

**Program Outcomes Assessment Follow-Up
2023-2024 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 2022-23 Program Outcome Year-End Report:

Item #	Action Items: <i>(Action item identified in the 2022-23 program outcome year-end report.)</i>	Results / Use of Results: <i>(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 2024-2025 action items table below.)</i>
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). (Assessed by: Increased enrollment. Track communications with potential students and whether they enroll within the year. Determine the preferred method of communication informally with potential students.)	We began generating spreadsheets with prospective student information. Much of the information was derived using the CFNC notifications. We found the information to be useful, but with a limited impact on responses. We have had a noticeable increase in interest in our program through phone calls and emails, which has increased contact between WCC staff and prospective students. Starting enrollment in the prerequisite course, which is offered in the fall semester, has started at capacity (25 students) in 2023 and 2024.
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. (Assessed by: Increased enrollment. Track the number of high school visits and the schools of focus. Track any other types and methods of recruitment.)	This item is still in progress.

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
2020-2021	34
2021-2022	32
2022-2023	31

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Female	1	2.9%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	2.9%	1	3.1%	1	3.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.9%	1	3.1%	1	3.2%
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	8.8%	2	6.3%	2	6.5%
African American, Male	7	20.6%	5	15.6%	10	32.3%
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	21	61.8%	18	56.3%	15	48.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	1	3.1%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	3.1%	1	3.2%
Two or More Races, Male	1	2.9%	2	6.3%	0	0.0%
Unknown, Male	2	5.9%	3	9.4%	3	9.7%
Male Total	31	91.2%	30	93.8%	29	93.5%
Total	34	100.0%	32	100.0%	31	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	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	3	8.8%	1	3.1%	2	6.5%
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	23.5%	9	28.1%	8	25.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	2.9%	2	6.3%	2	6.5%
Two or More Races, 18-24	1	2.9%	2	6.3%	2	6.5%
Unknown, 18-24	2	5.9%	2	6.3%	0	0.0%
18-24 Total	15	44.1%	16	50.0%	14	45.2%
African American, 25-44	5	14.7%	4	12.5%	7	22.6%
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	10	29.4%	8	25.0%	8	25.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	3.1%	1	3.2%
25-44 Total	15	44.1%	13	40.6%	16	51.6%
African American, 45-64	0	0.0%	0	0.0%	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	4	11.8%	1	3.1%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	1	3.1%	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	11.8%	2	6.3%	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%	1	3.1%	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	3.1%	0	0.0%
Total	34	100.0%	32	100.0%	31	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.)*

Program enrollment for the periods covered fell short of the standard and target. The number of incoming students during this period was noticeably lower beginning with the cycle that started in 2020. Total enrollment showed a decline as the classes that started in 2020 and 2021 cycled through to completion. Several students withdrew from the program during this period due to reasons beyond local control, such as job relocations and family moves or other similar reasons.

2024-2025 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	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.	Assessed by: Increased enrollment. Track the number of high school visits and the schools of focus. Track any other types and methods of recruitment. We intend to reengage pursuit of the item, along with possible presence in one or more local high schools.

Outcome #2: Retention

Action Items from 2022-23 Program Outcome Year-End Report:

Item #	Action Items: <i>(Action item identified in the 2022-23 program outcome year-end report.)</i>	Results / Use of Results: <i>(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 2024-2025 action items table below.)</i>
1	Determine how to better set expectations for students. Identify students who need help in the foundational areas of study (math, physics, electricity). (Assessed by: Track number of students being referred to Academic Skills Center for tutoring services.)	<p>This item is still in progress.</p> <p>We are refining the expectations that are set when new students begin the prerequisite course. This course contains foundational classes that are helpful in bringing students’ weaknesses in math, physics, and electricity to the surface. Some help is available through lab assistant and peer-to-peer tutoring.</p> <p>Two students were referred to the Academic Skills Center from the class that started in 2023. One student was referred in the class that started in 2024, but that student did not proceed to receive assistance.</p>

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 2020 to Fall 2021	48.1%
Fall 2021 to Fall 2022	67.0%
Fall 20222 to Fall 2023	66.7%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2020 to Fall 2021		Fall 2021 to Fall 2022		Fall 2022 to Fall 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%	1	6.3%	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%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	1	7.7%	1	6.3%	0	0.0%
African American, Male	2	15.4%	3	18.8%	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	9	69.2%	9	56.3%	11	68.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	6.3%	0	0.0%
Two or More Races, Male	1	7.7%	1	6.3%	0	0.0%
Unknown, Male	0	0.0%	1	6.3%	2	12.5%
Male Total	12	92.3%	15	93.8%	16	100.0%
Total	13	100.0%	16	100.0%	16	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2020 to Fall 2021		Fall 2021 to Fall 2022		Fall 2022 to Fall 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%	1	6.3%
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	5	38.5%	8	50.0%	5	31.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	7.7%	1	6.3%	0	0.0%
Two or More Races, 18-24	1	7.7%	1	6.3%	0	0.0%
Unknown, 18-24	0	0.0%	1	6.3%	1	6.3%
18-24 Total	7	53.8%	11	68.8%	7	43.8%
African American, 25-44	2	15.4%	3	18.8%	2	12.5%
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	7.7%	2	12.5%	6	37.5%
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%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	6.3%
25-44 Total	3	23.1%	5	31.3%	9	56.3%
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	3	23.1%	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	3	23.1%	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	13	100.0%	16	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.)*

Retention fell short of the standard during the 2020-2021 cycle, but met the standard during the 2021-2022 cycle and the 2022-2023 cycle. All cycles fell short of the target.

2024-2025 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	Determine how to better set expectations for students. Identify students who need help in the foundational areas of study (math, physics, electricity).	(Assessed by: Track number of students being referred to Academic Skills Center for tutoring services.) We are refining the expectations that are set when new students begin the prerequisite course. This course contains foundational classes that are helpful in bringing students' weaknesses in math, physics, and electricity to the surface. Some help is available through lab assistant and peer-to-peer tutoring.

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

Action Items from 2022-23 Program Outcome Year-End Report:

Item #	Action Items: (<i>Action item identified in the 2022-23 program outcome year-end report.</i>)	Results / Use of Results: (<i>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 2024-2025 action items table below.</i>)
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. (Assessed by: Increased course-to-course retention. Provide an assignment within the course focused on time management. Track student progress and completion of assignments.)	<p>This item is still in progress.</p> <p>Assignments, in the case of this course, practical projects are written up as instructions with set expectations. These projects often emphasize teamwork and time management. Instructors are increasing emphasis on project completion within set time constraints.</p> <p>Instructors also emphasize the advantages of completing the general education requirements above the aviation courses that are required to obtain a diploma or degree.</p>

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

Standard: 12 #

Target: 13 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2021-2022	5
2022-2023	10
2023-2024	6

All Levels

Completers 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	0	0.0%	2	20.0%	1	16.7%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	5	100.0%	7	70.0%	4	66.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	1	10.0%	1	16.7%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	5	100.0%	10	100.0%	6	100.0%
Total	5	100.0%	10	100.0%	6	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	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	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	2	40.0%	5	50.0%	2	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	1	10.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	2	40.0%	6	60.0%	2	33.3%
African American, 25-44	0	0.0%	2	20.0%	1	16.7%
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	40.0%	2	20.0%	2	33.3%
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	0	0.0%	0	0.0%	1	16.7%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	40.0%	4	40.0%	4	66.7%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	20.0%	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	1	20.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	5	100.0%	10	100.0%	6	100.0%

