



2019-2020

Automotive Instructional  
Program Review  
Automotive Technology

Anthony Brown, Program Lead

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## INTRODUCTION

Klamath Community College began its automotive program in 2010 with a class of six students; one of them was Anthony Brown, the current Program Lead. He came back to teach in the program in 2017 and took over the program lead position last year. While the building has housed the program for the last ten years, the enrollment has roughly doubled to 24 students currently.

Anthony teaches three classes each semester and the program is built on a cohort system with students starting the program every two years. Anthony would like to hire more instructors and increase the cohorts to a one-year system. This would allow anyone who was interested in the program to start at the beginning of the Fall term.

The Automotive and Diesel programs are separate programs with individual degrees. Where automotive works with hydraulic braking systems, the diesel program focuses on air brakes and both programs examine different fuel systems and their components. KCC's automotive and diesel programs are able to share many resources including the tool room, lifts, the tire machine, and parts washers.

All automotive courses are face-to-face courses and all the courses are built in Canvas using Cengage content. The program has transitioned from beginning with the textbook and later moving to hands-on training to their current model of initial hands-on understanding and then deepening that understanding through the textbook. Some of the students use resources available from Trio, the tutoring center and Veteran's services, although there are not veterans currently in the program.

All the graduates from the automotive program have been able to find jobs before or immediately after graduation from the program. Graduates are working in Corvallis repairing Caterpillar equipment, on the coast, at Lithia dealerships, and throughout Oregon.

Dean Stickle and the program lead have been working with the Lithia dealerships to create positions that can transition students from paid internships into potentially full-time jobs while gaining practical work experience. This internship program began during the Fall 2019 term with three interns working at each of the three dealerships in the area, for a total of nine internships. These internships are separated into five different courses to help the students troubleshoot and repair different sections of automotive systems. They are also talking with Subaru dealerships to create another partnership.

Anthony has been trying to increase enrollment by marketing at car shows, downtown events in Klamath Falls, and at football games with local high schools. They have not pursued any funding directly from grants, but there is a scholarship from the Corvette club.

With the automotive program being able to efficiently utilize resources, serve the needs of local businesses, and find placement for all of its graduates; it should have a permanent place in the technical program at KCC.

## 1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

### 1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

**Goal 1 (Access):** Increase student access and enrollment into the Automotive Technology AAS degree and the Automotive Technician Electrical/Electronic Specialist Career Pathway Certificate.

Measurable Target: Increased enrollment

- Enrollment into the Automotive Program has grown from 6 students to 24 students.
-

- Three students are direct transfer from high school to college with dual credit.
- Continued community outreach and connections with local high schools.

**Goal 2 (Prosperity):** Increase the reputation of the Automotive program.

Measurable Target: Increased enrollment and job placement.

- Established a partnership with the three local Lithia Dealerships that has helped with placing students into internships at these locations. These internships will give students practical work experience and customer service training as part of their coursework.
- The Automotive Program represents Klamath Community College at the Third Thursday event downtown, at the Klamath Kruiise and the Stevenson Johnson Syndrome Awareness Car Shows throughout the year.

**Goal 3 (Access):** Find a class model that fits our staff, facilities, and community needs.

Measurable Target: We are still working to find a model that has the right amount of instructor to student ratio, fits our shop and equipment, and hopefully allows access to classes every fall.

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☐ Yes

☒ No

All the Automotive goals are still a work-in-progress. Some goals more easily achieved than others. One of our major setbacks is having a need for more high school automotive instructors and programs. If we had more instructors and programs, then there would be more high school classes allowing students to gain knowledge, interest and earn college credits before entering the collegiate program.

## 2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

### TWO-YEAR ASSOCIATE OF APPLIED SCIENCE DEGREE

“The Automotive Technology AAS degree program provides students with the skills they need by clearly identifying the learning outcomes that are developed through Oregon skill sets and national certification requirements. Students will receive preparation for certification in eight areas of automotive service excellence: brakes, electronic systems, engine performance, suspension and steering, automatic and manual transmission and transaxle, engine repair, and heating and air conditioning. Instruction will incorporate employability skills such as proper professional attire, customer and team relations, and safe work practices. Instruction will place students in a learning community that will provide them the experiences to achieve academic, technical, and career-related skills.

#### PROGRAM LEARNING OUTCOMES

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

- Use computerized and printed materials to access topics related to the automotive service and repair procedures.

- Perform computations for, but not limited to, gear ratios, cubic inch displacement, electrical circuits, alignment angles as well as conversion between U.S. and metric measuring systems.
- Use precision measuring tools and equipment to measure (not limited to, but including) camshaft and crankshaft journals.
- Use advanced diagnostic equipment to effectively diagnose and repair vehicles.
- Apply industry safety standards by wearing the approved uniform and safety-toed boots everyday while attending class and wearing safety glasses at all times while working in the lab.
- Summarize the test standards and information in order to pass the Automotive Service Excellence (A.S.E.) tests.
- Demonstrate effective written communication skills by creating a resume and cover letter."

**2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.**

The program description accurately reflects the Automotive Program's overall goals. The Automotive Program has a strong technical core that represents workforce skills to align with the Automotive Industry's Standards.

**2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION**

**OCCUPATION PROFILES REPORT**

**AUTOMOTIVE SERVICE TECHNICIANS AND MECHANICS (493023)**

**EAST CASCADES (CROOK, DESCHUTES, GILLIAM, HOOD RIVER, JEFFERSON, KLAMATH, LAKE, SHERMAN, WASCO, WHEELER)**

**Description**

Diagnose, adjust, repair, or overhaul automotive vehicles. Excludes "Automotive Body and Related Repairers" (49-3021), "Bus and Truck Mechanics and Diesel Engine Specialists" (49-3031), and "Electronic Equipment Installers and Repairers, Motor Vehicles" (49-2096).

Projections					
Area	2017 Employment	2027 Employment	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	7,423	7,854	43	702	745
East Cascades	No projections data is available for this occupation.				

Wage Range 2019			
Area	Median Hourly	Avg Annual	Middle Range
Oregon	\$21.19	\$46,334	\$16.41 - \$27.45
East Cascades	\$18.99	\$40,510	\$13.95 - \$24.22

Current Job Openings			
There are 2 current job listings for this occupation.			
Job Title	Location	Order Number	Wage Offered
<a href="#">Mercedes-Benz DRIVE Automotive Service Technician - GI Bill approved Registered Apprenticeship</a>	Bend	2565867	
<a href="#">Automotive/Oil change Technician</a>	Bend	2564448	\$12.00/hr to \$18.00/hr DOE

Industries of Employment
Industry breakouts are not available for this occupation.
Occupations with Similar Skills
No occupations with similar skills data is available for this occupation.

### Statewide Employment Analysis

Employment in this occupation in 2017 was much larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2027. This occupation is expected to grow at a much slower rate than the statewide average growth rate for all occupations through 2027.

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Reasonable employment opportunities exist.

### **Area Employment Analysis**

Employment in this occupation in 2017 was much larger than most occupations in the region. The total number of job openings is projected to be somewhat larger than most occupations in the region through 2027. This occupation is expected to grow at a much slower rate than the regional average growth rate for all occupations through 2027.

### **Educational Requirements**

The typical entry level education for this occupation is a postsecondary training (non-degree). Those with a associate's degree have a competitive advantage in the labor market.

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2C.I. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

☒ Yes

☐ No

Nationally, the demand for Automotive graduates has increased. Locally, the 3 Lithia Dealerships are requesting and looking to hire more college automotive students as intern level technicians. I continue to reach out to other local shops to assess their needs for college prepared work force ready technicians.

The automotive industry has seen an upward trend for growth. With more vehicle production and purchases; more vehicles need to be maintained and repaired. Educated Automotive Technicians are at a higher demand because vehicles are becoming more and more computer controlled requiring the theory knowledge and well as the technical skills to work on them.

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2C.II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE LABOR MARKET NEED PROJECTION AFFECT THE PROGRAM? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

The automotive market for qualified technicians is expected to greatly increase. The older generation of technicians are starting to retire. These retired technicians need to be replaced with a new generation of technicians.

The automotive dealerships continue to grow and expand production. The market for employees in automotive industry are growing and expanding with this increased production. Automotive Technicians play a key role in the automotive industry.

The automotive program has made curriculum changes to align with industry changes and local internships.

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

- Using textbooks with digital resources (videos, online quizzes, homework submission with multiple attempts and immediate feedback, and other study tools) – **Technology**
  - All homework has points assigned to them – introduction work is low-stake points for effort, not accuracy; application work is mid-stake points through multiple attempts with immediate feedback; and critical thinking work is high-stake points using instructor graded assignments. This also gives the instructor a clearer picture of where each of the learners are in their learning process. This process was implemented because students were not doing their automotive book work because they said “they had other homework due and there was no grade impact with my homework” –Which is not true, you cannot learn the theory without doing it. So, we
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have begun using classroom instruction time to complete some homework assignments with peer and instructor support and feedback. Providing instruction in this manner students have to read the chapters assigned and complete Canvas assignments before class time. — **Time Management & Self-Motivation**

### 3. RESOURCES

#### 3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

The program lead (Anthony Brown) teaches all the Automotive courses. He is Master Certified, holding certifications in all 8 ASE areas that are taught in the program. All professional development classes that are offered are taken to stay industry relevant.

##### 3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

Anthony Brown is the only full-time faculty.

##### 3A.II. DESCRIBE FACULTY DEGREE ATTAINMENT. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

ID	Instructor Name	Taught DC	Taught RG	Sub Group	Original Hire Date	School	Degree	Major
546867	Brown, Anthony	N	Y	F9MO	<u>09/11/2017</u>	Klamath Community College	Associates	

##### 3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

In-house trainings on Canvas, Instructional Best-Practices

Teaching Professor Conference and 20-Minute Mentor Videos on-demand (Faculty Senate Subscription) – Instructional & Pedagogy Best Practices

Automotive Training Group classes in Medford Oregon

Atech Equipment training in Kentucky

New faculty have an on-boarding process that includes a variety of technology and instructional training including phone, e-mail, in-class technology, and many frequent trainings to use KCC's learning management system.

##### 3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

KCC provides the latest instructional technology, trainings and support to all faculty. Classroom instructional technologies are exceptional and all program faculty report confidence in effectively using this technology for course delivery.

Classroom Instructional Technology

- 75-inch HD interactive display or HD projector
- Interactive whiteboard
- Share link content sharing/collaboration system
- Computer
- 22-inch interactive pen monitor
- HD document camera
- Blu-ray/DVD player
- Room audio system
- 5-inch LCD touch panel user interface or MLC input selection interface
- Presentation switcher

Automotive Technology Specific Technology

- 4 Four Post Car Lifts
- 2 Parts Washing Machines
- 2 Pressure Washers
- 2 Tire Machines
- Tire Balance Machine
- Car Alignment Machine
- Mobile Car Lift
- ATec Training Boards
  - 10 Electrical System
  - Air Conditioning System
  - Starting System
  - Charging System
  - Engine Performance
- Various Automotive Related Hand and Power Tools
- Many Vehicles

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3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

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3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐ Yes

☐ No

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☒ Somewhat

The Automotive program could always use newer vehicles to keep up with the constant change in technology. The program is constantly receiving inquiries for vehicle donations.

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3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

Instructional materials are very effectively meeting the needs of program faculty and students with carefully selected textbooks and course resource materials. Primary publishers, such as Cengage provide instructional support to both faculty and students. Also, access to open educational resources has created a new array of no- and low-cost, high-quality materials for program students. Resources are also carefully selected to support student use beyond the classroom and in their workplaces, so industry input is solicited and implemented whenever possible.

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

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3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

#### **KCC Automotive Program Review – Library Support**

5/5/2020

##### **Consortium:**

As a member of the Sage Library System, the KCC library provides students and faculty access to the holdings more than 70 libraries in 15 counties of eastern and central Oregon. The library is also a member of the Orbis Cascade Alliance courier system, which provides students access to the holdings of more than 35 academic libraries in Oregon and Washington.

##### **Electronic Resources:**

###### **Databases**

1. Business Source Premier – automotive technology, repair, industry trends and more
2. Legal Collection database – legal issues relating to automotive technology/engineering
3. MAS Ultra School Edition – periodical articles - automotive technician and repair
4. Masterfile Premier – full text academic journals, periodicals, newspapers – automotive repair, technology, engineering, and other automotive related subjects
5. Vocational and Career Collection – full text trade and industry periodical articles including many on automotive and related subjects
6. Associates Programs Source – full text trade publications, magazines, and academic journals for two-year colleges – many automotive related articles including history and industry news
7. Films on Demand – videos about automobile related subjects
8. Academic OneFile: full-text and peer reviewed journal articles on automotive related subjects
9. OneFile: Business – full-text documents and peer reviewed journals with automotive related subjects such as technology, industry and repair
10. General OneFile – magazines, full text academic journals –many automotive related subjects

###### **eBooks**

1. eBooks – More than 649 automobile and vehicle related titles

##### **Physical Holdings: Books and DVDs**

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1. Automotive Technology: A Systems Approach – Jack Erjavec
2. Automotive Engines: Diagnosis, Repair and Rebuilding – Tim Guilles
3. Automotive Chassis Systems – James D. Halderman
4. Heavy Duty Truck Systems – Sean Bennett
5. Hybrid Electric Vehicles: Principles and Applications with Practical Perspectives – Chris Mi
6. Car & Driver magazine

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### 3C. II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

The LRC Tutoring Center provides supplemental instruction on a drop-in basis for individual students and study groups. Tutors provide help with coursework for business and computer classes and for other classes commonly taken by automotive technology students, including mathematics and writing. Online tutoring in business, computers, and many other subjects is available 24 hours a day, seven days a week, free of charge to KCC students through Tutor Me.

LRC Tutoring Center Supports

Summer 2018 through Winter 2020

#### **Tutoring Center Users:**

Accounting/Business/Computers:	828
Math/Nursing/Science:	6268
Literature/Speech/Writing:	1005
Other:	553

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### 3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

Proctoring KCC course exams in the Testing Center frees up class time for instructional activities and offers scheduling flexibility for students taking the tests. In addition to proctoring KCC class tests, the Testing Center provides placement testing, exams for college credit, and Automotive-related licensing and certification exams, such as the ASE tests and 609 Refrigerant licenses.

LRC Testing Center Supports

2016 to (5/7/20)

#### **Testing Center Exams:**

##### **Automotive**

2016	170
2017	99
2018	63
2019	63
2020	36

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### 3C. IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

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N/A

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

All program coursework is available in both face-to-face and online versions to meet student needs.

## 4. EFFECTIVENESS

### 4A. STUDENT LEARNING OUTCOMES ASSESSMENT

#### 4A.I. COURSE LEARNING OUTCOMES (CLO)

<https://www.klamathcc.edu/en-US/About/Institutional-Assessment/Academic-Assessment/Course-Content-and-Outcomes/Automotive-Technology>

4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Proficiency of the CLOS is measured by:

- Students taking ASE tests
- Students taking entry level technician tests
- Hands on Skills evaluation
- Exams over book chapters and text.
- With each assessment students are showing knowledge and understanding of course materials and skills.

4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

All CCOGs are scheduled for review on a three-year cycle. During the term the CCOG has been selected for revision, program leads determine if revisions to outcomes and content are necessary. If so, leads works closely with the assessment and curriculum coordinator. Once a draft is created, leads bring the CCOGs to their advisory committees for feedback. Once feedback is given and incorporated, CCOGs are published.

4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

AMT 291  
AMT 292  
AMT 293  
AMT 294  
AMT 295

The courses listed above are new to the program and required new course learning outcomes.

4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

AMT 101: Based on my analysis, in the future, if I see a student who is not participating in the course beyond the first assignment, I will go beyond emailing and sending in multiple early alerts. I will call the students personally.

Additionally, I will closely watch the completion of lessons towards the end of term to further encourage and support students.

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4A.II PROGRAM LEARNING OUTCOMES (PLO)

<https://info.klamathcc.edu/AM/SLO%20Assessment%20Plans%20and%20Reports/Forms/AllItems.aspx>

Assessment reports are in folder.

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AMT 101.01 FALL 2019

**Summarize the test standards and information in order to pass the Automotive Service Excellence (A.S.E.) tests.**

Which artifacts were gathered that show evidence of student proficiency in the outcome?	License Exam, Performance Demonstration
Enter the percentage of students who demonstrated proficiency of the outcome.	Student ASE report
What contributed to student success and/or lack of success?	90% of the students passed the Student A7
Compare your students' self-assessment of their outcome proficiency to your direct assessment results.	ASE wednesday prep time.
Did student achievement meet your expectations for successfully teaching to the outcome?	NULL
Based on your analysis, what course adjustments have you made or will you make?	Yes
What resources would be required to implement your recommended course adjustments (materials, training, technology, etc.)? What budget implications result?	None at this time.
Were your assessment methods accurate indicators of student learning? Why or why not?	N/A
Reflect on any adjustments you made from the last assessment of this course and the effectiveness in student achievement of outcomes, if applicable.	Yes, the pre and post tests showed they were prepared to pass.
Comments:	N/A

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AMT110.01 FALL 2017

**Use computerized and printed materials to access topics related to the automotive service and repair procedures.**

Which artifacts were gathered that show evidence of student proficiency in the outcome?	License Exam
Enter the percentage of students who demonstrated proficiency of the outcome.	Student ASE A6

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Enter the percentage of students who demonstrated proficiency of the outcome.	Student ASE A6
What contributed to student success and/or lack of success?	90% passed
Compare your students' self-assessment of their outcome proficiency to your direct assessment results.	I believe ASE Wednesdays helped prepare them for success.
Did student achievement meet your expectations for successfully teaching to the outcome?	NULL
What resources would be required to implement your recommended course adjustments (materials, training, technology, etc.)? What budget implications result?	I would like to be able to assess each student better through technology.
Were your assessment methods accurate indicators of student learning? Why or why not?	ASE prep program. We have the budget for this.
Reflect on any adjustments you made from the last assessment of this course and the effectiveness in student achievement of outcomes, if applicable.	Yes, they proved a competency to apply the theory they have been taught.
Comments:	N/A.
Comments:	Since last year adjustments have been made in the number of work sample examples available for students to view and more time has been provided for them to discuss them in small groups.

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AMT 130.01 WINTER 2018

**Use computerized and printed materials to access topics related to the automotive service and repair procedures.**

Have you previously formally assessed and reported the results of student proficiency of this course learning outcome?	No
Method of Assessment	License Exam
Target Results	ASE the instructor will be successful in my efforts.
Which artifacts were gathered that show evidence of student proficiency in the outcome?	License Exam
Enter the percentage of students who demonstrated proficiency of the outcome.	Students took the student A1 ase exam.
What contributed to student success and/or lack of success?	60% passed

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Compare your students' self-assessment of their outcome proficiency to your direct assessment results.	These results are more of a pretest. post test exam has not occurred
Did student achievement meet your expectations for successfully teaching to the outcome?	NULL
Based on your analysis, what course adjustments have you made or will you make?	No
What resources would be required to implement your recommended course adjustments (materials, training, technology, etc.)? What budget implications result?	Need to post test for more accurate data.
Were your assessment methods accurate indicators of student learning? Why or why not?	none at this time.
Reflect on any adjustments you made from the last assessment of this course and the effectiveness in student achievement of outcomes, if applicable.	No, these are pretest results. More data to follow.

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AMT 250.01 FALL 2018

**Use precision measuring tools and equipment to measure (not limited to, but including) camshaft and crankshaft journals.**

Which artifacts were gathered that show evidence of student proficiency in the outcome?	NULL
Enter the percentage of students who demonstrated proficiency of the outcome.	ENTRY-LEVEL ASE
What contributed to student success and/or lack of success?	100
Compare your students' self-assessment of their outcome proficiency to your direct assessment results.	The students understanding of the task list and Automotive therory combined with lots of hands-on practice help prepare them for success.
Did student achievement meet your expectations for successfully teaching to the outcome?	40% of the students ranked themselves as average and were correct with a percentile rankings in the in the high 50's and 60's. 3 students ranked themselves a bit high as excellent and acheived scores that were closer to above average with percentile ranki
Based on your analysis, what course adjustments have you made or will you make?	Yes
What resources would be required to implement your recommended course adjustments (materials, training, technology, etc.)? What budget implications result?	Mr. Brown is on his first rotation of his courses and will continue to add hands on and homework to fill in the gaps the students missed this time.
Were your assessment methods accurate indicators of student learning? Why or why not?	We continue to need addtional technology in the Auto/Diesel departments. This will require addition budget every so often.

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Reflect on any adjustments you made from the last assessment of this course and the effectiveness in student achievement of outcomes, if applicable.	Yes, they are rank nationally amongst thier peers.
Comments:	Student assignments are designed to promote success in communication skills.

AMT 287.01

**Use advanced diagnostic equipment to effectively diagnosis and repair vehicles.**

Which artifacts were gathered that show evidence of student proficiency in the outcome?	NULL
Enter the percentage of students who demonstrated proficiency of the outcome.	student demonstration of scan tool usage
What contributed to student success and/or lack of success?	90
Compare your students' self-assessment of their outcome proficiency to your direct assessment results.	practicing using the equipment on several vehicles
Did student achievement meet your expectations for successfully teaching to the outcome?	students perception did not match
Based on your analysis, what course adjustments have you made or will you make?	Yes
What resources would be required to implement your recommended course adjustments (materials, training, technology, etc.)? What budget implications result?	a better detailed layout of scan tool usage
Were your assessment methods accurate indicators of student learning? Why or why not?	Having more than one scan tool would make the process go faster
Reflect on any adjustments you made from the last assessment of this course and the effectiveness in student achievement of outcomes, if applicable.	yes because if they did not diagnose the car with the scanner correctly the car wouldn't be fixed correctly
Comments:	None

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4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

80 % of students score and 80 % or more on entry level ASE tests.

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4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

When the pass rate of the entry level ASE tests falls below the 80% change needs to be made.

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Example of changes made,

More hands on

More technical terms used

More one on one time spent with students

More repetitive assignments

#### 4B. STUDENT SUCCESS

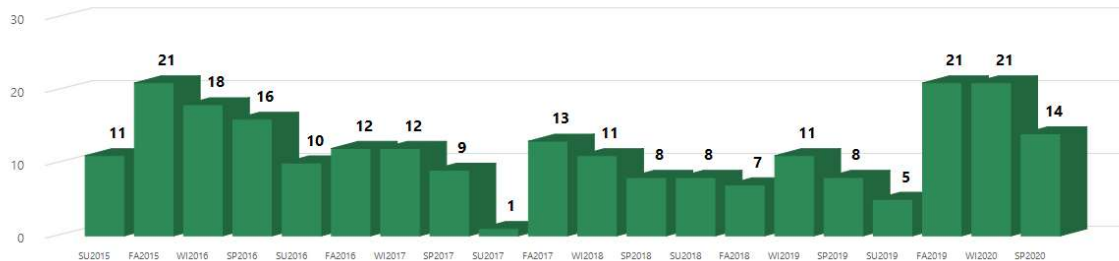
##### 4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

[https://info.klamathcc.edu/IR/\\_layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/Reports/Dashboards/5%20Year%20Comparison%202020%20bar%20graph%20chronological.rdl](https://info.klamathcc.edu/IR/_layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/Reports/Dashboards/5%20Year%20Comparison%202020%20bar%20graph%20chronological.rdl)

### 5 Year Headcount Comparison

Academic Year	Term Year	Headcount
AY 2015-16	Total	66
AY 2016-17	Total	43
AY 2017-18	Total	33
AY 2018-19	Total	34
AY 2019-20	Total	61
<b>Total</b>		<b>237</b>

headcount



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#### 4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

The plan is to increase enrollment in order to increase completion rates.

[https://info.klamathcc.edu/IR/\\_layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/Reports/Enrollment/Program%20Enrollment%20By%20Term.rdl](https://info.klamathcc.edu/IR/_layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/Reports/Enrollment/Program%20Enrollment%20By%20Term.rdl)

#### 2 year Automotive Technology



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#### 4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

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##### 4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

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##### 4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

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#### 4C. STUDENT ENGAGEMENT AND SATISFACTION

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##### 4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

[https://mykcc.klamathcc.edu/ICS/Faculty\\_CRM/Course\\_Evaluations.inz](https://mykcc.klamathcc.edu/ICS/Faculty_CRM/Course_Evaluations.inz)

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##### 4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

No changes have been seen as necessary based on these assessment findings. The comments that students leave have influenced any changes with course materials, online resources, and outside of class tutoring

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##### 4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

No changes have been seen as necessary based on these assessment findings. The comments that students leave have influenced any changes with course materials, online resources, and outside of class tutoring. Also, the section of the Course Evaluations with the students write advice they would give to future students has helped me a great deal with my course designs and changes.

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##### 4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

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None available

## 5. BUDGET

### 5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Column1	AY Total 15-16	AY Total 16-17	AY Total 17-18
CREDIT_INST_LOAD	47.875	41.25	25
CE_INST_LOAD	0	0	0
OVERSIZE	0	0	0
Lecture Credits	0	56	20
Lab Credits	0	0	0
Combined For. Cr.	68	40	28
Facility Fee	\$4,008.00	\$2,532.00	\$1,898.40
Tuition	\$60,506.00	\$38,769.00	\$31,866.00
Technology Fee	\$2,672.00	\$1,688.00	\$1,808.00
Course Fee	\$15,800.00	\$12,175.00	\$5,450.00
Distance Fee	\$ -	\$ -	\$ -
Student Gov tFee	\$1,670.00	\$1,055.00	\$565.00
Total Tuition Fees	\$84,656.00	\$56,219.00	\$41,587.40
Reimbursable FTE	31.748987	17.29802	11.77646
Headcount	129	99	65
ADJ Pay	\$42,587.79	\$17,053.09	\$ -
FT Pay	\$83,559.73	\$71,916.46	\$25,710.80
CE Pay	\$ -	\$ -	\$ -
Total Pay	\$126,147.52	\$88,969.54	\$25,710.80
Pay Per Credit Load	2634.935117	2156.83742	1028.432143
Margin	(\$65,641.52)	(\$50,200.54)	\$6,155.20
	-108%	-129%	19%

### 5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Current industry trends are looking for more and more automotive students to be placed into employment. Perhaps working with Klamath Community College's new Career Center can be put in place so students can be placed into employment while also attending school

### 5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

None at this time

## 6. CONCLUSION

### 6A. DESCRIBE PROGRAM STRENGTHS.

- Students are satisfied with the instruction being provided.
- The program has high student enrollment
- Automotive reputation increasing
- Increased student enrollment from dual credit

### 6B. DESCRIBE PROGRAM WEAKNESSES.

- Older program vehicles
- One diagnostic scan tool for class to utilize
- Could use more vehicle lifts in the shop area to be able to have more groups

### 6C. DESCRIBE SUPPORT NEEDED.

- The program would benefit by receiving or buying some newer vehicles.
- Newer scan diagnostic tools and more of them would be a big help.
- We have an automotive lift not being used at the moment and we could benefit greatly by utilizing it.

### 6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

#### **Goal 1 (Prosperity): Create new partnerships with more dealership and Automotive shops in town.**

- Establishing partnerships will ensure job placement and support from local businesses.
- More students can do internships at the same time.

#### **Goal 2 (Access): Increase student access into the Automotive Technology AAS degree and the Automotive Technician Electrical/Electronic Specialist Career Pathway Certificate.**

- Increased availability to drop in mid program (every Fall.)
  - Students would be able to join the Automotive program out of sequence and not have to wait for a new cohort to start.
  - Additional instructors teaching AMT110 more frequently than every other year; would allow for more completion of the Pathway Certificate.
-

# Occupational Employment and Wages, May 2019

## 49-3023 Automotive Service Technicians and Mechanics

### DESCRIPTION

Diagnose, adjust, repair, or overhaul automotive vehicles. Excludes "Automotive Body and Related Repairers" (49-3021), "Bus and Truck Mechanics and Diesel Engine Specialists" (49-3031), and "Electronic Equipment Installers and Repairers, Motor Vehicles" (49-2096).

### WAGE RANGE

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$12.94	\$16.41	\$21.19	\$27.45	\$32.78	\$22.27	\$46,334
Central Oregon	\$12.31	\$15.67	\$20.98	\$24.95	\$29.33	\$20.68	\$43,024
Clackamas	\$13.38	\$15.94	\$20.09	\$25.30	\$29.70	\$21.09	\$43,866
Columbia Basin	\$13.17	\$14.33	\$17.28	\$22.61	\$28.07	\$18.74	\$38,978
Columbia Gorge	\$11.58	\$13.73	\$17.50	\$24.99	\$29.73	\$19.18	\$39,905
Douglas	\$13.84	\$16.14	\$18.32	\$22.62	\$29.13	\$19.71	\$40,993
East Cascades	\$11.82	\$13.95	\$18.99	\$24.22	\$29.05	\$19.48	\$40,510
Eastern Oregon	\$12.42	\$14.98	\$19.43	\$25.30	\$31.14	\$20.57	\$42,799
Eastern Six	\$12.03	\$16.41	\$20.26	\$26.79	\$32.57	\$21.53	\$44,790
Lane	\$12.22	\$15.82	\$19.97	\$25.86	\$30.92	\$21.42	\$44,552
Linn-Benton	\$12.73	\$16.48	\$20.64	\$26.20	\$30.12	\$21.31	\$44,324
Mid-Valley	\$12.94	\$16.33	\$20.00	\$24.66	\$29.61	\$20.83	\$43,321
Northwest Oregon	\$12.12	\$16.03	\$20.96	\$24.88	\$29.12	\$20.88	\$43,416
Portland Tri-County	\$14.24	\$17.41	\$23.39	\$29.66	\$36.54	\$24.19	\$50,311
Portland-Metro	\$14.80	\$17.92	\$24.56	\$30.66	\$37.43	\$25.06	\$52,125

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Rogue Valley	\$12.49	\$15.13	\$19.14	\$24.56	\$29.87	\$20.25	\$42,118
South Central	\$11.57	\$12.23	\$14.82	\$19.53	\$26.09	\$16.71	\$34,773
South Coast	\$13.29	\$16.63	\$19.52	\$24.60	\$29.13	\$20.46	\$42,556
Southwestern Oregon	\$13.66	\$16.38	\$18.90	\$23.84	\$29.13	\$20.13	\$41,856

## EMPLOYMENT OUTLOOK

### Statewide Employment Analysis

Employment in this occupation in 2017 was much larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2027. This occupation is expected to grow at a much slower rate than the statewide average growth rate for all occupations through 2027.

### Area Employment Analysis

Reasonable employment opportunities exist.

Employment in this occupation in 2017 was much larger than most occupations in the region. The total number of job openings is projected to be somewhat larger than most occupations in the region through 2027. This occupation is expected to grow at a much slower rate than the regional average growth rate for all occupations through 2027.

## AREA EMPLOYMENT PROJECTIONS FOR FOR AUTOMOTIVE SERVICE TECHNICIANS AND MECHANICS

Replacement openings are caused by existing workers permanently leaving their occupation. Many additional job openings occur due to job changes within occupations.

Area	2017 Employment	2027 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	7,423	7,854	5.8%	43	702	745
Central Oregon	459	497	8.3%	4	44	48
Columbia Basin	109	121	11.0%	1	11	12
Columbia Gorge	72	70	-2.8%	0	6	6
Eastern Oregon	341	351	2.9%	1	32	33

Area	2017 Employment	2027 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Eastern Six	232	230	-0.9%	0	21	21
Lane	561	613	9.3%	5	53	58
Mid-Valley	951	1,020	7.3%	7	91	98
Northwest Oregon	535	567	6.0%	3	50	53
Portland Tri-County	3,557	3,786	6.4%	23	338	361
Rogue Valley	548	578	5.5%	3	52	55
Southwestern Oregon	281	303	7.8%	2	27	29

## EDUCATIONAL REQUIREMENTS FOR AUTOMOTIVE SERVICE TECHNICIANS AND MECHANICS

The typical entry level education for this occupation is a postsecondary training (non-degree). Those with an associate's degree have a competitive advantage in the labor market.

### Knowledge

Examples of the knowledge needed for success in this occupation is listed below, in order of importance.

*This information comes from the Occupational Information Network (O\*NET).*

**Mechanical:** Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

- **Computers and Electronics:** Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- **Customer and Personal Service:** Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

### Skills

Examples of the skills needed for success in this occupation are listed below, in order of importance.

*This information comes from the Occupational Information Network (O\*NET).*

- **Repairing:** Repairing machines or systems using the right tools.
- **Equipment Maintenance:** Planning and doing the basic maintenance on equipment.
- **Operation Monitoring:** Watching gauges, dials, or display screens to make sure a machine is working.
- **Troubleshooting:** Figuring out what is causing equipment, machines, wiring, or computer programs to not work.
- **Quality Control Analysis:** Testing how well a product or service works.

### Abilities

Examples of the abilities needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).



- **Finger Dexterity:** Putting together small parts with your fingers.
- **Near Vision:** Seeing details up close.
- **Control Precision:** Quickly changing the controls of a machine, car, truck or boat.
- **Arm-Hand Steadiness:** Keeping your arm or hand steady.
- **Deductive Reasoning:** Using rules to solve problems.
- **Hearing Sensitivity:** Telling the difference between sounds.
- **Inductive Reasoning:** Making general rules or coming up with answers from lots of detailed information.
- **Manual Dexterity:** Holding or moving items with your hands.
- **Multilimb Coordination:** Using your arms and/or legs together while sitting, standing, or lying down.
- **Problem Sensitivity:** Noticing when problems happen.
- **Extent Flexibility:** Bending, stretching, twisting, or reaching with your body, arms, and/or legs.
- **Information Ordering:** Ordering or arranging things.
- **Flexibility of Closure:** Seeing hidden patterns.
- **Visualization:** Imagining how something will look after it is moved around or changed.

## Detailed Work Activities

Examples of the detailed work activities involved with this occupation are listed below, in order of importance. *This information comes from the Occupational Information Network (O\*NET).*

- Operate transportation equipment to demonstrate function or malfunction.
  - Record information about parts, materials or repair procedures.
  - Test mechanical systems to ensure proper functioning.
  - Adjust equipment to ensure optimal performance.
  - Repair non-engine automotive or vehicle components.
  - Replace worn, damaged, or defective mechanical parts.
  - Read work orders or descriptions of problems to determine repairs or modifications needed.
  - Confer with coworkers to coordinate work activities.
  - Estimate costs for labor or materials.
  - Troubleshoot equipment or systems operation problems.
  - Confer with customers or users to assess problems.
  - Inspect vehicles to determine overall condition.
  - Align equipment or machinery.
  - Test electrical circuits or components for proper functioning.
  - Reassemble equipment after repair.
  - Service vehicles to maintain functionality.
  - Inspect mechanical components of vehicles to identify problems.
  - Plan work procedures.
  - Clean work areas.
  - Repair worn, damaged, or defective mechanical parts.
  - Service heating, ventilation or air-conditioning (HVAC) systems or components.
  - Disassemble equipment for maintenance or repair.
  - Disassemble equipment to inspect for deficiencies.
  - Repair defective engines or engine components.
  - Rebuild parts or components.
  - Inspect gas systems or components to identify leaks or other potential hazards.
  - Rewire electrical or electronic systems.
  - Service green vehicles to make repairs or maintain good working order.
  - Install heating, ventilation, or air conditioning (HVAC) equipment.
  - Adjust vehicle components according to specifications.
  - Install audio or communications equipment.
  - Install vehicle parts or accessories.
-

## SCHOOLS AND TRAINING PROVIDERS

School	City	Program	2016 Graduates
<a href="#">Central Oregon Community College</a>	Bend	< 1 year	67
		1-2 year	6
		Associate Degree	0
<a href="#">Chemeketa Community College</a>	Salem	< 1 year	3
		Associate Degree	25
<a href="#">Clackamas Community College</a>	Oregon City	< 1 year	31
		Associate Degree	9
<a href="#">Clatsop Community College</a>	Astoria	< 1 year	0
		Associate Degree	0
<a href="#">Klamath Community College</a>	Klamath Falls	< 1 year	26
		Associate Degree	7
<a href="#">Lane Community College</a>	Eugene	1 – 2 years	0
		Associate Degree	9
		2 – 4 years	5
<a href="#">Linn-Benton Community College</a>	Albany	1 – 2 years	1
		Associate Degree	12
<a href="#">Mt Hood Community College</a>	Gresham	< 1 year	10
		Associate Degree	11
<a href="#">Portland Community College</a>	Portland	Associate Degree	13
		2 – 4 years	35
<a href="#">Rogue Community College</a>	Grants Pass	1 – 2 years	14
		Associate Degree	11
<a href="#">Umpqua Community College</a>	Roseburg	< 1 year	4
		Associate Degree	11

Data from the [State of Oregon Employment Department's Website](#)



## INSTRUCTIONAL PROGRAM REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
<b>1—Accomplishments in Achieving Goals</b>	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals..
<b>2—Labor Market Projection</b>	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
<b>3—Resources</b>				
<b>Professional Development</b>	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
<b>Faculty Meeting Instructional Needs</b>	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
<b>Facilities and Equipment</b>	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.
<b>4—Effectiveness</b>				
<b>Student Learning Outcomes Assessment</b>	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.	Minimal evidence of SLO assessment.

<b>Student Success</b>	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.
<b>5—Budget</b>	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
<b>6—Strengths and Weaknesses</b>	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
<b>7—New Goals and Plan</b>	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
<b>8—Overall Evaluation</b>	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the college.	There is evidence that planning intermittently informs some selection of services to support the college.	Minimal evidence that plans inform selection the of services to support the college.
	<b>Highly Developed</b>	<b>Developed</b>	<b>Emerging</b>	<b>Initial</b>