

**Wayne Community College
Program Review – 2024-2025**

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 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.

Provide narrative for the analysis of the mission/purpose statement.

No changes are proposed.

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.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success: Prepare** students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

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 in Applied Science Degree	Collision Repair and Refinishing Technology, AAS
Diploma in Collision Repair and Refinishing Technology	Collision Repair and Refinishing Technology Diploma
Certificate - Collision Repair and Refinishing Technology	Collision Repair and Refinishing Technology Certificate
Certificate - Collision Repair Estimating	Collision Repair Estimating Certificate

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Removed AUC 114 - Add AUC 115	2023 Fall

Provide an overview of the significance of the program changes and improvements that occurred over the past three years.

By removing outdated offerings like AUC-114 Fiberglass Class and replacing it with AUC-115 Glass Customizing, students had a better experience. Students were able to tint windows and etch glasses. These labs kept the students engaged better. Vehicle repair is not done using fiberglass anymore, so the students were training an outdated process. Based on input from the advisory groups, students needed to be more proficient in window films and glass processes. Based on the state curriculum courses, we decided to offer AUC-115 Glass Customizing. The students that have graduated since this change was implemented have had better experience in class and were more prepared for the current industry standard.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	11-17-2022	Voted on curriculum changes AUC 115
2023-2024	11-30-2023	Discussion on enrollments
2024-2025	8-14-2024	Update on compliance review

(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?*

Recommendations from advisory board directly related to the removal of AUC-114 and replace it with AUC-115. Suggestions from industry partners helped us acquire the current ADAS training equipment being used by our Collision students.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 17 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 18 #

Target: 19 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	18
2022-2023	14
2023-2024	20

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	1	5.6%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	5.6%	1	7.1%	3	15.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	7.1%	1	5.0%
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	11.1%	2	14.3%	4	20.0%
African American, Male	1	5.6%	2	14.3%	4	20.0%
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	8	44.4%	3	21.4%	4	20.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	6	33.3%	6	42.9%	8	40.0%
Two or More Races, Male	1	5.6%	1	7.1%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	16	88.9%	12	85.7%	16	80.0%
Total	18	100.0%	14	100.0%	20	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	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%	1	5.0%
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%	1	5.0%
African American, 18-24	0	0.0%	1	7.1%	2	10.0%
American Indian/Alaskan Native, 18-24	1	5.6%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	7	38.9%	3	21.4%	4	20.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	33.3%	6	42.9%	9	45.0%
Two or More Races, 18-24	1	5.6%	1	7.1%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	15	83.3%	11	78.6%	15	75.0%
African American, 25-44	1	5.6%	1	7.1%	2	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	1	5.6%	1	7.1%	2	10.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	7.1%	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	2	11.1%	3	21.4%	4	20.0%
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	1	5.6%	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	5.6%	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	18	100.0%	14	100.0%	20	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 in the Collision Repair program is defiantly increasing. We feel that better program structure, previous student/graduate success stories, and rigorous recruiting efforts by the collision repair faculty have led to this increase. The faculty will continue to promote the program through social media and community events.

2025-2026 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	Continue promoting programs through social media posts.	We should see a steady increase in enrollment over the next cycle.
2	Participate more in high school events including tours and high school visits.	We should see a steady increase in enrollment over the next cycle.

Outcome #2: Retention**Baseline:** 43.3 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)***Standard:** 45.5 %**Target:** 47.5 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	33.0%
Fall 2022 to Fall 2023	61.5%
Fall 2023 to Fall 2024	35.3%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	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%	2	33.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	12.5%	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%	1	12.5%	2	33.3%
African American, Male	0	0.0%	2	25.0%	1	16.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	20.0%	2	25.0%	2	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	60.0%	3	37.5%	1	16.7%
Two or More Races, Male	1	20.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	5	100.0%	7	87.5%	4	66.7%
Total	5	100.0%	8	100.0%	6	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	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%	1	12.5%	1	16.7%
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	1	20.0%	1	12.5%	3	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	60.0%	4	50.0%	1	16.7%
Two or More Races, 18-24	1	20.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	5	100.0%	6	75.0%	5	83.3%
African American, 25-44	0	0.0%	1	12.5%	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	12.5%	1	16.7%
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	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	2	25.0%	1	16.7%
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	5	100.0%	8	100.0%	6	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.)*

Retention doesn't seem to be declining. Even with low enrollment, most of the students finish the program. With the increase in enrollment, a better reflection of retention will be available for the next reporting cycle

2025-2026 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	Program advisor will work closely with students to ensure the student stays on track to graduate.	Completion rates should increase for the next reporting cycle.

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

Baseline: 10 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)

Standard: 12 #

Target: 14 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	10
2023-2024	12
2024-2025	9

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	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	1	10.0%	1	8.3%	2	22.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	8.3%	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	1	10.0%	2	16.7%	2	22.2%
African American, Male	1	10.0%	3	25.0%	1	11.1%
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	4	40.0%	3	25.0%	3	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	30.0%	4	33.3%	3	33.3%
Two or More Races, Male	1	10.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	9	90.0%	10	83.3%	7	77.8%
Total	10	100.0%	12	100.0%	9	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	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	10.0%	1	8.3%	1	11.1%
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	30.0%	3	25.0%	3	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	20.0%	4	33.3%	3	33.3%
Two or More Races, 18-24	1	10.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	70.0%	8	66.7%	7	77.8%
African American, 25-44	0	0.0%	2	16.7%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	20.0%	1	8.3%	2	22.2%
Hawaiian/Other Pacific Islander, 25-44	1	10.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	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	3	30.0%	4	33.3%	2	22.2%
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	10	100.0%	12	100.0%	9	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?)*

Based on the data provided, most of the students completed the program. The program will continue to work on tracking completion rates as enrollment increases.

2025-2026 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	Program advisor will work closely with students to ensure the student stays on track to graduate.	Completion rates should increase for the next reporting cycle.

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 18.885 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 19.8 #
Target: 20.8 #

Budget FTE Year	Budget FTE
2022-2023	19.289
2023-2024	22.773
2024-2025	14.594

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) (The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)

Enrollment in the Collision Repair program is defiantly increasing. We feel that better program structure, previous student/graduate success stories, and rigorous recruiting efforts by the collision repair faculty have led to this increase. The faculty will continue to promote the program through social media and community events.

Increasing enrollment will have a direct impact on the amount of FTE generated.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Increasing enrollment will have a direct impact on the amount of FTE generated.	The data will reflect enrollment and FTE increase.

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)

WBL 110 is not part of the academic program for C60130, D60130 or A60130. The collision program is very involved in the industry and most of the students work but do not take the WBL option.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	WBL 110 is not part of the academic program for C60130, D60130 or A60130. The collision program is very involved in the industry and most of the students work but do not take the WBL option. The program does have WBL 112 and WBL 122, both a two-credit hour WBL, in the last two semesters as an option. This requires the student to complete 320 hours at work. We plan to complete curriculum changes to replace the two-credit hour WBL offerings with the one credit hour/160-hour offerings (WBL 111 and WBL 121). We feel this will make it easier for a student to complete in a 16-week period while working and attending classes.	We should see an increase in the number of students taking WBL sections while working.

Section 3: Other Assessments

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

No other evaluations are used to assess the program’s effectiveness.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, 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
2022-23	A Graphtec CE7000-130AKZ Plotter for curriculum development with a year of software for machines. After first purchase, the software would be purchased annually through software funding.	The plotter equipment has been very valuable in teaching collision repair and refinishing students about glass and exterior modifications used in today's industry. This equipment has been used in AUC 115 Glass Customizing for one semester. Approximately 15 students have had the opportunity to learn to use this equipment to create vinyl decals and cut window film for installation. We are currently working on a way to use this equipment in our OE course offerings as well.
2024-25	ADAS Calibration Equipment	A donation from a vendor was sought by the department. This planning objective was retracted before submissions were prioritized. The College will be partnering with Hunter Equipment to become a certified training center. This partnership includes the use of equipment that is put in the ASH building on consignment. The intention of retracting this planning objective was to free up funds that could go towards funding one of the other two planning objectives submitted by the Transportation department.

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

We will continue to have a need for updating equipment and supplies as technology changes. The department plans to seek partnerships to provide these updates where planning processes may fall short.

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

Currently, the entire collision repair program is taught by one full-time instructor and one adjunct instructor. With the limited hours the adjunct can teach in a semester, the full-time instructor is in overload all the time. This does not leave time for planning, program updates, recruitment, and industry visits needed to make the program successful. If we see enrollment increase to the level to support a second full-time instructor, we will consider hiring one. However, we do see a challenge in finding a qualified person from a high paying job in industry who is willing to change careers to teach.

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

With the current enrollment and scheduling practices, the facility is adequate. However, as additional students begin taking classes, additional space will be needed. (additional paint booth, prep-areas, classroom space)

Provide narrative for academic / student support services needs over the next three years.

Academic services seem to be acceptable at the current time.

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

One of the main strengths of the program is the hands-on experience each student earns. Each student has an opportunity to practice each task at his or her own pace. A weakness that the program has is the high contact hours of many of the courses and certain prerequisites that are required to advance to the next level of course. It is difficult for a new student to start any semester other than Fall as the spring and summer both have classes that have prerequisites. Currently we are looking at curriculum/catalog changes that would help this situation.

Review prepared and submitted by:

John Ordiway – Collision Repair Instructor
Kevin Jordan – Department Chair

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. 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. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date: Dorothy Moore 2/11/2026

Dean, Director, or AVP / Date: Dr. Ernie White 2/11/2026

Administrator Approval / Date: Kristie Sauls 2/12/2026