**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**Department:** 0568 – Automotive Technology

Year of Last Program Review: FY 2007-2008

Year of Next Program Review: FY 2014-2015

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

The automotive department's completion rates have typically been very good. However, in 08/09 we experienced a drop in completions due to the automotive industry bankruptcy. In that time, our Chrysler CAP and GM ASEP program suffered due to the reduction of dealers. Parents in the region were leery of the automotive service industry due to the bankruptcy and closing of dealers. We had a hard time recruiting and placing students in dealerships due to the uncertainity of the automotive industry. The automotive department also suffered in the area of vehicle and equipment donations, particulary from GM.

The drop in 12/13 is most likely due to the semester conversion. Students were advised by our department and the college to make an effort to finish under the quarter system. We offered three sections of our capstone course AUT 215 (AUT 2250) before the transistion to semesters due to the amount of students trying to complete their degree. Typically, this course has two sections instead of three.

According to a powerpoint presentation by Dr. Johnson at the 2012 Fall Conference he discussed the colleges overall completion rates. He showed the top 10 programs with the highest completion rates and the automotive program placed 6th on that list. The department is proud of this accomplishment and is worth mentioning.

The department is resourceful in marketing our automotive program to keep cost down. We offer a Tech Prep AUT 1102 course for seniors in the Miami Valley Consortium, which has regulary been attended by 70-90 students. Students attending are awarded articulated credit. In Spring 2014, we will be doing our first follow up to these attendees by sending letters to the parents of the students and corporate coordinators will call Tech Prep instructors to market their particular programs. Furthermore, our corporate coordinators will serve on local Tech Prep automotive program advisory boards and their instructors will be invited to our advisory meetings. The department is making every effort to build good relationships with our feeder schools to ensure their students attend our program. It is difficult for our department to compete with "for profit technical colleges" that extensively market their automotive program with no expense spared.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

The automotive department has one of the highest success rates college wide and are above the division and college averages.

The beginning class, AUT 124 (1114) "Automotive Electrical/Electronics I", continues to show a steady 70.8% success rate over the six years of documented data. This course has one of the lowest success rate in the program. Attendance in this course is crucial to the success in this course and can typically be directly correlated to a students success in this course. Students whom miss more than two days in the class are more likey to be unsuccessful in this course. Instructors are making every effort to encourage attendance and the success rate illustrates that with a slow increase from 69.4% for 07/08 to 70.2% for 12/13 and an average of 70.8% for the past six years.

The AUT 125 (2214) "Automotive Electrical/Electronics II" class continues to show a steady increase in "success rates" from 07/08 of 62.4% to 12/13 of 88.7%. Again, this is one of the more difficult subjects for students to understand and attendance is key to being successful.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

In July of 2013, the automotive department went through the new accreditation process for National Automotive Technicians Education Foundation (NATEF). The departments four automotive programs passed with no concerns at all This is a huge success for the department.

NATEF partners with ASE (Automotive Service Excellence) to administer the NATEF end of program tests or now referred to as ASE Student Certifications. NATEF accreditation sets the standard for our automotive curriculum and is how we derive at our departments program outcomes. The tests are administered to students in our AUT 215 (2250) capstone courses each year. These sample tests are simlar to the national ASE tests that is the standard in the industry by which technicians are certified. We utilize these tests to evaluate our program outcomes, benchmark against other schools, and analyze curiculum as well as instruction. The overall test results for each of the eight ASE areas are illustrated below.

Susp/Steer Brakes Elect Perform Repair Auto Axles HVAC

2013 Average 65% 73% 75% 72% 71% 65% 63% 72%

2012 Average 70% 72% 73% 73% 74% 65% 66% 71%

2011 Average 65% 71% 77% 76% 77% 66% 64% 72%

2010 Average 69% 67% 70% 69% 71% 59% 55% 66%

The results show increasing scores for Brakes and HVAC for the past four years. Results for 2013, show Suspension/Steering, Auto Trans, and Axles having the lowest passing scores. The department will be looking at the data and determining what changes were made to the courses with the increasing test scores and those that have decreased.

The voluntary data from post graduation surveys is not often completed and submitted back to the college. It maybe worthwhile to once again utilize the exit surveys in our capstone AUT 2250 course to capture those students close to graduation. On another note, we do utilize a Facebook page to communicate about job postings and other automotive department activities. This may be a possible resource in the future.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Develop and implement a Collision program and possibly a Diesel program. | In progress  Completed  No longer applicable | The collision and diesel program are not feasible at this time due to financial constraints of the college and state. |
| Hybrid vehicle curriculum development and training | In progress  Completed  No longer applicable | Our National Science Foundation grant for Hybrid and Alternative Fuel vehicles has been completed. Currently, we offer an elective course in our automotive program for hybrid vehicles. |
| Service Learning project for the community | In progress  Completed  No longer applicable | The automotive department has taken on three different service learning projects over the past five years. The department contiually welcomes opportunities in the area of service learning, when applicable. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department should review the college’s general education outcomes required for all degree programs and strengthen its inclusion of general education throughout the automotive curriculum. General education competencies were notably missing from the program learning outcomes listed in the self-study report. While it is understandable that the department focuses a great deal of attention on ensuring students meet the technical competencies of the program, an associate’s degree program must also include careful attention to the college’s general education competencies. | In progress  Completed  No longer applicable | The department has utilized an Angel assessment tool for general education outcomes. Primarily the outcomes are assessed in our capstone AUT 2250 course, where students touch on each general education and program outcome. |
| Examine the department’s overall student retention, and analyze where and why students leave the program. Identify opportunities to improve students’ persistence and success. | In progress  Completed  No longer applicable | It is difficult to track students that leave the program. Any ideas to help analyze this would be appreciated. |
| While the department has a good foundation through data from Skill Manager to assess the overall progress of the program, it uses this tool at present primarily for the evaluation of individual students’ mastery of competencies. Understanding the collective achievement of its students through analysis of trend data from Skill Manager represents a significant opportunity for the department and one that should be pursued and reported on in annual updates. Evidence that the department uses this data to make changes and improvements in its programs should be part of these annual reports. | In progress  Completed  No longer applicable | Skill Manager is no longer being used as our data collection tool. We have utilized Angel for our general education outcomes and the ASE student certification tests primarily for our program outcomes. |
| Increase the diversity of the department’s faculty as opportunities to recruit new faculty arise. | In progress  Completed  No longer applicable | The department is always open to hiring new faculty that represent the diverse culture at Sinclair. Unfortunately, no applicants with this background even applied for our two tenure track positions open over the 2013 summer. |
| Given the department’s space limitations in the existing facility, assessment of growth goals for the future is warranted. In conjunction with Admissions Office personnel, assess the department’s usual practices for student recruitment. Consider differentiating Sinclair’s automotive program from others offered elsewhere. Use data to assess the effectiveness of the department’s multi-state recruitment efforts. | In progress  Completed  No longer applicable | The automotive department has been involved with different activities to improve student recruitment. The department has established the annual Sinclair Cruise-in with the support of admissions/New Student Enrollment, geared towards recruiting from the general public and high school automotive students. A little over 100 students filled out inquiry cards while at this event. |
| Examine the likely job market over the next five years and determine whether enrollment growth is realistic. Explore opportunities for other programs the department might offer at other sites, using research from RAR to validate employment demand. | In progress  Completed  No longer applicable | We are currently talking with Ford Motor Company to discuss the possibility of a Ford Asset associate degree program to be housed at the Course view campus. |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** | Angel Assessment tool database | Students in our capstone AUT 2250 Spring course showed a 92% competency level in the area of critical thinking/problem solving. |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
| Oral Communication | | All programs | **2016-2017** |  |  |
| Written Communication | | All programs | **2016-2017** |  |  |
|  | |  |  |  |  |
| **Program Outcomes** | | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Perform entry-level engine overhaul, precision measurements; perform machining and engine mechanical service. | | AUT 1102  AUT 1108  CAM 1109 | Assessed in FY 12-13 | ASE End of Program Exam | 2013 Averages - 71%  2012 Averages - 74%  2011 Averages - 77%  2010 Averages - 71% |
| Diagnose fuel injection, delivery and emission control systems.  Utilize scan tools, scopes, DVOM meters and other test equipment in troubleshooting engine and drivability problems. | | AUT 1115  AUT 2215 | Assessed in FY 10-11 | ASE End of Program Exam |  |
| Diagnose and repair automatic transmission/transaxle systems, torque converters and 4 wheel drive/all wheel drive systems. | | AUT 2241 | Assessed in FY 11-12 | ASE End of Program Exam |  |
| Diagnose and repair manual transmission systems, drivelines and differentials. | | AUT 1142 | Assess in FY 12-13 | ASE End of Program Exam | 2013 Averages - 63%  2012 Averages - 66%  2011 Averages - 64%  2010 Averages - 55% |
| Diagnose automotive electrical and accessory system problems. Utilize DVOM meters, scopes and other electrical testing equipment to troubleshoot battery, charging and hybrid propulsion systems. | | AUT 1114  AUT 2214 | Assessed in FY 10-11 | ASE End of Program Exam |  |
| Diagnose/repair brake, anti-lock and power booster systems. Diagnose/repair suspension and steering components. Perform vehicle alignments. | | AUT 1165  AUT 1116 | Assessed in FY 11-12 | ASE End of Program Exam |  |
| Diagnose and repair heating and air conditioning systems including automatic climate-control systems. | | AUT 1146 | Assessed in FY 11-12 | ASE End of Program ExamASE End of Program Exam |  |
| Apply effective customer communication skills in an automotive service environment. Apply good management skills in operating an automotive service business. Develop and analyze an automotive business facility layout. Demonstrate business computer skills. | | AUT 1111  COM 2206  ENG 1101  AUT 1170  AUT 1171  AUT 1172  AUT 1173 | Assess in FY 12-13 | Success rates,  Angel assessment tool. | 2013 Averages - 84%  2012 Averages - 85%  2011 Averages - 85.%  2010 Averages - 84% |
| Demonstrate analytical and logical thinking skills in diagnosing mechanical and practical problem scenarios. | | MAT 1110  PHY 1106  All AUT Classes  AUT 1170  AUT 1171  AUT 1172  AUT 1173 | Assess in FY 13-14 |  |  |
| Utilize safety and environmental skills in applying automotive service practices. | | All AUT classes | Assess in FY 13-14 |  |  |
| Demonstrate knowledge of social and human skill sets in supporting community, work and/or the college experience. | | OTM (Art/Hum)  AUT 1170  AUT 1171  AUT 1172  AUT 1173  SOC 1101  AUT 2250 | Assess in FY 13-14 |  |  |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

It is our goal to use the department's Angel assessment tool to measure the six general education outcomes. Student assignments will be recorded in the database and scores are linked to different genreal education and program outcomes. The accumulation of the scores will give an overall assesment of the college's general education outcomes and some of our program outcomes.

Currently, the department assesses the general education outcomes in our AUT 215 (2250) course. This course integrates general education outcomes in a simulated repair facility environment. In the areas of critical thinking and problem solving, students averaged a 92% score overall for 2012-2013.

Additionally, for the Fall of 2012 we will be integrating an assignment for resumes and cover letters in our AUT 1102 course. We will be evaluating students on their written communication and computer literacy, while simultaneously preparing the students for jobs. For now, students will be evaluated on their peformance utilizing their grades.

1. How will you determine whether those changes had an impact?

We will continue to monitor the Angel assessment database and make changes, accordingly. If numbers go up when changes are made; that could be an indication of improvements. Additionally, resumes and cover letter grades will be monitored on an on-going basis.

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

Currently, the data from the NATEF end of program test or now called the ASE student certification test still shows lower scores in the areas of Steering/Suspension, Auto Trans, and Manual Drivelines. Predominantly one instructor teaches a different ASE area and it maybe necessary to make changes in the area of curriculum, more specifically the style of midterm and final examination. It would be worthwile to benchmark against national averages in the future.

1. How will you determine whether those changes had an impact?

We will be able to determine results from the ASE student certification (NATEF end of program) test and the course success rates. We will be looking for improvements in these results and determining what changes need to be made.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

The AUT 1142 “Manual Transmissions and Driveline” course continues to struggle from the last annual update. The ASE test score averages illustrate these struggles by showing a drop in ASE student certification scores from 66% in 2012 to 63% in 2013. The average success rate since 07-08 has been 71.5%, which is below the departments average of 87%. This course/area was the lowest peforming from all the eight ASE areas on the student certification test scores. Changes were made to the curriculum, under semesters; the department increased the overall time for the course. This course and curriculum needs to be revisited once again to determine deficiencies.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

The automotive department is making every attempt to work with students and instructors from the Miami Valley Tech Prep Consortium to ensure students attend Sinclair. Many of these efforts have been mentioned in the previous pages.

Currently, we are talking with Ford Motor Company to become the new Ford Asset school in the Cincinnati region. We need to receive Ford's blessing and ensure financially this new program is worthwhile for the Courseview expansion. Corporate partnerships like these do not come up very often and should not be overlooked.

The fire science department has asked for the cooperation of the automotive department to support them in a grant proposal for an Emergency Vehicle Technician certificate/degree program here at Sinclair. This partnership has once again raised the question of whether or not Sinclair will support the need for a diesel program in the region. We are in the early stages of the grant planning process and a more in depth update can be given next year.

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 |
| SME | 0568 | Automotive Tech | AHPC.STC | 10 | 6 | . | 8 | 8 | . |
| SME | 0568 | Automotive Tech | ASEP.AAS | 18 | 17 | 19 | 11 | 15 | 3 |
| SME | 0568 | Automotive Tech | ASEP.S.AAS | . | . | . | . | . | 12 |
| SME | 0568 | Automotive Tech | AUT.AAS | 27 | 18 | 20 | 29 | 33 | 23 |
| SME | 0568 | Automotive Tech | AUT.CRT | 103 | 60 | 64 | 60 | 70 | 47 |
| SME | 0568 | Automotive Tech | AUT.S.AAS | . | . | . | . | . | 3 |
| SME | 0568 | Automotive Tech | AUT.S.CRT | . | . | . | . | . | 10 |
| SME | 0568 | Automotive Tech | AUTHA.AAS | 5 | 3 | 6 | 5 | 5 | 3 |
| SME | 0568 | Automotive Tech | AUTHA.S.AAS | . | . | . | . | . | 1 |
| SME | 0568 | Automotive Tech | AUTHO.CRT | . | . | 7 | 10 | 8 | 2 |
| SME | 0568 | Automotive Tech | AUTHO.S.CRT | . | . | . | . | . | 5 |
| SME | 0568 | Automotive Tech | CAP.AAS | 14 | 11 | 5 | 4 | 5 | . |
| SME | 0568 | Automotive Tech | CAP.S.AAS | . | . | . | . | . | 6 |
| SME | 0568 | Automotive Tech | FMLR.STC | 7 | 1 | . | 11 | 3 | 1 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| 0568 | Automotive Tech | AUT-100 | 78.9% | 71.4% | 83.3% | 77.6% | 76.3% | . |
| 0568 | Automotive Tech | AUT-102 | 96.6% | 78.6% | 82.7% | 78.8% | 79.1% | 100.0% |
| 0568 | Automotive Tech | AUT-108 | 84.2% | 81.3% | 77.3% | 72.3% | 80.9% | 100.0% |
| 0568 | Automotive Tech | AUT-1100 | . | . | . | . | . | 58.3% |
| 0568 | Automotive Tech | AUT-1102 | . | . | . | . | . | 74.4% |
| 0568 | Automotive Tech | AUT-1108 | . | . | . | . | . | 83.0% |
| 0568 | Automotive Tech | AUT-111 | 96.6% | 84.8% | 85.8% | 85.5% | 89.0% | . |
| 0568 | Automotive Tech | AUT-1111 | . | . | . | . | . | 83.3% |
| 0568 | Automotive Tech | AUT-1114 | . | . | . | . | . | 70.2% |
| 0568 | Automotive Tech | AUT-1115 | . | . | . | . | . | 69.5% |
| 0568 | Automotive Tech | AUT-1116 | . | . | . | . | . | 75.0% |
| 0568 | Automotive Tech | AUT-1142 | . | . | . | . | . | 73.7% |
| 0568 | Automotive Tech | AUT-1146 | . | . | . | . | . | 77.8% |
| 0568 | Automotive Tech | AUT-115 | 76.7% | 74.6% | 75.8% | 77.6% | 74.8% | 100.0% |
| 0568 | Automotive Tech | AUT-1165 | . | . | . | . | . | 84.4% |
| 0568 | Automotive Tech | AUT-1170 | . | . | . | . | . | 85.1% |
| 0568 | Automotive Tech | AUT-1171 | . | . | . | . | . | 88.1% |
| 0568 | Automotive Tech | AUT-124 | 69.4% | 65.4% | 65.2% | 72.0% | 66.3% | 87.5% |
| 0568 | Automotive Tech | AUT-125 | 62.4% | 74.7% | 76.9% | 79.6% | 84.6% | . |
| 0568 | Automotive Tech | AUT-142 | 71.5% | 68.9% | 77.8% | 75.0% | 72.9% | 58.3% |
| 0568 | Automotive Tech | AUT-146 | 86.9% | 73.6% | 85.0% | 82.9% | 79.8% | 75.0% |
| 0568 | Automotive Tech | AUT-165 | 73.3% | 59.7% | 72.4% | 72.9% | 76.8% | 100.0% |
| 0568 | Automotive Tech | AUT-210 | 77.6% | 83.8% | 86.3% | 81.9% | 80.7% | . |
| 0568 | Automotive Tech | AUT-215 | 92.0% | 90.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 0568 | Automotive Tech | AUT-221 | 100.0% | 100.0% | 100.0% | 75.0% | 93.8% | . |
| 0568 | Automotive Tech | AUT-2214 | . | . | . | . | . | 88.7% |
| 0568 | Automotive Tech | AUT-2215 | . | . | . | . | . | 83.9% |
| 0568 | Automotive Tech | AUT-222 | 80.0% | 100.0% | 93.3% | 85.7% | 92.3% | . |
| 0568 | Automotive Tech | AUT-2221 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2222 | . | . | . | . | . | 75.0% |
| 0568 | Automotive Tech | AUT-223 | 64.3% | 100.0% | 91.7% | 100.0% | 100.0% | . |
| 0568 | Automotive Tech | AUT-2230 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-224 | 100.0% | 100.0% | . | 80.0% | 84.6% | . |
| 0568 | Automotive Tech | AUT-2241 | . | . | . | . | . | 90.3% |
| 0568 | Automotive Tech | AUT-2250 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-226 | 77.8% | 100.0% | 92.9% | 90.9% | 100.0% | 88.9% |
| 0568 | Automotive Tech | AUT-2297 | . | . | . | . | . | 97.2% |
| 0568 | Automotive Tech | AUT-230 | . | . | . | . | 80.0% | . |
| 0568 | Automotive Tech | AUT-2306 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2309 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2333 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2336 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2345 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2348 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2359 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2360 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2371 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2372 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2373 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2374 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2375 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-2376 | . | . | . | . | . | 100.0% |
| 0568 | Automotive Tech | AUT-241 | 75.3% | 93.7% | 92.5% | 83.9% | 93.2% | . |
| 0568 | Automotive Tech | AUT-245 | 82.5% | 92.4% | 93.2% | 82.7% | 84.7% | . |
| 0568 | Automotive Tech | AUT-270 | 91.9% | 89.0% | 90.0% | 92.0% | 92.6% | . |
| 0568 | Automotive Tech | AUT-271 | . | . | . | . | 87.5% | . |
| 0568 | Automotive Tech | AUT-272 | . | . | . | . | 75.0% | 100.0% |
| 0568 | Automotive Tech | AUT-273 | . | . | . | . | 98.0% | . |
| 0568 | Automotive Tech | AUT-297 | 100.0% | 99.3% | 100.0% | 99.6% | 100.0% | 100.0% |
| 0568 | Automotive Tech | AUT-M04 | . | . | . | 100.0% | 100.0% | . |
| 0568 | Automotive Tech | AUT-M06 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0568 | Automotive Tech | AUT-M09 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0568 | Automotive Tech | AUT-M18 | 100.0% | 100.0% | . | . | . | . |
| 0568 | Automotive Tech | AUT-M23 | . | . | . | 100.0% | 100.0% | . |
| 0568 | Automotive Tech | AUT-M25 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0568 | Automotive Tech | AUT-M33 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0568 | Automotive Tech | AUT-M36 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 0568 | Automotive Tech | AUT-M37 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 0568 | Automotive Tech | AUT-M44 | 100.0% | 100.0% | 100.0% | . | 100.0% | . |
| 0568 | Automotive Tech | AUT-M45 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 0568 | Automotive Tech | AUT-M48 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0568 | Automotive Tech | AUT-M59 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| 0568 | Automotive Tech | AUT-M60 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |