

Wayne Community College Program Review – 2024-2025

Name of Program: Industrial Systems Technology

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 mission of the Industrial Systems Technology Program is to prepare individuals to safely service, maintain, repair, or install equipment through instruction including theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

"The mission of the Industrial Systems Technology Program is to prepare graduates to safely maintain, repair, or install equipment in an industrial environment."

This is a more concise statement and better aligns with our department's other mission statements.

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 Industrial Systems Technology Program ensures student access by offering a certificate, diploma and AAS degree program. These program offerings allow options for students with a variety of schedules and educational needs. Students may arrange to use training equipment outside of normal lab times. This allows students to have extra hands-on time when needed.

Future plans are to offer evening classes. This will allow new or former students that are working during the day to take classes.

- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.

The Industrial Systems Technology Program strives to meet the educational and training needs of our local industries and employers. We do this by maintaining open dialog with our students and those that will employ them. Through dialog, visits, and advisory board meetings, industry trends and needs are incorporated into our curriculum.

The instructors receive additional training on our lab equipment and teaching strategies through NC3 “Train the Trainers” events in late October. The National Coalition of Certification Centers (NC3) is a value-driven organization and the future model for Career and Technical Education, creating highly skilled, job-ready professionals through a growing network of educational partners and global industry leaders. We also stay current on Industry trends and technology through trade magazines and websites.

- 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 Industrial Systems Technology Program meets the students at their beginning skill level and provides them with the skills needed to become successful employees in their field, as well as productive members of their communities.

Our graduates may transfer to East Carolina University, in their Bachelor of Science in Industrial Technology (BSIT) Transfer Program.

- 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.

By achieving the previously mentioned goals of student access, program excellence and student success, we are contributing to the goals related to institutional quality. We continually reassess the program to ensure that it is aligned with the college's goals, as well as providing students with the skills and training that is required in today’s workforce.

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 of Applied Science	A50240 Industrial Systems Technology, AAS
Diploma	D50240 Industrial Systems Technology Diploma
Certificate	C50240 Industrial Systems Certificate
Certificate	C50240IA Industrial Automation Certificate
Certificate	C50240MS Mechanical Systems Certificate
Certificate	C50240E Industrial Exploration Certificate

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
Deleted OMT-222 Project Management	Fall 2023
Deleted ELN-260 Programable Logic Controllers	Fall 2023
Deleted ELN-229 Industrial Electronics	Fall 2023
Added EGR-131 Intro to Electronics Technology	Fall 2023
Added ELC-135 Electrical Machines	Fall 2023
Added MNT-263 Electro-Pneumatic Components	Fall 2023
Added “or” MNT-110 or WBL-111	Fall 2023
Added C50240 Industrial Exploration Certificate	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?)

After speaking with many of our local industries and former students we recognized that the skills from the OMT and the two ELN courses did not correspond to the requirements for new technicians. We used this as an opportunity to find courses that would fill in some perceived shortcomings of the program.

EGR-131 allowed students to get a better grasp on basic electrical principles, as well as improve their field related math skills. EGR-135 concentrates on the type of equipment our students will be servicing. The MNT-263 course allows students more hands-on time to apply the theory and principles learned in the HYD-110, Hydraulics and Pneumatics I course.

The Exploration Certificate was added as a way for students to “get a feel” for the Industrial/Engineering/Machining programs. Four classes were chosen that allow students to be introduced to electronics, mechanical design, machining and hydraulics and pneumatics. Although the certificate is in the Industrial Systems program, the courses can also be applied to the Mechanical Engineering or Mechatronics Engineering degrees programs.

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	05/04/2023	Update on divisional activities. Explanation of state Industry Apprenticeship procedures.
2023-2024	05/02/2024	Update on CITE building. Student showcase
2024-2025	05/02/2025	Tour of CITE building, highlighting labs and equipment. Student showcase.

(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?)*

Local industries are satisfied with our students that are employed. The main complaint is that there are not enough of them. This point is being emphasized during our recruiting activities.

Tying the student showcase with the advisory board meetings allows the members to interact with our students and see some of their work. Many of our students received job offers as a result of being able to discuss their projects and interact with employers in a more casual atmosphere. It also gives the advisory committee a chance to see examples of students’ work. This permits them to have a better understanding of the program, outside of a formal meeting environment.

Section 2: Program Outcomes

Outcome #1: Enrollment (unduplicated)

Baseline: 68 # (Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24)
Standard: 69 #
Target: 70 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	66
2022-2023	70
2023-2024	69

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	1	1.5%	3	4.3%	1	1.4%
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	2	3.0%	1	1.4%	3	4.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	1.5%	1	1.4%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	1	1.5%	0	0.0%	0	0.0%
Female Total	5	7.6%	5	7.1%	4	5.8%
African American, Male	14	21.2%	12	17.1%	14	20.3%
American Indian/Alaskan Native, Male	1	1.5%	1	1.4%	1	1.4%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	29	43.9%	30	42.9%	29	42.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	15	22.7%	19	27.1%	19	27.5%
Two or More Races, Male	1	1.5%	2	2.9%	2	2.9%
Unknown, Male	1	1.5%	1	1.4%	0	0.0%
Male Total	61	92.4%	65	92.9%	65	94.2%
Total	66	100.0%	70	100.0%	69	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%	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	1	1.5%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	15	22.7%	15	21.4%	18	26.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	9	12.9%	0	0.0%
Hispanic/Latino, 18-24	8	12.1%	0	0.0%	8	11.6%
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	24	36.4%	24	34.3%	26	37.7%
African American, 25-44	9	13.6%	10	14.3%	10	14.5%
American Indian/Alaskan Native, 25-44	1	1.5%	1	1.4%	1	1.4%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	13	19.7%	13	18.6%	12	17.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	7	10.6%	10	14.3%	11	15.9%
Two or More Races, 25-44	1	1.5%	2	2.9%	1	1.4%
Unknown, 25-44	2	3.0%	1	1.4%	0	0.0%
25-44 Total	33	50.0%	37	52.9%	35	50.7%
African American, 45-64	5	7.6%	5	7.1%	5	7.2%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	3	4.5%	3	4.3%	2	2.9%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	1.5%	1	1.4%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	1	1.4%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	9	13.6%	9	12.9%	8	11.6%
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	66	100.0%	70	100.0%	69	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.)*

Ethnicity, gender, and age disparities are typical of this career field.

Enrollment during the past three years has remained quite stable. This is due in large part to our partnership with local industries and their apprenticeship programs. Unfortunately, as of fall 2025, Smithfield foods is discontinuing their apprenticeship program. This has the potential to cause a considerable decrease in the next review period.

To counteract a decrease, we are going to offer evening classes to attract students that may not be able to attend traditional scheduled classes. If there is continued funding for the Southeastern Education and Economic Development (SEED) program, we will actively recruit these students for our degree program.

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	Offer evening classes.	Interest and enrollment numbers in these classes
2	Work with local high schools to recruit and inform high school counselors and teachers of the opportunities for graduates in this field.	Watch enrollment numbers for CCP and recent high school graduates.
3	Work closely with the WCC's CTE specialist as well as the Office of Apprenticeships & Career Services to aid in recruiting.	Monitor enrollment numbers

Outcome #2: Retention**Baseline:** 81.8 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 82 %**Target:** 83 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	71.0%
Fall 2022 to Fall 2023	85.5%
Fall 2023 to Fall 2024	88.9%

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	2.4%	1	2.1%	1	2.1%
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	2.1%	1	2.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.4%	1	2.1%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	1	2.4%	0	0.0%	0	0.0%
Female Total	3	7.3%	3	6.4%	2	4.2%
African American, Male	6	14.6%	7	14.9%	9	18.8%
American Indian/Alaskan Native, Male	1	2.4%	1	2.1%	1	2.1%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	19	46.3%	21	44.7%	22	45.8%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	24.4%	12	25.5%	13	27.1%
Two or More Races, Male	1	2.4%	2	4.3%	1	2.1%
Unknown, Male	1	2.4%	1	2.1%	0	0.0%
Male Total	38	92.7%	44	93.6%	46	95.8%
Total	41	100.0%	47	100.0%	48	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%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	9	22.0%	11	23.4%	14	29.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	5	12.2%	6	12.8%	5	10.4%
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	14	34.1%	17	36.2%	19	39.6%
African American, 25-44	4	9.8%	5	10.6%	6	12.5%
American Indian/Alaskan Native, 25-44	1	2.4%	1	2.1%	1	2.1%
Asian, 25-44	0	0.0%	0	0.0%	9	18.8%
Caucasian, 25-44	8	19.5%	9	19.1%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	5	12.2%	6	12.8%	8	16.7%
Two or More Races, 25-44	1	2.4%	2	4.3%	0	0.0%
Unknown, 25-44	2	4.9%	1	2.1%	0	0.0%
25-44 Total	21	51.2%	24	51.1%	24	50.0%
African American, 45-64	3	7.3%	3	6.4%	4	8.3%
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	2	4.9%	2	4.3%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	2.4%	1	2.1%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	1	2.1%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	6	14.6%	6	12.8%	5	10.4%
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	41	100.0%	47	100.0%	48	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Retention rates have improved. Emphasis has been placed on program completion. Many of our local industries are encouraging student-employees to stay in the program and giving them time to take their classes.

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	Continue to emphasize to students the long-term benefits of completing the program.	Evaluate retention rates in future reports

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 31 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 32 #**Target:** 33 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	18
2023-2024	35
2024-2025	39

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%	2	5.7%	1	2.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	5.6%	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	5.6%	2	5.7%	1	2.6%
African American, Male	3	16.7%	6	17.1%	8	20.5%
American Indian/Alaskan Native, Male	0	0.0%	1	2.9%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	9	50.0%	12	34.3%	15	38.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	22.2%	12	34.3%	13	33.3%
Two or More Races, Male	0	0.0%	2	5.7%	2	5.1%
Unknown, Male	1	5.6%	0	0.0%	0	0.0%
Male Total	17	94.4%	33	94.3%	38	97.4%
Total	18	100.0%	35	100.0%	39	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	2.6%
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	3	16.7%	7	20.0%	13	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	16.7%	5	14.3%	4	10.3%
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	6	33.3%	12	34.3%	18	46.2%
African American, 25-44	2	11.1%	4	11.4%	3	7.7%
American Indian/Alaskan Native, 25-44	0	0.0%	1	2.9%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	22.2%	7	20.0%	3	7.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	5.6%	7	20.0%	8	20.5%
Two or More Races, 25-44	0	0.0%	1	2.9%	1	2.6%
Unknown, 25-44	1	5.6%	0	0.0%	0	0.0%
25-44 Total	8	44.4%	20	57.1%	15	38.5%
African American, 45-64	1	5.6%	2	5.7%	4	10.3%
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	2	11.1%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	1	5.6%	0	0.0%	1	2.6%
Two or More Races, 45-64	0	0.0%	1	2.9%	1	2.6%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	4	22.2%	3	8.6%	6	15.4%
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	18	100.0%	35	100.0%	39	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?)*

Students that are in an apprentice program generally have a better completion rate than traditional students. The advantages of earning a wage and having education expenses paid for motivates them to complete their degree.

Conversely, the high wages (> \$23/hr) and many employment opportunities that are available to our traditional students often entice them to enter the work force before completing their degrees. Even though this hurts our completion numbers, it is often a success for the student. They are beginning the same job as they would after completion.

When students notify us of their intentions to leave the program, we emphasize the long-term advantages of completion. These include higher starting wages, quicker advancement, and the permanence of credentials.

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	Continue to counsel students that are considering leaving the program.	Monitor completion numbers as an indicator of a valid strategy.
2	Offer evening classes as an option for working students.	Monitor enrollment numbers in these classes and evaluate the effect on completion numbers.

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

Baseline: 55.250 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 55.300 #
Target: 55.325 #

Budget FTE Year	Budget FTE
2022-2023	50.250
2023-2024	52.383
2024-2025	63.117

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?)*

Industrial Systems has seen an increase in budget FTE. Our relationships with employers and the time spent recruiting has increased our enrollment.

Since the FTE formula is set by the state, the only variable that we can control is enrollment numbers or student hours. Program changes to courses with longer hours would be one option but, would probably be counter-productive by causing an enrollment decrease.

We will continue to take advantage of our recruitment opportunities. Retention will also continue to be stressed.

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	Utilize recruiting opportunities.	Monitor Budget FTE
2	Work closely with the WCC’s CTE specialist as well as the Office of Apprenticeships & Career Services to aid in recruiting.	Monitor Budget FTE

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 presently included in the Industrial Systems program. We do have WBL-111. This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Employability Competencies are included in section IV of our curriculum standard and have always been a component of our courses. We will expand our focus on career development by using the WCC Career Readiness services. We will schedule a day in the late fall and a day in the late spring when one of WCC Career coaches can come and present to our students.

Our online course work has a section on "workforce essentials". This includes modules on careers in manufacturing, communication, soft skills and interview preparation. Each module has it's own evaluation. We will incorporate these into our courses, where appropriate.

We will also incorporate a rubric called Employability Competencies. Employability Competencies is a method that gives a written guideline of expectations that we have for our students. These guidelines will be shared with students during their first semester as well as throughout the timeline it takes for them to complete their degree. With the Employability Competencies guideline, we have a Rubric that follows the expectations that we have given the students. A few weeks before the first- and second-years end, the students will be evaluated based on this rubric. This will help us compare the students' progress during their time here.

2025-2026 Action Items:

Item	Action Items (<i>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.</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Take advantage of the resources provided by WCC Career Services	Perform mock interviews
2	Integrate professional development into more courses.	Evaluate based upon the Employability Competencies rubric.

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.)

Although there is not a formal assessment, we are continually getting feedback from our students in the field, as well as the employers. This informal, but continual self-assessment allows us to adjust our courses as required based on current needs.

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 5) - Double-sided LabVolt series 8036 Industrial Controls Training Systems with Motor Drive add-on and curriculum (QTY 2) - Double-sided workbench with TP 101 America Pneumatics and TP 201 America Electro-pneumatics with curriculum	- Not approved for funding. This was purchased through other funding that became available. It is now being used in many of our controls courses. - Not approved for funding. This was purchased through other funding that became available. It has allowed larger class sizes and more hands-on time for the students.
2024-25	5) Festo 3351 AC/DC Training System 1qty ELEMENT PLUS CART 30,CG Laptop Cart with 20qty DELL Mobile Precision 3591 Laptops (Mechanical, Industrial, Mechatronics, and Machining)	- Based on limited funds, this objective was not approved for funding. Objective was not funded. In the past plan cycle, we received some trainers and they have been incorporated in the classroom instruction. We will consider resubmitting this objective in the next planning cycle, requesting more trainers. - Even though the objective was approved initially, some funds have become available from the Foundation. The laptop cart is being purchased and is awaiting installation. The cart will be used at the Wayne School of Engineering in Fall 2025.

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

The only major equipment purchase would be 2 Double-Sided Hydraulics and Electro-hydraulics trainers, with curriculum. This would replace our present hydraulic trainers, which have been in use for over ten years. The last quote was over \$210,000.

If our old trainers cannot be replaced, we will need to replace many of the components that are malfunctioning or simply wearing out. This includes various valves, connectors, cylinders, and hydraulic hoses. Hydraulic components are expensive. The estimated costs would be in the \$40,000 to \$50,000 range. However, this should make the old trainers usable for several more years.

We are continually replacing control components in many of our classes. Prices on these items range from \$5.00 for a simple relay, to \$1,500 for a small PLC. This is where the majority of our supply monies are spent. With the increase in enrollment, our components are getting more use and wearing out quicker. Our supply money will need to be increased to around \$6,000.

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

If we start scheduling additional evening classes, we will need adjunct faculty to teach them. If evening classes are a success, it could require a full-time position.

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

With the completion of the CITE building, our facilities are adequate for now.

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

Student services are adequate. I feel like students are not aware of services that are available and therefore, they do not utilize them. I would like to see the services better publicized to our students.

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

At the present time, the Industrial Systems program is in the best shape that it has been, since I began here ten years ago. Enrollment is strong. We have updated most of our training equipment. Employers are competing to hire our graduates. We have earned a good reputation among our graduates and employers.

The impression that industrial jobs are dirty, low skill jobs hurts our recruiting efforts with high school students. It is also the view that many high school advisors seem to have. Overcoming this stereotype is quite a challenge.

We also face the continual new technologies being used in industry, we cannot teach it all. Because we must meet our students at their beginning skill level, we have to teach core skills before they can learn the more advanced equipment. This has led to complaints from a few of our employers as to why we don’t teach their specific equipment. Industrial systems encompass such a wide range of equipment and skills; everything cannot be covered in a two-year program. Staying up to date on trends and procedures in the field is difficult in our academic environment.

We will find opportunities to visit high schools and explain to students the new industrial environment. Bringing advisors on campus to see our equipment and explain the skills, wages and type of work that our graduates do would help.

Continuing our close ties with our industries and working students gives us the opportunity to keep our program up to date. Maintaining ties with our workforce development department should help us with enrollment and employment for our students. Experimenting with our class scheduling could allow a whole new group to take classes.

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

James Carter
Lead Instructor, Industrial Systems Technology

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>	11/12/2025
Dean, Director, or AVP / Date:	<u>Steven Reese</u>	11/12/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/12/2025