



Cycle: 2018-2021

CERTIFICATE IN APPLIED SCIENCE WITH A MAJOR IN BASIC AUTOMOTIVE

Program Mission Statement:

This program provides basic training for persons interested in working in the automotive field.

Division: Technical and General Education

AVP: Dan Averette

Department Chair: Keith McKenzie

Director:

SACSCOC Standard: 8.2A

Accrediting Agency: Yes No

Name:

Certification Exam(s): Yes No

Agency Name:

Credential:

Program Student Learning Outcome	Monitoring Year
Demonstrate knowledge of safety and environmental requirements in the transportation repair industry.	2018
Differentiate engine systems' components.	2019
Demonstrate proficiency in the servicing of automotive brake systems.	2019
Demonstrate proficiency in electrical/electronic fundamentals.	2020
Differentiate engine systems' components.	2020

STUDENT LEARNING OUTCOMES FOR CAS.AUTB – 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Demonstrate knowledge of safety and environmental requirements in the transportation repair industry.	AUT 112	Safety Assessment	100% of students will complete a safety assessment with a passing score of 80%.	Fall 2018	22 out of 22 (100%) of students earned 80% or better on the safety assessment. The class average was 93%.	The expected learning level was met. Safety and Environmental Requirements will continue to be taught in the fall with an assessment to identify and locate selected safety equipment associated with the laboratories.

STUDENT LEARNING OUTCOMES FOR CAS.AUTB -- 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Differentiate engine system's components.	AUT 103	AUT 103-Final Exam	AUT103- 85% of students are expected to score 70% or better on the Final Exam.	Spring 2020	In AUT 103, 18 out of 20 (90%) of students scored a 70% or better on the final exam. The class average was 87%.	The expected learning level was met. In AUT 103, 90% of students scored 70% or better on the final exam.
	AUT 102	AUT 102-Final Exam	70% of students will score a 70% or better on the final exam.	Spring 2020	In AUT 102, 11 out of 16 (68.75%) students scored a 70% or better. The class average was 78%.	The expected learning outcome was not met. During the next course offering of AUT 102, students will be given an additional lab to help them practice the engine system diagnostic procedures. This will give an additional evaluation and remediation before the final exam.

STUDENT LEARNING OUTCOMES FOR CAS.AUTB—2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Demonstrate proficiency in the servicing of automotive brake systems.	AUT 112	Final Exam	70% of students given the final will score 70% or better on the assessment.	Fall 2019	In AUT 112, 16 out of 19 (84%) of students scored a 70% or better on the written and hands-on combined final exam. The class average was 80%.	The expected learning level was met. Students will be given instruction and labs in AUT 112 to continue ensuring their success in demonstrating proficiency in the servicing of automotive brakes.

STUDENT LEARNING OUTCOMES FOR CAS.AUTB—2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Demonstrate proficiency in electrical/electronic fundamentals.	AUT 131	Final Exam	70% of students will score 70% or better on the final exam.	Fall 2020	12 out of 14 (86%) of students scored a 70% or better on the final exam. The class average was 82%.	The expected learning level was met. Electrical fundamentals will continue to be taught and assessed. Students will be allowed to create their own faults for the trainers. In addition, student will explain the faults to the class and how to troubleshoot the given faults.

STUDENT LEARNING OUTCOMES FOR CAS.AUTB—2020-2021

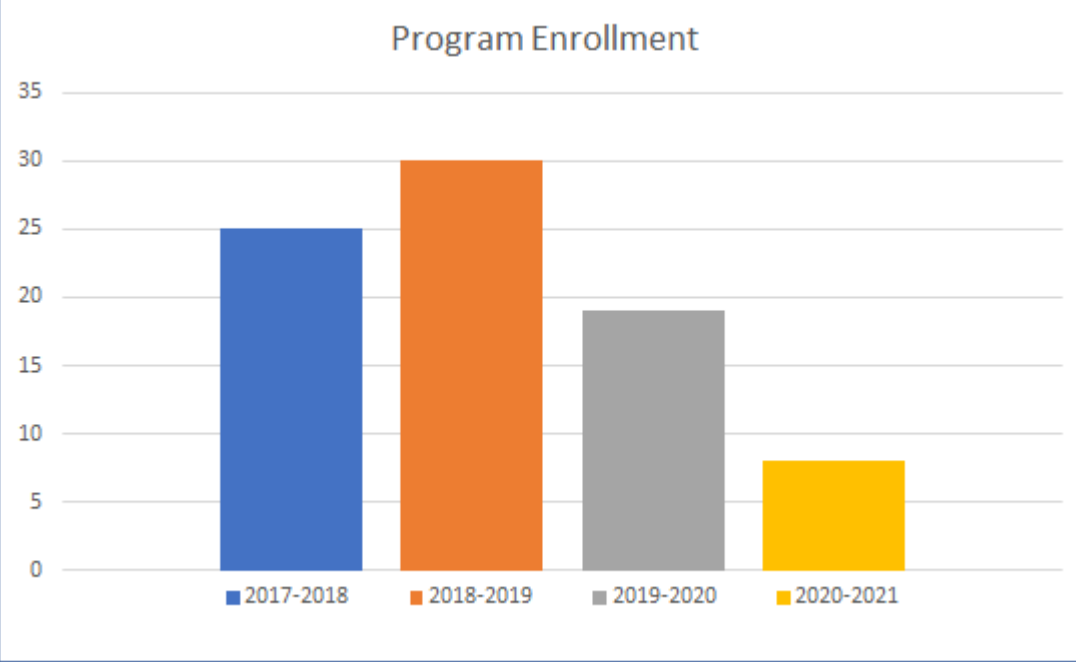
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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Differentiate engine system's components.	AUT 102	Final Exam	70% of students will score a 70% or higher on the exam.	Spring 2021	13 out of 16 (81%) students scored a 70% or better on the exam. The class average was 79%.	The expected learning outcome was met. The introduction of the added time to this class showed a 12% increase in the number of students meeting this objective. Even with this improvement the class average only advanced 1%. Students will continue to be taught engine system's components.

CONTINUOUS STUDENT IMPROVEMENT

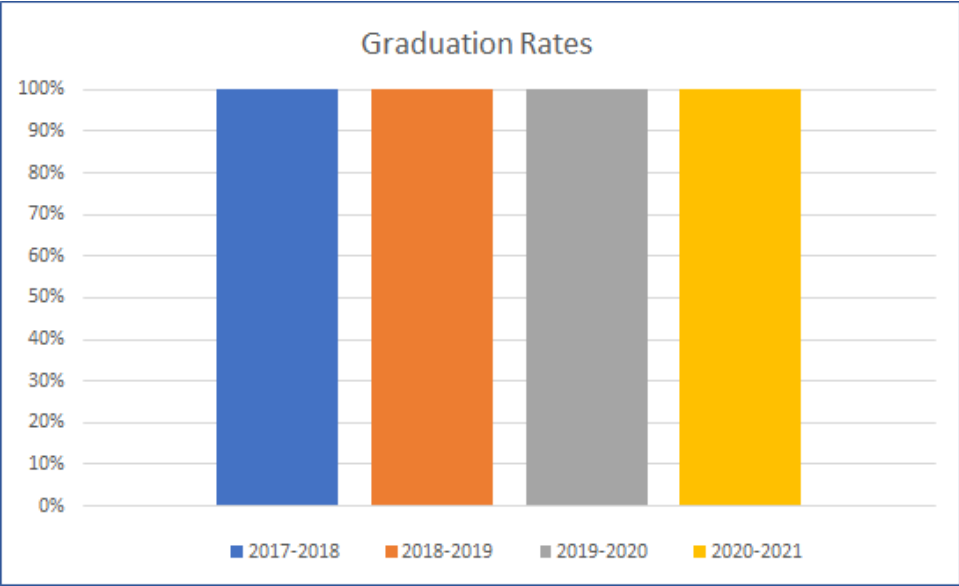
The Basic Automotive Certificate program has implemented plans to improve the program and student outcomes after reviewing data from the last cycle. The faculty have reviewed learning outcomes and addressed the concerns as needed. Some of the lab projects will be re-sequenced to help facilitate content delivery. The faculty plan to add several additional assessments to give students a chance of remediation on the content that is challenging for students. In AUT 131, plans are to rearrange the lab on fault finding. This modification will allow students to create faults of their own in the lab on the trainers. The purpose is to allow students to explain their individual circuit faults to the instructors and class. In AUT 102 there was improvement in the number of students meeting the benchmark from 69% to 81% between the Spring of 2020 and 2021, however, we discussed that there is still room to improve. In addition to the extra lab that was added for 2021, there are plans to add an activity where the students will be put into groups. These groups will create mini quizzes for the other groups to take.

After this cycle, faculty have a better understanding of the goals of the program. Advisors are more keenly aware of helping students firm up their expectations for an individual class and the overall pursuit of objectives of the program. COVID-19 has clearly affected many categories of comparison, but as higher education recovers from the pandemic we hope to see additional improvements.

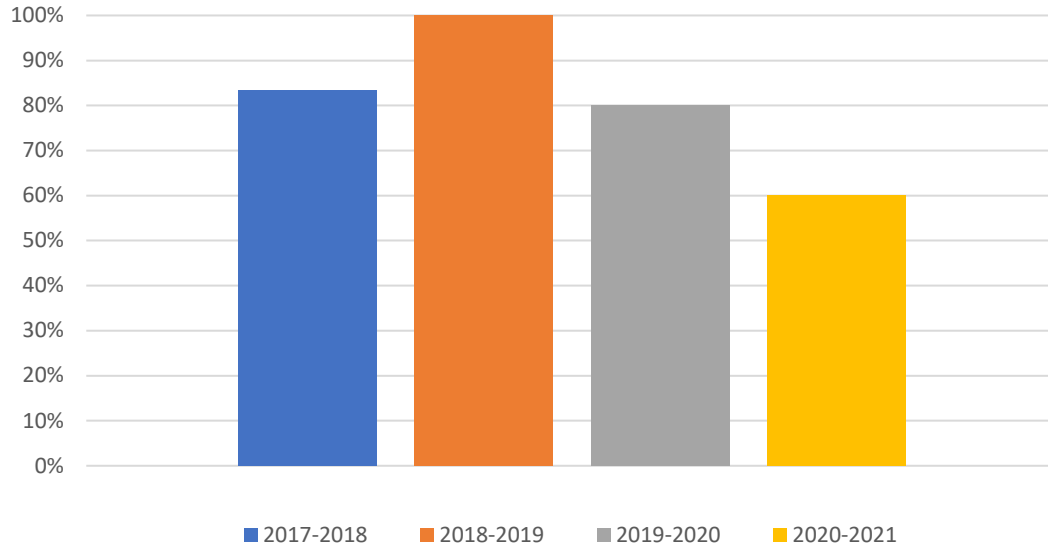
PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Program Enrollment</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Program Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>25</td> </tr> <tr> <td>2018-2019</td> <td>30</td> </tr> <tr> <td>2019-2020</td> <td>19</td> </tr> <tr> <td>2020-2021</td> <td>8</td> </tr> </tbody> </table>	Year	Enrollment	2017-2018	25	2018-2019	30	2019-2020	19	2020-2021	8	<p>Program Enrollment trend for the Basic Automotive Repair Certificate has been up and down for the past several years. The faculty has discussed this trend among themselves and the students. The downward trend follows the College's enrollment. But it was also noted that many of our prospective students have been going to the workforce in unskilled areas. Recruitment for this year has been almost impossible with the COVID-19 guidance.</p>	<p>Faculty have begun receiving invites to area high schools for this upcoming school year. The program also has begun a new initiative to allow existing students to meet with industry representatives. This is part of the effort to build momentum in the program. The plans are to have some open house type events that will bring some of these representatives with program alumni to meet with the visiting prospective students.</p>
Year	Enrollment											
2017-2018	25											
2018-2019	30											
2019-2020	19											
2020-2021	8											

Indicator	Trend Analysis	Action Plans										
<div data-bbox="176 220 1129 769" data-label="Figure"> <p>Fall to Spring Persistence</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>75%</td> </tr> <tr> <td>2018-2019</td> <td>78%</td> </tr> <tr> <td>2019-2020</td> <td>68%</td> </tr> <tr> <td>2020-2021</td> <td>100%</td> </tr> </tbody> </table> </div>	Year	Persistence Rate	2017-2018	75%	2018-2019	78%	2019-2020	68%	2020-2021	100%	<p>According to the school's data, the Fall to Spring Persistence has a steady trend with a new upward movement. There has been a change in some advising roles and the thoughts are that this has had a positive impact on this program.</p>	<p>Faculty and advisors plan on continuing to meet with our advisees in appreciative advising. The plan is to help promote students' goals and ambitions and then tie them to activities in the classroom and lab. A new initiative has already been implemented to have Meet and Greet sessions with area industry representatives. They were invited to come out for an hour to meet in the lab with all students. Students were encouraged to meet all the visitors and ask them questions about their businesses. The thoughts were to create more buy-in from the students and foster a positive relationship with the area representatives.</p>
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2017-2018	75%											
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<p style="text-align: center;">Graduation Rates</p>  <table border="1" data-bbox="176 159 1129 740"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Academic Year</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>100%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>100%</td> </tr> <tr> <td>2020-2021</td> <td>100%</td> </tr> </tbody> </table>	Academic Year	Graduation Rate	2017-2018	100%	2018-2019	100%	2019-2020	100%	2020-2021	100%	<p>The Graduation Rates have been high for the Basic Automotive Certificate. Students in the automotive technology program come for various reasons. Some wish to only have the Certificate that the department offers. Others have plans to complete the degree. All degree seeking students are also able to earn the certificate as well.</p>	<p>The faculty and advisors have discussed that improvements can always be made. We will continue to discuss students' ambitions and goals. The Meet and Greet has been established with completion in mind. This was discussed in the Fall to Spring Persistence goals.</p>
Academic Year	Graduation Rate											
2017-2018	100%											
2018-2019	100%											
2019-2020	100%											
2020-2021	100%											

Job Placement Rates



According to the data, Job Placement Rates has been trending down for the Basic Automotive Certificate program. The data is somewhat confusing as the majority of these students that earned the Certificate also earned the degree. In the Automotive Technology Degree program, the job placement has been high throughout the cycle.

In order to maintain a good working relationship with the area industry, faculty are encouraged to invite industry representatives into the lab for a visit once a semester. The purpose is to connect students with potential employers. We call these meetings Meet and Greet events.