



## One Year Periodic Program Review Report

Academic Programs

*Automotive Service Technology*

*AAS-Automotive Service Technology*

### **Statement of Collaboration**

The program faculty, college staff, students, and community members listed below collaborated in an open and forthright dialogue to prepare this Periodic Program Review. Statements included herein accurately reflect the conclusions and opinions of this group.

### **Participants in the review:**

**Department Faculty:** Jim Morris

**Non-discipline Faculty:** Richie Mitten

**Associate Faculty:** none

**Student/Alumni:** Jon Walthers

**Academic Support Staff:** Jason Gee

### **Date Submitted to the Dean of Instruction**

**1/8/2016**

### **Authorization**

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

**Signature of Dean** \_\_\_\_\_

## Report Sections and Guidelines

The report sections are described below. If you have questions on any section, please contact the [Office of Instruction for assistance](#).

### 1. Mission and Goals

Identify the certificate(s) and degree(s) under review. Write the mission and goals for each certificate and degree program(s) under review. Briefly describe the relationship of your program to the college's Mission, Vision, Core Values, and College Goals. List the program outcomes for each program under review.

The purpose of this report is to review the AAS Automotive Service Technology degree.

#### **Certificates and Degrees**

- AAS Automotive Service Technology

#### **Mission and Goals**

##### Mission

To prepare students for gainful employment in the automotive service industry.

##### Goals

- Understand basic concepts and principles related to automotive industry
- Work safely in an automotive repair facility
- Properly handle hazardous materials involved in the automotive industry
- Safely and accurately utilized the tools and equipment that exist in the automotive service industry

##### Relationship to the college mission, vision and values

The mission of Mohave Community College is to be a learning-centered institution, serving all constituencies, inspiring excellence through innovation and empowering students to succeed. The automotive program addresses two key facets of the college mission. The Automotive Service Technology program operates in a learning-centered environment. Students are provided information and then are expected to utilize their knowledge in hands-on activities. Faculty work side by side with students through all aspects of the program, and also provide the students enough freedom to gain the confidence necessary to obtain a position in the industry upon completion of the degree. This confidence empowers students to increase their own knowledge by building a "learn how to learn" environment in the program.

All aspects of the program align closely with the values of the college. The program seeks to build a better future for students and maintains the highest standards of professionalism in training the students. The lab environment has been created to promote student learning, to provide the "feel" of the workplace environment, and still maintain an environment where students enjoy learning and feel engaged in the learning process. Through communication and partnerships with industry partners, including Findlay Chevrolet and Superior Tire Company, the program can connect students will regional industry partners who are seeking qualified candidates.

## 2. Program Data and Trend Analysis

Data will be supplied by Institutional Research. Faculty will be asked to respond to the trends found within the data. (See *Appendix B in the Periodic Program Review Guide for Faculty 2015* for detailed listing of the data sets.)

### 2.1. Data

2.1.1.*Program Resources (Profit/Loss)*: Please provide commentary on the program resources data points related to program revenue and expenses. Please comment on the adequacy of program resources, including such things as classroom and office space, laboratory space (if applicable), library and technology resources, and personnel.

Profit margin for the Automotive Department is positive according to the numbers. The reason for that is that very few expenses have been incurred. However, this is a reflection of the neglect of the program and not good fiscal management. Classroom and office spaces are adequate for the needs of the program at this time. Laboratory space is also adequate, but will need constant updates to reflect industry standards. Software is sufficient. Additional technology is already planned. Personnel will be adequate upon completion of the program revisions that will go into effect Fall 2016.

2.1.2.*Student Metrics*: Please provide commentary on the student metrics related to program success. Please comment on the adequacy of student metrics as the effect the program under review.

- Enrollment has been low for a number of years, and the deterioration of the enrollment has created a dearth of students in the program. The metrics that are evaluating the student enrollment are adequate to determine the state of the program.

2.1.3.*Instructional Productivity*: Please provide commentary on the instructional productivity related to program success. Please comment on the trends found in this data.

- The program's productivity has been in slow decline from 2012-14. This is partially due to the less-than-quality faculty that have been overseeing the program. Trending should be reversed in the next years.

2.1.4.*Enrollment Trends*: Please provide commentary on the enrollment trends for the program(s).

- Though overall enrollment has declined across the college, and automotive has followed that trend over 2012-14, it is anticipated that the recent changes to the program will reverse this trend and move it in a positive direction.

2.1.5.*Faculty Data Points*: Please provide commentary on the faculty data points related to program success. Please comment on any trends or gaps found in the data.

- The information that was received for review related to faculty data is not accurate. Any commentary related to such would be misleading.

2.1.6. *Other Data Points*: Please provide commentary on any additional data points reviewed for this review. None

## **2.2. Strengths, Weaknesses, Opportunities, Threats (SWOT)**

2.2.1. What are the strengths of your program as indicated in the above data?

- Prepare students for immediate entry into the workforce
- Stand alone program provides stability for the students

2.2.2. What are the weaknesses of your program as indicated in the above data?

- Length of some courses is excessive
- Length of the overall program is excessive for what the industry demands.
- It is difficult to find additional qualified faculty for this program

2.2.3. What opportunities exist for your program based on the above data?

- Increasing industry jobs in the area as the economy improves
- Partnerships that will help us to keep up with the ever-changing needs in tools and equipment
- Becoming NATEF accredited will strengthen the overall reputation of the program

2.2.4. What threats exist for your program based on the above data?

- Low enrollment
- Declining economy
- If technology grows faster than the program can grow

## **3. Assessment of Student Learning**

3.1. What percentage of courses have identified student learning outcomes (SLOs)? (comment of progress/lack of progress)

100% of the courses have student learning outcomes.

3.2. What percentage of courses have ongoing SLO assessment? (comment on progress/lack of progress)

1 course was evaluated using the Cycle of Learning protocol—ASE 118—Suspension and Steering. This assessment represents the first assessment for the program and will be used to move forward.

3.3. How has assessment of course level SLOs led to improvements in student learning and achievement?

Improvements have not been considered at this time due to this being the first assessment and the baseline data.

3.4. How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

Assessment of programs have not influence improvements, but the program is being revised for other reasons.

3.5. What challenges remain to make course and program level SLOs more effective?  
Additional assessment are necessary and need to be embedded in the courses to increase their level of validity.

#### 4. Evaluation of Progress Toward Previous Goals

4.1. Evaluate steps taken to achieve goals established in the last periodic program review.

This report represents the first time that the program has been reviewed and is establishing the baseline information.

4.2. In cases where resources were allocated towards goals, evaluate the efficacy of that spending.

N/A

#### 5. Program Goals and Plan

5.1. Short-term Goals (two year cycle): Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next 2-year cycle.

Goal 1: (Goals describe what you wish to accomplish in support of program improvement.)

Program Revision

Measurable Outcome: Program is to be changed from a degree to a certificate program

Plan: (Briefly describe how you will accomplish this goal.) Program and courses have been reviewed and determined that the change is necessary. Using the college curriculum development process, all program revisions are up for approval.

Responsible Party(ies): ASE Faculty, Office of Instruction

Goal 2: NATEF Accreditation

Measurable Outcome: The Automotive program will become NATEF accredited at the MLR (Maintenance and Light Repair) level.

Plan:

1. Program revision has begun.
2. Conversations with Findlay Chevrolet and Michael Lehn from NATEF have already occurred.
3. Instructor has completed all required ASE certifications.
4. HLC must approve NATEF accreditation.
5. Tool list must be reviewed by NATEF.
6. Curriculum must be reviewed by NATEF.

Responsible Party(ies): Resident Faculty, Office of Instruction, Office of Compliance

What specific aspects of these goals can be accomplished without additional financial resources? All items except meeting the tool requirements should be able to be accomplished without additional financial resources.

5.2. Long-term Goals (four year cycle): Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program within the next six years.

Goal 1: (Goals describe what you wish to accomplish in support of program improvement.)

Develop advanced courses for vehicle specific repairs and services

Measurable Outcome:

Plan: (Briefly describe how you will accomplish this goal.)

Responsible Party(ies):

Goal 2: Aftermarket hot rod and suspension components and development

Measurable Outcome: Students will gain knowledge and experience in performance and after-market products.

Plan: Unknown at this time

Responsible Party(ies): Resident Faculty, Office of Instruction, Community Partners

What specific aspects of these goals can be accomplished without additional financial resources? Unknown at this time

**6. Requests for Resources**

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel	1 additional resident faculty or two associate faculty	
Facilities		
Equipment	NATEF tool requirements will need to be addressed; amount unknown until review	
Supplies		
Computer Hardware	Camera and projector for the lab	
Computer Software		
Training	Have already achieved expectations	
Other		
Total Requested Amount		

- 6.1. Describe the resource request(s). camera and projector; NATEF required tools
- 6.2. What program outcome(s) does the resource request(s) address? NATEF accreditation; improved instruction
- 6.3. What measurable outcome(s) will result from filling this resource request? Students will have a better overall learning experience and will be able to see principles and practices. Students will also have the required tools for the industry.

**7. Executive Summary**

- Please list 3 – 5 strengths of the program(s). The ASE program is a stand-alone program that provides students with the knowledge and skills necessary for immediate entry into the industry. The automotive lab is reflective of the industry and operates with continuously changing industry-level standards.
- Please list 3 – 5 areas of enhancement for the program(s). The ASE program will need tools to meet the expectations of NATEF accreditation. The program revision will streamline the educational process for students as well as make the program less expensive for the

students. All improvements work to improve the reputation of the program with the industry in our region.

- Please identify ways the department will address student learning (assessment efforts, curricular redesign, etc.). Curriculum redesign has already occurred, and assessment will continue to be more fully embedded into the curriculum. ASE testing will become standard practice for the students
- Based on programmatic analysis, please list 2 – 3 specific questions or areas which you would like the program reviewers to comment on or make recommendations. No questions at this time. Program has been revised. Future reviews will be necessary.
- Identify any requests for resources that result from this review. All currently stated resources are in process of obtainment. Would like to better understand the origins of the data as it appears to be inaccurate, particularly relative to the faculty data.

## Who to Call?

Questions about any of the report sections.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about resource allocations/budget requests.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about assessment of student learning.	Office of Instruction	To Be Determined, Assessment Director ext. 1951
Need more data?	Institutional Research	Bob Faubert, IR Director ext. 1140