Wayne Community College
Program Review – 2021-2022

Name of Program: Mechanical Engineering 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 mission of the Mechanical Engineering Technology Program is to prepare individuals to apply technical skills in engineering and design.

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

No, The mission is not changing

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 opportunity for students to checkout laptops. (Covid, work at home)
> Provided more online instruction opportunities (Covid, work at home)
> **Goal 2: Ensure Program Excellence**
> Actively participate in IE Program Learning Objectives that helps keep our programs up to date with technology and industry needs.
> **Goal 3: Improve Student Success**
> Provided additional video resources for CAD & SOLIDWORKS instruction. (This allowed students that worked at home to be more successful in learning the program, and the students that are seated have more resources too.)
> **Goal 4: Ensure Institutional Quality**
> N/A

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
Associates	Mechanical Engineering Technology
Certificate	Drafting Certificate
Certificate	Engineering Technology Certificate
Certificate	Tool Design 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
NONE	

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?)*

No significant program changes have been made.

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	9/14/19	Soft skills. All need more maintenance personnel.
2020-2021	12/07/21	Strong employment opportunities. Apprenticeship possibilities.
2021-2022	5/04/22	Student Showcase in WLC

(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?*

Local industries are satisfied with our students that are being employed. The main complaint is that there are not enough of them. This point is being emphasized during our recruiting activities. We are also planning program revisions to allow more lab time and concentrate on the skills sets to better serve local industry. Tying the student showcase with the advisory board meetings allows the members to interact with our students and see some of their work. There were students that received job offers during the showcase.

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Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **46** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: ___48___ #
Target: ___50___ #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	**Enrollment**
2018-2019	52
2019-2020	50
2020-2021	35

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	1	1.9%	0	0.0%	1	2.9%
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	3.8%	3	6.0%	3	8.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	3.8%	3	6.0%	2	5.7%
Two or More Races, Female	0	0.0%	2	4.0%	1	2.9%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	5	9.6%	8	16.0%	7	20.0%
African American, Male	5	9.6%	5	10.0%	4	11.4%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	2.9%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	25	48.1%	25	50.0%	16	45.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	14	26.9%	10	20.0%	6	17.1%
Two or More Races, Male	2	3.8%	0	0.0%	1	2.9%
Unknown, Male	1	1.9%	2	4.0%	0	0.0%
Male Total	47	90.4%	42	84.0%	28	80.0%
Total	52	100.0%	50	100.0%	35	100.0%

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Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	2	4.0%	1	2.9%
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	3.8%	7	14.0%	5	14.3%
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	1.9%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	1	1.9%	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	4	7.7%	9	18.0%	6	17.1%
African American, 18-24	4	7.7%	2	4.0%	2	5.7%
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	16	30.8%	14	28.0%	9	25.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	15	28.8%	13	26.0%	8	22.9%
Two or More Races, 18-24	1	1.9%	2	4.0%	2	5.7%
Unknown, 18-24	0	0.0%	1	2.0%	0	0.0%
18-24 Total	36	69.2%	32	64.0%	21	60.0%
African American, 25-44	2	3.8%	1	2.0%	1	2.9%
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	7.7%	5	10.0%	5	14.3%
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%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	1.9%	1	2.0%	0	0.0%
25-44 Total	7	13.5%	7	14.0%	6	17.1%
African American, 45-64	0	0.0%	0	0.0%	1	2.9%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	1	2.9%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	5	9.6%	2	4.0%	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	5	9.6%	2	4.0%	2	5.7%
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	52	100.0%	50	100.0%	35	100.0%

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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.)*

The obvious decrease in our enrollment was due to covid. We have made changes to some of our courses so that we can teach more classes online to prevent a drop in enrollment in case we go through something like this again in the future. Also, the data shows that there are not a lot of females or African-American students enrolled in the program. We will work with the office of communications to try to increase our advertising and recruiting.

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	Work with Office of Communications to advertise using social media for recruiting	Enrollment numbers
2	Visit High Schools to Recruit	Enrollment numbers

Program Review, 2021-22

Outcome #2: Retention

Baseline: **59.2** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: __61__ %
Target: __62__ %

Year	Program Retention Rate
2018-2019	64.4%
2019-2020	52.6%
2020-2021	60.7%

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%	1	5.9%
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	2	6.9%	2	10.0%	1	5.9%
Two or More Races, Female	0	0.0%	1	5.0%	1	5.9%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	2	6.9%	3	15.0%	3	17.6%
African American, Male	1	3.4%	3	15.0%	2	11.8%
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	14	48.3%	7	35.0%	9	52.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	11	37.9%	6	30.0%	3	17.6%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	1	3.4%	1	5.0%	0	0.0%
Male Total	27	93.1%	17	85.0%	14	82.4%
Total	29	100.0%	20	100.0%	17	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%	2	11.8%
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	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%	2	11.8%
African American, 18-24	1	3.4%	2	10.0%	1	5.9%
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	11	37.9%	6	30.0%	5	29.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	13	44.8%	8	40.0%	4	23.5%
Two or More Races, 18-24	0	0.0%	1	5.0%	1	5.9%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	25	86.2%	17	85.0%	11	64.7%
African American, 25-44	0	0.0%	1	5.0%	1	5.9%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	5.0%	0	0.0%
Caucasian, 25-44	1	3.4%	1	5.0%	2	11.8%
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%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	3.4%	0	0.0%	0	0.0%
25-44 Total	2	6.9%	3	15.0%	3	17.6%
African American, 45-64	0	0.0%	0	0.0%	1	5.9%
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	6.9%	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	6.9%	0	0.0%	1	5.9%
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%	20	100.0%	17	100.0%

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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, retention for this program is low. Communicating with the students throughout the semester via email or text works well in building somewhat of a relationship that helps keep them on track in the program. We will continue to communicate more with students to ensure better retention rates.

We also have students and recruit students that only take our DFT-151 CAD I class and/or DFT-154 SolidWorks class for the knowledge in those classes only. These students are looking experience in these courses to explore or become more successful when they transfer to a 4-year school.

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	Communicate more often and get more specific about subject matters	Retention data
2		

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

Baseline: **21** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: ___23_ #
Target: ____24 #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2019-2020	26
2020-2021	18
2021-2022	20

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%	1	5.0%
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	7.7%	1	5.6%	2	10.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	7.7%	1	5.6%	1	5.0%
Two or More Races, Female	1	3.8%	1	5.6%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	5	19.2%	3	16.7%	4	20.0%
African American, Male	2	7.7%	3	16.7%	1	5.0%
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	13	50.0%	9	50.0%	12	60.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	19.2%	3	16.7%	3	15.0%
Two or More Races, Male	1	3.8%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	21	80.8%	15	83.3%	16	80.0%
Total	26	100.0%	18	100.0%	20	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	1	3.8%	1	5.6%	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	3.8%	1	5.6%	0	0.0%
African American, 18-24	1	3.8%	1	5.6%	2	10.0%
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	10	38.5%	8	44.4%	9	45.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	26.9%	4	22.2%	4	20.0%
Two or More Races, 18-24	1	3.8%	1	5.6%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	19	73.1%	14	77.8%	15	75.0%
African American, 25-44	3	11.5%	1	5.6%	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%	1	5.6%	5	25.0%
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%	0	0.0%
Two or More Races, 25-44	1	3.8%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	15.4%	2	11.1%	5	25.0%
African American, 45-64	1	3.8%	1	5.6%	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	3.8%	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	7.7%	1	5.6%	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	26	100.0%	18	100.0%	20	100.0%

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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?)*

Overall, completion in this program is lower than we would like.

Internship opportunities that opened due to Covid helped these students. We had 100% participation in internships in 2021. Since it was due to Covid, this is going to be hard to duplicate or control. We can take students on Field trips to see companies in the area which can excite the students.

We can also use early interventions with students that are struggling help them to be successful. This is being done via Avisio software and emails, text, and classroom conversations. Hopefully these interventions will help with retention and completion.

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	Plan Field Trips	Completion data
2	Communicate with students more regularly and through more means of communication (emails, text, in-person)	Completion data

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.)*

Some students will take the SolidWorks Associates EXAM in May. If they pass the exam, they will receive an Industry recognized SolidWorks Associate Level Certification. This exam is completely voluntary.

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	Engineering & Manufacturing - (1) Laptop Cart with (20) Laptops	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. 2020-21 Status Report: Laptops were purchased and housed on campus of WSE. The laptops were being used for students taking CAD classes while WCC classes were being offered remotely. 2020-21Use of Results / Assessment: Results of assessed classes will

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		improve by enabling WSE students to have full access to software utilized and required by the college classes. These laptops are being used in Mechatronics and Industrial Systems, and being loaned out for students as needed.
2020-21	No planning objectives submitted.	Not applicable.
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.

Plastics Lab (Students get experience in plastics manufacturing)
4 - Desktop Mills (Students get experience in setup, jig and fixture, and CNC/CAM)
Laptop Cart – High School Outreach

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

Drafting/Engineering Instructor – We have two faculty members that are close to retirement. Currently we need to hire an instructor that can go to the high schools to teach our CAD courses and prepare to take over when someone retires. We need an instructor to backfill Mr. Reese and Mr. King's positions as they have taken on new roles at the college. Mr. Thorne has taken on more responsibilities with the Engineering Department as well as covering his program, Operations Management, at the same time.

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

We are currently in the process of building a new building which would meet our current needs.

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

Our services are adequate.

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

Our strengths are in the design area and our weakness is in the Manufacturing Technician component, which we are not actually focused on that with our program, but we want to go that path due to opportunities from local companies in our and surrounding counties. This presents us with a perfect opportunity.

Review prepared and submitted by: Steven Reese, Mechanical Engineering Technology Instructor/Dept. Chair

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 _____

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