

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

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- 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.

Provide narrative for the analysis of the mission/purpose statement. 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, while focusing on gainful employment in an automotive repair facility as an apprentice while enrolled in the 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. The curriculum aligns with, and includes industry standards through Nissan, Stellantis, Ford, and ASE.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners. The program includes training environment that joins the classroom learning with the hands-on activities of lab, while simulating the environment of an dealership shop facility.
- 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. The ATEP program aligns with curriculum standards for an Associates degree that is transferable to other educational facilities and had embedded certifications in the ASE topic areas.
- 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. ATEP faculty maintain training from authentic manufacturer curriculum that goes above and beyond the requirements of the WCC Professional Development standard.

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

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
Replaced ATT 125 with ATT 140 (ATEP)	Fall 2023
Add TRN 120 and TRN 145 as local prerequisites for ATT 140	Fall 2023
Replaced AUT 163 with TRN 145	Fall 2023
Removed AUT 281	Fall 2023

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?)

With the vehicle manufacturers rolling out more EVs our curriculum must prepare students for these emerging technologies. Our ATEP program is embedding authentic training curriculum for service technicians that should be included in our program. Additionally, we are requiring a local prerequisite of both electrical classes (TRN 120 and TRN 145) be added to ensure students are familiar with electrical systems and safety prior to entering ATT 140. This is supported by the Automotive Advisory Committee and is included in the previously funded planning objective.

With the continuing evolution of the electrical systems on the vehicle, the TRN 145 class better aligns with the needed course content to better prepare students for their career than the AUT 163 course. This is supported by the Automotive Advisory Committee. The new course will be positioned in the 2nd spring semester.

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	11-17-22	Reports and updates; no committee recommendations
2023-2024	11-30-23	Reports and updates; committee suggests enhancing EV Curriculum
2024-2025	6-19-24	Reports and updates; members express disappointment with the budget cuts while enrollment is increasing.

(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?)*

With the vehicle manufacturers rolling out more EVs our curriculum must prepare students for these emerging technologies. Our ATEP program is embedding authentic training curriculum for service technicians that should be included in our program. Additionally, we are requiring a local prerequisite of both electrical classes (TRN 120 and TRN 145) be added to ensure students are familiar with electrical systems and safety prior to entering ATT 140. This is supported by the Automotive Advisory Committee and is included in the previously funded planning objective.

With the continuing evolution of the electrical systems on the vehicle, the TRN 145 class better aligns with the needed course content to better prepare students for their career than the AUT 163 course. This is supported by the Automotive Advisory Committee. The new course will be positioned in the 2nd spring semester.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 49 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 50 #

Target: 55 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	49
2022-2023	50
2023-2024	47

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	1	2.0%	1	2.0%	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	2.0%	1	2.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	4.1%	2	4.0%	2	4.3%
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	6.1%	4	8.0%	3	6.4%
African American, Male	12	24.5%	12	24.0%	8	17.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	2.0%	0	0.0%
Caucasian, Male	20	40.8%	17	34.0%	23	48.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	12	24.5%	14	28.0%	12	25.5%
Two or More Races, Male	1	2.0%	1	2.0%	1	2.1%
Unknown, Male	1	2.0%	1	2.0%	0	0.0%
Male Total	46	93.9%	46	92.0%	44	93.6%
Total	49	100.0%	50	100.0%	47	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%	2	4.0%	1	2.1%
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%	1	2.0%	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%	3	6.0%	1	2.1%
African American, 18-24	9	18.4%	7	14.0%	6	12.8%
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	16	32.7%	13	26.0%	22	46.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	12	24.5%	14	28.0%	14	29.8%
Two or More Races, 18-24	1	2.0%	1	2.0%	1	2.1%
Unknown, 18-24	1	2.0%	1	2.0%	0	0.0%
18-24 Total	39	79.6%	36	72.0%	43	91.5%
African American, 25-44	3	6.1%	4	8.0%	1	2.1%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	2.0%	0	0.0%
Caucasian, 25-44	6	12.2%	3	6.0%	1	2.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	2.0%	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	9	18.4%	9	18.0%	2	4.3%
African American, 45-64	1	2.0%	2	4.0%	1	2.1%
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	1	2.0%	2	4.0%	1	2.1%
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	49	100.0%	50	100.0%	47	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 is relatively stable. We believe recruitment activities that we have repeated over the years have left a legacy and is paying off. Based on past data and the manufacturer support of the program, it is expected that the program will maintain these current numbers in the future.

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	Increase awareness of the extreme lack of trained technicians in the industry and therefore the massive availability of jobs in the market.	Social media presence, encouraging our manufacturer partners to increase their visibility in the school, host events for high school teachers to keep them aware of our presence. Assessment will come from increased enrollment or maintaining current numbers.
2	Increase recruitment activities.	Continue to encourage WCC to hire additional recruitment personnel that can be off campus to engage prospective students. Current faculty workloads limit the time away to do these activities. Assessment will come from increased enrollment or maintaining current numbers.

Outcome #2: Retention**Baseline:** 49.5 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 60 %**Target:** 70 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	46.0%
Fall 2022 to Fall 2023	55.0%
Fall 2023 to Fall 2024	47.4%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	1	5.3%	1	4.5%	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	5.3%	0	0.0%	1	5.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	5.6%
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	10.5%	1	4.5%	2	11.1%
African American, Male	3	15.8%	3	13.6%	0	0.0%
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	5	26.3%	9	40.9%	10	55.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	7	36.8%	7	31.8%	6	33.3%
Two or More Races, Male	1	5.3%	1	4.5%	0	0.0%
Unknown, Male	1	5.3%	1	4.5%	0	0.0%
Male Total	17	89.5%	21	95.5%	16	88.9%
Total	19	100.0%	22	100.0%	18	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 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	4	21.1%	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	7	36.8%	1	4.5%	0	0.0%
Two or More Races, Under the age of 18	1	5.3%	0	0.0%	0	0.0%
Unknown, Under the age of 18	1	5.3%	0	0.0%	0	0.0%
Under the age of 18 Total	13	68.4%	1	4.5%	0	0.0%
African American, 18-24	3	15.8%	2	9.1%	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	10.5%	7	31.8%	10	55.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	6	27.3%	7	38.9%
Two or More Races, 18-24	0	0.0%	1	4.5%	0	0.0%
Unknown, 18-24	0	0.0%	1	4.5%	0	0.0%
18-24 Total	5	26.3%	17	77.3%	17	94.4%
African American, 25-44	0	0.0%	1	4.5%	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	0	0.0%	2	9.1%	1	5.6%
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%	0	0.0%
25-44 Total	0	0.0%	3	13.6%	1	5.6%
African American, 45-64	1	5.3%	1	4.5%	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	1	5.3%	1	4.5%	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	19	100.0%	22	100.0%	18	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.

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	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:** 32 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 40 #**Target:** 48 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	30
2023-2024	34
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	1	3.3%	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	1	3.3%	1	2.9%	3	9.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.3%	2	5.9%	2	6.5%
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	10.0%	3	8.8%	5	16.1%
African American, Male	5	16.7%	4	11.8%	2	6.5%
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	10	33.3%	16	47.1%	10	32.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	33.3%	11	32.4%	14	45.2%
Two or More Races, Male	1	3.3%	0	0.0%	0	0.0%
Unknown, Male	1	3.3%	0	0.0%	0	0.0%
Male Total	27	90.0%	31	91.2%	26	83.9%
Total	30	100.0%	34	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%	2	5.9%	1	3.2%
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	2	6.7%	0	0.0%	2	6.5%
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	2	6.7%	2	5.9%	3	9.7%
African American, 18-24	4	13.3%	3	8.8%	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	6	20.0%	14	41.2%	10	32.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	8	26.7%	13	38.2%	13	41.9%
Two or More Races, 18-24	1	3.3%	0	0.0%	0	0.0%
Unknown, 18-24	1	3.3%	0	0.0%	0	0.0%
18-24 Total	20	66.7%	30	88.2%	25	80.6%
African American, 25-44	1	3.3%	0	0.0%	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	5	16.7%	1	2.9%	1	3.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	3.3%	0	0.0%	1	3.2%
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	23.3%	1	2.9%	2	6.5%
African American, 45-64	1	3.3%	1	2.9%	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	1	3.3%	1	2.9%	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%	1	3.2%
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	3.2%
Total	30	100.0%	34	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?)*

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 rational in the retention narrative.
- 2- Students are losing interest in completing the non-automotive coursework (not valuing the degree)

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	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.

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

Baseline: 57.859 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 60 #
Target: 65 #

Budget FTE Year	Budget FTE
2022-2023	57.523
2023-2024	57.547
2024-2025	58.508

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?)

We will continue our recruitment efforts and increase awareness of trained technicians in the industry.

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	Increase awareness of the extreme lack of trained technicians in the industry and therefore the massive availability of jobs in the market.	Social media presence, encouraging our manufacturer partners to increase their visibility in the school, host events for high school teachers to keep them aware of our presence. Assessment will come from increased enrollment or maintaining current numbers.
2	Increase recruitment activities.	Continue to encourage WCC to hire additional recruitment personnel that can be off campus to engage prospective students. Current faculty workloads limit the time away to do these activities. Assessment will come from increased enrollment or maintaining current numbers.

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.)

WBL 110 is not part of the ATEP Program. The ATEP program requires all students to be employed by their 4th semester as a condition of graduating from the program.

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	Brochures are already showing the work requirement in the program.	We will stress the importance of student awareness of the work requirement.
2	The entire program is already designed around career development. WBL is required in 2 of the 5 semesters.	Students will not mee the graduation requirement until they have met the WBL requirement for the final 2 semesters.

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.)

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 (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	(QTY 4) - Electric Vehicles (2- Chevrolet Bolt EV, 2- Nissan Leaf EV)	The planning objective was written for four electric vehicles, related tools and training for the instructors in EV technology. One vehicle, a Nissan Leaf, was funded. With a class size of 12 to 16 students, this did not allow for major use of the vehicle in class/lab. With the every growing industry demand for EV's, we will need more training assets like this. Nissan has agreed to donate a new Leaf to the program this year. However, we will need to acquire a GM EV for our ASEP student to train with. The inadequate funding of this planning objective grossly underprepared students for the curriculum changes and coursework. The Nissan Leaf has been used by the ATEP program once this semester to teach proper safety and de-powering procedures. The GMASEP students used it this semester just for general information, as their curriculum centers around GM vehicles. The Nissan Leaf was also used during a first responders training session and during our annual high school instructor training conference. The vehicle is very useful in the program, however we will need more vehicles, tools and equipment and training as we continue to implement EV technology into our programs. The inadequate funding of this planning objective grossly underprepared the students for this course.
2024-25	Diagnostic Technology Updates: Laptops to use with diagnostic tools: 3 for the FCA WiTech Diagnostic Application 2.0, 8 for the GM Global Connect Applications, 5	Based on limited funds, this objective was not approved for funding. This was not funded. This remains a funding priority and will be resubmitted for the next budget year.

	Nissan Consult-III Plus, Appropriate vehicle interfaces, 5 Diagnostic media carts, 10 monitors to mount to the carts, Pico Milliohm and Motor tester, 4 PICO lab scopes.	
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What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

Please see the carryover needs from the past 3 years that were not funded.

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

While it is unclear how many may be leaving, based on the age and years of service of the faculty, the department could easily lose trained, certified, and experienced faculty over the next few years. Replacing these faculty will be difficult due to current pay and benefits offered by the industry.

Provide narrative for your program facility needs over the next three years. If the 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 3.6 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)*

Bryant Keel- MM-ATEP Coordinator/ Instructor in collaboration with Automotive Faculty

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>	<u>12/2/2025</u>
Dean, Director, or AVP / Date:	<u>Dr. Ernie White</u>	<u>12/2/2025</u>
Administrator Approval / Date:	<u>Dr. Ernie White</u>	<u>12/2/2025</u>