Program Outcomes Assessment Follow-Up
2022-2023 Program Outcome (PO) Year End Reporting Form

In response to SACSCOC 8.2, *"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results …"*

Name of Program: Aviation Systems Technology

Outcome #1: Enrollment *(unduplicated)*

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Increase social media presence (Assessed by: Work with Office of Communications to revamp social media. Certainly Facebook, possibly solicit student involvement with Instagram)	Office of Communications set instructors up with access to AST Facebook page. Have been posting recruiting events, certificate presentations, interesting shop projects. Students that were interested in helping with Instagram completed program. Other current students not showing interest.
2	Update and make more frequent use of 'one pager' information flyer. (Assessed by: Verify current information. Update photos. Current equipment, recent students, etc.)	Updated 'one pager' with more current program information and instructor contact information. Using 'one pager' at campus and off site recruiting events. Updated with photo of current equipment. Not yet updated with recent students.

Baseline: 38 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: 40 #
Target: 46 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	34
2020-2021	34
2021-2022	32

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	1	2.9%	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	2.9%	1	2.9%	1	3.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	2.9%	1	3.1%
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	1	2.9%	3	8.8%	2	6.3%
African American, Male	4	11.8%	7	20.6%	5	15.6%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	2	5.9%	0	0.0%	0	0.0%
Caucasian, Male	24	70.6%	21	61.8%	18	56.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	1	3.1%
Hispanic/Latino, Male	2	5.9%	0	0.0%	1	3.1%
Two or More Races, Male	0	0.0%	1	2.9%	2	6.3%
Unknown, Male	1	2.9%	2	5.9%	3	9.4%
Male Total	33	97.1%	31	91.2%	30	93.8%
Total	34	100.0%	34	100.0%	32	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	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	1	2.9%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	1	2.9%	0	0.0%	0	0.0%
African American, 18-24	1	2.9%	3	8.8%	1	3.1%
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	10	29.4%	8	23.5%	9	28.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	2.9%	2	6.3%
Two or More Races, 18-24	0	0.0%	1	2.9%	2	6.3%
Unknown, 18-24	0	0.0%	2	5.9%	2	6.3%
18-24 Total	11	32.4%	15	44.1%	16	50.0%
African American, 25-44	3	8.8%	5	14.7%	4	12.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	2	5.9%	0	0.0%	0	0.0%
Caucasian, 25-44	9	26.5%	10	29.4%	8	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.9%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	2.9%	0	0.0%	1	3.1%
25-44 Total	16	47.1%	15	44.1%	13	40.6%
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	5	14.7%	4	11.8%	1	3.1%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	1	3.1%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	5	14.7%	4	11.8%	2	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+	1	2.9%	0	0.0%	1	3.1%
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	1	2.9%	0	0.0%	1	3.1%
Total	34	100.0%	34	100.0%	32	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.)*

During the period surrounding the COVID-19 pandemic, we did see a significant decrease in enrollment. There appear to be several factors within the pandemic period that caused enrollment to decrease systemwide. The current year's program entry point enrollment, which would not be reflected in the statistics in this report, showed a significant increase. Many factors impacting enrollment during the pandemic appear to have diminished or disappeared completely.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increased contact between WCC staff and prospective students. We receive CFNC notifications with some contact info. Phone numbers are helpful, but more cumbersome for mass communication. Profiles are available in self-service, but usually only contain WCC student email address. Many prospective students do not set up, and therefore do not monitor student email. Some method of communicating through mass email using personal emails until students are active would be a good way to maintain pursuit of the prospective students and maintain contact to encourage them at each stage of entry (such as registration).	Increased enrollment. Track communications with potential students and whether they enroll within the year. Determine the preferred method of communication informally with potential students.
2	Increased presence at high school events. Many programs might focus on Wayne County. WCC AST students have for many decades come from surrounding counties, some of which are not adjacent to Wayne County.	Increased enrollment. Track the number of high school visits and the schools of focus. Track any other types and methods of recruitment.

Outcome #2: Retention

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	More recruiting efforts as well as assessments of potential students during the recruiting phase. (Assessed by: Higher success rate of students during their tenure, which is expected to result in their ability to stay in the program as well as increasing the students' desire to remain in the program.)	Recruiting efforts have improved on several fronts. Office of Communications has been very helpful with published hard copy media, social media, and promotional items. Not yet able to devote as much effort to assessment during recruiting phase. Number of students starting the program at its entry point (Fall Semester) was higher in 2023. Some students have since withdrawn, but class maximum capacity was reached as the fall semester started.

Baseline: **57.8** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: **60** %
Target: **70** %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	53.1%
Fall 2020 to Fall 2021	48.1%
Fall 2021 to Fall 2022	67.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	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%	1	6.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	7.7%	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	7.7%	1	6.3%
African American, Male	1	5.9%	2	15.4%	3	18.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	15	88.2%	9	69.2%	9	56.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.9%	0	0.0%	1	6.3%
Two or More Races, Male	0	0.0%	1	7.7%	1	6.3%
Unknown, Male	0	0.0%	0	0.0%	1	6.3%
Male Total	17	100.0%	12	92.3%	15	93.8%
Total	17	100.0%	13	100.0%	16	100.0%

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	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%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	8	47.1%	5	38.5%	8	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	7.7%	1	6.3%
Two or More Races, 18-24	0	0.0%	1	7.7%	1	6.3%
Unknown, 18-24	0	0.0%	0	0.0%	1	6.3%
18-24 Total	8	47.1%	7	53.8%	11	68.8%
African American, 25-44	1	5.9%	2	15.4%	3	18.8%
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	3	17.6%	1	7.7%	2	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	5.9%	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	5	29.4%	3	23.1%	5	31.3%
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	4	23.5%	3	23.1%	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	4	23.5%	3	23.1%	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	17	100.0%	13	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.)*

Foundational areas of study (math, physics, electricity) are often underestimated by incoming students, or students are academically unprepared. It is during classes that require emphasis on these subject areas where the majority of students exit.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Determine how to better set expectations for students. Identify students who need help in the foundational areas of study (math, physics, electricity).	Track number of students being referred to Academic Skills Center for tutoring services.

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

Action Items from Program Review:

Item #	Action Items: *(Action item identified in the 2021-22 program review.)*	Results / Use of Results: *(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)*
1	Increase quantity and quality of training aids. (Assessed by: Increased number of students receiving program degree and diplomas as well as FAA certificates of completion.)	No notable increase in training aids. Last approved planning objective was funded but not received. Last communication with vendor indicated continued supply issues as a reason for not receiving the items. We certainly need to continue this action item perpetually. Wear and tear on current training aids as well as lag in technology are leaving our students at a disadvantage. We have very few training aids that use this century's technology.
2	Active advising (Assessed by: Periodically meet with advisees, encouraging the completion of the program; explain the benefits of completion as it relates to employment.)	These points are stressed to students on a regular basis, both in groups and in individual advising.

Baseline: **11** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: **12** #
Target: **13** #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2020-2021	11
2021-2022	5
2022-2023	10

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	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	0	0.0%	0	0.0%	2	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	9	81.8%	5	100.0%	7	70.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	18.2%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	1	10.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	11	100.0%	5	100.0%	10	100.0%
Total	11	100.0%	5	100.0%	10	100.0%

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	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%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	4	36.4%	2	40.0%	5	50.0%
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%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	10.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	5	45.5%	2	40.0%	6	60.0%
African American, 25-44	0	0.0%	0	0.0%	2	20.0%
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	18.2%	2	40.0%	2	20.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	9.1%	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	3	27.3%	2	40.0%	4	40.0%
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	3	27.3%	1	20.0%	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	3	27.3%	1	20.0%	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	11	100.0%	5	100.0%	10	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?)*

This program requires two years of continuous knowledge building and retention in a fast-paced environment. Some students become overwhelmed and begin falling behind in class projects and assignments. Momentum is lost since successive classes build upon prior coursework.

2023-2025 Action Items:

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Find effective methods of getting students to improve their own work ethic and study habits. Keeping on task and keeping up with practical projects seems to be a root factor in students remaining interested in the program and doing well enough to proceed in the program.	Increased course-to-course retention. Provide an assignment within the course focused on time management. Track student progress and completion of assignments.

Approvals
1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: _____*Dorothy Moore*_____ 11/20/2023

Department Chair, Dean, Director, and/or AVP / Date: _____*Brian Kevin Jordan*_____ 11/20/2023