



**Knowing Your Assets:
Navigating Best Practices Through an Exemplary Case Study
Focused on an Automotive Technology Associate Degree Program**

Emily Creamer, PhD, Matthew Mayhew, PhD, Susannah Townsend, MPH, and Yun-Han Weng, MA
The Ohio State University

Agenda



Introduction and purpose



Literature review



Conceptual framework



Methods



Thematic findings



Discussion



Implications



Introduction and Purpose

- The purpose of this paper is to profile stories that emerged during site visits from four exemplary automotive technology associate degree programs at community colleges.
- What are the consequential best practices that contributed to the success of these students who participated in this automotive technical program across these four colleges?



Literature Review



Research on workforce training and development at community colleges is vital for addressing labor market demands (Dikhtyar et al., 2021; Myran & Ivery, 2013; O'Banion, 2019).



Community colleges, vocational schools, and automotive training programs play a critical role in preparing individuals for careers as automotive technicians (Haviland & Robbins, 2021).



The demand for skilled automotive technicians has been on the rise due to advancements in vehicle technology (Chigbu & Nekhwevha, 2021) and an aging workforce (Toossi, 2015).



Collaboration between educational institutions, government agencies, and private sector organizations can lead to targeted workforce development initiatives with local and regional significance (Weissman, 2022).



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Literature Review Continued

This scholarly discourse delves into three key factors related to student success at community colleges:



Faculty-student
interactions



Academic curriculum
and learning styles



Financial barriers

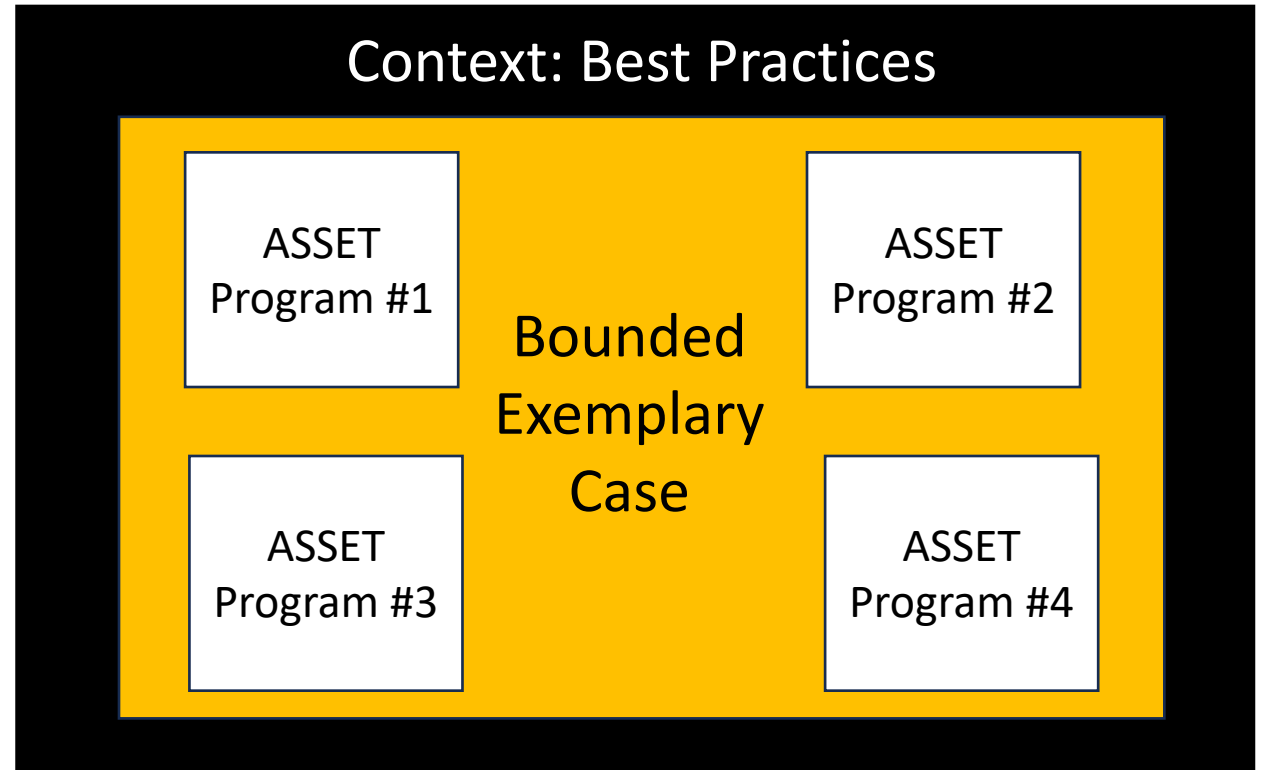
Conceptual Framework

- Anti-Deficit Achievement Framework (Harper, 2010)
- Social constructivism (Creswell & Poth, 2018; Daiute, 2014; Moen, 2006; Schwandt, 2015)



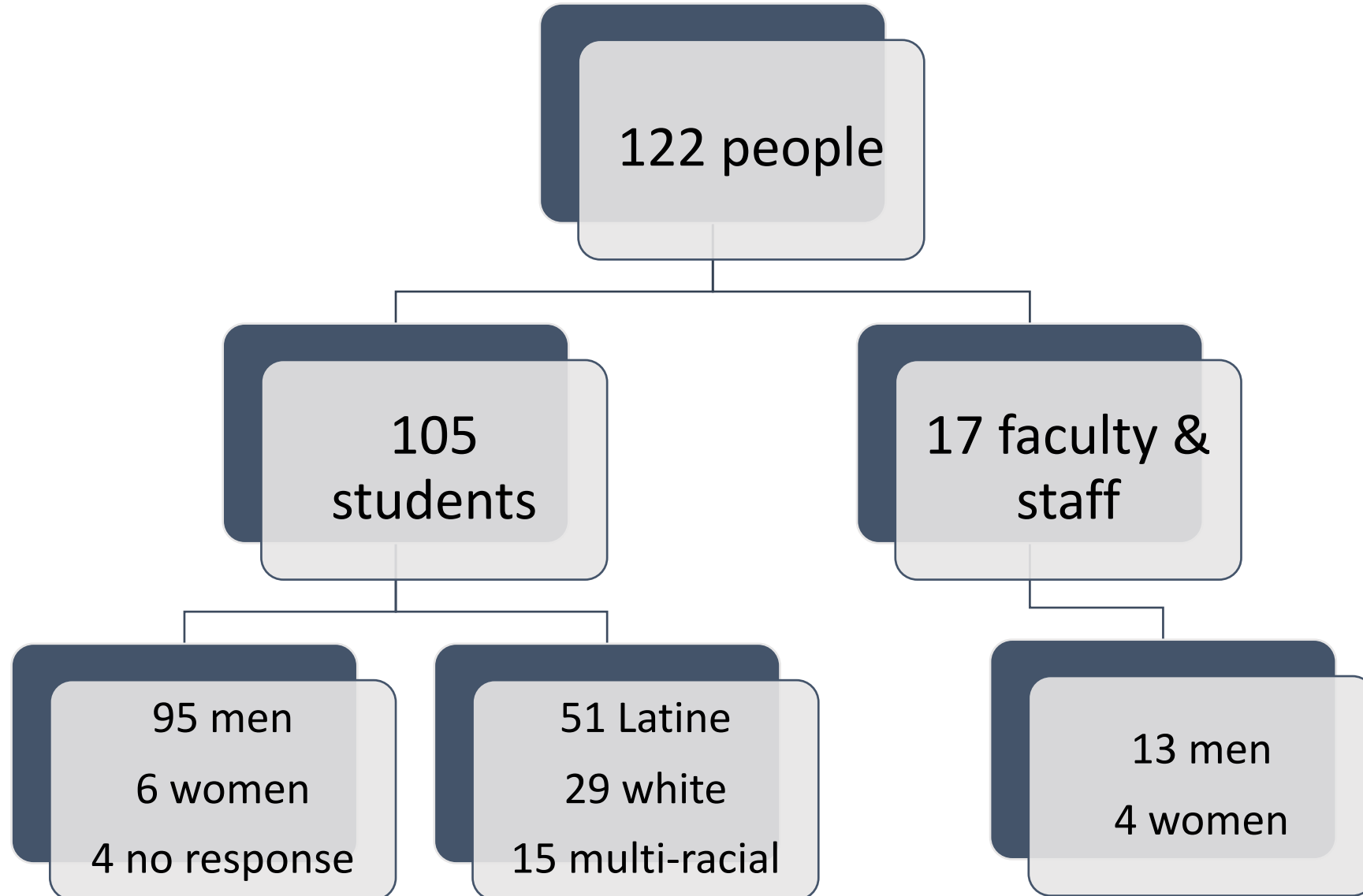
Methods

- Stake's case study methodology (1995, 2005)
- Single exemplary case study (Flyvbjerg, 2011)

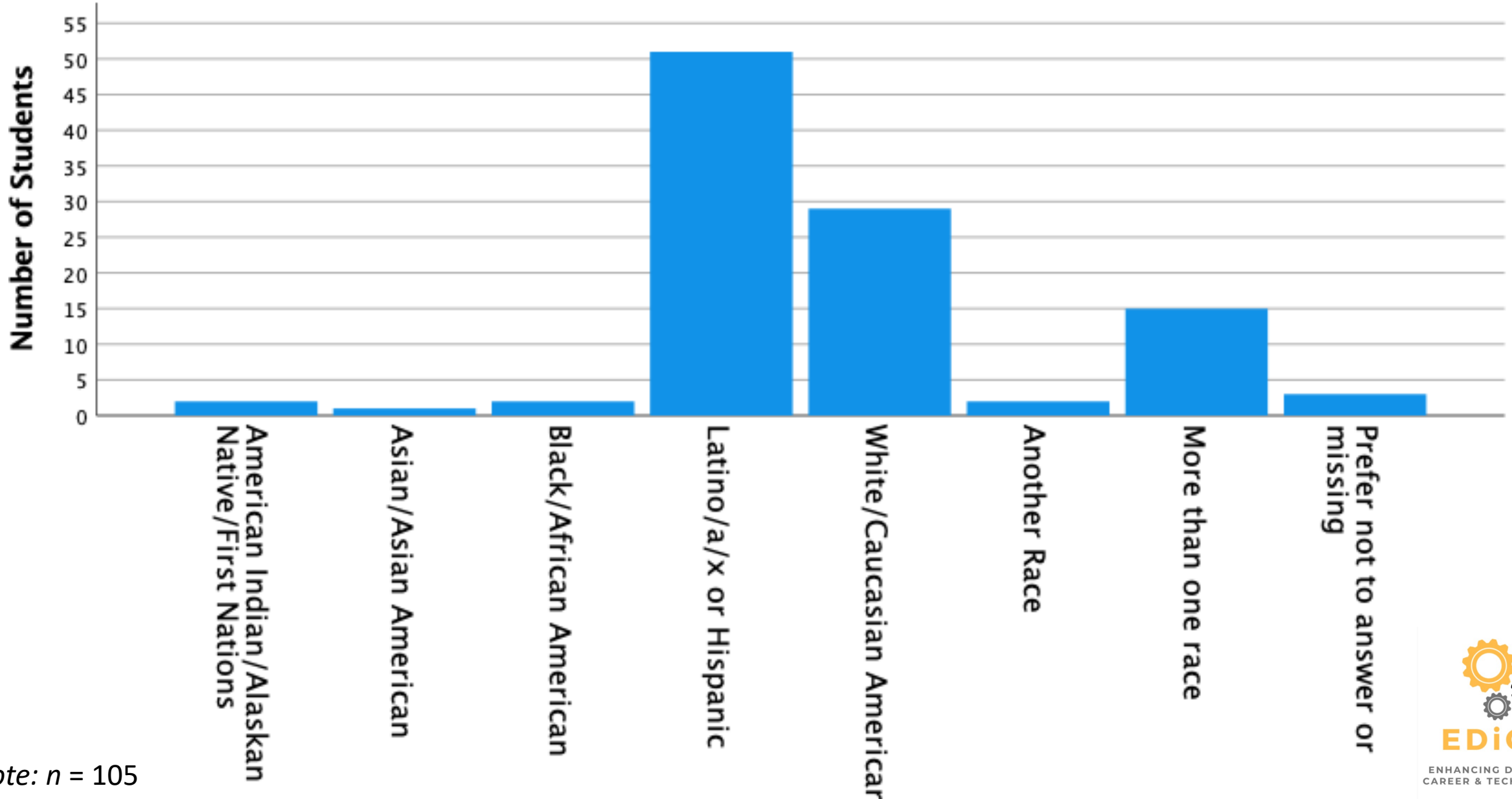


Adapted from Yin (2018)

Sampling and Participants



Participants by Race/Ethnicity



Note: n = 105

Data Analysis

- Guided by Stake (1995, 2005) and Addison (1999)
- Used iterative and recursive processes for ongoing analysis and interpretation of our data (Janesick, 1994)
- Sought additional data (specifically via interviews) until we reached the point of saturation (Creswell & Poth, 2018)
- Discussed our interpretations and perspectives during research team meetings

→ Best practices emerged from our collective meaning-making process, executed by understanding participants' experiences through triangulation and member checking, and subsequently, increasing our confidence in the robustness of our findings (Lincoln & Guba, 1986; Patton, 1999).

Thematic Findings

We identified three themes of best practices



Strong faculty involvement



Curricular alignment and relevance



Reducing financial burdens for students through paid internships

Strong Faculty Involvement

[The instructor] has been very helpful...he has a really good attitude. He's someone who cares about the program. He's someone who'd been in the field and has experienced it and worked in it. He's trying to give us a good foundation. He's been a very integral part of this.

When we were doing electrical, some of us came in here on a Friday, and [the instructor] was here to help us. I came last Friday, because I wanted to learn about the parts of some other engines that we weren't able to get to in this section.



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Curricular Alignment and Relevance

We [faculty] encourage the cohorts to enroll in intro to psychology and think of it as a class to help them understand people's behaviors...other employees or their customers' [behaviors].



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Reducing Financial Burdens for Student Through Paid Internships

The reason why I enrolled-why most of did- was because of the paid internship at the dealership. I mean, we get a decent hourly rate to work on cars and work with technicians who do the work we want to be doing....what do I use my salary for? To pay rent, to live, to take my girlfriend out, to come to school.



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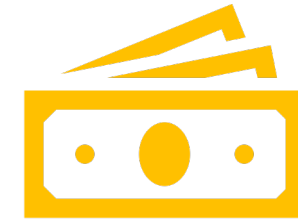
Discussion



Strong faculty
involvement



Curricular alignment and
relevance



Reducing financial
burdens for students
through paid internships



Implications

Research:

The Anti-Deficit Achievement Framework (Harper, 2010) utilized in this study provides a theoretical foundation that can be applied to other programs looking to better understand the factors contributing to student success from an asset-based approach.

Practice:

The exemplary practices identified in this study can be used as a blueprint for other community college automotive technology programs seeking to improve their retention, graduation, and workplace employment outcomes



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Emily T. Creamer, PhD
The Ohio State University
Creamer.86@OSU.edu

Emily Creamer, PhD, Matthew Mayhew, PhD, and Susannah Townsend, MPH
The Ohio State University