

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

Name of Program: Collision Repair and Refinishing 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 Collision Repair and Refinishing Technology program is to prepare individuals to apply technical knowledge and skills to complete structural, non-structural, and mechanical/electrical repairs and to refinish paint surfaces on vehicles.

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

Yes,

The purpose of the Collision Repair and Refinishing Technology program is to prepare and certify individuals to apply technical knowledge and skills to complete structural, non-structural, and mechanical/electrical repairs and to refinish paint surfaces on vehicles in a production body shop.

We are making this course more real world, to train body technicians who can gain employment after completion.

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

We are improving student success by teaching the students job skills to gain employment in the collision industry.

The Collision Repair and Refinishing Technology program aligns with institutional goals 1, 2, and 3. Goal 1, actively recruit students to the program; Goal 2, prepare and certify students in the field of study; Goal 3, provide the technical knowledge and skills required for employment.

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 (A60130)	Collision Repair and Refinishing Technology Degree
Diploma (D60130)	Collision Repair and Refinishing Technology Diploma
Certificate (C60130)	Collision Repair and Refinishing Certificate
Certificate (C60130E)	Collision Repair Estimating Certificate
Certificate, Pathway (C60130X)	Collision Repair and Refinishing Technology – Career and College Promise Certificate

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
AUB 150 Automotive Detailing	Added Summer of 2021
AUB 160 Body Shop Operations	Added Summer of 2021
AUC 114 Custom Fiberglass	Removed Fall of 2023
AUC 115 Glass Customization	Added Fall of 2023

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

The changes that have been made greatly improved the program. Our goal is to teach students real world experience and these changes are doing just that.

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	NOV 12 2019	Discussed new equipment and new facility
2020-2021	DEC 10 2020	New facility tour and discussion
2021-2022	NOV 17 2022	Discussed replacing custom fiberglass with other courses.

(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 industry has had a huge demand increase for glass customization. During our last committee meeting, our advisors agreed that tint and glass customization were more important than custom fiberglass.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)****Baseline:** 26 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)**Standard:** 28 #**Target:** 30 #**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	29
2019-2020	29
2020-2021	21

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%	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%
Female Total	0	0.0%	0	0.0%	0	0.0%
African American, Male	7	24.1%	6	20.7%	4	19.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	4.8%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	11	37.9%	11	37.9%	9	42.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	34.5%	11	37.9%	7	33.3%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	1	3.4%	1	3.4%	0	0.0%
Male Total	29	100.0%	29	100.0%	21	100.0%
Total	29	100.0%	29	100.0%	21	100.0%

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	1	3.4%	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	3.4%	0	0.0%	0	0.0%
African American, 18-24	5	17.2%	5	17.2%	3	14.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	1	4.8%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	6	20.7%	6	20.7%	6	28.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	8	27.6%	9	31.0%	5	23.8%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	1	3.4%	1	3.4%	0	0.0%
18-24 Total	20	69.0%	21	72.4%	15	71.4%
African American, 25-44	2	6.9%	1	3.4%	1	4.8%
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	4	13.8%	5	17.2%	3	14.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	6.9%	2	6.9%	2	9.5%
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	8	27.6%	8	27.6%	6	28.6%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	29	100.0%	29	100.0%	21	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.)*

Increasing, possible reasons being covid restrictions being lifted. I plan to recruit more and make a stronger social media presence.

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	Recruit at Schools and Events	Keep a list of students, see if and how many enroll
2	Make our social media more prominent	Ask all new students how they heard about the program

Outcome #2: Retention**Baseline:** 62.7 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 70 %**Target:** 85 %

Year	Program Retention Rate
2018-2019	84.6%
2019-2020	48.0%
2020-2021	55.6%

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%
Female Total	0	0.0%	0	0.0%	0	0.0%
African American, Male	5	22.7%	2	16.7%	1	10.0%
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	9	40.9%	7	58.3%	7	70.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	7	31.8%	3	25.0%	2	20.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	1	4.5%	0	0.0%	0	0.0%
Male Total	22	100.0%	12	100.0%	10	100.0%
Total	22	100.0%	12	100.0%	10	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%	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	4.5%	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	4.5%	0	0.0%	0	0.0%
African American, 18-24	3	13.6%	2	16.7%	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	4	18.2%	3	25.0%	5	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	27.3%	2	16.7%	2	20.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	1	4.5%	0	0.0%	0	0.0%
18-24 Total	14	63.6%	7	58.3%	7	70.0%
African American, 25-44	2	9.1%	0	0.0%	1	10.0%
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	4	18.2%	4	33.3%	2	20.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	4.5%	1	8.3%	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%
25-44 Total	7	31.8%	5	41.7%	3	30.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	22	100.0%	12	100.0%	10	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.)*

Some of our students may get a job and would rather work and get paid now than continue our program, I believe this is the main factor in losing some of our students.

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	Keep students involved	Dedicated Lab Sheets

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 15 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 16 #**Target:** 17 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	16
2020-2021	10
2021-2022	6

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	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%
Female Total	0	0.0%	0	0.0%	0	0.0%
African American, Male	1	6.3%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	1	6.3%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	9	56.3%	6	60.0%	2	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	31.3%	3	30.0%	4	66.7%
Two or More Races, Male	0	0.0%	1	10.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	16	100.0%	10	100.0%	6	100.0%
Total	16	100.0%	10	100.0%	6	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	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	6	37.5%	4	40.0%	2	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	18.8%	1	10.0%	4	66.7%
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	9	56.3%	5	50.0%	6	100.0%
African American, 25-44	1	6.3%	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	3	18.8%	2	20.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	12.5%	2	20.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	1	10.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	37.5%	5	50.0%	0	0.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	1	6.3%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	6.3%	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	16	100.0%	10	100.0%	6	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?)*

I feel that the biggest aid in completers is I-CAR certification, the students want to know everything they can before working in a body shop. We have added more contemporary classes to the curriculum so that may help in getting more completers.

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	Updating some core classes	Student Feedback

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.)

I-CAR Certification's are another aid for students to receive work-ready credentials.

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	No planning objectives submitted.	Not applicable.
2020-21	<ol style="list-style-type: none"> 1) Automotive and Collision Repair and Refinishing Technology - Updated battery chargers and battery diagnostic stations 2) Automotive Systems Technology and Collision Repair and Refinishing - Hunter Revolution Tire Changer Machine 	<ol style="list-style-type: none"> 1) <u>2020-21 End-of-Year Status Report</u>: Results will be available once the entire order arrives and students can use them in class. Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 End-of-Year Status Report and Use of Results</u>: This order has been delivered and is being set up for use in class. The classes that will use these first will be TRN 120 Basic Transportation Electricity. A follow up report will be available after the classes run in the Spring 22 semester. These battery diagnostic stations were used in the Spring 22 semester during two TRN 120 Basic Transportation Electricity classes. Approximately 40 students received training on these devices. Being able to use these devices in lab better prepared the students for the required web based training courses and hands on task. 2) <u>2020-21 End-of-Year Status Report</u>: This tire machine has been delivered and set up. Instructors just received training on the machine operation. Classes are running this spring semester and students will be using this machine in the coming weeks. However it has not been used by students yet. The success of this outcome will be better reflected once the students have a chance to use the machine more. The students will get exposure to this machine again this coming Fall semester. Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 End-of-Year Status</u>

		<p>Report and Use of Results: Classes are running this spring semester and students will be using this machine in the coming weeks. However it has not been used by all students yet. Only one AUT 141 Steering Suspension class has ran so far this semester. There is another one starting in April. The success of this outcome will be better reflected once the students have a chance to use the machine more. The students will get exposure to this machine throughout this Spring semester. Results will be more accurate once all students have had a chance to use the machine this Spring 22 semester.</p>
<p>2021-22</p>	<ol style="list-style-type: none"> 1) Collision Repair and Refinishing Technology - Dust Collection and Respiratory Repair Equipment 2) Collision Repair and Refinishing Technology - Advanced Material Repair Center 3) Collision Repair and Refinishing Technology – CMI300 Welder 4) Collision Repair and Refinishing Technology – EVO 1 Series 	<ol style="list-style-type: none"> 1) Remains outstanding at the moment. Carry forward to the 2022-23 Plan to report assessment. 2) Remains outstanding at the moment. Carry forward to the 2022-23 Plan to report assessment. 3) Remains outstanding at the moment. Carry forward to the 2022-23 Plan to report assessment. 4) Remains outstanding at the moment. Carry forward to the 2022-23 Plan to report assessment.

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

ADAS Calibration equipment – All the new vehicles and some older vehicles are using some type of radar system. The collision Industry is having to repair and calibrate these systems more and more every day. We will need this equipment to train our students to be capable of doing these repairs as well as calibration.

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

An auxiliary instructor would be beneficial to the program and to ensure that myself, as the primary instructor, does not continue to be in overload status.

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

Facilities are adequate.

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

Student support services are adequate.

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

The strength to the program is training and certifying graduates to be I-CAR Pro-Level 1 Certified in Refinishing and Non-Structure, which are industry recognized certificates for the collision industry.

One weakness of the program is the inability to hands on train graduates in aluminum repairs, and not being able to train graduates in post scanning and pre-scanning techniques used in the modern collision facility.

Opportunities emerging from the program is making this course more real world, to train body technicians who can gain employment after completion.

Review prepared and submitted by:

John Ordiway, Collision Repair and Refinishing Technology 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 2/15/2023

Dean, Director, or AVP / Date: Dr. Ernie White 2/15/2023

Administrator Approval / Date: Dr. Brandon M. Jenkins 2/15/2023