0.0%	0	0.0%
Caucasian, Female	5	8.3%	7	12.5%	6	10.9%
Hawaiian/Other Pacific Islander, Female	1	1.7%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	3	5.4%	0	0.0%
Two or More Races, Female	1	1.7%	1	1.8%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	14	23.3%	18	32.1%	10	18.2%
African American, Male	9	15.0%	8	14.3%	13	23.6%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	2	3.3%	1	1.8%	0	0.0%
Caucasian, Male	29	48.3%	19	33.9%	26	47.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	6.7%	8	14.3%	6	10.9%
Two or More Races, Male	2	3.3%	2	3.6%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	46	76.7%	38	67.9%	45	81.8%
Total	60	100.0%	56	100.0%	55	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	1	1.8%	2	3.6%
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	5	8.3%	3	5.4%	1	1.8%
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	2	3.3%	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	7	11.7%	4	7.1%	3	5.5%
African American, 18-24	8	13.3%	6	10.7%	8	14.5%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	2	3.3%	1	1.8%	0	0.0%
Caucasian, 18-24	10	16.7%	10	17.9%	17	30.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	1.7%	8	14.3%	5	9.1%
Two or More Races, 18-24	2	3.3%	1	1.8%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	23	38.3%	26	46.4%	30	54.5%
African American, 25-44	6	10.0%	8	14.3%	7	12.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	2	3.3%	0	0.0%	0	0.0%
Caucasian, 25-44	16	26.7%	13	23.2%	14	25.5%
Hawaiian/Other Pacific Islander, 25-44	1	1.7%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	3.6%	1	1.8%
Two or More Races, 25-44	1	1.7%	1	1.8%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	26	43.3%	24	42.9%	22	40.0%
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	3	5.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	1.7%	1	1.8%	0	0.0%
Two or More Races, 45-64	0	0.0%	1	1.8%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	4	6.7%	2	3.6%	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	60	100.0%	56	100.0%	55	100.0%

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

Enrollment for IT Business Support has seen a minimal decrease in enrollment from Fall 2018 to Spring 2021. Adverse weather events, financial aid loss, and the Covid-19 pandemic led to a lower enrollment. With stimulus funding from the government, less people enrolled in higher education. Opportunities for in-person recruiting events ceased due to gathering restrictions enforced by the State of North Carolina. For safety precautions, all existing and future classes were moved to the online format, including courses that originally met in the classroom. We are overall hopeful that as a program we will begin to see increases as the public feels more confident in resuming their education. IT Business Support is a male-dominated field. Male enrollment went from 76.7% in Fall 2018 to 81.8% in Spring 2021. One focus moving forward will be working with the marketing department on campus to attract females to the field. However, it is worth noting that there are a close number of equal minority females compared to Caucasian females. Efforts to increase/maintain enrollment included an intentional focus on current and new students with phone calls, virtual office meetings, emails, and registration assistance. Under the circumstances, enrollment held mostly steady for the IT Business Support program.

Identify Enrollment 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	Work with the Marketing department on campus to target females to the field	If the campaign is successful, there will be an increase in female enrollment in the next cycle. The faculty can also focus on reaching out directly to females who have applied for enrollment in the IT Business Support program to ensure they continue the admissions process and are registered.

Outcome #2: Retention**Baseline:** 52.9 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 54 %**Target:** 55 %

Year	Program Retention Rate
2018-2019	55.8%
2019-2020	45.7%
2020-2021	57.1%

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	3	12.5%	0	0.0%	1	4.2%
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	8.3%	2	12.5%	2	8.3%
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	5	20.8%	2	12.5%	3	12.5%
African American, Male	3	12.5%	4	25.0%	5	20.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	4.2%	0	0.0%	0	0.0%
Caucasian, Male	13	54.2%	7	43.8%	13	54.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	4.2%	2	12.5%	3	12.5%
Two or More Races, Male	1	4.2%	1	6.3%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	19	79.2%	14	87.5%	21	87.5%
Total	24	100.0%	16	100.0%	24	100.0%

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%	1	6.3%	1	4.2%
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	2	8.3%	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	1	4.2%	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	3	12.5%	1	6.3%	1	4.2%
African American, 18-24	4	16.7%	2	12.5%	2	8.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	4	16.7%	3	18.8%	10	41.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	2	12.5%	2	8.3%
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	8	33.3%	7	43.8%	14	58.3%
African American, 25-44	2	8.3%	1	6.3%	3	12.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	4.2%	0	0.0%	0	0.0%
Caucasian, 25-44	7	29.2%	6	37.5%	5	20.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	4.2%
Two or More Races, 25-44	1	4.2%	1	6.3%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	11	45.8%	8	50.0%	9	37.5%
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	2	8.3%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	8.3%	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	24	100.0%	16	100.0%	24	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.)*

While COVID-19 impacted enrollment, it did not negatively affect retention. The IT Business Support program saw an increase in retention post-pandemic. The program offers multiple delivery modalities (hybrid, evening, online) to meet student needs. Faculty continue to strive for increased retention through multiple means such as early alerts, referral to the academic skills center and increased advising efforts.

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	Inform students of the next credential eligibility to reinforce retention.	Faculty will create an advising sheet which will notify students of their earned credentials (certificates, diploma, or degree) each semester to motivate and encourage students to stay enrolled.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 18 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 19 #**Target:** 20 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	14
2020-2021	22
2021-2022	19

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	1	7.1%	2	9.1%	1	5.3%
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	7.1%	2	9.1%	2	10.5%
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	2	14.3%	4	18.2%	3	15.8%
African American, Male	2	14.3%	6	27.3%	4	21.1%
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	7	50.0%	10	45.5%	10	52.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	14.3%	2	9.1%	2	10.5%
Two or More Races, Male	1	7.1%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	12	85.7%	18	81.8%	16	84.2%
Total	14	100.0%	22	100.0%	19	100.0%

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	1	7.1%	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	1	7.1%	0	0.0%	0	0.0%
African American, 18-24	1	7.1%	5	22.7%	4	21.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	3	21.4%	6	27.3%	9	47.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	14.3%	2	9.1%	1	5.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	6	42.9%	13	59.1%	14	73.7%
African American, 25-44	2	14.3%	3	13.6%	1	5.3%
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	3	21.4%	6	27.3%	3	15.8%
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	5.3%
Two or More Races, 25-44	1	7.1%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	42.9%	9	40.9%	5	26.3%
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	7.1%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	7.1%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	14	100.0%	22	100.0%	19	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The IT Business Support saw a 50% increase in completers from the 2019-2020 academic year to the 2020-2021 academic year. The program did not take an immediate hit from COVID-19. In fact, just the opposite. However, there was a delayed effect which caused our completion rate to slightly decrease in 2021-2022. Other factors for non-completer students include employment-related changes, relocation, and loss of financial aid.

Identify Completer 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	Implement Instructor checkpoints to verify student performance in classes	Faculty will continue to track and follow up on student alerts and reach out to students who are in danger of failing courses to advise on resources available

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.)

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 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. The department chair reviews the course surveys and takes action as warranted to enhance learning. The Office of Institutional Effectiveness aggregates data from advisory committees, employers, and graduate surveys and shares them with the department. The department in turn uses them as opportunities to take improvement actions.

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"> 1) Information Systems Technology – Motion Capture Suit 2) Information Systems Technology – (9) SGD computers, with hardware that has the potential to support SGD activities 3) Information Systems Technology - (2) Laptops and (2) USB cameras 	<ol style="list-style-type: none"> 1) <u>2019-20 End-of-Year Status Report</u>: 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 End-of-Year Status Report and Use of Results</u>: Because of COVID-19 protocols, the devices will not be used until conditions change. The devices will likely be put into service during Spring 2022 at the latest. Carry forward to 2021-22 Plan to report assessment. 2) <u>2019-20 End-of-Year Status Report</u>: 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 End-of-Year Status Report and Use of Results</u>: Because of COVID-19 protocols, the devices will not be used until conditions change. The devices will likely be put into service during Spring 2022 at the latest. Carry forward to 2021-22 Plan to report assessment.

		<p>3) <u>2018-19 Status Report</u>: The laptops were received at the end of the Fall 2018 semester, just prior to the holiday break. They have not been configured by Red Hat; those tasks have to be completed before the laptops can be used for exam administration. The laptops required configurations from Red Hat. However, after months negotiating configuration start dates with Red Hat, the company informed Glenn the laptops received were not of the correct specs. This was Dell's error. 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. <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>: Because of COVID-19 protocols, the devices will not be used until conditions change. The devices will likely be put into service during Spring 2022 at the latest. <u>2020-21 Use of Results / Assessment</u>: Carry forward to the 2021-22 Plan to report assessment.</p>
2020-21	Information Systems Technology – Game Art and Animation, Game and Automation Programming – HoloLens Device Units	<p><u>2020-21 End-of-Year Status Report</u>: The devices were received about two weeks before the end of the fall semester. However, because of COVID-19 protocols, the devices will not be used until conditions change. The devices will likely be put into service during Spring 2022. Carry forward to 2021-22 Plan to report assessment. <u>2021-22 Use of Results / Assessment</u>: Because of COVID-19 and transitioning SGD instructors, the technology will not be implemented until the 2022-23 academic year.</p>
2021-22	Information Systems Technology – Cybersecurity – 15 Cyberbit cyber range licenses	<p>Because of the delayed arrival of the licenses associated with the delayed state budget, the technology was not implemented during Spring 2022 as planned. The technology will be used during the 2022-23 academic year. Carry forward to 2022-23 Plan to report assessment.</p>

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

The IT Business Support does not have any immediate (or anticipated) needs at this time.

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

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

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

Due to the virtualization of software in our ever-changing climate of IT (and telecommuting), our students are able to successfully complete the program online with top-notch software at their fingertips at home. We are adequately able to service our seated students' needs as well. This combination allows us to differentiate instruction to create sustainable and engaging learning environments for all types of learners. No expanded facilities are needed at this time.

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

Wayne Community College offers a variety of student support services. The admissions, financial aid, counseling, and academic skills departments are all focused on student success. These services are adequately meeting our students' needs.

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

The IT Business Support faculty strive for continuous improvement. This is especially important in IT since it is always changing and evolving.

Strengths: On-campus and remote access labs provide students opportunity to train on software and equipment they are likely to encounter and use in the workforce. The IT Business Support program has an articulation agreement with East Carolina University that provides 4-year degree completion. The relationships cultivated by the instructors and advisors with local and metro area employers provides internships and employment opportunities for students.

Weaknesses: Lack of female presence is one of the biggest hurdles for the IT Business Support program (as well as IT in general across the country). Continued efforts will be made when more in-person recruiting commences.

Opportunities: Faculty have the 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. Courses are continuously evaluated and redesigned to keep up with the latest industry demands and trends.

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

Jennifer Tyndall, Lead IT Business Support Instructor/Advisor

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:	<i>Dorothy Moore</i>	11/16/2022
Dean, Director, or AVP / Date:	<i>Tracy M. Schmeltzer</i>	11/16/2022
Administrator Approval / Date:	<i>Dr. Brandon M. Jenkins</i>	1/17/2023