Wayne Community College
Program Review – 2021-2022

Name of Program: Computer-Integrated Machining

Section 1: Program Overview

Please provide your current mission/purpose statement.

The purpose of the Computer-Integrated Machining Program is to prepare students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development, and production, resulting in a finished product that meets the parts specifications and tolerances.

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 - Provide opportunities for students to checkout laptops. Provide more online instruction opportunities.

Goal 2: Ensure Program Excellence - Actively participating in Program Learning Objectives that help keep our programs up to date with industry needs.

Goal 3: Improve Student Success - Provide additional online training through Computer Aided Manufacturing Software.

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	Computer-Integrated Machining (A50210)
Diploma	Computer-Integrated Machining Diploma (D50210)
Certificate	Basic Machining Certificate (C50210A)
Certificate	Intermediate Machining Certificate (C50210B)
Certificate	CNC Operator Certificate (C50210C)
Certificate	CNC Programming Certificate (C50210D)
Certificate	Coordinate Measuring Machine Certificate (C50210E)
Certificate	Computer-Aided Manufacturing Certificate (C50210F)

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
Possible Curriculum change, with deleing MAC 131 and MAC 172 and implementing MEC 128.	11/10/2022

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?)*

We are implementing more computer numerical control machining to meet industry needs. Fall 2022.

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	10-9-19	Tour and New Building
2020-2021	11-19-20/7-19-21	Update on New Building Process
2021-2022	11-1-21/5-4-22	Renovations and implementing more CNC processes and Engineering & Manufacturing Showcase

(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 committee suggested to us to implement more computer numerical control processes instead of manual operations. We have added additional CNC projects to our classes and plan on deleting two manual machining classes and adding a CNC class in place of them. We also had our first Engineering & Manufacturing Showcase to show off student projects to our advisory board committee members.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **27** # (*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	30
2019-2020	26
2020-2021	24

Enrollment by Ethnicity, Gender, and Age

	2018-2019		2019-2020		2020-2021	
Ethnicity & Gender	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	3	10.0%	2	7.7%	2	8.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.3%	1	3.8%	1	4.2%
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	4	13.3%	3	11.5%	3	12.5%
African American, Male	4	13.3%	3	11.5%	4	16.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	4.2%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	17	56.7%	15	57.7%	11	45.8%
Hawaiian/Other Pacific Islander, Male	1	3.3%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	13.3%	5	19.2%	5	20.8%
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%
Male Total	26	86.7%	23	88.5%	21	87.5%
Total	30	100.0%	26	100.0%	24	100.0%

Program Review, 2021-22

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	3.3%	1	3.8%	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	3.3%	1	3.8%	1	4.2%
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	2	6.7%	2	7.7%	1	4.2%
African American, 18-24	3	10.0%	2	7.7%	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	8	26.7%	8	30.8%	8	33.3%
Hawaiian/Other Pacific Islander, 18-24	1	3.3%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	3.8%	4	16.7%
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	12	40.0%	11	42.3%	14	58.3%
African American, 25-44	1	3.3%	1	3.8%	2	8.3%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	4.2%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	7	23.3%	6	23.1%	4	16.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	4	13.3%	4	15.4%	1	4.2%
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	12	40.0%	11	42.3%	8	33.3%
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	4	13.3%	2	7.7%	1	4.2%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	4	13.3%	2	7.7%	1	4.2%
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	30	100.0%	26	100.0%	24	100.0%

Program Review, 2021-22

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 has been decreasing due to the pandemic. We are implementing more recruiting events such as tours and high school visits.

Identify Enrollment Action Items

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	High School Tours – schedule high school tours to come through shops and classrooms	Enrollment numbers
2	High school Visits – schedule high school visits to go and speak to specific classes	Enrollment numbers

Program Review, 2021-22

Outcome #2: Retention

Baseline: **75.7** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: _77___ %
Target: _78___ %

Year	Program Retention Rate
2018-2019	79.2%
2019-2020	78.3%
2020-2021	69.6%

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	3	15.8%	2	11.1%	1	6.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	5.3%	0	0.0%	1	6.3%
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	4	21.1%	2	11.1%	2	12.5%
African American, Male	1	5.3%	1	5.6%	3	18.8%
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	10	52.6%	12	66.7%	6	37.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.3%	3	16.7%	5	31.3%
Two or More Races, Male	3	15.8%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	15	78.9%	16	88.9%	14	87.5%
Total	19	100.0%	18	100.0%	16	100.0%

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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%	1	5.6%	1	6.3%
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%	1	5.6%	1	6.3%
African American, 18-24	1	5.3%	1	5.6%	1	6.3%
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	5	26.3%	8	44.4%	4	25.0%
Hawaiian/Other Pacific Islander, 18-24	1	5.3%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	4	25.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	36.8%	9	50.0%	9	56.3%
African American, 25-44	0	0.0%	0	0.0%	2	12.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	21.1%	4	22.2%	3	18.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	4	21.1%	2	11.1%	1	6.3%
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	42.1%	6	33.3%	6	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	4	21.1%	2	11.1%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	4	21.1%	2	11.1%	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	19	100.0%	18	100.0%	16	100.0%

Program Review, 2021-22

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.)*

Overall, this is a male-dominated field and, on average, 87% of students are male. Retention is very similar to enrollment for gender. Retention dropped approximately 10% during the pandemic. This is an opportunity to create engaging activities for classes and use social media as a retention tool.

Identify Retention Action Items

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Engage with students in classroom activities	Increased retention
2		

Outcome #3: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: **19** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: __20__ #
Target: __21__ #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2019-2020	23
2020-2021	20
2021-2022	14

Completers by Ethnicity, Gender, and Age

	2019-2020		2020-2021		2021-2022	
Ethnicity & Gender	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	8.7%	0	0.0%	1	7.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	4.3%	1	5.0%	1	7.1%
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	3	13.0%	1	5.0%	2	14.3%
African American, Male	3	13.0%	3	15.0%	2	14.3%
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	13	56.5%	10	50.0%	7	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	17.4%	6	30.0%	3	21.4%
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%
Male Total	20	87.0%	19	95.0%	12	85.7%
Total	23	100.0%	20	100.0%	14	100.0%

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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	1	4.3%	2	10.0%	1	7.1%
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	8	34.8%	6	30.0%	3	21.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	4.3%	4	20.0%	3	21.4%
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	10	43.5%	12	60.0%	7	50.0%
African American, 25-44	2	8.7%	1	5.0%	1	7.1%
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	5	21.7%	3	15.0%	5	35.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	4	17.4%	3	15.0%	1	7.1%
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	11	47.8%	7	35.0%	7	50.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	8.7%	1	5.0%	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	8.7%	1	5.0%	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	23	100.0%	20	100.0%	14	100.0%

Program Review, 2021-22

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?)*

We would like to increase our completion rates. We are losing between 6 and 10 students per year. This is an opportunity for us to create engaging/interesting projects for students to complete.

Identify Completer Action Items

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Create engaging projects	Completion numbers
2		

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 National Coalition Certification (NC3) is what we use for our third-party credentials. This helps our students during their schooling and in industry.

PMI Tape and Rule	MAC 172	NC3 Course
PMI Slide Caliper	MAC 172	NC3 Course
PMI Gage Measurement	MAC 172	NC3 Course
PMI Angle Measurement	MAC 172	NC3 Course
PMI Micrometer Measurement	MAC 172	NC3 Course
PMI Dial Gage Measurement	MAC 172	NC3 Course
AMI Primary Standards	MAC 172	NC3 Course
AMI Flexible Measuring Tools	MAC 172	NC3 Course
AMI Support and Layout	MAC 172	NC3 Course
AMI Surface Finish Inspection and Hardness	MAC 172	NC3 Course

Program Review, 2021-22

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	One (1) Markforged Mark Two 3D Printer and accessories	2018-19 Status Report: Objective was received and waiting for setup and installation. The day of the training the technician discovered the machine was not working so machine was removed for repair. The training will be scheduled as soon as the machine is returned. Carry forward to the 2019-20 Plan/Budget to report assessment of the objective. 2019-20 Status Report: Carry forward to the 2020-21 Plan to report assessment. 2020-21 Status Report: The machine was repaired and installed in the Fall of 2019 along with another instructor training. 2020-21 Use of Results / Assessment: Students have been using the machine since it was installed in the Fall of 2019. PLO #3 report indicated that 79% of students achieved a rating of 3.17 based on the 4 point rubric. It has become a great tool for all Computer-Integrated students. Especially our students that have completed their capstone project in the Spring of 2020 and 2021.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	Haas VF-2 40 Taper, 3 Axis, 8.1K, 20 Tools	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.

Needing two more CNC Milling Centers due to number of students getting on one machine. We would have the time to complete more projects and excel in advanced programming with more machines instead having just one or two machines.

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

A part-time instructor to help to teach machining courses at night for a possible nighttime program.

Program Review, 2021-22

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

Need space for more machining tools and equipment. New or updated facilities are also needed as a matter of aesthetics. A better, more spacious learning environment would enhance the learning experience, If students feel that the institution supports them, and are comfortable in a modern lab/classroom, they will be more willing to invest their time in completing their program of study.

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

The need seems to be in the developmental math course times. Students usually prefer in-person courses, but the time often conflicts with other courses that they need to stay on track for graduation. Which will result in longer completion times for their degree.

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

The Computer-Integrated Machining program has a %100 hire rate for our students. The skills that are learned in the program are in high demand. The feedback from local and service areas outside of Wayne County has been very positive. A weakness over the last three years has been due to the pandemic and trying to get our enrollment up. We will continue to recruit and create engaging posts through social media to increase interest in the program.

Review prepared and submitted by: Bailee Gilbert, Lead 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_   11/28/2022

Dean, Director, or AVP / Date: _Dr. Ernie White_   11/28/2022

Administrator Approval / Date: _Dr. Brandon M. Jenkins_   1/13/2023

Program Review, 2021-22