



EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

DISCOVER YOUR POTENTIAL

Program Review

Program Name: Automotive Technology

Degree or Certificate: Certificate

Chair/Director: Curtis Hakala

Submitted by: Curtis Hakala

Approved by LOT: 3/31/22

Approved by President's Cabinet: 4/12/22

Approved by Board of Governors: 4/20/22

Date Submitted: 3/1/22

Section I: Overview of Program

<p>A. Program description:</p> <p>The Automotive Technology (ATT) Certificate in Applied Science (CAS) provides a technical education at the certificate level. Through instruction and practical application, students gain the knowledge and skills required of the modern automotive technician.</p> <p>Successful completion of the CAS ATT program will allow graduates to enter the workforce at the technician level. They are prepared to apply knowledge and skills developed in lectures and laboratories to diagnose, troubleshoot, and repair today's combustible-engine vehicles.</p> <p>Students learn to comply with personal and environmental safety practices associated with the following: clothing, eye protection, hand tools, power equipment, proper ventilation, and the handling, storage, and disposals of chemicals/materials in accordance with local/state/federal safety and environmental regulations.</p> <p>The CAS ATT curriculum prepares graduates to work in dealerships, independent repair facilities, automotive suppliers, distributorships, and sales.</p>
<p>B. List the Program Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Apply accepted safety and health practices in the workplace. 2. Use proper tools and instrumentation to diagnose, troubleshoot and repair braking systems. 3. Use proper tools and instrumentation to diagnose, troubleshoot and repair automotive suspension and steering systems. 4. Use proper tools and instrumentation to diagnose, troubleshoot and repair automotive engines. 5. Use proper tools and instrumentation to diagnose, troubleshoot and repair automotive electrical and electronic systems and components. 6. Use proper tools and instrumentation to diagnose, troubleshoot and repair automotive heating systems. 7. Use proper tools and instrumentation to diagnose, troubleshoot and repair automotive air conditioning systems 8. Apply effective written communication and computation skills 9. Demonstrate computer literacy
<p>C. Explain how this program has contributed to the institution's mission and vision:</p> <p>Auto Technology is a career and technical program that clearly pertains to our mission: "Eastern provides accessible and affordable educational opportunities for academic, technical, workforce training and life-long learning for the Potomac Highlands regional community." A primary goal of the CAS ATT program is to provide technical training, which is a central element of Eastern's mission statement. Additionally, students can earn an associate degree in Auto Technology or a one-year certificate at an affordable price. Eastern's tuition rate of \$157 per credit hour is the second-lowest in the state, and the ATT programs are approved for West Virginia Invests funding, "a last-dollar-in financial aid program designed to cover the cost of tuition, mandatory fees, and academic program fees in specific high-demand fields."</p>
<p>D. What strategic planning goal(s) of the college does this program contribute to?</p> <p>Eastern's Board of Governors will review the 2022-2026 Strategic Plan on March 16, 2022, which is grounded in four essential cornerstones: Educational Access, Student Success, Strategic Partnerships, and Institutional Effectiveness. By working with Weimer Automotive Group in a pending Learn and</p>

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Earn agreement, Eastern offers students the opportunity to gain work experience while completing their degree program through a state-funded grant, which meets the strategic plan's Strategic Partnerships cornerstone. Eastern's ATT programs also contribute to the Educational Access and Student Success cornerstones by creating ACE Pathway Agreements with regional CTEs and high schools in our service region, allowing high school students to earn college credit for some of their courses in Auto Technology, which helps them graduate faster and enter the workforce more quickly.

E. Please describe any unique components of the program that meet the needs of Eastern's district.

Unique components of the program that meet the needs of Eastern's district include the aforementioned Learn and Earn agreement with Weimer Auto Group, ACE Pathway Agreements with secondary school institutions, and supplying trained automotive technicians not only to the regional workforce but to the tri-state area.

F. Please provide any other information that explains how this program contributes to the college community and supports external partners or workforce needs.

Students who complete Eastern's ATT degree and certificate programs will have an opportunity for positions throughout the area's largest automotive dealer, Weimer Auto Group, with employment opportunities in Moorefield, Cumberland, Morgantown, and Keyser. Other career options in the automotive field available to graduates include service writing, parts specialist, sales representative, and warranty administrator.

Section II: Summary Update Since Last Program Review

A. Identification of weaknesses or deficiencies from the previous review.

One concern with the CAS ATT program centers on enrollment. Enrollment has steadily decreased since Fall 2012; losing the full-time automotive instructor position further contributed to low enrollment, resulting in the cancellation of most ATT courses in Fall 2017. The certificate and associate programs were put on hold from Fall 2017 through Spring 2020. President Terrell decided to begin offering ATT courses again in Fall 2020 with Perkins funding secured for ATT programs by Curtis Hakala, the Dean of Teaching and Learning, through 2024. In the past, there also has been a relatively low graduation rate for ATT students; often, students would receive gainful employment as an automotive technician before earning their two-year degree and just their certificate.

B. Status of improvements implemented or accomplished.

The CAS ATT program has achieved several improvements since the last program review. Besides receiving Perkins funding to support the ATT programs through 2024, Eastern received a West Virginia Advance grant for \$23,834.76 to update training equipment. A pending Learn and Earn

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agreement with Weimer Automotive Group will allow second-year students to train in a dealership and be paid with the possibility of full-time employment. Brokering ACE Pathway Agreements with CTEs and high schools throughout our region allows high school students to receive college credit and a nine-credit headstart on their certificate or two-year degree. Finally, Eastern's President, Dr. Striplin, procured two used cars from local dealerships worth over \$10,000 for students to use for training purposes.

To help with coursework during the ongoing pandemic, Eastern utilized CARES funds to purchase zSpace laptops and software, allowing for virtual and augmented reality training. zSpace's interactive simulations allow ATT students to visualize and engage with content to deepen their understanding. By using CDX's curriculum system, Eastern has aligned task sheets with NATEF standards, paired online content with supplements to enhance student learning, and used online resources to engage students with interactive content, quizzes, videos, and 3D animations. This process directly resulted from advisory committee meetings on September 30, 2020, and December 20, 2021.

C. If program goals or program learning outcomes have changed, reflect that here.

Program-Level Outcomes (PLOs) are in the process of being revised, mapped, and approved in 2022.

D. Provide a summary of any other curriculum changes or revisions since the last review. If there have not been any, put N/A below.

N/A

Section III: Student Learning Assessment

A. Describe and analyze your Program Learning Outcomes

- Provide evidence that students are achieving each program learning outcome, including results of annual program level assessment activities
- Analyze the curriculum's effectiveness in helping students achieve the program learning outcomes
- Describe the effectiveness of instructional methods and support in helping students achieve the program learning outcomes
- Are all of the PLOs appropriately covered and sequenced to promote student success? (Place a copy of your PLO Mapping in Appendix A)

One of the areas of improvement for Eastern's ATT programs is assessing course-level and program-level outcomes consistently. Since restarting the program in Fall 2020, Jay Crites, Eastern's full-time Auto Technology instructor, has completed Course Assessment Reports (CAR), and selected course-level outcomes have been met at 81% or higher in braking systems and 90% or higher in suspension and steering. With the help of Dominic Phillips, Eastern's Division Chair for General Studies, Jay Crites is in the process of aligning course-level outcomes in ATT courses with program-level outcomes to help bolster evidence that Eastern's ATT students are learning PLOs and institutional general

education goals. Changes to PLOs are currently under process in both the AAS and CAS programs and must go through the approval process in 2022, but a screenshot of the spreadsheet is in Appendix A.

Jay Crites introduced updated task sheets in all Auto Tech programs; CDX's *Fundamentals of Automotive Technology* task sheets guide students through tasks based on NATEF (National Automotive Technicians Education Foundation) Automobile Accreditation Task Lists. The task sheets assist students in demonstrating hands-on performance and proficiency in the skills and tools required to meet entry-level automotive mechanic positions. NATEF's single mission is to "evaluate entry-level technician training programs against standards developed by the automotive industry and recommend qualifying programs for certification by ASE, the National Institute for Automotive Service Excellence." Students successfully completing Eastern's AAS program will be prepared to take ASE certifications exams based on its PLOs and alignment with NATEF task sheets. In the future, metrics on graduate success in taking ASE exams should be compiled and analyzed for possible improvements or changes to PLOs.

B. Provide a brief summary report of any specific student learning outcomes assessed and describe the purpose, plan, and results attributed to that assessment.

Upon President Terrell's recommendation, Eastern's Auto Tech program was put on hold from Fall 2017 through Spring 2020; therefore, no courses in ATT were run during this timeframe. After receiving Perkins funding, Eastern's ATT programs began with adjunct instructors in Fall 2020 until a qualified full-time instructor (Jay Crites) was hired in Spring 2021. In Fall 2021, two course-level assessment reports (CARs) were approved in ATT 105 – Braking Systems and ATT 107 – Suspension and Steering. The following charts summarize the results from both courses:

ATT 105 Course-Level Assessment of Outcomes, Indicators, and Results (Fall 2021)			
Learning Outcomes	Indicator	% of Correct Responses	Performance Standard Met (75%)
1. Learn the parts of braking systems on various automobiles	Task Sheet C950 – Operation of regenerative braking systems	87	Yes
5. How to remove and install new or inspected components in braking systems	Task Sheet C705 – Bleeding and flushing of brake system	93	Yes
6. What is normal wear and is acceptable to return to service	Task Sheet C704 – Check master cylinder for proper operation	81	Yes

ATT 107 Course-Level Assessment of Outcomes, Indicators, and Results (Fall 2021)			
Learning Outcomes	Indicator	% of Correct Responses	Performance Standard Met (75%)
1. To identify and interpret suspension and steering parts and systems	Task Sheet C619 – Compare tire specs and measurements; inspect tire wear	92	Yes
2. To troubleshoot steering-related problems and suggest repairs	Task Sheet C620 – Dismount, inspect, and remount tire on wheel	90	Yes
3. To remove and install all components related to steering and suspension systems	Task Sheet C202 – Inspect, remove, and replace shock absorbers	97	Yes

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According to the CAR action plans for ATT 105 and 107, more assessments need to be added to gather more data. The students need more practice researching specs, measuring wear/usage, determining a diagnosis based on measurements, and describing/conveying needed fixes to specific problems to non-technical audiences. Future instructors will introduce written quizzes that will require them to conduct auto-related research and determine the correct solution. Students will need to determine what action, if any, will be required to proceed. Finally, students will need to convey all results and recommended repairs straightforwardly, even to a non-technical listener.

C. Provide a summary of course level assessments over the past five years and how they have contributed to program success and improvement.

Eastern course-level assessments (CARs) are reviewed cyclically following Eastern's course review cycle. Since rebooting ATT programs in Fall 2020, two CARs have been completed. Eastern did hire a full-time instructor in ATT in Spring 2021, and after receiving assessment training, more CARs will be completed in Spring 2022, including the following courses: ATT 124 (Automotive Electricity/Electronics I), ATT 205 (Automotive Electricity/Electronics II), ATT 224 (Manual Drive Train and Axles), and ATT 276 (Automotive Technology Capstone). All ATT courses are assigned a specific assessment period, so future CARs will be reviewed in a prescribed manner.

D. What specific institutional general education goals have you focused on in this periodic review cycle?

Give a brief explanation of those learning activities, data collected and analyzed, and any changes made to the program as a result (i.e., addition of curriculum, changes to existing curriculum, partnering with co-curricular activities).

Oral and Written Communication	<p>A pilot project to establish a rolling general education assessment cycle was launched in Fall 2021. A selection of General Studies courses collected data on oral and written communication, measuring course artifacts against the College's elected rubrics.</p> <p>The first data sample comprised General Studies courses (ART 100; BIO 124; PSY 200; PSY 214); a second sample, gathered at the end of the Spring 2022 semester, will be taken from the Business, Computer, and Information Technology Division. Together, the samples will produce aggregated scores for oral and written communication across the College and provide a source of data on which to improve these areas.</p>
Digital Literacy	<p>A new general education goal was introduced in Fall 2020 to better reflect courses' engagement with informational technology.</p> <p>A rubric for the goal was produced; due to the creation of this new goal, ENL 101 and ENL 102 both amended their course outcomes to reflect their significant engagement with informational technology. It is anticipated that other alignments will be made in reviewing course learning outcomes.</p>

Section IV: Utilizing Findings

Plans for program improvement:
<p>The following developments will help improve the ATT programs for the foreseeable future:</p> <ol style="list-style-type: none"> 1. Perkins Career Tech funding to improve Eastern's ATT programs through 2024 2. West Virginia Advance grant for \$23,834.76 to update training equipment 3. Learn and Earn agreement with Weimer Automotive Group 4. More ACE Pathway Agreements with CTEs and high schools throughout our region 5. Upgrading of zSpace's interactive simulations allowing students to visualize and engage with content to deepen their understanding 6. Align task sheets, CARs, and PLOs 7. Revise PLOs and track student success in ASE certifications 8. HOW2 pedagogical application and coaching program to improve instructional techniques 9. An aggressive marketing approach to help increase enrollment

Section V: Faculty and Staff Development

A. Discuss any significant staffing changes impacting the effectiveness of the program, including areas such as hiring, support, coordination for part-time faculty, etc.
<p>Eastern currently employs one full-time ATT instructor to cover all classes, which is sufficient for the time being; however, as enrollment grows, at least one or two adjunct instructors will need to be hired to ensure a low student to faculty ratio. The cost of hiring one or two part-time instructors is not prohibitive to the program's budget.</p>
B. Share the program's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued. Discussion may include (but is not limited to):
<ul style="list-style-type: none"> ➤ Teaching pedagogy ➤ Use of technology ➤ Innovative learning models ➤ Faculty development ➤ Curricular design and formats
<p>Eastern provides ample opportunity for its ATT instructor, Jay Crites, to improve his teaching effectiveness. Quality Matters training, Brightspace training, and course/program-level assessment training are all parts of Mr. Crites' professional development portfolio. Additionally, Eastern purchased zSpace laptops and software in 2021, allowing for virtual and augmented reality training. zSpace's interactive simulations allow ATT students to visualize and engage with content to deepen their understanding.</p> <p>Using CDX's curriculum system, Jay Crites has aligned task sheets with NATEF standards, paired online content with supplements to enhance student learning, and used online resources to engage students with interactive content, quizzes, videos, and 3D animations. Finally, beginning in 2022, all instructors at Eastern (full-time and part-time) will have access to HOW2's pedagogical platform. The HOW2 instructional coaching program is unique. Unlike other coaching models (which have their</p>

origins in the human potential movement and therapy), the HOW2 instructional coaching program focuses on instruction. It develops the coaching skills needed to best support faculty in the process of adapting specific evidence-based pedagogy (available on the platform) to their context and the skills required to support improvements at an organizational level.

C. Discuss the contributions of your program faculty. (This is an area to share an overview of the exceptional aspects of your program faculty).

Items to consider may include:

- Significant accomplishments
- Publications, grants
- Advanced degrees, promotion
- Service to students/institution/community and others

Eastern's full-time ATT instructor, Jay Crites, graduated from Eastern's AAS ATT program in December 2013. He continued his education at West Virginia University, graduating Magna Cum Laude with his Regents Bachelor of Arts degree in December 2016. Furthermore, Mr. Crites received his Master's in Education (School Counselor) from Liberty University in May 2020 before joining Eastern as a full-time instructor.

Section VI: Key Performance Indicators (KPIs)

A. Program enrollment data

	Fall 2021__	Fall 2020__	Fall 2019__	Fall 2018__	Fall 2017__
Headcount	5	3	0	0	1
Full-Time Equivalent (FTE)	4.6	2.8	0	0	.9

Provide an analysis of the enrollment trends in your program. Include in that analysis actions you have taken, or plan to take, to address enrollment changes. You may also include what steps you would like to see the college take to support enrollments in your program.

The CAS ATT program has slightly increased enrollment since beginning to offer ATT programs again in Fall 2020. To increase enrollment, Eastern is embarking on an aggressive marketing approach to help increase enrollment for all of our career programs, including automotive technology. The program will monitor the net effect of marketing/recruitment and its impact on increasing enrollment and turning out qualified graduates to work in the auto-tech industry. Increased ACE Pathway Agreements and visiting local high schools and CTEs after COVID restrictions are lifted will help improve enrollment.

B. Program graduation history

	Spring 2021 ____	Spring 2020 ____	Spring 2019 ____	Spring 2018 ____	Spring 2017 ____
Graduates	0	0	0	0	1

Provide an analysis of the graduation rates since your last program review. Include in that analysis actions the program has taken, or plans to take, to address any success rate challenges. You may also include what steps you would like to see the college take to support success rates in your program.

Since the program was reinstituted in Fall 2020, no student has graduated with an AAS ATT degree; however, it takes two years to graduate, so two ATT students are on track to graduate in Spring 2022 with their AAS degree. Two students received their Certificates in ATT in Spring 2021, while three more students are slated to receive ATT Certificates in Spring 2022.

C. Program demand – *Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (include summer, fall, and spring enrollment numbers)*

	2020- 21 ____	2019- 20 ____	2018- 2019 ____	2017- 2018 ____	2016- 17 ____
Headcount	3	0	0	1	2
FTE	2.8	0	0	.9	2.2
Degrees conferred	0	0	0	1	1
Credit hour production (refers to the number of credit hours generated by program faculty)	84	0	0	42	63

D. If applicable, provide an analysis of early entrance courses offered in your program. Discuss challenges associated with delivering early entrance college classes and strategies you have employed to address those challenges. You may also include what steps you would like to see the college take to support the delivery of early entrance courses and student success in this area.

N/A

E. Does this program lead to a licensure or certification? If yes, then include students' pass rates on licensure/certification exams.

	20__	20__	20__	20__	20__
Name of exam:					
Pass rate:					

F. Transfer data for program graduates

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Number of graduating students who transferred to a four-year institution	0	0	0	0	0
Percentage of graduating students who transferred to a four-year institution	0%	0%	0%	0%	0%

G. Job placement data

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Number of graduating students who sought employment	0	0	0	1	1
Percentage of graduating students who sought employment	0%	0%	0%	100%	100%
Number of graduating students who gained employment	0	0	0	1	1
Percentage of graduating students who gained employment	0%	0%	0%	100%	100%

Section VII: Program Sustainability

A. Provide a summative analysis of the overall health and the current state of the program.
Possible discussion points may be (but are not limited to): trends impacting the program, degree transferability, local and national demand for program graduates, student recruitment,

<p>and availability of qualified faculty to teach. You may include in your analysis what steps you would like to see the college take to address program viability challenges associated with your program.</p>
<p>The CAS ATT program has successfully increased its enrolment since rebooting the program in Fall 2020, but the number of students enrolled is still low. The automotive industry expects to have considerable demand and need for mechanics over the next 3-5 years. Many mechanics are older and plan to retire. After consulting with Weimer Auto Group and other auto businesses, many senior mechanics are not interested in learning the new electric and hybrid vehicles technology. Eastern is confident that most AAS graduates will have a job offer even before they graduate, and the Learn and Earn program beginning in Fall 2022 will help accelerate that even further.</p> <p>Eastern is embarking on an aggressive marketing approach to help increase enrollment for all of our career programs, including Automotive Technology. The program will monitor the net effect of marketing/recruitment and its impact on increasing enrollment and turning out qualified graduates to work in the Auto Tech industry.</p> <p>Obvious factors to gauge the program's success would be increased enrollment and graduation rates of students. Once Learn and Earn opportunities begin in Fall 2021, the number of apprenticeships provided to students will also gauge the program's success and allow for improvements based on industry feedback. The college is working on setting up budgets for each academic program. In the past, academic programs have not had their own budgets. The president is committed to ensuring that each academic program has a budget to request necessary equipment, supplies, and marketing/recruitment needs annually. There is currently one full-time faculty member overseeing the program, but there are plans to add part-time instructors in 2023.</p> <p>The program should be very sustainable with the seed money from Perkins V and Advance grant funding. Eastern's partnership with Weimer Auto Group and potentially other dealerships, the program's outlook looks very favorable. Students can train on dealer equipment, which will save on the college purchasing and upgrading automotive equipment less often.</p>
<p>B. Identify specific program resource needs that can help with the overall effectiveness and sustainability of the program. Areas might include (but are not limited to):</p> <ul style="list-style-type: none"> ➤ Required technology/equipment/facility space ➤ Marketing/recruitment/professional development ➤ Staffing levels, etc. <p><i>If possible, provide cost estimates or quotes related to any of the above resource needs. Indicate if budget requests have been made since the last program review and if those requests are still unmet.</i></p>
<p>The CAS ATT program needs up-to-date automotive training equipment so students can have experience with modern equipment to learn the required skills to successfully pass industry exams and work as an entry-level mechanic. Unfortunately, this program has been dormant for some time, and some major pieces of equipment either no longer work or the equipment is now outdated to keep up with automotive changes in the industry. A Perkins V grant and Advance grant will help to improve training equipment for the next few years. Perkins V grant funding through 2024 should provide Eastern's ATT programs with around \$55,000 per year of funding, along with the recently approved Advance grant for \$23,834.76 to update training equipment.</p> <p>Marketing is perhaps the important step in increasing enrollment. The first step is to advertise the</p>

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program regularly through social media and press outlets. There has been limited advertising for this program in the past. Once the Learn and Earn grant is established and approved, the program plans to advertise that option which should create additional interest since no other automotive degree programs in the region provide that opportunity to students. The program director also plans to visit regional career centers with Auto Tech programs, distribute information, and build relationships with instructors at those locations to try and increase program referrals.

C. Provide a final reflection of the program summarizing its role in fulfilling the mission of the college and student learning success.

- **Indicate the goals and actions the program intends to take in this next cycle.**
- **Prioritize in rank order the most pressing needs facing the program and include how the college can assist in supporting these needs.**

A primary goal of the CAS ATT program is to provide technical training, which is a central element of Eastern's mission statement. By partnering with local dealerships and businesses through Learn and Earn opportunities, Eastern hopes to find ways to improve its program and provide local companies with well-trained employees. ACE Pathway Agreements are another way to pipeline students into Eastern's ATT programs, allowing them to graduate and enter the workforce earlier. Finally, Eastern will need a cross-discipline marketing strategy, which includes an ongoing recruitment effort, utilizing the resources at hand (i.e., faculty, staff, advisory committees, recent ATT graduates), and increasing program awareness within the Potomac Highlands region.

Here is a hierarchal timeline of Eastern's pressing needs, which the College has already begun to address:

Program Improvements	Timeline Benchmark
1. Embark on an aggressive marketing approach to help increase enrollment	May 2022
2. Increase the number of Learn and Earn partnerships	May 2023
3. Revise PLOs and track student success in ASE certifications	December 2022
4. Increase ACE Pathway Agreements throughout the region	May 2023
5. Acquire more grant funding to continue improvements	July 2024
6. Align task sheets, CARs, and PLOs to ensure all outcomes are addressed	December 2022
7. Enhance the program's assessment plan with specific metrics	May 2023
8. Improve instructional skills through HOW2 pedagogy application	December 2023
9. Upgrade and embed zSpace's interactive simulations allowing students to visualize and engage with content to deepen their understanding	August 2022

The results of the five-year program reviews conducted each year should be submitted to WVHEPC by May 31. Request to submit reports at a later date should be filed with the Academic Affairs office.

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Date Submitted: 3/1/22
Approved by Assessment Committee: 3/4/22
Approved by LOT:
Approved by Cabinet:
Approved by Board of Governors:

Final recommendations approved by the governing board:


Institutional Recommendations: (Check the appropriate box)

- ☐ Continue without Modifications
- ☐ Continue with Modifications – *Identify suggested or required modifications.
- ☐ Cease the Co-Curricular Activity - *Identify reasons for this recommendation below
- ☐ Move the Educational Program to the Reduction in Force process *Identify reasons for this recommendation below and identify what should be included in teach-out plan.

*As required above, please identify rationale:

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Appendix A – PLO Mapping:

<div>  Automotive Technology CAS </div>		Courses In Program															
		Fall Year 1				Spring Year 1				Fall Year 2				Spring Year 2			
		ATT	ATT	ATT	ATT	CIS	ATT	ATT	ATT	MTH	ATT	ATT	ENL	SCI	ATT	ATT	ATT
Program Outcomes (General Education in green)		100	103	105	107	114	124	128	205	115+	126	207	101	ELEC	224	226	276
CRIT	Demonstrate the ability to think critically by observing critically, reading critically, planning, reflecting, analyzing, evaluating and synthesizing by using multiple modalities of inquiry to collect information including organizing, evaluating, analyzing, and interpreting findings.												X				
COMM	Communicate with precision, clarity, fluency, accuracy, and coherence through their reading, writing, and verbal communications.												X				
MATH	Demonstrate their abilities to think mathematically by applying mathematical concepts in problem-solving including estimation, computation, analysis, assimilation, application, transference and modeling strategies as appropriate workforce skills and lifelong learning.									X							
DI/OL/IT/EF/CH	Demonstrate workforce and citizenship skills needed for professional ethical reasoning, diversity awareness, civic engagement, and steadfast participation in lifelong learning activities.																
DI/OL/IT/EF/CH	Demonstrate the ability to use relevant technology tools and software for information design, data visualization, creative expression, research, record-keeping, communication, completing projects, solving problems, and making informed decisions.					X				X			X				
1	Apply accepted safety and health practices in the workplace	X	X	X	X		X	X	X		X	X			X	X	X
2	Use proper tools and instrumentation to diagnose, troubleshoot, and repair braking systems			X													X
3	Use proper tools and instrumentation to diagnose, troubleshoot, and repair automotive suspension and steering systems				X												X
4	Use proper tools and instrumentation to diagnose, troubleshoot, and repair automotive engines		X								X	X					X
5	Use proper tools and instrumentation to diagnose, troubleshoot, and repair automotive electrical and electronic systems and components						X		X								X

An Excel spreadsheet of Eastern's PLO mapping can be included upon request.

Two-Year Institutional Program Review Information & Checklist

- *How often are Program Review reports completed?*
Program Review reports are completed each year; however, each program should be reviewed every five years.
- *When are Program Reviews due?*
Program Reviews are due annually by May 31.
- *Where can I find information about submitting Program Reviews?*
Series 10- for both the Council and the Commission.
- *To whom do I send the Program Review information?*
Sheree 'Nikki' Bryant, Director of Academic Programming, nikki.bryant@wvhepc.edu
- *What information needs to be submitted to the WVHEPC/WVCTC?*

The following information needs to be submitted in a report format for the two-year institutions. This information can be found in Series 10, Section 4.

A. Name and degree level of the program;

B. Final recommendation approved by the institution's governing board. Please indicate:

- Continuation of the program at the current level of activity, with or without specific action
 - Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action
 - Discontinuance of the program
- C. Summarizes the development and continuation of the program,
- D. Synopses of significant findings, including findings of the external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by the accreditor;
- E. Plans for program improvement, including timeline;
- F. Last date of program advisory board activity;
- G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished;
- H. Summary of assessment model and how results are used for program improvement;
- I. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees); and
- J. Five-year trend data on graduates and majors enrolled. (Chart)**

Definitions

Headcount

This measure reflects the number of the institution's total headcount enrollment for a semester or year.

Full-Time Equivalent

This measures the enrollment value by representing the sum of all credit hours generated by students enrolled in credit-bearing classes, divided by 15, during a semester.

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