## Assessment

### Automotive Technology 2004-2005

**Unit Mission:**
The mission of the Automotive Technology Program is to offer a nationally accredited, NATEF certified program by:
- Offering a variety of environments to meet the learning needs of a diverse student population.
- Providing academically challenging course work and laboratory "hands-on" learning experiences, which promote intellectual and personal growth.
- Developing the habit of life long industry specific updated training.
- Encouraging individual student success.

Preparing the student for future employment.

### GOAL | ASSESSMENT METHOD | ASSESSMENT CRITERIA | FINDINGS | USE OF FINDINGS
--- | --- | --- | --- | ---
I. Prepare students for employment | I.1. Graduate Surveys Employer Surveys | I.1.A. 80% "yes" responses to aggregate of survey questions about preparedness (currently alumni #7-13, employer #27-32). 80% of alumni will rate their satisfaction with the program as "very satisfied or satisfied" (currently #14). | I.1.A.1. 3 Alumni but No Employers responded Preparedness 100% Satisfaction 67% (2/3) | I.1.A.1.a. Add the Shop Key system to stay current in usage of computer technology. I.1.A.1.b. Explore a job shadow program with dealerships in the area

I. Pass rate of ASE | I.2. Pass rate of ASE | I.2.A. Obtain an 80% pass rate of those taking the ASE exam. | I.2.A.1. 3 out of 4 students taking ASE exams passed (75%) | I.2.A.1.a. Low numbers of students impacted this result. Give more quizzes and exams in the ASE style to prepare student for the assessment vehicle
I. Prepare students for employment

I.3. Advisory Board input

I.3.A. Institute recommendations as recorded in the minutes for more employable alumni.

I.3.A.1. "replace the starter analyzer and brake-lathe. The committee recommended that the in addition to the new brake-lathe the program should have an on-board lathe should be purchased. The committee also felt that a software program for handling work orders should be purchased as a means of streamlining the program and having students become accustom to how things are actually done in the work world. The committee also felt that the program should have an additional electrical system analyzer. Rick volunteered to evaluate the tools used for transmission repair and provide the program with recommendations for upgrading. Bill is no longer with the program and has not been replaced. Currently all of the shop responsibilities, work order writing, tool crib, and other duties have to be handled by Tom. The committee felt that the program needed the additional person for students to receive the optimum benefit from the instructors. After some discussion, it was decided that the committee would write a letter to the college addressing their staffing concerns and requesting the college fill the position as quickly as possible."

Mtg

I.3.A.1.a. The starter analyzer and brake-lathe were replaced. The software program (Shop Key) is being recommended for purchase. A tool room person was hired which has greatly decreased the time away from instruction of students.
I. Prepare students for employment

II. Provide a safe learning environment particularly in the Auto Lab.

III. To provide programmatic oversight that facilitates a quality learning experience for students, a supportive instructional environment for faculty, and program outcomes that respond to community needs.

I.3. Advisory Board input

I.4. NATEF Certification

I.4.A. Renewal of NATEF certification

I.4.A.1. program received the NATEF certification and the program passed higher than their self-evaluation rating. The certification committee also had the following tools have been purchased as recommended at the time of the certification:

1. Purchase of additional equipment:
2. Hand held gas analyzer
3. Smoke machine
4. Transmission Fluid Exchanger

Mtg 3/2/4

I.4.A.1.a. All recommendations for purchase were acquired

1. Purchase of additional equipment:
2. Hand held gas analyzer
3. Smoke machine
4. Transmission Fluid Exchanger

II.1. Advisory Board input

II.1.A. Follow Advisory Board recommendations directed at safety.

II.1.A.1. There were no safety findings

II.1.A.1.a. Continue current instruction in safety

III.1. Enrollment by state FTE and headcount in academic unit courses (3-yr trend)

III.1.A. Achieve an average student enrollment of 15 in all academic unit classes.

III.1.A.1. 2002/03: 21FTE

III.1.A.2. Average enrollment in ATEC for 2004-05 was 7

III.1.A.2.a. Pursue some recruiting options

I.3.A. Institute recommendation

I.3.A.1. "replace the starter a"...
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<td>III. To provide programmatic oversight that facilitates a quality learning experience for students, a supportive instructional environment for faculty, and program outcomes that respond to community needs.</td>
<td>III.2. Completion defined as degrees, certificates above 45 credits (3-yr trend), and 2.0 or better on all graded enrolled credits in academic unit courses.</td>
<td>III.2.A. Achieve ___ students receiving a degree or certificate. Achieve an average credit completion rate of 90% in all academic unit classes.</td>
<td>III.2.A.1. Degree/Certificates 2002/03:2/ElectSys14 2003/04:6/ElectSys8 2004/05:3/ElectSys2 Completed Credits 2002/03:91% 2003/04:92% 2004/05:94%</td>
<td>III.2.A.1.a. Monitor certificate completions in Electrical, Engines, Brakes, Steering and suspension, Air Conditioning and Engine Performance.</td>
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<td>III.3. CCSEQ-Estimate of gains section aggregate responses of questions #1-3,17,25 for prof tech students or ACT Student Opinion Survey-College Environment Academic (1-12)</td>
<td>III.3.A. Achieve an average 50% positive response (&quot;quite a bit&quot; or &quot;very much&quot;) of selected Estimate of Gains questions for professional technical students on the CCSEQ. Achieve an average 60% positive response (very satisfied or satisfied) of College Environment Academic questions for professional technical students on the ACT Student Opinion Survey.</td>
<td>III.3.A.1. 2005 CCSEQ ProfTech Total 74 Gain %Positive 1 74% 2 54% 3 49% 13 54% 14 32% 17 50% 19 32% 25 42%</td>
<td>III.3.A.1.a. Address mathematical concepts in context within classes.</td>
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### III. To provide programmatic oversight that facilitates a quality learning experience for students, a supportive instructional environment for faculty, and program outcomes that respond to community needs.

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<td>III.5. LMC Faculty survey questions on satisfaction</td>
<td>III.5.A. Achieve a mode of 3 or above on aggregate of satisfaction questions for Professional Technical faculty</td>
<td>III.5.A.1. Scale 1 low- 5 high Mode Books Importance4 Books Satisfaction3 Journal Importance4 Journal Satisfaction4 Digital Media Importance5 Digital Media Satisfaction4 Video Importance4 Video Satisfaction3 Reference Importance5 Reference Satisfaction5 Classroom Importance5 Classroom Satisfaction5 AudioVisual Support Importance5 AudioVisual Support Satisfaction5</td>
<td>III.5.A.1.a. Most resources are online and do not require a subscription fee. The All Data subscription will be replaced by the Shop Key program. Resources are housed within the Auto Tech building.</td>
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<td>III.6. Track yearly expenditure of professional development Perkins In-Service fund.</td>
<td>III.6.A. Achieve 100% expenditure of yearly allotted amount.</td>
<td>III.6.A.1. 98.4% of the overall Perkins professional development budget was spent.</td>
<td>III.6.A.1.a. Two instructors in need of updated training that professional development will be spent for. Attend a class in OBD2 diagnostics in Bremerton.</td>
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**GOAL**

**ASSESSMENT METHOD**

**ASSESSMENT CRITERIA**

**FINDINGS**

**USE OF FINDINGS**