

## Instructional Program Review Automotive, Collision, and Diesel Review

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Brian Jacob, Coordinator for Automotive, Collision, and Diesel programs

2. **Department and/or Program(s) Purpose Statement:**

Putting People To Work Through Industry Partnerships

3. **Program Review Year (i.e. Most Recent Academic Year)**

2015

4. **Date of Submission:**

5. **Lead Person Responsible for this Program Review:**

Name: Brian Jacob  
Title: Coordinator/Faculty  
E-mail: "bjacob@actx.edu"  
Phone Number: 806-335-4219

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

Rebecca Archer

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A .Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )		X		
b. <a href="#">Completion</a>		X		
c. <a href="#">Licensure Pass Rates</a>				X
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )	X			
f. <a href="#">Grades A-C</a>		X		
g. <a href="#">Annual Enrollment</a>			X	
h. <a href="#">Survey, Focus Group, &amp; Related Data</a>				

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

Lecture/Lab content. We provide a good mixture of classroom teaching and hands on lab projects with current material presented.

- ii. Identify one area in which your program(s) need to most focus for the next few years.

Retention

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
e. Course-level Enrollment (IDS)		X	
f. Survey, Focus Group, & Related Data			

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

Automotive Steering and Suspension, Collision Advanced Refinishing, Diesel Electronics

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

### III: Institutional Initiatives

#### PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

We are focused on monitoring student's progress by using good communication among faculty and staff and identifying those students who need tutoring and advising to improve their chances for success. We will counsel students who have barriers and do what we can to help them help themselves.

#### PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Our faculty and staff collaborate with advisory board members and partners in the community to map and audit degrees and certificates awarded in the programs.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

Strategy 1.6.1.1, "Elucian will provide a list to the Registrars' Office of students who have successfully completed". This strategy should be given high priority and support our mission to show program certificate completers for future funding purposes.

#### PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	ETWR-1391
Critical Thinking Skills	All courses
Empirical & Quantitative Skills	All courses
Teamwork	All courses in AUMT, ABDR, and DEMR provide teamwork

	opportunities with project oriented activities.
Personal Responsibility	All courses
Social Responsibility	All courses
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

In the spring of 2014 we re-wrote all of the competency lists for every course syllabus and have continued to evaluate and monitor student success in each course. When necessary we make adjustments to syllabi and Blackboard gradebooks. Every course includes opportunities for teamwork, critical thinking, personal responsibility, communication skills and empirical skills through project based teaching and learning.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	All programs use group projects as teaching methods. The Automotive program course, AUMT-2328-Automotive Service, is used as a capstone course to cover all competency areas of the program.
Embedded Questions	
Licensure Exam	Courses in all programs have competency lists, practice questions, test questions, and homework that are aligned with ASE certification.
Portfolios	All courses in all 3 programs-"Workhands.us"
Projects/Essays	All courses include projects and teamwork efforts.
Testing (i.e. course-based testing; finals)	Quizzes, chapter tests, competency exams, and final exams are given in all courses.
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

We are continuously making improvements to syllabi and course content through faculty collaboration and monitoring student success.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

ETWR-1391 (1371) is a course in our curriculum that employs critical reading and thinking skills. The students are asked to work in teams on their writing assignments and at the same time solve problems and develop good writing and communications skills.

#### PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Implement new curriculums with Technical Core courses and evaluate student success and retention while teaching new courses.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

We have implemented a "Professional Code of Conduct" that has noticeably improved all of the students' attitudes and behaviors. See attached.

3. Identify your results and analyze your data.

Identification of our results is visual and objective.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

We have increased the use of the content area in Blackboard so our students can study outside of the campus areas. We will continue to increase the content in Blackboard for students who may be behind, ill, or having difficulty in the content of a class so they can study while off campus. We will begin using a communication link in Blackboard for student/faculty conference.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

#### IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

We have revised our competency lists in our syllabi to align with Industry standards and those set by "Automotive Service Excellence". Students in each class must complete the competency list and be evaluated by the instructor.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

AC's CTL department provides many opportunities for professional development in many areas.

3. What is the biggest issue/obstacle that your program currently faces?  
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

Automotive and Diesel do not have enough shop space for the number of students and equipment in the programs.

4. Additional Comments Pertinent to this Review (Not Required):