

Wayne Community College Program Review – 2024-2025

Name of Program: Automotive Systems Technology – GM-ASEP

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- GM ASEP is to prepare individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles with a concentrated curriculum supporting General Motors Brands.

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

The purpose of the Automotive Systems Technology Program- GM ASEP is to prepare individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles with a concentrated curriculum supporting General Motors Brands, while focusing on gainful employment in a General Motors Dealership service department as an apprentice while enrolled in the program.

This change is to add the “gainful employment” statement.

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 General Motors and ASE Education Foundation.
- 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 a one-of-a-kind training environment that joins classroom, lab and on-the-job training. This is all developed through our collaboration with General Motors.
- 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 GM ASEP program aligns with curriculum standards for an Associates Degree that is transferrable to other colleges and schools and has 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. GM ASEP Faculty maintains training from authentic manufacturer curricula that goes above the requirements of WCC 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 A60160G
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
Move AUT 183 from 2 nd Spring semester to 2 nd fall semester-	Fall 2023
Add ATT 140 to GM ASEP Curriculum	Fall 2023
Add TRN 120 and TRN 145 as local prerequisites to ATT 140	Fall 2023
TRN 145 Advanced Transp Electronics to replace AUT 163	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?)*

Engine Performance is divided into 2 courses, EP1 and EP2. Prior to the change, these two courses were separated by a whole semester. These courses should be positioned in the program close to each other in order to "flow" well with student learning styles. This is to improve student retention of information and to improve student learning outcomes. This is supported by the Automotive Advisory Committee.

With the vehicle manufacturers rolling out more EV's, our curriculum must prepare students for these emerging technologies. General Motors (through the GM ASEP Program) is embedding authentic training curricula for service technicians that should be included in our program. Additionally, we are requesting a local prerequisite for 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 course better aligns with the needed course content to better prepare students for their career than the current AUT 163 course. This is supported by the Automotive Advisory Committee. The new course will be positioned in the 2nd spring semester instead of the 2nd fall 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 suggestions
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?)*

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 quality people into the industry and into our program. 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. During a NC Community College CIP held in 2024-2025, this was a hot topic and is on the radar for addressing, however, our programs are tied to ASE Education Foundation requirements and can only deviate as much as they allow.

Program Needs: Based on the age and years of service of the faculty, this department will likely lose trained/ certified/ experienced faculty members within the coming years. Based on the current pay averages in the industry, recruiting a similarly qualified person from industry as a replacement for the faculty member will likely be incredibly difficult as a person leaving industry would presumably not accept a position as a faculty member for the salary currently in place at WCC. In order to recruit new faculty members, WCC will need to be more competitive in pay.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 29# (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 30 # (12 students per class as suggested by General Motors X2 (1st year and 2nd year)

Target: 31 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	29
2022-2023	27
2023-2024	31

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	1	3.4%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	6.9%	1	3.7%	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%	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	10.3%	1	3.7%	1	3.2%
African American, Male	3	10.3%	3	11.1%	3	9.7%
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	17	58.6%	16	59.3%	14	45.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	17.2%	6	22.2%	13	41.9%
Two or More Races, Male	1	3.4%	1	3.7%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	26	89.7%	26	96.3%	30	96.8%
Total	29	100.0%	27	100.0%	31	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	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	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%	1	3.2%
African American, 18-24	2	6.9%	2	7.4%	3	9.7%
American Indian/Alaskan Native, 18-24	1	3.4%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	17	58.6%	13	48.1%	10	32.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	17.2%	6	22.2%	13	41.9%
Two or More Races, 18-24	1	3.4%	1	3.7%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	26	89.7%	22	81.5%	26	83.9%
African American, 25-44	1	3.4%	1	3.7%	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	2	6.9%	4	14.8%	2	6.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	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	3	10.3%	5	18.5%	3	9.7%
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	0	0.0%	0	0.0%	1	3.2%
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%	1	3.2%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	29	100.0%	27	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.)*

Enrollment is steady. 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 nature of the GM ASEP Program with manufacturer- required WBL during the program, it is expected to stay close to the current numbers.

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	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:** 52.8 % *(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	52.0%
Fall 2022 to Fall 2023	56.5%
Fall 2023 to Fall 2024	50.0%

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	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	1	9.1%	1	7.7%	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	1	9.1%	1	7.7%	0	0.0%
African American, Male	0	0.0%	1	7.7%	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	8	72.7%	7	53.8%	6	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	9.1%	4	30.8%	6	50.0%
Two or More Races, Male	1	9.1%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	10	90.9%	12	92.3%	12	100.0%
Total	11	100.0%	13	100.0%	12	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	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	7.7%	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	9	81.8%	7	53.8%	5	41.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	9.1%	4	30.8%	6	50.0%
Two or More Races, 18-24	1	9.1%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	11	100.0%	12	92.3%	11	91.7%
African American, 25-44	0	0.0%	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	0	0.0%	1	7.7%	1	8.3%
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%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	1	7.7%	1	8.3%
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	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	11	100.0%	13	100.0%	12	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. Unfortunately, we have continued to see students sent to our area directly from the Admissions Process that do not know anything about the programs they have enrolled in.

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 GM ASEP 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 offer competitive pay that will help retain people in the career.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)

Baseline: 5 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 20 #
Target: 24 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	5
2023-2024	3
2024-2025	8

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	0	0.0%	0	0.0%	0	0.0%
African American, Male	0	0.0%	0	0.0%	1	12.5%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	2	66.7%	0	0.0%
Caucasian, Male	4	80.0%	0	0.0%	4	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	1	33.3%	0	0.0%
Hispanic/Latino, Male	1	20.0%	0	0.0%	3	37.5%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	5	100.0%	3	100.0%	8	100.0%
Total	5	100.0%	3	100.0%	8	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	1	12.5%
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	3	60.0%	2	66.7%	4	50.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	20.0%	1	33.3%	3	37.5%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	4	80.0%	3	100.0%	8	100.0%
African American, 25-44	0	0.0%	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	1	20.0%	0	0.0%	0	0.0%
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	1	20.0%	0	0.0%	0	0.0%
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	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	5	100.0%	3	100.0%	8	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: 43.604 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 43.604 #
Target: 43.604 #

Budget FTE Year	Budget FTE
2022-2023	40.508
2023-2024	42.406
2024-2025	47.898

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTE) (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?)

Based on the FTE data, the FTE has steadily increased in the program. Unfortunately, there is no data provided that indicates the FTE increase has benefitted the program in any way. In fact, the college has decreased the amount of supply money, tightly scrutinized travel and not increased salary for faculty. Based on full classes, instructor load being maxed out and student enrollment being steady, we feel that the BFTE is sufficient at this time.

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	None	Please see the narrative above.

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 GM ASEP Program. The GM ASEP Program (as per General Motors) requires all students to be employed by their second semester as a condition of being in the program. This employment is required to be in GM dealership service departments. As part of this requirement, the GM ASEP faculty at WCC establishes and maintains a close relationship with the GM dealerships in our service area (which includes areas from the triangle area- east to the coast, SC state line to Virginia state line). We are in constant communication with the dealerships as to their needs. General Motors representatives also assist in this.

The job seeking process with the students and dealerships is primarily collaborated within the department but activities done from within the Career Services department at WCC is also utilized.

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 3 of the 5 semesters.	Students are not allowed to stay in the program past the 2 nd semester if they are not employed in a GM Dealership.

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 will be leaving, based on the age and years of service of the faculty, this department could easily lose trained/ certified/ experienced faculty members within the coming years. Based on the current pay averages in the industry, recruiting a similarly qualified person from industry as a replacement for the faculty member will likely be incredibly difficult as a person leaving industry would presumably not accept a position as a faculty member for the salary currently in place at WCC. In addition, recruiting faculty from the public school system or other community colleges with similar programs will be challenging as well, as their salaries are equal to or greater than those at WCC. In order to recruit new faculty members, WCC will need to be more competitive in pay. (info from the NCOSC.gov database)

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 teach in or tour the facility.

2- EV Charging capabilities added to the building on the inside. 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 quality, career-oriented 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. 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 Moon</u>	<u>2/16/2026</u>
Dean, Director, or AVP / Date:	<u>Dr. Ernie White</u>	<u>2/16/2026</u>
Administrator Approval / Date:	<u>Dr. Kristie J. Sauls</u>	<u>2/19/2026</u>