

**Wayne Community College
Program Review – 2021-2022**

Name of Program: Automotive Systems Technology – ATEP

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 Automotive Systems Technology Program is to prepare individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

The purpose of the Automotive Systems Technology Program- MM ATEP is to prepare individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles with a concentrated curriculum supporting Nissan, Stellantis and Ford Brands.

This change is to reflect the specific Multiple Manufacturer curriculum found in the ATEP 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.

Goal 1: Increase Student Access- Curriculum aligns with industry standards for students seeking to pursue a career in automotive repair.

Goal 2: Ensure Program Excellence- Manufacturer partnerships produce a one-of-a-kind experience for students and a unique curriculum with embedded certifications.

Goal 3: Improve Student Success- Curriculum aligns with the industry expectations and standards which provides students with more career readiness skills.

Goal 4: Ensure Institutional Quality- Curriculum Faculty maintains training from authentic automotive manufacturer curricula to go above the professional development standards.

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
Associate Degree	Associate in Applied Science A60160M
Diploma	Automotive Systems Technology Diploma D60160
Certificate	Transportation Technology Certificate C60160

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
None-	Expected changes to be submitted 2022-2023 for 23Fall

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?)

No changes made

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	4-9-19	Plans for the new ASH building were presented. NATEF mid-cycle review was completed.
2020-2021	12-14-20 (covid)	A video was recorded to tour the newly completed ASH building. Feedback (via emails) was generally positive on the building.
2021-2022	7-14-21	New equipment added to program. Nissan program first graduates.

(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?)

Three most pressing issues in the automotive industry:

- 1- Shrinking workforce. Workers aging out, fewer qualified/ experienced people are taking the place of those exiting. This leaves an opportunity for our program to fill the void.
- 2- Difficulty in recruiting people into the industry. Fewer high schools offering quality CTE classes. Fewer young people leave high school with basic knowledge of technical skills needed to function in an automotive career. Soft skills have deteriorated at an alarming rate in the last 10 –15 years. Our programs are having to spend an increasing amount of time teaching basics and soft skills.

- 3- Vehicle electrification. With the shift to electric propulsion comes the radical change in technician training. The automotive industry is changing faster than training programs are. In the coming years, our curriculum will need a partial overhaul.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 44 # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: 48 # (*six per each- Nissan, Ford, Stellantis, non-mfg specific X 2 (1st year and 2nd year)*)
Target: 50 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	42
2019-2020	46
2020-2021	44

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	1	2.4%	1	2.2%	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%	2	4.5%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.4%	1	2.2%	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	2	4.8%	2	4.3%	2	4.5%
African American, Male	9	21.4%	7	15.2%	6	13.6%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	2.4%	0	0.0%	1	2.3%
Caucasian, Male	15	35.7%	23	50.0%	19	43.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	13	31.0%	13	28.3%	13	29.5%
Two or More Races, Male	0	0.0%	0	0.0%	1	2.3%
Unknown, Male	2	4.8%	1	2.2%	2	4.5%
Male Total	40	95.2%	44	95.7%	42	95.5%
Total	42	100.0%	46	100.0%	44	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	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	2	4.8%	2	4.3%	1	2.3%
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	2.4%	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	3	7.1%	2	4.3%	1	2.3%
African American, 18-24	7	16.7%	4	8.7%	4	9.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	1	2.4%	0	0.0%	0	0.0%
Caucasian, 18-24	10	23.8%	16	34.8%	15	34.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	12	28.6%	11	23.9%	12	27.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	2.3%
Unknown, 18-24	2	4.8%	1	2.2%	2	4.5%
18-24 Total	32	76.2%	32	69.6%	34	77.3%
African American, 25-44	3	7.1%	4	8.7%	1	2.3%
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	2	4.8%	5	10.9%	4	9.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.4%	3	6.5%	1	2.3%
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	6	14.3%	12	26.1%	6	13.6%
African American, 45-64	0	0.0%	0	0.0%	1	2.3%
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	1	2.4%	0	0.0%	1	2.3%
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	2.4%	0	0.0%	2	4.5%
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%	1	2.3%
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%	1	2.3%
Total	42	100.0%	46	100.0%	44	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 been steady. Despite the COVID period of no recruitment, this is impressive. We believe recruitment activities that we have repeated over the years have left a legacy that is paying off even during times that we can't perform them.

Identify Enrollment 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 awareness of the career needs	Social media presence, encouraging our manufacturer partners to increase awareness, host events for high school teachers so that they are aware of our offerings. Assessment comes from seeing enrollment increase.
2	Increased recruitment activities.	Continue to encourage WCC to hire additional recruiters that can be off campus to engage prospective students. Current faculty workloads limit the time away to do these activities. Assessment comes from seeing enrollment increase.

Outcome #2: Retention

Baseline: 50.2 % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)

Standard: 60 %

Target: 70 %

Year	Program Retention Rate
2018-2019	34.3%
2019-2020	60.0%
2020-2021	56.4%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	1	8.3%	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	4.5%
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	1	8.3%	0	0.0%	1	4.5%
African American, Male	1	8.3%	2	9.5%	3	13.6%
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	7	58.3%	12	57.1%	8	36.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	16.7%	6	28.6%	8	36.4%
Two or More Races, Male	0	0.0%	0	0.0%	1	4.5%
Unknown, Male	1	8.3%	1	4.8%	1	4.5%
Male Total	11	91.7%	21	100.0%	21	95.5%
Total	12	100.0%	21	100.0%	22	100.0%

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	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%	1	4.8%	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	1	8.3%	0	0.0%	0	0.0%
Under the age of 18 Total	1	8.3%	1	4.8%	0	0.0%
African American, 18-24	0	0.0%	1	4.8%	3	13.6%
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	33.3%	9	42.9%	8	36.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	16.7%	5	23.8%	7	31.8%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	4.5%
Unknown, 18-24	1	8.3%	1	4.8%	1	4.5%
18-24 Total	7	58.3%	16	76.2%	20	90.9%
African American, 25-44	2	16.7%	1	4.8%	0	0.0%
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	1	8.3%	2	9.5%	1	4.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	4.8%	1	4.5%
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	25.0%	4	19.0%	2	9.1%
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	8.3%	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	8.3%	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	12	100.0%	21	100.0%	22	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.)*

By the numbers, retention is poor. We believe there are 3 primary reasons for the poor retention:

- 1- Students enter the program unaware of the differences between Automotive Systems Technology- GM ASEP and Automotive Systems Technology- ATEP. During the admissions process, the students are not made aware of the differences in the programs and are placed in either of the two majors as if they are interchangeable so when the students are sorted in the spring semester to the correct program by the Automotive Faculty, the retention data becomes flawed. Changes suggested- try to sort the students out before the IE department gets the data. It would be nice if the Councilors could understand how our programs work and guide the students to the correct major prior to the data being collected.
- 2- Students that are grossly unprepared for the technical aspects and requirements of the programs drop out after the first semester (Fall) after they have declared the Associates Degree as their major. Although they are completers of the Certificate, their majors show they are drop outs. Changes suggested- do not collect data for ATEP Associates Degree enrollment and retention for Fall-to-Fall. Change it Spring-to-spring.
- 3- Students change careers to other disciplines requiring a similar skill set. Students tell us when they are wanting to change careers, that they are able to get financial reward quicker in certain other fields of work. Changes suggested- due to the economic climate, many fields of work are offering sign-on bonuses and other competitive wages without the investment in college. It is commonplace for students to discover this after they have started our programs at WCC. Changes suggested- continue to encourage our employers to offer competitive wages to our students as they complete WBL and subsequently, a competitive starting wage at graduation.

Identify Retention 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	Increase awareness of the differences in the Automotive Programs at WCC prior to collecting retention data.	We will see the retention data better and more accurately reflect the Associate Degree retention.
2	Increase awareness of the career fields that directly compete with our programs	We will continue to push for better wages within the automotive sector and encourage employers to be involved with the NC Apprentice program.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 30 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 40 #**Target:** 48 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	37
2020-2021	27
2021-2022	27

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	1	2.7%	0	0.0%	1	3.7%
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	3.7%	1	3.7%
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	1	2.7%	1	3.7%	2	7.4%
African American, Male	5	13.5%	2	7.4%	5	18.5%
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	20	54.1%	14	51.9%	9	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	27.0%	9	33.3%	9	33.3%
Two or More Races, Male	1	2.7%	1	3.7%	1	3.7%
Unknown, Male	0	0.0%	0	0.0%	1	3.7%
Male Total	36	97.3%	26	96.3%	25	92.6%
Total	37	100.0%	27	100.0%	27	100.0%

Ethnicity & Age Range Table	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	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	8.1%	1	3.7%	3	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	17	45.9%	11	40.7%	7	25.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	9	24.3%	8	29.6%	9	33.3%
Two or More Races, 18-24	1	2.7%	1	3.7%	1	3.7%
Unknown, 18-24	0	0.0%	0	0.0%	1	3.7%
18-24 Total	30	81.1%	21	77.8%	21	77.8%
African American, 25-44	3	8.1%	1	3.7%	3	11.1%
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	8.1%	4	14.8%	3	11.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.7%	1	3.7%	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	7	18.9%	6	22.2%	6	22.2%
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	37	100.0%	27	100.0%	27	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?)*

Based on the numbers, program completers are poor.

We believe this is a result of:

- 1- the flawed data from the retention reports.
Please reference the rationale in the retention narrative.
- 2- Students are losing interest in completing the non-automotive coursework (not valuing the degree)

Identify Completer 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	Change the way the students are coded upon entry	If the students are correctly coded, a higher number of them will show as completers. (See retention narrative)
2	Increase student awareness of the importance of obtaining the degree.	Students who value the degree will show as completers.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)

3rd Party credentials are embedded in the automotive program curriculum strictly as a benefit to the student and their employers. While there are tests associated with credentialing, we do not report on the results as it is part of the student's requirements and is included in their final grade.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)

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 (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	<ol style="list-style-type: none"> 1) Automotive and Collision Repair and Refinishing Technology - Updated battery chargers and battery diagnostic stations 2) Automotive Systems Technology and Collision Repair 	<ol style="list-style-type: none"> 1) <u>2020-21 End-of-Year Status Report</u>: Results will be available once the entire order arrives and students can use them in class. Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 End-of-Year Status Report and Use of Results</u>: This order has been delivered and is being set up for use in class.

	<p>and Refinishing - Hunter Revolution Tire Changer Machine</p>	<p>The classes that will use these first will be TRN 120 Basic Transportation Electricity. A follow up report will be available after the classes run in the Spring 22 semester. These battery diagnostic stations were used in the Spring 22 semester during two TRN 120 Basic Transportation Electricity classes. Approximately 40 students received training on these devices. Being able to use these devices in lab better prepared the students for the required web based training courses and hands on task.</p> <p>2) <u>2020-21 End-of-Year Status Report</u>: This tire machine has been delivered and set up. Instructors just received training on the machine operation. Classes are running this spring semester and students will be using this machine in the coming weeks. However it has not been used by students yet. The success of this outcome will be better reflected once the students have a chance to use the machine more. The students will get exposure to this machine again this coming Fall semester. Carry forward to the 2021-22 Plan to report assessment. <u>2021-22 End-of-Year Status Report and Use of Results</u>: Classes are running this spring semester and students will be using this machine in the coming weeks. However it has not been used by all students yet. Only one AUT 141 Steering Suspension class has ran so far this semester. There is another one starting in April. The success of this outcome will be better reflected once the students have a chance to use the machine more. The students will get exposure to this machine throughout this Spring semester. Results will be more accurate once all students have had a chance to use the machine this Spring 22 semester.</p>
2021-22	<p>1) One additional Hunter Alignment Machine and associated equipment 2) Zeus Diagnostic Certification Toolkit and Apollo Diagnostic Certification Kit</p>	<p>1) Ordered, awaiting arrival. Carry forward to 2022-23 Plan to report assessment. 2) Remains outstanding at the moment. Carry forward to the 2022-23 Plan to report assessment.</p>

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

2 Electric Vehicles (1- Chevrolet Bolt EV, 1- Nissan Leaf EV), related licensing fees, etc for the vehicles, funding for faculty development/ training at Sinclair Community College (Travel to Sinclair CC in Dayton, OH summer 2023), workload allowance for curriculum development

The adoption of electric vehicles as mandated by the Federal Government has caused the vehicle manufacturers to go-to-market with massive numbers of EV's to meet 2024 fuel economy standards passed this year. This has left a void of technicians trained to service EV's. EV's contain deadly high voltage electrical circuits that require procedures not found on ordinary vehicles. Currently, ASE Education Foundation standards are not written around EV curriculum. Wayne Community College and automotive shops in the area are grossly unprepared to service the EVs that are coming to market according to the WCC Automotive Advisory Committee, citing the lack of curriculum in the department and no vehicles to use for developing a curriculum. The 2 EV's requested, along with faculty development and curriculum writing will allow for WCC to meet the needs of the students that are facing the shift to EV's and subsequently, the shops that are going to be servicing these vehicles. The vehicles will be kept and used at the Ash building and used for marketing WCC "green" initiatives outside of WCC.

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

No new faculty is needed at this time.

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

- 1- The air compressor needs to be moved out of the storage room in the Ash building to a location outside of the building. The noise level of the compressor is tremendous and disrupts the learning environment and is disturbing to guests who come to tour the facility.
- 2- EV Charging capabilities added to the building on the inside and outside. It is clear that the number of EV's we will see is increasing. We anticipate that there will be EV's in our curriculum that will require charging.
- 3- Additional Shop space. We anticipate that our enrollment will increase and make it nearly impossible to accommodate students in our shop/lab space. We currently are at 2.6 students per lab bay.

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

Support services are adequate.

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

The program takes pride in the manufacturer partnerships that create a uniqueness; setting us apart from the other similar programs in the area. We believe that is one of our greatest strengths. Our innovation in the classroom and constant required training creates faculty that has the know-how to excel in the classroom.

As is true in many CTE program types, we are seeing a decline in high school enrolled CTE students. Since our primary target demographic is High School students, it is becoming more of a challenge to find interested students in our career field. To "cast a larger net", more support from recruiters is needed as faculty workloads

increase. This is one of our greatest weaknesses.

Since the automotive industry is strong right now, the workforce is aging out, EV's are becoming more mainstream and a void is being created in the service field, we have a tremendous opportunity to fill the gaps with students/ apprentices. We just need to find the students to fill the classroom first.

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

David Byrd- GM ASEP Coordinator/ Instructor in collaboration with Automotive Faculty

Approvals

1. 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.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: Dorothy Moore 11/17/2022

Dean, Director, or AVP / Date: Dr. Ernie White 11/17/2022

Administrator Approval / Date: Dr. Brandon M. Jenkins 11/22/2022