

Wayne Community College Program Review – 2024-2025

Name of Program: Computer-Integrated Machining

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 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.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

The mission/purpose statement will not be revised.

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 into, 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.

Graduates for the Computer-Integrated Machining Program will be prepared to begin work in many different types of machining positions. These available positions include: manual and CNC (Computer Numerical Control) machining, desgining, calibration technician, CNC programming, and quality control inspectors.

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

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
Computer-Integrated Machining Degree (A50210)	Fall 2024 Sequence Change, course deletions, and add existing course.
Computer-Integrated Machining Diploma (D50210)	Fall 2024 Sequence Change, course deletions, and add existing course.
CIM Basic Machining Certificate (C50210A)	Fall 2024 Course deletion
CIM Intermediate Machining Certificate (C50210B)	Fall 2024 Sequence change, course deletions
CIM Coordinate Measuring Machining Certificate (C50210E)	Fall 2024 Course deletions and add existing course.
CIM CNC Operator Certificate (C50210C)	Fall 2024 Course deletion
CIM CNC Programming Certificate (C50210D)/(C50210DX)	Fall 2024 Course deletion and adding a new course.

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?)*

Added existing course into the machining degree, diploma, and certificates to help students from other degree programs and the SEED program to get credit for the machining courses that were teaching the same curriculum. Due to adding an existing course we deleted another so we wouldn't be teaching the same course twice.

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	5-4-2023	Industry Employers visited campus for an Industrial Showcase/ viewed student capstone projects
2023-2024	5-2-2024	Industry Employers visited campus for an Industrial Showcase/ viewed student capstone projects
2024-2025	5-1-2025	Industry Employers visited campus for an Industrial Showcase/ viewed student capstone projects

(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?)*

Machinists continue to be in high demand because of the use of machining in manufacturing industries.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 16 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 17 #

Target: 18 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	15
2022-2023	17
2023-2024	15

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	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	13.3%	3	17.6%	1	6.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	6.7%	1	5.9%	1	6.7%
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	20.0%	4	23.5%	2	13.3%
African American, Male	2	13.3%	1	5.9%	2	13.3%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	6.7%
Asian, Male	0	0.0%	1	5.9%	1	6.7%
Caucasian, Male	6	40.0%	6	35.3%	5	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	26.7%	3	17.6%	2	13.3%
Two or More Races, Male	0	0.0%	2	11.8%	2	13.3%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	12	80.0%	13	76.5%	13	86.7%
Total	15	100.0%	17	100.0%	15	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%	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	6.7%	0	0.0%	2	13.3%
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	2	13.3%	4	23.5%	3	20.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	26.7%	3	17.6%	3	20.0%
Two or More Races, 18-24	0	0.0%	1	5.9%	1	6.7%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	7	46.7%	8	47.1%	9	60.0%
African American, 25-44	1	6.7%	1	5.9%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	6.7%
Asian, 25-44	0	0.0%	1	5.9%	1	6.7%
Caucasian, 25-44	6	40.0%	5	29.4%	2	13.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	6.7%	1	5.9%	0	0.0%
Two or More Races, 25-44	0	0.0%	1	5.9%	1	6.7%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	53.3%	9	52.9%	5	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	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%	1	6.7%
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%	1	6.7%
Total	15	100.0%	17	100.0%	15	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 has stayed consistently low. We’ve noticed a lot of students do not know about the field. There is a very high demand for machinists. The Computer-Integrated Machining program has tride to make a seamless schedule, benefiting students who are getting jobs on the 2nd and 3rd shift. Classes begin in the morning, and finish before lunch time, allowing students to learn and also work out in the field.

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	Schedule high school tours to come through shops and classrooms	Compare numbers from previous years to see if enrollment is up.
2	Offer more continuing education classes so students can get their foot in the door	Compare numbers from previous years to see if enrollment is up.
3	Offer more high school camps so students can learn about machining	Compare numbers from previous years to see if enrollment is up.

Outcome #2: Retention**Baseline:** 71.6 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 72 %**Target:** 80 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	67.0%
Fall 2022 to Fall 2023	78.6%
Fall 2023 to Fall 2024	69.2%

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	2	25.0%	3	27.3%	1	11.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	9.1%	1	11.1%
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	2	25.0%	4	36.4%	2	
African American, Male	1	12.5%	0	0.0%	1	11.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	11.1%
Asian, Male	0	0.0%	1	9.1%	1	11.1%
Caucasian, Male	2	25.0%	3	27.3%	3	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	37.5%	2	18.2%	0	0.0%
Two or More Races, Male	0	0.0%	1	9.1%	1	11.1%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	6	75.0%	7	63.6%	7	77.8%
Total	8	100.0%	11	100.0%	9	77.8%

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	1	12.5%	0	0.0%	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	0	0.0%	2	18.2%	3	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	37.5%	2	18.2%	1	11.1%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	11.1%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	4	50.0%	4	36.4%	6	66.7%
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	11.1%
Asian, 25-44	0	0.0%	1	9.1%	1	11.1%
Caucasian, 25-44	4	50.0%	4	36.4%	1	11.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	9.1%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	9.1%	0	0.0%
25-44 Total	4	50.0%	7	63.6%	3	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	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	8	100.0%	11	100.0%	9	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.)*

The machining program has been down for the past 2-3 years. Retention rates have been better in years past. Many of our local companies are encouraging student-employees to stay in the program and giving them time to take their classes.

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	Continue to emphasize to students the long-term benefits of completing the program.	Evaluate retention rates in future reports
2	Help advise CCP students better	Evaluate retention rates in future reports

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

Baseline: 11 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: 13 #
Target: 14 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	13
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	2	15.4%	2	16.7%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	7.7%	0	0.0%	1	11.1%
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	23.1%	2	16.7%	1	11.1%
African American, Male	1	7.7%	1	8.3%	1	11.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	11.1%
Asian, Male	1	7.7%	1	8.3%	0	0.0%
Caucasian, Male	5	38.5%	5	41.7%	4	44.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	2	22.2%
Hispanic/Latino, Male	2	15.4%	1	8.3%	0	0.0%
Two or More Races, Male	1	7.7%	2	16.7%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	10	76.9%	10	83.3%	8	88.9%
Total	13	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	0	0.0%	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	23.1%	2	16.7%	1	11.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	15.4%	1	8.3%	3	33.3%
Two or More Races, 18-24	0	0.0%	1	8.3%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	5	38.5%	5	41.7%	5	55.6%
African American, 25-44	1	7.7%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	1	11.1%
Asian, 25-44	1	7.7%	0	0.0%	0	0.0%
Caucasian, 25-44	4	30.8%	1	8.3%	3	33.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	3	25.0%	0	0.0%
Hispanic/Latino, 25-44	1	7.7%	0	0.0%	0	0.0%
Two or More Races, 25-44	1	7.7%	1	8.3%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	61.5%	5	41.7%	4	44.4%
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%	1	8.3%	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%	1	8.3%	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%	1	8.3%	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%	1	8.3%	0	0.0%
Total	13	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?)*

Completion has decreased along with enrollment. We noticed a lot of people don't know about machining in the manufacturing world. The demand for machinists continues to be high in industries around the area.

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	Communicate with students the importance of completing their degree, diploma, and certificates	Compare numbers from previous years to see if completers increase
2	Communicate to students, all the potential jobs we can assist them with getting, if they complete the program	Compare numbers from previous years to see if completers increase

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

Baseline: 18.630 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 19 #
Target: 22 #

Budget FTE Year	Budget FTE
2022-2023	19.688
2023-2024	16.953
2024-2025	19.250

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?)*

Budget FTE is increasing in the Computer-Integrated Machining Program. We’ve made multiple high school camps, created continuing education classes and have offered morning and night curriculum classes. The more recruiting we do, the higher the enrollment and retention rate, the budget FTE will continue to grow.

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	Schedule high school tours to come through shops and classrooms	Compare numbers from previous years to see if Budget FTE is up.
2	Continue to offer day and night time classes	Compare numbers from previous years to see if Budget FTE is up.

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.**)

The Computer-Integrated Machining Degree does not offer WBL-110. However, we do offer WBL-111 and WBL-112 as a professional electives. Where students can earn curriculum credit for working out in industry. We will also be increasing career development skills by using the WCC Career Readiness services. We will schedule a day in the late fall and a day in the late spring when one of WCC Career coaches can come speak to our students. Along with our speaker, we will be assessing our students throughout the timeline of our first and third semester courses. We will also implementing career readiness into our syllabi to let students know we are grading them on their career readiness. I will now be 10% of each students final grade. We want our students to great employees and be proud that they attended Wayne Community College.

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	Utilize Wayne Community College Career Services	Implement career readiness into our syllabi, that it'll be 10% of students overall grade.

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.)

Not applicable

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	1. TM-2P Haas Tool Room Mill 2. Proto Trax Lathe	1. Not approved for funding. 2. Not approved for funding.
2024-25	1. TM-2P Haas Tool Room Mill 2. 1qty ELEMENT PLUS CART 30,CG Laptop Cart with 20qty DELL Mobile Precision 3591 Laptops (Mechanical, Industrial, Mechatronics, and Machining)	1. Based on limited funds, this objective was not approved for funding. We are currently working on a partnership with Haas which might help us get some new equipment. The outcome of that will determine if we resubmit the objective in the next planning cycle. 2. Even though the objective was approved initially, some funds have become available from the Foundation. The laptop cart is being purchased and is awaiting installation. The cart will be used at the Wayne School of Engineering in Fall 2025.

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

We are definitely are in need of some updated manual lathes with a smaller scale, the ones we have now our 20+ years old and are coming to need high machine maintenance that is almost worth the price of a brand new one. We also need updated CNC milling and multi axis machines to keep up with the trade/industry. We would like to make WCC’s welding program the best in the country!

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

We will need another part-time instructor to teach night classes for curriculum and continuing education.

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

The facilities are great. If we do update our machines we will need different power on one of our busses in the shop.

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

Academic/student support services are adequate for the program

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

Every student who has sought employment in the Machining field has been successful in finding gainful employment. Machining students leave the program with limited field experience, but local manufacturing has maintained its strength and support of the Computer-Integrated Machining Program and has offered many job opportunities to students completing courses and the program.

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

Bailee Gilbert- Lead Instructor
David Meek- Instructor

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:	<u>Dorothy Moore</u>	11/20/2025
Dean, Director, or AVP / Date:	<u>Dr. Ernie White</u>	11/20/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/20/2025