



**ACADEMIC
PROGRAM REVIEW
REPORT**

Automotive Technology

Associate of Applied Science
Certificate C

September 13th, 2022



Signature Page and Archiving

Vice President of Instruction Date

President Date

Archiving:

Division Chair submits to Dean and then Vice President for Instructional Services.

- 1. A complete electronic version of the Academic Comprehensive Program Review
- 2. All documentation (electronic)
- 3. A signed signature page



Program Review Faculty and Dean Verification

By signing I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

Program Lead [Type Name] Date _____

[Type Name] Date _____

[Type Name] Date _____

[Type Name] Date _____

[Type Name] Date _____

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

Division Leader [Type Name] Date _____

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

Dean Date _____

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Table of Contents

[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report.]

Program Review Components

Component A - Mission and Context	5
<i>A.1 Program Mission and Purpose</i>	5
<i>A.2 Progress Since Last Review</i>	5
<i>B.1 Faculty Qualifications.....</i>	6
<i>B.2 Faculty Demographics.....</i>	6
<i>B.3 Faculty Scholarship/Service.....</i>	7
<i>B.4 Department Scholarship Analysis</i>	Error! Bookmark not defined.
<i>B.5 Analysis of Faculty Qualifications</i>	7
<i>B.6 Full-Time Faculty Workload.....</i>	8
<i>B.6.1 Analysis of Faculty Workload.....</i>	8
<i>B.7 Percentage of courses taught by each faculty classification.....</i>	9
<i>B.8 Student Faculty Ratio.....</i>	9
<i>B.8.1 Analysis of Faculty Distribution</i>	9
<i>B.9 Summary of Teaching Effectiveness.....</i>	10
<i>B.10 Other Evidence of Faculty Effectiveness.....</i>	10
<i>B.11 Analysis of Teaching Effectiveness</i>	10
<i>B.12 Faculty Summary Analysis.....</i>	10
Component C - Quality of Curriculum and Student Learning	11
<i>C.1 Curriculum Structure.....</i>	11
<i>C.2 Assessment of Student Learning.....</i>	13
<i>C.3 Curriculum Map of Program Student Learning Outcomes.....</i>	23
<i>C.4 Assessment of Curricular Effectiveness</i>	24
<i>C.5 Assessment of Diversity in the Curriculum</i>	24
<i>C.6 Use of Continuous Assessment for Educational Effectiveness.....</i>	25
Component D: Student Enrollment and Success	25
<i>D.1 Student Enrollment</i>	25
<i>D.2 Recruitment and Enrollment.....</i>	26
<i>D.3 Student Fit with Program Mission.....</i>	26
<i>D.4 Student Organizations</i>	27
<i>D.5 Student Assistance</i>	27
<i>D.6 Student and Alumni Achievement</i>	28
<i>D.7 GPA Trend Analysis by Ethnicity</i>	28

<i>D.8 Completions Analysis by Ethnicity</i>	28
<i>D.9 Evidence of Successful Completion</i>	29
<i>D-9a Retention Rates</i>	29
<i>D-9b Graduation Rate (150% of time)</i>	29
<i>D-9c Average semester credit hours for program graduates</i>	29
<i>D-9d Program Graduates Time to Degree</i>	30
<i>D.10 Retention and Student Success Analysis</i>	30
Component E: Academic Opportunities and Class Size	31
<i>E.1 Instruction Type</i>	31
<i>E.2 Class Size Analysis</i>	32
<i>E.3 Non-credit Courses</i>	33
<i>E.4 Academic Opportunities and Class Size Analysis</i>	33
Component F - Student and Constituent Feedback	33
<i>F.1 Student Feedback</i>	33
<i>F.2 Alumni Feedback</i>	34
<i>F.3 Employer/Supervisor Feedback</i>	34
<i>F.4 Constituent Feedback Analysis</i>	35
Component G - Resources and Institutional Capacities	36
<i>G.1 Information Literacy and Library Resources</i>	36
<i>G.2 Resource Analysis</i>	36
<i>G.3 Revenue and Expense Analysis</i>	37
<i>G.4 Analysis of Acquired Resources</i>	37
<i>G.5 Resource Allocation Relative to Capacity</i>	38
Summary Conclusions	39
Program Program Goals with Recommended Action Steps	40
<i>Template Appendix A</i>	41
<i>Template Appendix B</i>	42
<i>Template Appendix C</i>	43
<i>Template Appendix D</i>	44
Other Attachments (to be completed and sent under separate cover)	
Program Review Committee Report and Rubric	
Administrative Response	

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

The Automotive Technology program at GCCC allows students to gain knowledge and skills necessary to enter the workforce in a variety of automotive fields. Students will work with mock engines as well as live work and a fleet of vehicles. Students utilize industry tools like On Board Diagnostics (OBD) scanners to learn to diagnose and repair various automotive components. GCCC's Automotive Technician program is aligned to the Kansas Board of Regents (KBOR) requirements to ensure students are receiving a high quality education that will serve students well as they enter their careers.

A.2 Progress Since Last Review Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) ([Template Appendix A](#)), as well as the Administrative Response to those goals ([Template Appendix B](#)), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

It does not appear that a thorough Program Review has been completed in the recent past for this program. All information and data included in this report were taken from recent history of faculty and staff.

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within immediate previous academic year as well as those on the current academic year's faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
Ryan Grubbs	N/A	N/A	ASE Certified Master Auto Technician
Bret Haire	Associate's Degree	Garden City Community College	ASE Certified Auto Technician

B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are	0	0	0	0	0	0
Non-resident (International)	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Native Hawaiian / Pacific Islander	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0
Race/Ethnicity Unknown (Or Decline to Identify)	0	0	0	0	0	0
White, non-Hispanic	0	2	0		0	2
Totals		2				2
c.) Number of faculty with doctorate or other terminal degree	0	0	0	0	0	0
d.) Number of faculty whose highest degree is a master's, but not a	0	0	0	0	0	0

terminal master's						
e.) Number of faculty whose highest degree is a bachelor's	0	0	0	0	0	0

B.3 Faculty Scholarship/Service: Provide, in tabular or report format, a comprehensive record of faculty scholarship/service for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

Bret Haire – has served on multiple campus committees, including hiring committees for a variety of positions across campus.

Ryan Grubbs – has served on multiple campus committees, including hiring committees for a variety of positions across campus.

B.4 Omitted

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

Ryan Grubbs (Instructor 2016-present)

- Master ASE Certified Technician
- ASE Undercar Specialist
- MACS Certified
- Vision KC Training Certificate of Completion (4)
- The Tuning School Gen 3 LS Certificate of Completion

Bret Haire (Instructor 2020-present)

- ASE Certified Technician
- MACS Certified
- Vision KC Training Certificate of Completion (2)
- The Tuning School Gen 3 LS Certificate of Completion

Bret Haire (Lab Assistant 2019-2020)

- ASE Certified Technician
- MACS Certified

Mark Newport (Lab Assistant 2019-present)

- ASE Certified Technician
- MACS Certified
- Vision KC Training Certificate of Completion

While some faculty members do not possess formal academic degrees, based on evidence provided, all instructors and lab assistants have proper industry qualifications. Professional development opportunities ensure that instructors continue to improve their education to stay current. With the unique skillsets offered by different employees all areas of instruction are covered. Though there are no current gaps in instruction, without Mark Newport and someone filling a second lab assistant position, questions would be raised about the total number of students under our instruction.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

Faculty Workload (over past 5 years, ending Academic Year 2016-17)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
	Academic Year	16-17	17-18	18-19	19-20	20-21				
Ryan Grubbs	15	33	33	56	30					Program Lead
Bret Haire					30					

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

Ryan Grubbs

-Faculty work in addition to program lead duties creates an unreasonable workload while still being expected to perform at full capacity as an instructor.

-Detracts from:

- Being able to focus on new projects
- Creating original and more challenging scenarios for students
- One-on-one time with students

Bret Haire

-Faculty workload has been mostly adequate to allow for prep time and assisting students.

-Contributes to:

- Professional development as an instructor
- Conditioned towards logistical work

-Detracts from:

- Being able to focus on new projects
- Creating original and more challenging scenarios for students

B.7 Percentage of courses taught by full-time and part-time status: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2016-17	[17-18]	[18-19]	[19-20]	[20-21]
Full-Time	100%	100%	100%	100%	100%
Part-time					
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio					
Academic Year	2017	2018	2019	2020	2021
# of Full-Time Faculty	1	1	1	1	1
# of Part-time	0	0	0	2	2
FTE Faculty	1	1	1	1.67	1.67
# of Full-Time Students	5	9	10	15	22
# of Part-Time Students	3	13	34	20	12
FTE Student	6	13.33	21.33	21.67	26
FTE Student: FTE Faculty Ratio*	6:1	13.33:1	21.33:1	21.67:1.67	26:1.67

*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

The renewal of this program in 2016 was a momentous event. The hiring of Ryan Grubbs to lead the program set the stage for the entire program to grow and evolve over time. The program began with one full-time faculty member. A part-time instructor was then hired. That person eventually became full-time also. As the program grew in numbers, the college dedicated financial resources to support a second full-time faculty member. Based upon the number of students in the reviewed years, one to two full time faculty members and two lab assistants was adequate to ensure high levels of instruction. However, the program is unique because it involves both lecture and lab components and adequate staff are required to support both modes of delivery. Lab assistants are critical to the success of the program. The number of lab assistants in the years being reviewed was adequate, but only to a certain degree. The faculty and staff made accommodations to meet their needs with the resources

that were given to them. Moving forward, more faculty will be needed to cover expansion. More lab assistants will be needed as well. The high school program continues to grow and grow; thus, the number of personnel will need to grow accordingly. Facilities will be discussed later in this review....

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.

No data is included in this report. However, from reading comments from students over the years, they report that faculty are good at “breaking down complicated topics into simple terms.” Other common themes are “we get a very personalized learning experience”. Students regularly comment on their ability to have direct hands-on experiences and nearly unlimited access to faculty members outside of class times. In contrast, many students also comment on the age of fleet vehicles on campus. Again, this will be addressed later in this report...

B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

Teaching effectiveness varies widely, depending on the year examined. In the beginning, resources were limited, and the program could be considered to be in a “rebuild year”. However, with the low number of initial students, Ryan was able to deliver a much more tailored and hands on experience. Moving forward, more institutional support and grant resources became available. Slowly but surely, questions about adequate resources began to go away, and Ryan could focus on delivering training, rather than focusing on resources.

With the addition of Bret in the 2020-2021 year, we were able to take on a second batch of students as well as a second shop, essentially doubling the capacity of our program. The biggest resource challenge throughout this entire time was (and still is today) the need to update our fleet of school vehicles. Our newest vehicle is 12 years old, and while we can cover this need by taking live work from community members, we cannot expect to run all our classes this way.

As of the 20-21 year, all automotives classes are held in person. All post-secondary students take classes on Campus, and all HS students attend classes at in our classroom and shop at the GC Achieve building. Following this model, all students are receiving personalized instruction, including daily face-to-face/ 1 on 1 training in both the shop and classroom. The only exception to this over the years was the shift from in person to online classes during the covid outbreak of the 19-20 school year. This learning model was very difficult for students, as our classes rely heavily on hands on learning. The removal of this was very detrimental to student interaction and learning retention.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

Over the past five years, the Automotive Technology program has been constantly evolving. Auto has not had one “stagnant” year in the history of the program, and growth has been a priority, second only to quality of instruction.

To this end, we have slowly added faculty members, as well as part-time lab assistants, to meet the growing needs of our students. The workload was appropriate for a growing program but could not have been sustained at the levels provided in 2016 – 2020.

However, due to the nature of our classes there is at times very little time available for prep. This time is further reduced at times with program and administrative needs. Some of these needs are specific to Auto or programs like ours such as equipment installation/maintenance or scheduling thereof, vehicle acquisition/management, scheduling and dealing with “customers” who bring our students live work etc.

Other needs are shared by all tech programs such as recruitment, advising, advisory committees, budgeting, club activities, and more menial things such as annual reports, course assessments, grant paperwork and so on.

Some of these tasks can be shared among our two fulltime instructors, as well as the third when that person has a chance to get on their feet. However, most of it cannot, and it results in one instructor being greatly burdened by logistical work that removes from class time. This person is given the program lead title and a stipend; however, it does not change the fact that too much work is being issued while expecting instructors to run their classes effectively. We have communicated with other tech instructors and agree that a viable solution to this problem would be to decrease classroom load for program leaders, to allow time for these things to get done properly, without taking away from our students.

Aside from the abovementioned issues, all other teaching strategies are adequate. The way our classes are structured, from high school students to sophomores, fits and runs as it should. Three full time instructors and two lab assistants safely covers our instructor/student ratio. That said, Automotive is at max capacity. The next step for us will be to develop new curriculum to further utilize our space at the alternative high school.

Component C - Quality of Curriculum and Student Learning

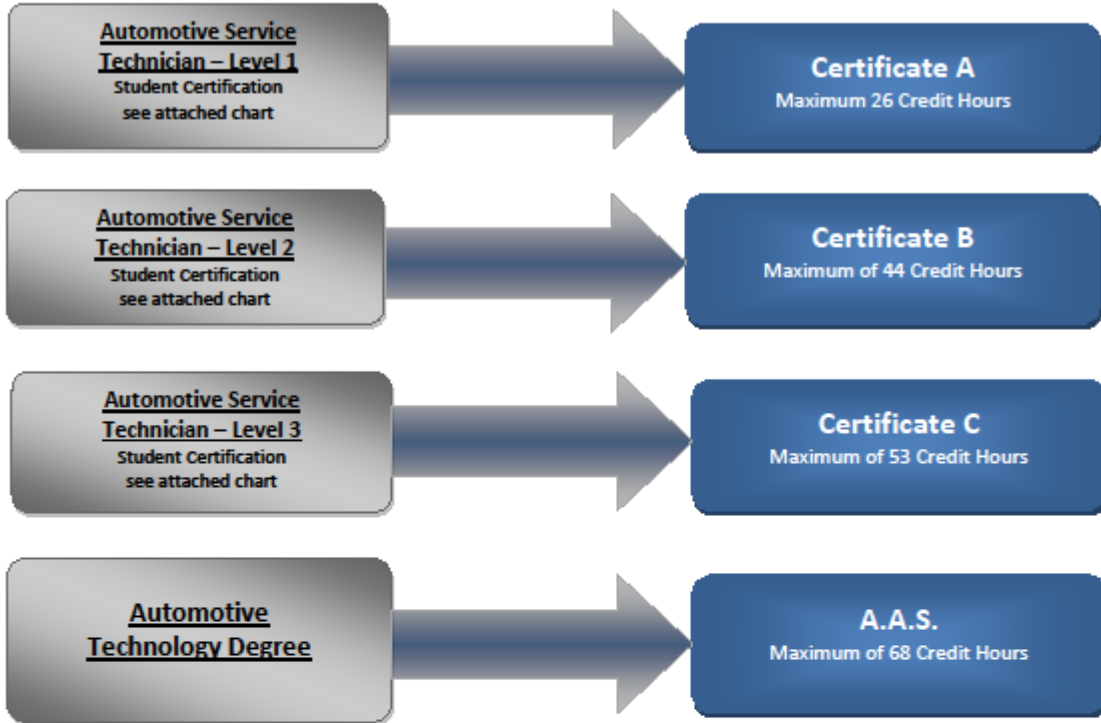
C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

The Automotive program has two pathways and points of exit: AAS degree and Certificate C. The program is aligned at the KBOR level and meets all the requirements set forth by the state of Kansas and the Kansas Board of Regents. As a whole, the program looks similar to other programs within the state. However, one of the major differences is the level of interaction and “personalization” that is provided in our program. We have visited several other programs in the state, and we all agree that our program provides a very tailored experience for each student.

Each year, our faculty review the curriculum and look for ways to enhance the classes or provide additional instruction in some way. While only small changes can be made (due to alignment), we regularly find ways to incorporate the latest information and instruction into our classes.

One of the biggest changes has been the incorporation of the dual-credit classes at local high schools. This has changed the way we handle our entire program. The growth has been significant over the past five years. Changes have been made to the curriculum in order to capitalize on this enrollment to the best of our abilities. These students represent an opportunity for the college to receive additional funding that can then be injected back into the program for improvement.

Automotive Technology Program Alignment – Kansas Board of Regents CIP: 47.0604	2014 4/14/2010 Amended 8/21/2014
--	--



<i>Required Courses within Program</i>	Notes
<p style="text-align: center;"><u>Common Courses</u> <u>12 credits:</u></p> <p><i>Brakes I</i> 3 credits</p> <p><i>Electrical I</i> 3 credits</p> <p><i>Engine Performance I</i> 3 credits</p> <p><i>Suspension and Steering I</i> 3 credits</p> <p><small>Course list sequence has no implication on course scheduling by colleges.</small></p> <p><small>Institutions may add additional competencies based on local demand.</small></p>	<p>Specifics pertaining to Automotive Technology programs:</p> <ol style="list-style-type: none"> 1. Institutions are encouraged to transition to NATEF 2013 standards as soon as possible. 2. Educational competencies must align with the current accreditation standards of the National Automotive Technicians Education Foundation (NATEF) and corresponding certifications. 3. All NATEF tasks (competencies) are identified with a priority code. <ul style="list-style-type: none"> • Minimum of 90% of Priority 1 tasks must be completed • Minimum of 80% of Priority 2 tasks must be completed • Minimum of 50% of Priority 3 tasks must be completed 4. Students are encouraged to obtain the Kansas WORKReady! Certificate (Silver-Level). 5. The common courses may represent opportunities for colleges to connect to K-12 CTE pathways.

At the successful completion of the program curriculum, students will be able to:

1. Diagnose mechanical malfunctions and performance problems and make necessary repairs
2. Operate precision automotive diagnostic and repair equipment
3. Interpret repair manuals and computer-based programs dealing with specifications and repair procedures
4. Practice customer service skills with customers, employer, and fellow employees
5. Use tools and equipment found in an automotive repair shop.
6. Diagnose and service a variety of automotive systems including electrical, brakes, engines, transmissions, and steering and suspension
7. Follow established procedures for safety and accident prevention in the automotive service facility.
8. Describe the purpose of the laws concerning personal and environmentally safe handling of hazardous waste.
9. Define information that should be completed on repair orders, accurately describing customer issues in pursuit of a satisfactory repair.

In addition, the following college-wide learning outcomes reflect the guiding expectations of all programs at Garden City Community College.

- Written Communication
- Oral Communication
- Critical Thinking
- Social Responsibility
- Cultural Diversity

C.2 Assessment of Student Learning: Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

See Below:

Annual Program Assessment

Program:	Automotive Technology
Program Mission Statement:	<i>The automotive technology program and Garden City Community College provide the knowledge and skills necessary to enter the workforce in a variety of automotive careers. This four-year program. These learning opportunities encourage students to develop the professional skills required for job placement, retention, and advancement. The curriculum in automotive mechanical theory and practical applications necessary to determine their goals and the faculty at GCCC will assist each student in determining their goals.</i>
Year:	Fall 2017 - Spring 2018

Instructors:	Ryan Grubbs
--------------	-------------

Phase 1: Beginning of Semester	Program Learning Outcome:	Graduates will be able to follow established procedures for s automotive service facility.
	Direct Measure #1:	Auto-1511 Safety Test
	Target:	70% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	Data/Results:	5/5 100%
	Data Summary/Analysis:	Target was met
	Action Plan (if needed):	N/A
	Responsible Party:	N/A
	Completion Date:	N/A
	Resources Needed:	N/A
Phase 1: Beginning of Semester	Direct Measure #2:	Chapter 5 Hand Tools & Shop Equipment Essay Questions
	Target:	100% of students enrolled in AUTO-1511 will pass this assess
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	Data/Results:	5/5 100%
	Data Summary/Analysis:	Target was met
	Action Plan (if needed):	N/A
	Responsible Party:	N/A
	Completion Date:	N/A
	Resources Needed:	N/A
Phase 1: Beginning of Semester	Indirect Measure:	Informal survey sent to employers
	Target:	80% of employers will be satisfied with the students ability to
	Sampling:	2 students who graduated and have become employed in ind
Phase 2: End of Semester	Data/Results:	n/a
	Data Summary/Analysis:	n/a
	Action Plan (if needed):	Will be creating an employer survey.
	Responsible Party:	Ryan Grubbs
	Completion Date:	End of School Year
	Resources Needed:	

	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still be have more complete and accurate data.
Phase 1: Beginning of Semester	Program Learning Outcome:	Graduates will be about to diagnose mechanical malfunctions and perform necessary repairs
	Direct Measure #1:	ASE Student Certification Testing done at the end of Semester
	Target:	100% of the graduates will leave the program having successful ASE Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	Data/Results:	2 of 2 - 100%
	Data Summary/Analysis:	Target met easily with first 2 graduates, will continue to monitor
	Action Plan (if needed):	n/a
	Responsible Party:	n/a
	Completion Date:	End of every semester
Phase 1: Beginning of Semester	Direct Measure #2:	ASE A6 Electrical Practice Test
	Target:	75% of students enrolled in AUTO-105 Electrical will achieve a passing score on Electrical Proactive Quiz
	Sampling:	100%
Phase 2: End of Semester	Data/Results:	4 of 5 - 80%
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	Will closely monitor
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat confident
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	Data/Results:	n/a
	Data Summary/Analysis:	n/a
	Action Plan (if needed):	Will be creating a program completers survey
	Responsible Party:	Ryan Grubbs
	Completion Date:	End of Program
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still be have more complete and accurate data.
Phase 1: Beginning of Semester	Program Learning Outcome:	Define information that should be completed on repair order and address issues in pursuit of a satisfactory repair
	Direct Measure #1:	ASE Student AUTOMOTIVE SERVICE TECHNOLOGY Test done

	Target:	100% of the students will leave the program having successful Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	Data/Results:	3 of 3 - 100%
	Data Summary/Analysis:	Target met initially, will continue to monitor closely
	Action Plan (if needed):	n/a
	Responsible Party:	n/a
	Completion Date:	End of every semester
	Resources Needed:	n/a
Phase 1: Beginning of	Direct Measure #2:	Chapter 2 Workplace Skills Multiple Choice & True False Quiz
	Target:	100% of students enrolled in AUTO-1511 will pass this assessment
	Sampling:	100% of Students enrolled in the automotive program
Phase 2: End of Semester	Data/Results:	5 of 5 - 100%
	Data Summary/Analysis:	Target met initially, will continue to monitor closely
	Action Plan (if needed):	Will continue working to improve curriculum involved with customer encounter in an auto shop
	Responsible Party:	Ryan Grubbs
	Completion Date:	on going
	Resources Needed:	n/a
Phase 1: Beginning of Semester	Indirect Measure:	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat confident customers in regards to facilitating repairs and other material
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	Data/Results:	n/a
	Data Summary/Analysis:	n/a
	Action Plan (if needed):	Will be creating a program completers survey
	Responsible Party:	Ryan Grubbs
	Completion Date:	End of Program
	Resources Needed:	
Overall Assessment of PLO:		Partially Met: Some indirect measurement methods are still being developed. We will have more complete and accurate data.

Annual Program Assessment

Program:	Automotive Technology
Program Mission Statement:	<i>The automotive technology program and Garden City Community College provide the knowledge and skills necessary to enter the workforce in a variety of automotive careers. These learning opportunities encourage students to develop the professional skills required for job placement, retention, and advancement. The curriculum in automotive mechanical theory and practical applications need to be designed to determine their goals and the faculty at GCCC will assist each student in determining their goals.</i>

Year:	Fall 2018 - Spring 2019
Instructors:	Ryan Grubbs

Phase 1: Beginning of Semester	Program Learning Outcome:	Graduates will be able to follow established procedures for safety in an automotive service facility.
	Direct Measure #1:	Auto-1511 Safety Test
	Target:	70% of students enrolled in AUTO-1511 will pass this assessment
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	Data/Results:	9 of 13 =69.2%
	Data Summary/Analysis:	Target Not Met
	Action Plan (if needed):	Target was only slightly missed, with the implementation of this target will fix itself.
	Responsible Party:	Ryan Grubbs
	Completion Date:	Next School Year
	Resources Needed:	n/a
Phase 1: Beginning of Semester	Direct Measure #2:	Chapter 5 Hand Tools & Shop Equipment Essay Questions
	Target:	100% of students enrolled in AUTO-1511 will pass this assessment
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	Data/Results:	4 of 13 = 31%
	Data Summary/Analysis:	Target Not Met
	Action Plan (if needed):	Target missed significantly, we continue to stress the importance of completing tasks correctly. I can want them to be successful but pre enrollment benchmark testing will improve these results.
	Responsible Party:	Ryan Grubbs
	Completion Date:	Next School Year
	Resources Needed:	n/a
Phase 1: Beginning of Semester	Indirect Measure:	Informal survey sent to employers
	Target:	80% of employers will be satisfied with the students ability to complete tasks
	Sampling:	2 students who graduated and have become employed in industry
Phase 2: End of Semester	Data/Results:	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers have been contacted and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	

	Completion Date:	TBD
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still be have more complete and accurate data.
Phase 1: Beginning of Semester	Program Learning Outcome:	Graduates will be about to diagnose mechanical malfunctions necessary repairs
	Direct Measure #1:	ASE Student Certification Testing done at the end of Semester
Phase 2: End of Semester	Target:	90% of the graduates will leave the program having successful Certifications
	Sampling:	100% of students enrolled in the automotive program
	Data/Results:	2 of 3 = 67%
	Data Summary/Analysis:	Target not met although 21 certs were achieved by the 3 com
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	ASE A6 Electrical Practice Test
	Target:	75% of students enrolled in AUTO-105 Electrical will achieve Electrical Student Test
	Sampling:	100%
Phase 2: End of Semester	Data/Results:	9 of 11 = 82%
	Data Summary/Analysis:	Target Met, resulted in 5 new ASE Student Level Techs
	Action Plan (if needed):	n/a
	Responsible Party:	Ryan Grubbs
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat confident
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	Data/Results:	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	
	Completion Date:	TBD
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still be have more complete and accurate data.

Phase 1: Beginning of Semester	Program Learning Outcome:	Define information that should be completed on repair order issues in pursuit of a satisfactory repair
	Direct Measure #1:	ASE Student AUTOMOTIVE SERVICE TECHNOLOGY Test done
	Target:	100% of the students will leave the program having successful Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	Data/Results:	2 of 3 =67%
	Data Summary/Analysis:	Target not met although 21 certs were achieved by the 3 com
	Action Plan (if needed):	As enrollment grows and program criteria is created this num
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	Chapter 5 Hand tools and Shop Equipment Multiple Choice &
	Target:	70% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of Students enrolled in the automotive program
	Data/Results:	8 of 13 = 62%
Phase 2: End of Semester	Data Summary/Analysis:	Target not Met
	Action Plan (if needed):	Target missed significantly, we continue to stress the import complete tasks correctly. I can want them to be successful bu pre enrollment benchmark testing will improve these results.
	Responsible Party:	Ryan Grubbs
	Completion Date:	TBD
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat co customers in regards to facilitating repairs and other materia
	Sampling:	100% of Automotive AAS and Cert C completers
	Data/Results:	N/A No survey has been created or mailed
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	
	Completion Date:	
	Resources Needed:	TBD
Overall Assessment of PLO:		Partially Met: Some indirect measurement methods are still b have more complete and accurate data.

Annual Program Assessment

Program:	Automotive Technology
----------	------------------------------

Program Mission Statement:	<i>The automotive technology program and Garden City Community College o knowledge and skills necessary to enter the workforce in a variety of autom four-year program. These learning opportunities encourage students to dev professional skills required for job placement, retention, and advancement curriculum in automotive mechanical theory and practical applications need determine their goals and the faculty at GCCC will assist each student in de</i>
Year:	Fall 2019 - Spring 2020
Instructors:	Ryan Grubbs

Phase 1: Beginning of Semester	Program Learning Outcome:	Graduates will be able to follow established procedures for sa automotive service facility.
	Direct Measure #1:	Auto-1511 Safety Test
	Target:	70% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	Data/Results:	13 of 14 = 93%
	Data Summary/Analysis:	
	Action Plan (if needed):	Target met, no action needed at this time
	Responsible Party:	Ryan Grubbs
	Completion Date:	n/a
	Resources Needed:	n/a
Phase 1: Beginning of Semester	Direct Measure #2:	Chapter 5 Hand Tools & Shop Equipment Essay Questions
	Target:	100% of students enrolled in AUTO-1511 will pass this assess
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	Data/Results:	5 of 14= 36%
	Data Summary/Analysis:	Target missed significantly
	Action Plan (if needed):	We continue to stress the importance of using research in thi can want them to be successful but I cant do it for them. I bel testing will improve these results.
	Responsible Party:	Ryan Grubbs
	Completion Date:	Next School Year
	Resources Needed:	n/a
Phase 1: Beginning of Semester	Indirect Measure:	Informal survey sent to employers
	Target:	80% of employers will be satisfied with the students ability to
	Sampling:	2 students who graduated and have become employed in ind
Phase 2:	Data/Results:	N/A No survey has been created or mailed

	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	
	Completion Date:	TBD
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b have more complete and accurate data.
Phase 1: Beginning of Semester	Program Learning Outcome:	Graduates will be about to diagnose mechanical malfunctions necessary repairs
	Direct Measure #1:	ASE Student Certification Testing done at the end of Semester
	Target:	90% of the graduates will leave the program having successful Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	Target not met although 21 certs were achieved by the 3 com
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	ASE A6 Electrical Student Test
	Target:	75% of students enrolled in AUTO-105 Electrical will achieve a Electrical Student Test
	Sampling:	100%
Phase 2: End of Semester	Data/Results:	8 of 13 = 62%
	Data Summary/Analysis:	Target missed
	Action Plan (if needed):	The mindset that is required to be successful in the industry i continue to spend extra time with my students to ensure the
	Responsible Party:	Ryan Grubbs
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat con
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	Data/Results:	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	

	Completion Date:	TBD
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b have more complete and accurate data.
Phase 1: Beginning of Semester	Program Learning Outcome:	Define information that should be completed on repair order issues in pursuit of a satisfactory repair
	Direct Measure #1:	ASE Student AUTOMOTIVE SERVICE TECHNOLOGY Test done
	Target:	100% of the students will leave the program having successful Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	Target not met although 21 certs were achieved by the 3 com
	Action Plan (if needed):	As enrollment grows and program criteria is created this num
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	Chapter 5 Hand tools and Shop Equipment Multiple Choice &
	Target:	70% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of Students enrolled in the automotive program
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	Target missed significantly, we continue to stress the import complete tasks correctly. I can want them to be successful b pre enrollment benchmark testing will improve these results.
	Responsible Party:	Ryan Grubbs
	Completion Date:	TBD
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat co customers in regards to facilitating repairs and other materia
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	Data/Results:	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	
	Completion Date:	
	Resources Needed:	TBD
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b have more complete and accurate data.

C.3 Curriculum Map of Program Student Learning Outcomes:

Paste your program's curriculum map below or attach as an appendix.

Program: Automotive		AAS					
		CERTC					
		<i>Curriculum Map</i>					
Program Outcomes: Upon completion of the program, graduates will be able to...	Institutional Skills	follow established procedures for safety and accident prevention in the automotive service industry.	operate precision automotive diagnostic and repair equipment.	service a variety of automotive systems.	diagnose mechanical malfunctions and performance problems and make necessary repairs.	practice customer service skills with customers, employers, and fellow employees.	effectively communicate.
Courses							
AUTO-151 - Auto Safety and Shop Practices	CPW	IRA				IRA	IRA
AUTO-1053 - Electrical I	CPW	IRA	IR	IRA	IRA		IRA
AUTO-1073 - Brakes	CPW	IRA	IRA	IRA	IRMA	IRA	IRA
AUTO-1123 - Suspension & Steering	CPW	IRA	IRA	IRA	IRA	IRMA	IRA
AUTO-1043 - Manual Drive Trains & Axles	CPW	IRA	IRA	IRA	IRA		IRA
AUTO-100 - Small Gasoline Engines	CPW			IRA	IRA	IRA	IRA
AUTO-1093 - Heating & Air Conditioning	CPW	IRA	IRA	IRA	IRA		IRA
AUTO-1113- Automatic Transmission	CPW	IRMA	IRA	IRMA	IRA	IRA	IRMA
AUTO - 102 - Maintenance and Light Repair	CPW		IRA	IRA	IRA	IRA	IRA
AUTO-1033 - Engine Repair	CPW	IRA	IRMA	IRA	IRA	IRMA	IRA
AUTO-1063 - Engine Performance I	CPW	IRA	IRMA	IRMA	IRMA	IRMA	IRA
AUTO-1083 - Engine Performance II	CPW	IRMA	IRA	IRA	IRMA	IRMA	IRMA

C.4 Assessment of Curricular Effectiveness: Using your program’s curriculum map and the evidence collected from the assessment of student learning, outline your program’s intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

From 2016 to present, our classroom curriculum has only changed once. This change came in the form of a new edition of textbook in January 2019. Students who were in their freshman year in 2019 continued to use the old 6th edition until they graduated in Spring 2020. However, freshman of Fall 2020 started the new 7th edition textbook and we have continued to use that to date. Lab curriculum has changed yearly, ranging from large to small changes. Noteworthy additions were vehicle lifts to Ryan’s shop in 2018, the addition of the sophomore shop in 2018, the acquisition and outfitting of our High School facility in 2020, and the renovations to the sophomore shop in 2021. With these large changes, we were able to do additional and more relevant/in-depth projects.

Given Automotive’s rapid growth over the years, steps have been taken in order to maintain and evolve student learning. Major steps include the switch from enrollment every semester to enrollment only in the Fall. By doing this, we created Freshman and Sophomore classes, instead of classes with mismatched students. This situation can be seen clearly in B.8 from 2017-2019 as we had a high number of part-time students in those years. The reason for this was Ryan could only teach certain classes in the fall and spring. Some students would join in the Spring for their first classes, while others had joined in Fall and had already taken some classes. As a result, you may have two students taking Engine Performance (advanced class) but only one of them had taken electrical (beginner class). Students had varied skill levels at this point and it made tailor-fitting their learning experience quite difficult. Switching to Fall enrollment only solved this problem without making classes prerequisite necessary. A massive byproduct of this was the option to take on a second group of students, along with a second instructor and shop. Thus, the Sophomore class was born, and Bret Haire became the instructor for those students.

The addition of High School classes was another major step in the development of the program, as well as solving a need for the students in our community. The 2020-2021 high school class comprised of 12 students who took our Safety and Shop Practices course, along with our Brakes and Brakes Lab classes. This class opened a huge door for secondary education involvement and will only become more beneficial as time passes. A noteworthy/measurable benefit from our High School classes was gaining the ability to spend a full year with students before they arrive to take our post-secondary classes. These students are more advanced, well-rounded, and have already been versed in our practices before they even set foot on campus.

Looking forward, we have expanded our High School classes for the 21-22 year and now have the capacity to take on as many 42 students (3 classes of 14 max.) The addition of a third instructor, as well as a second lab assistant, has made this possible. We carried over 10 (of 14 possible) students from the high school program into our post-secondary program. All these students are degree seeking and have proven to be our best group of students to date academically as well as practically.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program’s efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum? Diversity may include, but is not limited to, differences in religion, race, ethnic origin, nationality, socioeconomic status, sexual orientation, gender identity and expression, disability and political ideology.

While diversity and inclusion are essential to the overall Mission of GCCC, these particular issues are embedded within the Automotive program organically. This program is unique in the fact that nearly ALL students are of Hispanic background and origin. The faculty and staff of the program have come to learn how to best adapt to meeting the particular needs of students with Spanish language barriers, cultural differences, and past societal expectations. The curriculum itself does not have specific adaptations that address cultural diversity, but in the past few years, some pieces of equipment have been purchased specifically for use by females and students who are smaller in stature. The former was purchased using funds from a Perkins Non-Traditional grant that was aimed at addressing the specific needs of females in Automotive.

Additionally, our faculty and staff purposely work with students to provide learning opportunities that are frequently seen by our students. For example, many of the students in our classes are relatively young (still teenagers) and are excited by projects and topics that involve performance and loud sounds. Thus, faculty and staff use this knowledge in class and lab examples. Along these same lines, students are given the opportunity to use their personal vehicles as learning tools while having parts provided to them by the program. By doing this, student become more excited to learn by working on their own vehicles and saving money in the process.

Also unique to our program is the fact that nearly all our topics of discussion center on facts and figures related to automobiles. They are pieces of equipment that are utilized in society for a specific purpose: to get from point a to point b. At times, it is very difficult to adapt these lessons towards students from diverse backgrounds or origins. Some topics simply cannot be adapted to sexual orientation or gender identity or political ideology. Learning about gears and transmissions is a relatively straight-forward topic to learn. However, as previously stated, the faculty and staff try to use examples that may better relate to certain students and may help enhance their ability to study and learn.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

Every year, an annual program assessment is completed on the program (AAS and Cert C). The program assessment is designed to assess the Program learner outcomes, part of which are assigned by KBOR. Some of the outcomes are more difficult to assess than others.

Every semester, a course assessment is completed on each course taught in that semester.

Every year, we complete our Essential Skills, or newly adopted Employability Skills, assessments. The Employability Skills include Problem-Solving, Communication and Work Ethic. The three of those include components of the five Essential Skills.

Each of these are important for assessment but the best assessment that happens is in conversations with other faculty and our industry partners. For example, during a conversation with one of our advisory board members who had employed a former student, our faculty learned that our student had limited knowledge of electrical foundations of certain vehicles. Based on that information, we took the problem to our Advisory Board where we were able to meet with the businesses and shops that hire our students. They helped us come up with outcomes that they wanted to see from students who were in their final semester in the program. This discussion helped us determine if we had the best program learning outcomes or if they needed to be adjusted slightly. Unfortunately, this cannot be done every semester or every year. We cannot change our PLO's every time an employer makes some comments about certain areas that need enhanced with certain students. Once we identify some trends in our feedback or assessments, we can make changes appropriately.

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2017		2018		2019		2020		2021		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	0	0	0	0	0	0	0	0

Asian	0	2	0	2	0	2	0	2	0	1	9
Black, non-Hispanic	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	3	1	5	2	32	0	26	2	37	108
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	2	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	2
Race/ethnicity Unknown	0	0	0	0	2	2	0	1	0	0	3
White, non-Hispanic	0	4	0	4	3	6	2	5	0	3	27
<i>Totals</i>	0	9	1	11	5	42	2	34	2	43	

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

Enrollment has increased rapidly over the years. After a few years of successful classes, word had gotten out about the revival of the Auto program. Enrollment has not been an issue since. With the addition of the sophomore shop, we saw a 100% increase in possible student capacity, though each year we realistically have a few students that do not return after their freshman year. Typically, we end with 70-80% of the students we started with, and we feel this is an acceptable number as we prefer quality over quantity.

Similar to our post-secondary classes, our high school classes increased potential enrollment numbers by another 14 seats; a number that grew to 42 the following year (2021-2022). Now that we can funnel students from the high school into our post-secondary program, it is unlikely that we will have to worry about enrollment in the next 3-5 years. Industry demand is not slowing down (it's increasing) and if the electric car market takes off, demand is going to be huge.

Don't let these statements make you think recruitment is no longer necessary. Since we are in a unique position, high school recruitment is more important than ever. Our HS classes are comprised of students from area schools, so it is still very important that we have a presence in these schools in order to maintain interest in our program. A large and very noticeable hole is female student enrollment into our program. To date, we have only had 10 female students from both HS and post-secondary classes. We make it a point to specifically try and recruit girls into our program as they are in high industry demand, but this has been largely unsuccessful.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

Students in the Automotive program have a wide variety of skills and talents. They also have varying degrees of interest. Some are very interested in repairing older vehicles; some are mostly interested in the newest vehicles on the market. Overall, one common theme of our students over the past five years is their interest in hands-on learning. Our students learn best when we give them projects in the shop to apply the lessons we have discussed in the classroom.

Generally, our faculty and staff look to recruit students who are interested in applying their knowledge and background in real-life situations. We are also trying to attract students who are self-motivated and want to learn. Too often, automotive programs at the high school levels are treated as a “dumping ground” for students who do not belong in other traditional classrooms. In these situations, no one wins! Faculty are frustrated with administration who sent these students into the shop. Students are frustrated with the level of work that is required in order to be successful. Our goal is to work with local high schools to bring awareness about our auto program and the type of classes that are offered. We also tell high school counselors about the type of students that will be successful in our program.

In the future, we will continue to do our best to attract the highest quality students from local high schools that have a true interest in working hard to learn as much as possible about all types of automobiles and all the components of being a great technician.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student’s educational experience.

We have made attempts to incorporate SGA into our students lives with the addition of our Broncbuster Motorsports team. Our goal was to have students build and compete with a car they worked on entirely. The races this car would participate in are fully sanctioned by the IMCA and the car would be subject to safety inspections by paid officials every time it went to a track.

Unfortunately, institutional support has been hard to acquire. We feel that misunderstandings have been made about what it is that we planned to do, but ultimately it has been a losing battle that we have decided to put to rest and pursue other plans.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

All High School students to date are advised by Dawn Tucker. All automotive freshmen have been personally advised by the program lead since 2016. Going into their sophomore year they will be advised by Ryan Grubbs, and during their sophomore year, they will be advised by Bret Haire. In summary, all advising is done in house, and that is what works best.

Students are given scholarship money every semester. Typically, these funds are given to the top 3 students of each class who display excellence in classwork, shopwork and attendance. Additionally, we provide resources to all our students when outside scholarships are available, and assist students with contacting the campus financial aid department when needed.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

Since no previous program review exists, we have no means to measure this. In the future, this will be easy to populate with data.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

GPA Trend										
	2017		2018		2019		2020		2021	
	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg
Non-resident (International)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	3.231	3.306	3.113	3.250	2.518	3.129	2.864	3.208	2.911	3.094
Black, non-Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	2.181	2.835	2.208	2.791	2.442	2.746	2.636	2.708	2.747	2.737
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian / Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.750	2.757
Race/ethnicity Unknown	n/a	n/a	n/a	n/a	2.138	2.943	2.75	2.746	n/a	n/a
White, non-Hispanic	2.678	3.146	2.010	3.104	2.066	3.099	2.518	3.039	2.457	3.138
Female	n/a	n/a	2.906	3.017	2.352	2.946	2.294	2.904	3.300	2.907
Male	2.635	2.789	2.237	2.682	2.361	2.727	2.649	2.650	2.751	2.847

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions										
	2017		2018		2019		2020		2021	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										
Asian				3				1		
Black, non-Hispanic										
Hispanic						4		13		12

American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic		2		4		5		15		13

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates

One-year retention rates (Fall to Fall)											
5-year average		2017		2018		2019		2020		2021	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
9	66.67%	12	75%	47	61.70%	36	77.78%	45	66.67%	149	68.46%

D-9b Graduation Rate (150% of time)

Program 3-year graduation rates												
5-year total			Entering cohorts Fall semester									
			2017		2018		2019		2020		2021	
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort
27.52%	149	41	22.22%	9	25%	47	27.66%	47	27.78%	36	28.89%	45

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2017			2018			2019			2020			2021		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
2	64.50	0	4	90	0	5	66.60	6.80	15	66.67	0	13	78.92	0

D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2017		2018		2019		2020		2021	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
0	2	1.50	4	3.00	5	4.00	15	2.00	13

Note: The time to degree cohorts is established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- What does the evidence from the above data suggest regarding how well your program is producing successful students?
- List specific events/activities that the program uses to increase student retention and degree completion.
- Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
- Identify any areas in need of improvement for producing successful students.

A noticeable point from above is the fact that Auto Students are graduating with lower GPA's than the average institutional GPA within the same time frame. I feel the biggest contributing factor to this issue is that students (particularly USD 457) are not college ready. In the past, we have had students who are barely literate, and we are asking them to read complicated manuals and diagrams daily. We help teach them and close this gap, but it takes away from the full potential of the classes. This is fully a criticism of the school district, not the students.

In Automotive specifically, the classroom/lecture side of assignments is predictably the largest struggle for our students. We have taken all the steps we possibly can to make sure our coursework is delivered fairly, both in amount and time to complete. I would be willing to say our biggest daily struggle is getting students to understand the importance of handling assignments/bookwork; that they will be seeing paperwork in their daily work lives. This is an active issue that we are working on strategies to combat at this very moment. A huge contributing factor to this is the vast majority of our students do not come from wealthy families and must work long hours in addition to the classwork leaving little time for academic success. For this reason, Ryan and I both dedicate time every day for students to work on their assignments in class.

On a positive note, shop work by our students gets more impressive every year. We are essentially running a full-service shop when both classes are in session, and I have been proud of the hands on work our students have accomplished over the years. Many of our students have gone into the industry and are already making a good living doing what they are good at. Our high school students are gaining skills that will allow them to get good jobs early on. Should they choose not to join our post-secondary classes, they could leave high school fully possessing skills and certifications to fill jobs being advertised for good money locally.

On the Gen Ed side, students who struggle academically are referred to the library tutors, or we will reserve some time in class for them to receive assistance from either the instructors or their peers. In the event that it seems their workload is too great for them to handle, whether it be due to their jobs or otherwise, we will help them form a more manageable plan. It is very common for a student or two to be dropped from one to three gen eds over the two years they spend in auto and have to make those classes up with a fifth semester. We don't have a clear solution to this problem, as most of our students make it through. The students have attributed this to having to work and having busy lives outside of school, and I believe that.

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

NOTE: This official data was unavailable to us, along with E.2. Let it be known that all automotive students are taught face to face. Post-secondary students are taught on campus, and HS students are taught at our HS facility. The exception to this was the 2019-2020 year where all post-secondary students switched to online temporarily.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	2017		2018		2019		2020		2021	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)										
Concurrent Enrollment (Outreach-HS)										
Dual Credit Enrollment (Outreach-HS)										
On-line courses-GCCC										
On-line courses-EDUKAN										
On-line courses-Contract										
Face to Face courses										
Internships/practica										
Independent study, tutorials, or private instruction										
Developmental courses										

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
[Please fill in academic years, i.e. 15-16.]	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2016-2017 Class Sections								
2016-2017 Class Sub-Sections								
2017-2018 Class Sections								
2017-2018 Class Sub-Sections								
2018-2019 Class Sections								
2018-2019 Class Sub-Sections								
2019-2020 Class Sections								
2019-2020 Class Sub-Sections								
2020-2021 Class Sections								
2020-2021 Class Sub-Sections								
Totals Across 5 Years								

E.3 Non-credit Courses: Complete only if your department offered non-credit courses. If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses					
Academic Year	[Please fill in academic years, i.e. 15-16.]				
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program’s class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

Not enough information is available above to use as evidence. However, I can say analytically, that our class sizes have been adequate. We take no more than 14 freshman each year, and typically take 8-12 sophomores depending on who returns. For the space available, these are perfect numbers.

In the high school we took 14 students in 2020-2021 and that was also the proper size for one instructor. Moving forward, we have tripled our HS enrollment and with the additional staff we have available, our level of instruction with our new maximum of 42 is satisfactory.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program’s strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

We do not have a specific method of receiving student feedback in place aside from course evaluations. This would be a good area of improvement for Automotive. While we always encourage our students to be open and honest with us about any concerns, shortcomings, or positive things, we do not often receive feedback in this manner.

This being said, as given in B.9, students have reported over the years that faculty are good at “breaking down complicated topics into simple terms.” Other common themes are “we get a very personalized learning experience”. Students regularly comment on their ability to have direct hands-on experiences and nearly

unlimited access to faculty members outside of class times. Students have a direct line to their instructors 24/7 and can receive assistance at any time. Another major thumbs up we always receive from students is their appreciation of the tool set they are provided when they arrive. These tools are heavily discounted and can be paid for using grants, scholarships, or financial aid, practically removing them as an out-of-pocket expense.

In contrast, many students comment on the age of fleet vehicles on campus. As mentioned before in this review, our newest fleet vehicle is 12 years old. We make up for this by taking on newer customer vehicles, but there simply isn't enough work around to always have these kinds of vehicles in the shop. At this moment, our fleet vehicles are one of our biggest concerns, and we hope to make progress against this soon by pursuing NATEF certification. Students have also given facility complaints in the past. Some, such as the physical size of the sophomore shop, are impossible to solve completely without a new building. We have taken steps to optimize the space and alleviate space concerns. However, some facility complaints such as no air conditioning and high temperatures in the sophomore shop are something that we could fix in the future given institutional support.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

Like F.1, we do not have a means to collect alumni feedback aside from anecdotal testimonies. As a result, official positive and/or negative feedback from Alumni has never been received. While we hope this is because there simply isn't any negative feedback to be given, we realize there is always room for improvement and would love to know what we could do better. Again, implementing a method of feedback, or perhaps asking students after a year of work what we could do better, may be a good area of improvement for our program.

However, we do have many students in the workforce today and some have been tremendously successful. Lwin Matha is a past student of ours from Myanmar who migrated to the US with his family to pursue a better lifestyle. He quickly got a job in industry locally and was specifically chosen to work at a large engine repair center in Kansas City. Diego Ventura was hired at Burtis Motors and was advanced enough on day one to receive training to become a Ford diesel technician, which he has done for the last three years. He has since come back to GCCC to work as a lab assistant to pass his knowledge along to our students. Alex Carillo was one of our greatest students academically and has shown to be an extremely capable technician. With our full support and encouragement, he decided to pursue his bachelor's degree in Automotive Technology at Pittsburg State University. There are others like these, but the one thing all of our most successful students have had in common was a desire to learn and meet our instructors halfway.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

Fortunately, we have a good group of employers and advisory board members who communicate

with us well. These people have commented positively on the readiness of our students when they begin their jobs. Comments are made specifically on their knowledge of basic shop procedures, understanding of automotive parts and systems, and their tool sets which are meant to be job ready from day one. Noteworthy constructive criticisms we have been given were concerns on our safety class (more on that below) and concerns about our early toolset versions which have since been addressed. An issue that we are still working today, is a desire for our students simply to be taught more. Vehicles get more complicated every year, and our students seemingly know less and less every year. We are actively combating this and will continue to do so.

Curriculum wise, we have made large changes to the program in order to address issues that have been brought to us by employers. A good example would be the increase in credit hour and time assigned to AUTO-151. Initially this was a 1 credit class and was a very simplified version of what it is today. Pending some concerns from employers regarding safety and specialty tool knowledge, we increased the time spent on this class and have not received any negative feedback regarding this class to date. Another common suggestion is to improve the “soft skills” of our students which led to the implementation of an Auto specific PCDE-109 class otherwise known as Career Success.

F.4 Constituent Feedback Analysis: Analyze the program’s overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

Responding to any feedback, both good and bad, is a point of pride to us in the Automotive Technology program. We understand crystal clearly that the opinion of local industry partners is vital to the success of our program. Criticisms are taken seriously and will become the top of our priority list. We often take steps to ensure “preventative maintenance” such as having enough staff and projects on hand, to make sure students always feel they are getting the attention and education they paid for.

As mentioned before, we do not have any real methods to speak of regarding feedback from Alumni, therefore we have not received much. Moving forward, this is definitely an area of improvement for the program. However, feedback from current students is taken into consideration as it comes, and we will always accommodate to the best of our ability.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to “recognize when information is needed and...to locate, evaluate, and use effectively the needed information” (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

GCCC uses Canvas as it's r learning management system for assignments, grading, resource modules etc. It is extremely easy to navigate/understand, and we find that we do not have to assist students beyond the first few days of using Canvas.

Cengage unlimited is tied into Canvas and students have access to their book, coursework, announcements, and grades 24/7 if they have access to the internet. Cengage also provides assignments for students to complete as instructors give them, and it will automatically grade some assignments which is a great benefit. Again, Cengage is very user friendly and has a very short learning curve even for nontraditional, foreign, and older students for example. On the other hand, we have found that a physical textbook has still shown to be beneficial, and we may switch to this model in the future. The biggest reason we have not already done this is the cost of the book. If we could find a solution to this problem, such as a more affordable used book source, we may provide this for our students in the future.

The students can still use the Library, but this will generally only benefit them with their gen ed classes. Additional resources for our Auto classes can be found in Canvas modules, and we give many additional resources beyond those that we cover in class such as instructional videos such as our transmission rebuild video series, approved third party resources such as Scanner Danner, and repair databases such as AllData. All of the additional resources we provide can be accessed online at anytime without additional cost to the student.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

99% of our programs hand tools, specialty tools, tire equipment, work tables, diagnostic tools, lifts, etc. have been purchased with Perkins or Mary Jo Williams funds. This is a huge area where we (and other tech programs) are limited. If we were given a \$500,000 grant I could have the funds spent tomorrow securing equipment to update our 3 facilities and vehicle fleet with what we already have, fill in the gaps of things that we need, and get the latest and greatest in innovative equipment and vehicle technology. That said, we make do with what we have, and we can't expect to get on the level of a university/private Auto program overnight. We have had mild success securing used equipment from our industry partners. The downside to this is usually the reason they are willing to part with it is because it is very old, or is broken.

Moving forward, I have chosen to pursue getting the program NATEF/ASE Certified. This will be immensely beneficial and save us a massive amount of time and money. By becoming certified, institutions such as Pittsburg State University can transfer their equipment and vehicles they are phasing out. These items are given to them by the major automakers such as Chevrolet, Ford, Dodge, Toyota etc. and are significantly newer and more useful than what we can acquire on our own. For example, at PSU once a vehicle has turned more than 5 years old, it is considered to not be current anymore and is phased out. PSU has already pledged their support if we can make this happen, as they are sitting on tagged vehicles and equipment they legally cannot get rid of easily unless transferred to another certified institution. This is currently one of our largest projects/priorities to date.

G.3 Revenue and Expense Analysis: Insert program data from at least five academic years. **Obtain this information from your Dean.**

Academic Year	Revenue: Tuition/Fees, SCH, State	change from prior year	Expenses	change from prior year	Profit/Loss	Change in P/L from prior year
		n/a		n/a		n/a

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

With no previous program review, there is not an exact measure able to be placed. However, since 2016 we have received grant funds yearly and have been able to purchase many small items considered standard in an industry competitive shop. Major items or purchases that would benefit us often exceed funds available. These small items include but are not limited to:

- 6 lifts in 3 different shop locations
- 2 large air compressors capable of providing air to Auto as well as IMM and Carpentry.
- 2 sets of tire mount and balance machines
- 2 tire repair stations
- 2 tire weight stations
- Workstations for all 3 shops
- Steel work tables
- Snap On Solus Scan Tool
- Milwaukee power tool kits
- Engine Repair specialty tools
- Automatic Transmission specialty tools
- Workstation hand tools
- Diagnostic Specialty tools

Funding is an area we are lacking majorly in. We are supported by the institution, withing the means available to the college, however some of our equipment and tools are extremely costly. My goal of having the program become NATEF/ASE certified will hopefully alleviate some of the pressure. We have great ideas regarding innovation, but simply do not have the funds to achieve most of our goals.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

There were not many surprising revelations within this review. Auto has been in constant growth and change since 2016 and we are fully aware (painfully at times) of where we are succeeding, where we are failing, and where we are being held back. Regrettably, we are feeling held back by several intangible issues of which I will take this opportunity to say my piece.

Financial resources will always be a setback, and we are understanding and prepared to handle that. We have plans to circumvent this as best as possible, and we will make do as best as we can like we always have. However, there is a more looming concern that effects not just automotive, but technical education as a whole. I would like to restate/summarize a segment of B.12.

“In the current course load model, there is at times very little time available for prep due to program and administrative needs. Some of these needs are specific to Auto or programs like ours such as equipment installation/maintenance or scheduling thereof, vehicle acquisition/management, scheduling and dealing with “customers” who bring our students live work etc. Other needs are shared by all tech programs such as recruitment, advising, advisory committees, budgeting, club activities, and more menial things such as annual reports, course assessments, grant paperwork and so on. Some of these tasks can be shared, however, most of it cannot. The result is one instructor being greatly burdened by logistical work that removes from class time. This person is given the program lead title and a stipend; however, it does not change the fact that too much work is being issued while expecting instructors to run their classes effectively. We believe the solution to this problem would be to decrease credit load for program leaders, to allow time for these things to get done properly, without taking away from our students.”

I can't stress enough how taxing this has become for tech faculty. It is talked about so much in JCVT that it has become a sad joke under our roof. Our numbers are booming, and we are doing more than our fair share of producing revenue and contributing members of society. Most tech faculty work far longer hours than what is the minimum required. In Auto, time off is practically detrimental with the amount of overload and logistical work that we must keep up with, and the limited amount of prep time we have for our classes. Auto takes extreme pride in what we have built, the work that we do, and the students that we produce. Unfortunately, the work required to make sure we are delivering at the standard we feel GCCC and it's students deserve can really start to add up to long days and long nights.

To end on a positive note:

Auto has come an extremely long way in a very short time. Our numbers have grown exponentially with Fall 2023 starting with 58 students combined in all of our classes. All Auto faculty agree that Dean Pfiefer has been a key player to the success of our program over the years and would like to record our thanks to him on this report. Generally speaking, we have felt supported by the institution in the majority of our endeavors to date and hope to have the continued support of the institution moving forward.

Some key areas of improvement that I will take away from this is a need to improve our communication with current students, but more importantly our alumni. Additionally, we know our growth has been massive in such a short time, but we would like to continue to look toward the future rather than sit back for a few years and enjoy the progress we have made. Our main goals for now are to continue evolving the high school classes with the possible creation of a cert B, get our entire program NATEF/ASE certified in order to update or vehicle fleet and equipment, and to continue to provide the highest level of instruction possible to our students.

Program Goals with Recommended Action Steps

Program Name: Automotive Technology Date: 09/13/2022

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measureable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response, as well as ongoing strategic planning processes.**

(Attach **this** year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's **next** program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context							
B - Faculty Characteristics and Qualifications							
C - Quality of Curriculum and Student Learning							
D - Student Enrollment and Success							
E - Academic Opportunities and Class Size							
F - Student and Constituent Feedback							
G - Resources and Institutional Capacities							
Summary Conclusions							

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix B*Administrative Response Sheet—From Previous Review*

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.