**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **SME - 0568 - Automotive Tech**

Year of Last Program Review: FY 2014-2015

Year of Next Program Review: FY 2019-2020

**Section I: 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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The automotive department would like to continue to explore opportunities to expand or program offerings in:   1. Diesel Technology 2. Automotive Collision 3. Bachelor’s Degree in Automotive Technology 4. Autonomous Car training | In progress X  Completed  No longer applicable | Currently AUT is working with RTA to offer some training for their technicians at the Dayton service center. We also are offer a diesel course for our AUT students.  The collision program is currently in progress, but is slow moving.  The chair has met with the consultant for the bachelor’s degree and pending legislation approval AUT is pick for the SME division.  The chair will be meeting on Jan. 6th to discuss an autonomous car training grant. |

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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The Automotive Department has extremely impressive assessment practices in place - other departments on campus could benefit from learning about what they are doing. The department is strongly encouraged to share their approach to assessment with other departments through workshops and presentations at Fall Faculty Professional Development Day, through the CTL, and in other venues. | In progress X  Completed  No longer applicable | The department is trying to implement rubrics to assess general education outcomes in our capstone AUT 2250 course. Once we get our own department assessment aligned with the new LMS and feel it is worthy, we will be glad to share with other departments on campus. |
| There are a number of opportunities for new programs that this department is considering offering, and the Review Team strongly recommends that the department continue exploring these opportunities. The diesel program partnership with RTA is particularly promising, and the department should continue its current aggressive work laying the foundation for this partnership. Programs in collision repair and emergency vehicle repair are also possibilities, and the department should consider the potential demand, costs, and possible partnerships that would be associated with these new programs. | In progress X  Completed  No longer applicable | Please see the above information in section 1. |
| The department should document the timing and demand for housing needs, and use that documentation to begin developing arrangements with local apartments or motels to house the students who come to the program from distant parts of the country. The department made a compelling case that housing is needed - a schedule should be developed that displays a timeline over the course of an academic year for when housing would be needed and when there would be transitions of students rotating in and out. The department may be able to arrange ongoing housing arrangements for its students based on this schedule. While it may be difficult for students to find rental agreements for only 8 weeks on their own, if Sinclair has a block of apartments/rooms set aside for these students that based on a schedule of transitions between students, Sinclair may be able to provide students with improved housing opportunities. Any arrangements that the department is able to work out will need to be coordinated with Business Services. | In progress X  Completed  No longer applicable | The department chair and SME dean met with Wright State housing director Dan Bertos to discuss possibilities. He would allow SCC AUT students to stay on campus, however Wright State students are first priority. With increasing housing needs at Wright State, SCC AUT students were unable to take advantage of this in 2015 fall or 2016 spring. Dan’s recommendation was to have the Sinclair Foundation work with a local agency to help get Sinclair preferred housing in downtown Dayton area. The chair feels more support from Sinclair will be needed for this recommendation to be successful. |
| While this was not discussed in the meeting with the department, the Review Team noted that a recommendation from the previous Program Review directed the department to increase the diversity of its faculty. This remains a challenge for the department, one that should continue to be addressed. The department may want to consider whether the Grow Our Own program provides an opportunity to increase the diversity of faculty in the department. This is an issue that will need to be addressed in coming years and cannot be ignored. | In progress X  Completed  No longer applicable | Currently we have hired a female student worker, who is performing wonderfully. As mentioned in the review, the department relies on qualified candidates applying for these positions. Often the requirements for the lab technician and full time faculty rolls are so stringent that we only receive a few applicants. Any ideas from the college to increase applicants is appreciated. |
| The self-study noted the challenges that non-attendance and absenteeism present to student success, and the department should be commended for the steps it has already taken to address this. Additional steps may become possible with the transition to the new Learning Management System in Summer 2015, and as the Lift! Initiative begins implementation. While the Early Alert system is not currently available for the department, these other tools will allow for the early identification of students who are not attending, and will allow for targeted interventions with these students. Perhaps faculty in the department could serve in a "success coach" role, contacting students with attendance issues early in the term. The department may want to consider a collaborative, team-based approach where faculty in the department work together to identify and contact students whose attendance is problematic. Perhaps time could be set aside in some department meetings to discuss individual students and what has been done to reach out to them, helping to establish this as a formalized process in the department. | In progress  Completed  No longer applicable X | It is pertinent that students take ownership in the success of their own education. The department continually stresses the importance of attendance at the beginning of every course and has a stated attendance policy for the department Student Guide. Students are required to sign and date this document and turn it into their instructor that they understand the policies and the expectations of our program. |
| The department noted the relatively low success rates of the Electrical course, and described some excellent strategies that have already been developed to address this. The department is encouraged to assess the impact of the videos that are being developed for the course, and is likewise encouraged to consider whether a prerequisite might be appropriate for this course. | In progress X  Completed  No longer applicable | The department is currently working on seeing what impact the videos had on this course. Hopefully we can compare 14-15 to 15-16 data. |
| The department is encouraged to consider and explore online and hybrid offerings. While there are clearly some courses in Automotive that would be inappropriate as online offerings, there may be other courses where it may be a possibility. Hybrid courses may allow the department to shift some content to online, while still giving students the hands-on experience that the discipline relies on heavily. Hybrid courses may also help reduce problems with attendance - students may be more willing to attend class when there are fewer classes to attend and when they are able to receive some of the content online an a more flexible basis. | In progress X  Completed  No longer applicable | The department is looking at offering AUT 1111 (Management) in a hybrid or on-line format in the future. Furthermore, it is likely some of the AUT courses for our proposed bachelor’s degree will be a hybrid course or an on-line format. |
| Finally, Sinclair has recently begun offering 6000 level course non-credit offerings for students who are not seeking a degree, but still want to avail themselves of educational experiences. Could non-credit automotive courses be developed for individuals who are seeking basic non-professional level skills? How cost-prohibitive would this be? | In progress X  Completed  No longer applicable | The department offers training through advisory partners currently in the evening. There is the possibility we could look at offering these classes as 6000. |

**Section II: 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**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: SOC 1101 pending the approval of the Sociology Department. I spoke with the Sociology chair and they are currently looking at this as a department or whether another course should be substituted in our curriculum. This is as of 1/6/15.**

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

**If we are unable to utilize SOC 1101 and the other SOC courses we do not feel are the correct courses to best prepare our students for the automotive industry then the department will seek input from the college.**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **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 Student certification Engines exam | 2015 Averages – 73%  2014 Averages – 80%  2013 Averages - 71%  2012 Averages - 74%  2011 Averages - 77%  2010 Averages - 71%  Student scores have been gradually increasing. We believe the scores will level off near the 85% range. We plan on incorporating data from our dealer interns to see what impact it has on the data. The drop in 2015 seems to be caused by one student’s abnormally low results. Student grades are not impacted based on their passing scores, so the student may not have taken them seriously. Currently, we have a faculty looking at the correlation from test score percentage to course grade. |
| 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 Student certification Engine Performance exam | 2015 Averages – 63%  2014 Averages – 75%  2013 Averages - 72%  2012 Averages - 73%  2011 Averages - 69%  2010 Averages - 69%  Student scores have been gradually increasing. We believe the scores will level off near the 80% range. |
| 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 Student certification Autos exam | 2015 Averages – 63%  2014 Averages – 70%  2013 Averages - 65%  2012 Averages - 65%  2011 Averages - 66%  2010 Averages - 59%  Student scores have been gradually increasing. We believe the scores will level off near the 75% range. |
| Diagnose and repair manual transmission systems, drivelines and differentials. | AUT 1142 | Assess in FY 12-13 | ASE Student certification Drivetrains exam | 2015 Averages – 61%  2014 Averages – 82%  2013 Averages - 63%  2012 Averages - 66%  2011 Averages - 64%  2010 Averages - 55%  Student scores have been gradually increasing. We believe the scores will level off near the 85% range. |
| 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 Student certification Electrical exam | 2015 Averages – 77%  2014 Averages – 76%  2013 Averages - 75%  2012 Averages - 73%  2011 Averages - 70%  2010 Averages - 70%  Student scores have been gradually increasing. We believe the scores will level off near the 80% range. |
| 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 Student certification Brakes exam | 2015 Averages – 72%  2014 Averages – 78%  2013 Averages - 73%  2012 Averages - 72%  2011 Averages - 71%  2010 Averages - 67%  Student scores have been gradually increasing. We believe the scores will level off near the 80% range. |
| Diagnose and repair heating and air conditioning systems including automatic climate-control systems. | AUT 1146 | Assessed in FY 11-12 | ASE Student certification HVAC exam | 2015 Averages – 67%  2014 Averages – 73%  2013 Averages - 72%  2012 Averages - 71%  2011 Averages - 72%  2010 Averages - 66%  Student scores have been gradually increasing. We believe the scores will level off near the 80% range. |
| 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 | Linked outcomes to eLearn rubric. To be implemented March 1- May 1 of 2016. | 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 | Linked outcomes to eLearn rubric. To be implemented March 1- May 1 of 2016. | **Students scored on average 97%.** |
| Utilize safety and environmental skills in applying automotive service practices. | All AUT classes | Assess in FY 13-14 | Linked outcomes to eLearn rubric. To be implemented March 1- May 1 of 2016. | **Students scored on average 89%.** |
| 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 | Linked outcomes to eLearn rubric. To be implemented March 1- May 1 of 2016. | **Students scored on average 98%. (See General Education Outcomes tab for data.)** |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Yes, currently we plan on having our corporate students participate in this test for the first time in 2016. We expect exam scores to increase with their internship based programs. This will be an added expense to the department.  Additionally, an automotive faculty is pursing his master’s degree and for his research project he will be picking two of the courses and comparing students past grades to the students ASE student certification exam scores to study the correlation, if any. |
| **How will you determine whether those changes had an impact?** | TBD. |