

Wayne Community College
Program Review and Outcome Assessments, 2018-19

Institutional Goal 2: Ensure Program Excellence

Institutional Goal 3: Improve Student Success

Department Name: Collision Repair and Refinishing Technology

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

Degrees, Diplomas, and Certificates Offered: List all degrees, diplomas, and certificates offered.
 C60130 Collision Repair and Refinishing Technology Certificate, D60130 Collision Repair and Refinishing Technology Diploma, A60130 Collision Repair and Refinishing Technology AAS.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals.

The mission of the program is to provide the community and surrounding areas with skilled technicians and employee in the collision field. And based on the feedback from our advisory board and area employers the college is achieving the mission.

Activities to ensure curriculum currency (2015-16; 2016-17; 2017-18)

List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
N/A No Changes were made.	

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

Not Applicable

Advisory Committee: dates, summary of minutes, activities (2015-16; 2016-17; 2017-18)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2015-16	11/3/15, 4/12/16	How we needed to deliver training on the CTR Spot welder, Strategies for teaching aluminum repair, the importance on technicians being able to read work orders and estimates, and we also discussed the importance of fastener and parts organization.
2016-17	10/4/16, 4/4/17	We discussed how and where we needed to integrate the I-CAR PDP-EE Curriculum into the program. The board members also agreed with the idea of a mobile recruiting vehicle, and thought it could possibly boost enrollment.
2017-18	9/5/2017, 4/17/2018, 7/17/2018	The committee was briefed on the Fixed training Center partnership the school had signed with I-CAR, and all agreed that the committee should meet once a quarter to better

		<p>handle some of the changes. The board members felt that we needed a stronger vendor presence in the meetings. The board suggested that we trimmed some of the hours out of the program. Some of the members suggested that the college should train students on plastic welding with a Nitrogen Welder. The board thought that it would be a good idea to incorporate detailing back into the program and spend less time on mechanical and electrical. The suggestion that the school should utilize front clip and uni-side training aids. Some of the board members showed interest in a student sponsorship agreement between student and an employer.</p>
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Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The advisory board members and employers are fully engaged with the program and offer good feedback. Please see meeting minutes that are attached.

Analysis of trends in the field or industry

Provide narrative for analysis of trends in the field. *(Are there jobs available for your students? Is there new technology/equipment that needs to be added to your program?)*

Yes there are jobs in the industry the majority of my students are employed when they graduate the program. Some of our local employers are Deacon Jones Collision Center, Snipes Bodyshop, Dawson's Collision, Team Chevrolet of Goldsboro, and Toyota Collision Center.

The technology in our industry has grown in the past 3 years with manufactures using a wide array of material in vehicle construction. The advisory board has suggested that the program needs to incorporate an advanced materials lab where the students can be trained to repair aluminum, ultra-high strength steel, and composites. They have also suggested that we add pre and post scanning to our training curriculum.

Faculty Profile

List of Faculty and Status (2015-16; 2016-17; 2017-18)

Faculty / Name	Full-Time / Part-Time
Jonathan Jernigan	Full-Time
William Clifton	Part- Time
Jose Basa	Part- Time

Have all the faculty credentials been verified? *(Verify required documents are in personnel files.)*

Yes all of the appropriate forms and faculty credential sheets have been turned into HR.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Summer 2015		Fall 2015		Spring 2016	
		Contact	Credit	Contact	Credit	Contact	Credit
Jonathan Jernigan	Full-Time	19	11	41	27	33	18

Faculty / Name	Full-Time Part-Time	Summer 2016		Fall 2016		Spring 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Jonathan Jernigan	Full-Time	16	11	27	18	24	12

Faculty / Name	Full-Time Part-Time	Summer 2017		Fall 2017		Spring 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Jonathan Jernigan	Full-Time	19	11	27	16	24	12
Jose Basa	Part-Time			8	5	6	4
William Clifton	Part-Time			6	4	6	4

Faculty Demographics (2015-16; 2016-17; 2017-18)

	# Employees	Avg. Years of Service	% of Classes Taught By
Full-Time	1	6	33%
Part-Time	2	1	67%

Provide narrative for adequacy of faculty numbers. (Do you have enough faculty to support your program?)

There was a lack of faculty support until the Fall 2017 semester, after that the addition of part time faculty helped carry the load. A single full time instructor would help.

Professional development activities of faculty (2015-16; 2016-17; 2017-18)

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

Student Demographics

Gender (A60130) Unduplicated			
Academic Year	Female	Male	Total
2015-2016	0	28	28
2016-2017	1	22	23
2017-2018	0	30	30

Gender (D60130) Unduplicated			
Academic Year	Female	Male	Total
2015-2016	0	0	0
2016-2017	0	0	0
2017-2018	0	2	2

Gender (C60130) Unduplicated			
Academic Year	Female	Male	Total
2015-2016	0	4	4
2016-2017	0	3	3
2017-2018	0	2	2

Ethnicity (A60130) Unduplicated							
Academic Year	American Indian	African American	Asian or Pacific Islander	Hispanic	Caucasian	Other / Unknown / Multiple	Total
2015-2016	1	11	0	4	12	0	28
2016-2017	0	3	1	6	13	0	23
2017-2018	0	4	1	13	12	0	30

Ethnicity (D60130) Unduplicated							
Academic Year	American Indian	African American	Asian or Pacific Islander	Hispanic	Caucasian	Other / Unknown / Multiple	Total
2015-2016	0	0	0	0	0	0	0
2016-2017	0	0	0	0	0	0	0
2017-2018	0	1	0	0	0	1	2

Ethnicity (C60130) Unduplicated							
Academic Year	American Indian	African American	Asian or Pacific Islander	Hispanic	Caucasian	Other / Unknown / Multiple	Total
2015-2016	0	1	0	0	3	0	4
2016-2017	1	0	0	0	2	0	3
2017-2018	0	0	0	0	2	0	2

Age Groups (A60130) Unduplicated						
Academic Year	Under 18	18-24 years	25-34 years	35-44 years	45 and older	Total
2015-2016	0	18	4	2	4	28
2016-2017	1	15	4	2	1	23
2017-2018	1	22	4	2	1	30

Age Groups (D60130) Unduplicated						
Academic Year	Under 18	18-24 years	25-34 years	35-44 years	45 and older	Total
2015-2016	0	0	0	0	0	0
2016-2017	0	0	0	0	0	0
2017-2018	0	1	0	1	0	2

Age Groups (C60130) Unduplicated						
Academic Year	Under 18	18-24 years	25-34 years	35-44 years	45 and older	Total
2015-2016	0	3	0	1	0	4
2016-2017	1	1	0	0	1	3
2017-2018	0	2	0	0	0	2

Provide narrative for analysis of student demographics. *(Are you satisfied with your program demographics? Do you have a diverse population of students?)*

Based on the data the majority of our students are 18-24 yrs old males. Trends in demographics show a slight decline in female students and African American students, increase in Hispanic, and the white population has stayed about the same.

Program Enrollment (Fall, Spring, Summer)

Program Enrollment (A60130) Unduplicated		
Year	Enrollment	3-Year Average
2015-16	28	34
2016-17	23	28
2017-18	30	27

Program Enrollment (D60130) Unduplicated		
Year	Enrollment	3-Year Average
2015-16	0	3
2016-17	0	1
2017-18	2	1

Program Enrollment (C60130) Unduplicated		
Year	Enrollment	3-Year Average
2015-16	4	4
2016-17	3	3
2017-18	2	3

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*

Enrollment has shown a steady increase due to creating a schedule that was more conducive student lifestyles, allowing them time to work while they are enrolled. The institution also used some new methods of recruiting such as social media.

Program Outcomes

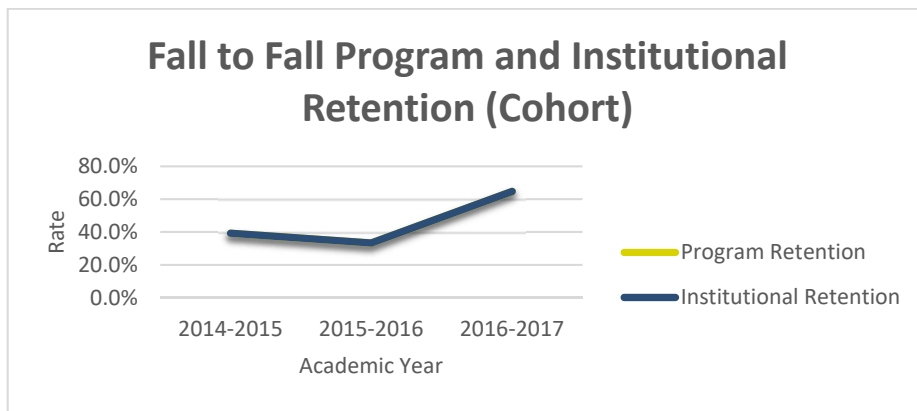
Retention

Baseline: 46% (Average of last three years – 2014-15; 2015-16; 2016-17, fall-to-fall program retention)
Standard: 50%
Target: 52%

Data/Results:

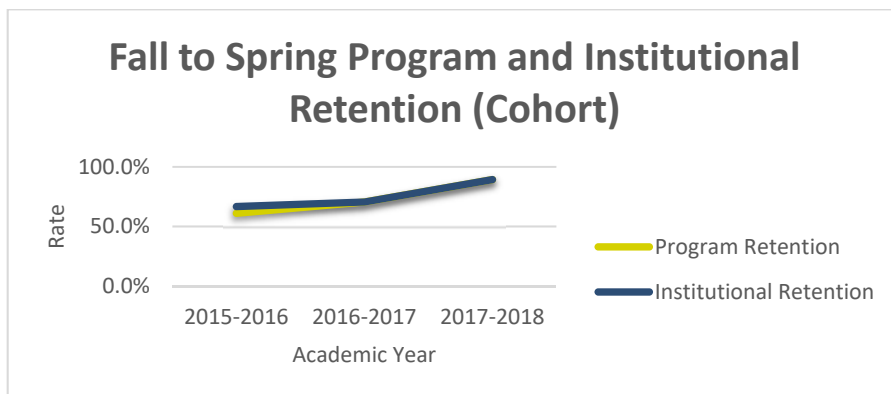
Fall-to-Fall

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	New Program	Institutional Retention
2014-2015	28	2	9	17	39.3%	0	39.3%
2015-2016	18	1	5	12	33.3%	0	33.3%
2016-2017	17	2	9	6	64.7%	0	64.7%



Fall-to-Spring

Year	Fall Enrollment	Grads	Return	Non-Completers	Program Retention	New Program	Institutional Retention
2015-2016	18	0	11	6	61.1%	1	66.7%
2016-2017	17	2	10	5	70.6%	0	70.6%
2017-2018	28	0	25	3	89.3%	0	89.3%



Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to spring and fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect / increase your retention.)*

The program retention level has risen due to offering the second year classes during the evening. This is believed to relieve some of the financial burden placed on students and allowing them to work a full time job and attend school at night. The main reason for students failing to complete the course in the past was financial problems and needing to work.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

New targets and standards were set based on the 3 year base line data.

Completions

Baseline: 11 *(Average of last three years – 2015-16; 2016-17; 2017-18)*
Standard: 12
Target: 13

Data/Results:

Number of Graduates (Completions) Unduplicated				
	Degree	Diploma	Certificate	Total
2015-16	0	1	7	8
2016-17	3	0	6	9
2017-18	5	0	10	15

Provide narrative for analysis of completions. *(Are you satisfied with your completion rates? How might you increase your completion rates?)*

I'm satisfied with the completion rates meaning they have shown a steady increase from what they were in the past. Hopefully I will be able to recruit and retain more students in the future to show an increase in the numbers. Students will also be encouraged to apply for certificates and diplomas in the same semester that they earn them in.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

As more students apply for certificates and diplomas in the semester they earn them in the standard and target may be adjusted.

Job Placement / Employment (to be provided by program)

Baseline: 141 % (Average # employed/# seeking education for three years – 2015-16; 2016-17; 2017-18)
Standard: 145%
Target: 149%

Data/Results:

Employment Demand						
Year	Graduates	# Employed (within 1 Yr)	# Seeking More Education (within 1 Yr)	% Employed & Seeking More Education (add # employed and # seeking more education and divide by # of graduates)	Unknown	Other/Comments
2015-16	8	6	6	150% *	0	* Please note the majority of our students are working while seeking more education.
2016-17	9	8	3	122% *	0	
2017-18	15	13	10	153% *	0	

Provide narrative for analysis of job placement rates. (Are students finding jobs within the program of study?) (How can your program promote higher employment of students in the field?)

The employment rate for completers have steadily climbed over the past years. Students are provided job opportunities within their second year of classes. Most of our students are working while continuing their education and career goals.

Provide narrative for analysis of standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)

We set our standard and target based on the baseline, the average of graduates employed and seeking more education. The majority of our students are working while seeking more education which result in a baseline, standard, and target exceeding 100%. This was a result of offering student possible job opportunities until their 2nd year of classes. We plan to maintain job placement based on job opportunities available to students.

Provide narrative for analysis of Labor Market Data. (Review Labor Market Data provided and provide an assessment of the data.)

In 2018 93 jobs were available, which was 16% above the National average, and the field is supposed to grow by 2.2% over the next three years.

Licensure and Certification Passing Rates (if applicable)

Baseline: XX% (Average of last three years; identify last three licensure years)
Standard: XX%
Target: XX%

Data/Results: NOT APPLICABLE

Licensure / Certification Exam – Title

Year	# Tested	% Passing
2010-11		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Provide narrative for analysis of licensure / certification passing rates. (Are you satisfied with your program licensure rates?)

Not applicable.

Provide narrative for analysis of standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)

Not applicable.

Third-Party Credentials (if applicable) Not applicable

Baseline: XX# (Average number of completers for the last three years – 2015-16; 2016-17; 2017-18)
Standard: XX#
Target: XX#

Data/Results:

Third-Party Credentials

Year	Credentials for Program of Study	# Tested	# Completers
2015-16	Not applicable.		
2016-17			
2017-18			

Provide narrative for analysis of third-party credentials. (Are there other industry-recognized credentials that needs to be addressed for the program of study?) (What are other means to promote program third-party credentials?)

Not applicable.

Provide narrative for analysis of standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

Not applicable.

Course Success

Analysis of student success in courses (2015-16; 2016-17; 2017-18)

Provide narrative for analysis of student success in courses. (*Ex – Are more students successful in online courses versus traditional? Are students more successful in certain courses?*)

Students are more successful in traditional courses because they are not having to be seated as long in class. Attendance was a challenge before because students would have to miss class due to work sometimes. Having the hybrid option seems to be more beneficial to students (and completion rates).

Analysis of student success in distance learning courses (2015-16; 2016-17; 2017-18)

Semester	Method of Instruction	Course Name	Success Rates
Fall 2015	Independent Study	AUB-162	100%
Fall 2015	Traditional	AUB-111	75%
Fall 2015	Traditional	AUB-121	90%
Fall 2015	Traditional	AUB-131	83%
Fall 2015	Traditional	AUB-136	100%
Fall 2015	Traditional	AUB-162	67%
Fall 2015	Traditional	AUC-114	86%
Fall 2015	Traditional	TRN-110	78%
Fall 2015	Traditional	TRN-170	76%
Fall 2015	Traditional	TRN-180	82%
Fall 2016	Hybrid	AUB-121	100%
Fall 2016	Traditional	TRN-110	87%
Fall 2016	Web Support/Assisted	AUB-111	82%
Fall 2016	Web Support/Assisted	AUB-131	100%
Fall 2016	Web Support/Assisted	TRN-110	82%
Fall 2016	Web Support/Assisted	TRN-170	78%
Fall 2016	Web Support/Assisted	TRN-180	92%
Spring 2016	Web Support/Assisted	AUB-112	63%
Spring 2016	Web Support/Assisted	AUB-114	100%
Spring 2016	Web Support/Assisted	AUB-122	89%
Spring 2016	Web Support/Assisted	AUB-132	75%
Spring 2016	Web Support/Assisted	AUC-112	100%
Spring 2016	Web Support/Assisted	TRN-110	75%
Summer 2016	Traditional	AUB-141	78%
Summer 2016	Traditional	AUB-142	78%
Summer 2016	Traditional	TRN-140	81%
Fall 2017	Hybrid	AUB-136	80%
Fall 2017	Traditional	AUB-111	95%
Fall 2017	Traditional	AUB-114	88%
Fall 2017	Traditional	AUB-121	95%
Fall 2017	Traditional	AUB-131	95%
Fall 2017	Traditional	AUB-162	82%
Fall 2017	Traditional	TRN-110	87%
Fall 2017	Traditional	TRN-170	80%
Fall 2017	Traditional	TRN-180	100%

Spring 2017	Web Support/Assisted	AUB-112	100%
Spring 2017	Web Support/Assisted	AUB-122	88%
Spring 2017	Web Support/Assisted	AUB-132	100%
Summer 2017	Hybrid	AUB-141	91%
Summer 2017	Hybrid	AUB-142	91%
Summer 2017	Hybrid	TRN-140	81%
Summer 2017	Traditional	TRN-110	75%
Summer 2017	Traditional	TRN-140	91%
Summer 2017	Traditional	TRN-170	73%
Spring 2018	Traditional	AUB-112	82%
Spring 2018	Traditional	AUB-122	84%
Spring 2018	Traditional	AUB-132	88%
Spring 2018	Traditional	AUC-112	100%
Spring 2018	Traditional	AUC-114	100%
Summer 2018	Hybrid	AUB-141	100%
Summer 2018	Hybrid	AUB-142	100%
Summer 2018	Hybrid	TRN-110	67%
Summer 2018	Hybrid	TRN-140	90%
Summer 2018	Hybrid	TRN-170	100%

Provide narrative for analysis of student success in distance learning courses. *(Are distance education course success rates equivalent to the success rates for other methods of instruction?)*

Not Applicable we don't have full online classes in our program only hybrid classes.

Analysis of Program Learning Outcomes (PLO) (2015-16; 2016-17; 2017-18)

- Document PLO cycle for the next four years (2018-19, 2019-20, 2020-21, and 2021-22) in the table below.
- File program learning outcome reports for the past three years (2015-16, 2016-17, and 2017-18) in the Program Review Attachment folder.
- Document changes to the program learning outcomes and/or assessment cycle.

Assessment Cycle	Program Learning Outcomes
2018-19	Collect in 2018SP & Report in 2019FA
2019-20	Collect in 2019SP & Report in 2020FA
2020-21	Collect in 2020SP & Report in 2021FA
2021-22	Collect in 2021SP & Report in 2022FA

Other Assessments

Analysis of graduate survey data (2015-16; 2016-17; 2017-18)

Provide narrative for analysis of program-specific graduate survey data. *(What did you learn from the results? What did your graduates indicate needed to be revised within your program?)*

Seven students responded to the survey and none specified revisions that needed to be made.

Analysis of employer survey data (2015-16; 2016-17; 2017-18)

Provide narrative for analysis of program-specific employer survey data. *(What did employers indicate needs improvement within your program (equipment, facilities, program offerings/certificates?)*

The advisory board were overall very satisfied with the instructional quality given to graduates. 50% of them said we did not have adequate facilities and needed an aluminum repairs facility to train new graduates in. 50% of the board also said we did not have adequate equipment to train technicians to preform post and pre scans on vehicles and needed to train graduates on such task.

External Reviews

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

Not Applicable

Resources**Program facilities - location and adequacy**

Provide narrative for program facilities adequacy and/or needs.

The Collision Repair and Refinishing program occupies classrooms and instructional bays in the Magnolia Building and Maple Building. Classroom spaces have been shared between the most of the Transportation Department's programs which have out-grown capacity. The Collision Repair and Refinishing Technology program will be moving into the new Automotive Building once completed, along with the Automotive Systems Technology program.

Library resources

Provide narrative for program library resources. *(Are library resources adequate for your program?)*

Yes we have adequate library resources.

Planning Objectives (2015-16; 2016-17; 2017-18)

- Verify previous year's prioritized planning objectives end-of-year status reports are filed in Program Review Planning Objective EOY (End of Year) Status Reports folder.
- 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	Objective(s) Submitted	Use of Results
2015-16	Storage cabinets and shop organization	Teaches the student how to properly store and organize tools, equipment, and parts.
2016-17	Did not submit planning objective.	
2017-18	Aluminum Clean room and advanced materials repair.(Not Approved)	I was planning on teaching the students new repair procedures required for repairing advanced material vehicle construction

Overall analysis of the strengths of the program**Provide narrative for analysis of the strengths of the program.**

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

Overall analysis of the weaknesses of the program**Provide narrative for analysis of the weaknesses of the program.**

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

Recommendations

- Complete 2018-2019 Program/Service Review/Outcome Assessment Recommendation Worksheet to address action items from program review and outcome analysis with target date; and methods to assess action items.
- File Review/Outcome and Assessment Recommendation Worksheet in Recommendation and Follow-Up folder.
- Recommendation follow-up reports to be addressed spring semester following review year (2019-20 and 2020-21).

Recommendations from Program Review and Outcome Assessments**Name of Program: Collision Repair and Refinishing Technology****2018-2019 Program Review and Outcome Assessments Recommendations**

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Outcome <i>(Identify projected outcomes as a result of your program/service review.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Actions/strategies to achieve outcomes and how you will assess the action/strategy
Retention – Fall to Fall Baseline = 46% Standard = 50% Target = 52%	Fall 2022	The addition of hybrid courses should increase retention.
Completions – Baseline = 11 Standard = 12 Target = 13	Fall 2022	Students receive their welding certification at end of second year, as well as their I-CAR certification is now completed last semester. We do not set up interviews with employers until the end of first year. The applied technologies division has a new full-time achievement coach who are helping to increase student retention and completion.

Job Placement – Baseline = 141% Standard = 145% Target = 149%	Fall 2022	We will continue working with students and employers to find job placement.
Licensure/Certification Passing Rates (if applicable) - Not applicable	Not applicable	Not applicable
Third-Party Credentials (if applicable) Not applicable	Not applicable	Not applicable
Additional Recommendation (if applicable) Not applicable	Not applicable	Not applicable

Approvals

- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Service Review and Outcome Assessment and Recommendations as submitted.

IE Acceptance / Date: Dorothy Moore 6/8/2020

Administrator Approval / Date: Patty Pfeiffer 6/8/2020