

Automotive Technology - Certificate

Current Compliance Year: 2024-2025

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Increase enrollment, Increase graduates, Address equity gap

The program profile communicates an informative overview of the program including the basics of the educational process, the value of the industry partnerships, and the need for skilled automotive technicians in Alaska.

The 2020-22 period shows strong program growth in terms of majors, SCH and revenues. However a significant gap between revenues and expenditures exists.

The report notes the increasing need for Automotive Technicians in Alaska and the program's focus on attracting female students. As mentioned, increased representation at community events may help gender diversity and overall enrollment numbers. Other creative marketing strategies may be considered if viable, e.g. focusing on high school students and offering more service courses. Strategies to encourage students to complete the entire program instead of specific courses would help to increase graduation rates.

Response to Previous Recommendations (if any):

Enrollment has increased since the end of the COVID pandemic. The revenue gap was addressed by recently reviewing class fees and adjusting them for inflation.
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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Strong alignment with SLOA plan, "Clear, concise presentation of findings", Missing a direct measure

The program requires exit exams for graduating students for evidence of learning necessary math and computation skills. It would be helpful if the report including data about successful completion rates. Per the report, employers have reported improvements on problem solving and troubleshooting skills; reporting the specific survey data could help drive focused curricular changes. Per the SLOA Plan, post-graduation statistics are tracked to determine employment data; however this information does not appear to be included in the report.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

All students that were given the exit exam since the last program review successfully passed their exit exams. Seven students graduated from the program in May 2024 secured employment and were working in the automotive industry, and one additional student is expected to graduate in December 2024. One student graduated in December 2023 and was working in industry. Four students graduated in May 2023 and all were working in industry. One student graduated in December 2022 and was working in industry. Three students graduated in May 2022 and all were working in industry. Three students graduated in December 2021 and all were working in industry.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Minor wording in the SLOA plan was changed regarding graduate numbers and data to be shared with the Automotive Technology Advisory Committee.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs. Please mark the appropriate box below.

Cohort Certificate	N/A
Embedded:	
Not Embedded:	

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

The student success data trends shows increases in majors, persistence and student credit hours in the last three years. The program recognizes the disproportionate numbers of [REDACTED] vs. [REDACTED] in the industry overall and has attempted to bridge that gap by marketing to [REDACTED]. The data reveals that majors and student credit hours have increased while the completion rates have decreased which the program explains is due to allowing students to take select courses instead of the entire program. The Covid pandemic significantly affected graduation numbers.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence		X	
Pass Rates			X
Student Credit Hours		X	
Majors	X		
Degrees Awarded	X		
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

(250 Word Limit)

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

(250 Word Limit)

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

The high impact practice of requiring an internship assists students in post-graduate employment. The program coordinator also meets with industry partners who employ their students to obtain feedback on curriculum changes.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences		Publications	
Internships	X	Scholarly Activities	
Service or Community-based Learning	X	Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

N/A

Undergraduate Research

N/A

Diversity/Global Learning

N/A

ePortfolios

N/A

First Year-Seminars & Experiences

N/A

Writing-Intensive Courses

N/A

Service-Learning and/or Community-based Learning

Students are required to complete 280 hours worth of on-the-job training to satisfy the requirements for their AUTO F190 Practicum class.

Internships

Students are required to complete 280 hours worth of on-the-job training to satisfy the requirements for their AUTO F190 Practicum class.

Capstone Courses & Projects

N/A

Other or None of these (explain)

(250 Word Limit)

Program Profile and Financial Data

The following feedback was received during your last full program review. **You are not required to respond to this feedback, but we encourage you to review it as it may provide valuable insights.**

This feedback will also be available when your program undergoes its next full review in two years.

Previous Financial Feedback

Productive Faculty, Opportunities to Increase Revenue

Previous Profile Feedback

Program is mission-centric to UAF or college/school, Providing job placement for graduates, Strong ties to the community or industry

Submission

Submitter & Collaborator Names

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Submitter Email

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UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Automotive Technology
 UAF Community and Technical College
 09/13/2024

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Automotive Technology Program is designed to enable students to gain understanding of automotive systems and practical skills leading to gainful employment in the automotive technology industry. The Certificate in Automotive Technology provides prospective technicians with needed skills and training to compete for positions in auto service, parts distribution, auto diagnostics and testing, auto sales/service, and related fields Students will gain a systems understanding of contemporary automobiles and light trucks. They will gain practical skills and on-the-job experience in diagnosing, repairing,	Students who complete the Automotive Technology Program will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within the automotive technology and related fields.	Graduates will secure employment as an automotive technician or a closely related field or go on for additional education, training or experience within one year. Students will take an exit exam covering ASE Education Foundation tasks to determine their skills in automotive technology. Students who obtain a certificate will express satisfaction that the skills and knowledge they gained in the program was appropriate and adequate for their entry into the automotive technology field.	Program coordinator will track students and collect data every fall semester and provide this information to the automotive advisory committee members. Program coordinator will administer an exit exam each graduating semester prior to completion of the program to assess learning outcomes. Program coordinator will conduct Outcome Assessment Graduate questionnaire prior to graduation and disseminate the results to the Automotive Technology Faculty.
	Employers of graduates of the Automotive Technology Program will be satisfied that these graduates possess the skills and knowledge necessary for entry level positions as an automotive technician.	A questionnaire will be sent to employers of graduates every fall semester to gauge the programs efficiency of applied knowledge of the student going into the industry at entry level.	Program coordinator will conduct survey of employers of graduates from previous two years and disseminate the results to the faculty

and maintaining such vehicles. GOAL STATEMENT: Provide a unique learning environment where students can obtain a high quality classroom education, hands-on training and practical vocational experience in the automotive technology industry and be responsive to the needs of communities, industry and government throughout Alaska.			
	Computation assessment and procedures:	Students will take an exit exam; that includes math computation problems of a type they would typically encounter while working as an automotive technician.	Program coordinator will administer an exit exam prior to completion of the program to assess that student's learning outcomes in computation to ensure the adequacy for employment as an automotive technician.
	Writing skills assessment and procedures:	Students will keep and maintain a logbook journal of vehicle maintenance performed in Auto F102, F122, F150, F162, F110, F131, F227, F202, & F222 automotive technology classes.	Program coordinator will collect and evaluate student's logbook journals each semester to assess that student's learning outcomes in writing are adequate for employment as an automotive technician.
	Oral communication skills sufficient for employment And Understanding of human relations	Students will give an oral presentation and engage in mock customer interactions in Auto F102, F162, F110, & F222 automotive technology classes.	Program coordinator will evaluate student's oral presentations and customer interactions each semester to assess that student's learning outcomes in oral communication and human relations are adequate for employment as an automotive technician.

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap	x	Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment	x	Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

Please see the section below on Student Success and Equity Feedback for additional details.

Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision		Requires Major Revision	x

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan		Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs	x	Missing Curricular Connection	x
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

The response to recommendations had no context. While the outcome seemed positive, this section would have benefitted with a bit more development to set the context, actions, and outcomes (a more complete story).

Provided 5 SLOs. SLO #1 is ok, although it could be more clearly articulated/defined, i.e., a more well-defined statement (e.g., what are the skills and knowledge must students attain?). SLO #2 is not a SLO and should be replaced; note that is an important program outcome and plays an important role for program tracking but does not meet the criteria for SLOs. SLO #s 3-5 are very vague and need to be refined to be clearer. My recommendation is for the program to revise these SLOs to include “action” words (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>). The assessment plan and implementation processes for each SLO were fine. However, post-graduate employment/employer and student satisfaction surveys, while important for program outcomes, are not valid measures to assess student learning outcomes. These actions should be continued, just not for the program review process.

The sections on SLOA findings and curricular changes did not address the section questions at all. These two sections need to be redeveloped to (1) address the section content need and (2) to

demonstrate that there is continuous improvement and closing the loop. This is a key element that each program needs to demonstrate for NWCCU.

What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

In comparing the Student Success dashboard data to the findings in your report, there are discrepancies noted. There was actually an increase in persistence rates from 25% to 29.4%. There is also a decrease in majors from 22 to 16, unlike your reported increase. Please make sure these points are reflected accurately.

Previous findings from the last three years showed increases in majors, persistence, and student credit hours. These changes were not addressed. There was also the mention of the equity gap between male and female students. What has been done to address this gap? Is there a plan to address this in the future? Is there a need to address this equity gap?

Is the program still allowing students to take only select courses instead of the entire program? What are the findings from these?

Please fill out the sections on equity data gaps and the optional data explanation to explain your data findings. Please contact CTC's data liaison or make an appointment with Julia Manfredini from PAIR to learn more about analyzing the program data. Similarly, if the data points do not fully capture the program's nuances, consider what additional metrics might be necessary for a comprehensive understanding. What assistance can the Accreditation Office provide to better address this need?

High-Impact Practices Feedback (narrative)

Community-based learning and internships are checked as HIP for this program. Students complete 280 hours of on-the-job training for the Practicum. Please include what this practicum includes and what outcomes the program sees as a result of this effective high-impact practice. Could have used more details for each practice with specific examples (e.g., what are the students doing specifically for CBL and/or internships?).

Internships seem to be another key part of this program. It would be additionally important to include more information on what is included in the on-the-job training, or examples of measurable impacts. Diversity may be an area to take another look at? It seems that the female demographic was seen as a need to grow or increase student interest? Perhaps any effort specific to that goal can be included here?