

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

Name of Program: Air Conditioning, Heating, and Refrigeration 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 Air Conditioning, Heating, and Refrigeration Technology program is to provide students with the basic knowledge to develop skills necessary to work with residential and light commercial HVAC systems.

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

There are no plans to change the mission statement, its simplicity is what makes it effective for our program

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.

The Air Conditioning, Heating, and Refrigeration program meets the College's Mission of training students in our community. Completers should qualify for employment in a variety of positions including HVAC and Refrigeration service and installation in residential, commercial, and industrial companies and other HVACR organizations. The College's reputation for excellence for quality programs provides students with increased marketability

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
Diploma	Air Conditioning, Heating, and Refrigeration Diploma (D35100)
Certificate	Air Conditioning, Heating, and Refrigeration Comfort Cooling Certificate (C35100CC)
Certificate	Air Conditioning, Heating, and Refrigeration Heat Pump Technology Certificate (C35100HP)
Certificate	Air Conditioning, Heating, and Refrigeration Heating Technology Certificate (C35100HT)

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
No curriculum changes	Not applicable

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?)

Not applicable.

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	May 4 th 2023	Displayed student projects for E & M student showcase
2023-2024	May 2 nd 2024	Showcased student's projects for industry partners
2024-2025	May 2 nd 2025	Industry partners met with students at Industry showcase

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. After meeting with advisory committee members, the biggest needs in the HVAC industry currently are the lack of qualified technicians with training in the new A2L refrigerants. Some committee members expressed a need for more training in Industrial\ commercial refrigeration.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

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

Standard: 25

Target: 30

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	23
2022-2023	19
2023-2024	30

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	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	0	0.0%	0	0.0%	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%	0	0.0%	0	0.0%
African American, Male	6	26.1%	8	42.1%	5	16.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	3.3%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	11	47.8%	9	47.4%	16	53.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	21.7%	1	5.3%	8	26.7%
Two or More Races, Male	1	4.3%	1	5.3%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	23	100.0%	19	100.0%	30	100.0%
Total	23	100.0%	19	100.0%	30	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	4.3%	3	15.8%	2	6.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	1	3.3%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	7	30.4%	5	26.3%	12	40.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	21.7%	1	5.3%	8	26.7%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	13	56.5%	9	47.4%	23	76.7%
African American, 25-44	5	21.7%	4	21.1%	2	6.7%
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	8.7%	4	21.1%	4	13.3%
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	1	4.3%	1	5.3%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	34.8%	9	47.4%	6	20.0%
African American, 45-64	0	0.0%	1	5.3%	1	3.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	8.7%	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	8.7%	1	5.3%	1	3.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	23	100.0%	19	100.0%	30	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.)*

Although the programs' enrollment numbers decreased slightly in 22-23, they rebounded nicely in 23-24. We expect enrollment numbers to continue to increase next year. To ensure enrollment growth, our program will continue to attend a wide variety of recruitment events such as WCC Senior Night, on campus tours, and recruitment events at local high schools.

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	Attend Recruiting events	We will assess our future enrollment numbers to see if there is an increase in enrollment
2	Increase the number of on-campus tours.	We will assess our future enrollment numbers to see if there is an increase in enrollment

Outcome #2: Retention

Baseline: 65.0 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)
Standard: 70%
Target: 80 %

Year	Program Retention Rate
Fall 2021 to Summer 2022	65.0%
Fall 2022 to Summer 2023	50.0%
Fall 2023 to Summer 2024	80.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Summer 2022		Fall 2022 to Summer 2023		Fall 2023 to Summer 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%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	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%	0	0.0%	0	0.0%
African American, Male	3	27.3%	3	37.5%	3	18.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	6.3%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	7	63.6%	4	50.0%	9	56.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	9.1%	1	12.5%	3	18.8%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	11	100.0%	8	100.0%	16	100.0%
Total	11	100.0%	8	100.0%	16	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Summer 2022		Fall 2022 to Summer 2023		Fall 2023 to Summer 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	6.3%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	1	6.3%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	4	36.4%	4	50.0%	7	43.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	9.1%	0	0.0%	3	18.8%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	5	45.5%	5	62.5%	12	75.0%
African American, 25-44	3	27.3%	2	25.0%	1	6.3%
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	9.1%	0	0.0%	2	12.5%
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%	1	12.5%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	36.4%	3	37.5%	3	18.8%
African American, 45-64	0	0.0%	0	0.0%	1	6.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	2	18.2%	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	2	18.2%	0	0.0%	1	6.3%
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	11	100.0%	8	100.0%	16	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.)*

Although our retention numbers fell in 22-23, they rebounded strongly in 23-24. We expect our retention numbers to continue to at least stay at the standard. To ensure we keep our retention numbers at or above standard we will look at better scheduling of classes for each student and emphasis the importance of not overwhelming students that may lead to them leaving the program early

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	Improved scheduling of classes for new students	We will assess our retention numbers to see ensure we meet the standard of 70%

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 20 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 22**Target:** 25

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	18
2023-2024	12
2024-2025	31

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	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	0	0.0%	0	0.0%	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%	0	0.0%	0	0.0%
African American, Male	5	27.8%	3	25.0%	8	25.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	1	3.2%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	10	55.6%	8	66.7%	18	58.1%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.6%	1	8.3%	4	12.9%
Two or More Races, Male	1	5.6%	0	0.0%	0	0.0%
Unknown, Male	1	5.6%	0	0.0%	0	0.0%
Male Total	18	100.0%	12	100.0%	31	100.0%
Total	18	100.0%	12	100.0%	31	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	5.6%	0	0.0%	3	9.7%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	1	3.2%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	7	38.9%	8	66.7%	16	51.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	5.6%	1	8.3%	4	12.9%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	1	5.6%	0	0.0%	0	0.0%
18-24 Total	10	55.6%	9	75.0%	24	77.4%
African American, 25-44	4	22.2%	2	16.7%	4	12.9%
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	1	5.6%	0	0.0%	2	6.5%
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	5.6%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	33.3%	2	16.7%	6	19.4%
African American, 45-64	0	0.0%	1	8.3%	1	3.2%
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	11.1%	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	11.1%	1	8.3%	1	3.2%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	18	100.0%	12	100.0%	31	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?)*

Our number of completers decreased 23-24 slightly, then rebounded very nicely in 24-25. We expect that trend to continue into next year, to ensure that we reach our standard we will start meeting with students each semester and explain the importance of completing the program

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	Plan a face-to-face meeting with each student to explain the importance of completing the certificate/diploma	We will assess our number of completers next year to ensure we are reaching our Standard

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

Baseline: 30.810 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 32
Target: 35

Budget FTE Year	Budget FTE
2022-2023	19.695
2023-2024	33.172
2024-2025	39.563

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?)

The Budget FTE for the HVAC program has increased over the past three years due to participating in numerous recruiting events which has led to an increase in enrollment. Increased enrollment and improved retention rates have led to increased budget FTE.

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	Continue current enrollment strategies	Assess our numbers next year to ensure increase in budge FTE

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.)

We current do not offer WBL-110 in our program but to ensure Career Development we will work with Career services and industry partners to provide that career development as part of our current classes in our program, we will ensure that we integrate career development in classes that our diploma students as well as our certificate students are enrolled in.

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	Our program will implement career development curriculum into our program	Our program will talk to industry partners to see if the focus on career development has been successful and beneficial to the students and employers

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.)

Our program has implemented Trane residential HVAC certificates through NC3 in hopes of providing students with the necessary skills to be successful in our industry. These certifications assure that when a student achieves a passing score, they have the skills needed to enter the workforce

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. (QTY 2) - New 14 seer or higher package units 1 heat pump, 1 Gas pack. 2. Refrigeration/ Freezer Simulator	1. Students in AHR-112 and AHR-114 were able to use these systems to diagnose, service, and practice recovery techniques. These new systems also helped students in AHR-130 understand and diagnose up to date controls found in newer systems. These new systems not only have been a major help to our curriculum students, they have also helped our Con Ed students by giving them up to date systems to train on and help students as they enter the workforce. 2. Not approved for funding.
2024-25	No planning objective submitted.	Not applicable.

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

Over the next three years our program will need more equipment or trainers with the new A2L refrigerants to ensure proper training and safety due to A2Ls being slightly flammable and our lack of current A2L equipment. Also, our program would benefit from trainers geared towards commercial refrigeration due to the increase in need within our industry.

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

Our program will need 1-2 lab assistants due to our increase in enrollment over the past few years. Having lab assistants ensures our program can safely conduct labs and give students more one on one learning opportunities with the instructor

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

Our program doesn't anticipate any facility needs over the next 3 years due to the completion of our new space within the CITE building.

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

Our program doesn't anticipate any need for academic support services for our program within the next three years.

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

Our program's biggest strength is the industry's need for qualified individuals within the workforce. The lack of qualified individuals has provided more career opportunities as well as higher wages for students who complete our program. Due to this there has been an increase in our enrollment numbers and we expect that trend to continue.

Review prepared and submitted by:

Kendall Edwards HVAC 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>	11/18/2025
Department Chair / Date:	<u>Steven Reese</u>	11/18/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/18/2025