NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION, INC.

November 30, 2011

Mr. Dale Doty
Western Colorado Community College
2508 Blichmann Ave.
Grand Junction, CO 81505

Dear Mr. Doty:

We have received the on-site evaluation results for your Automobile technician-training program. The results indicate that your program continues to meet the requirements for NATEF ***Master*** Accreditation—the highest level of achievement recognized by the National Automotive Technician Education Foundation (NATEF).

We commend you and your staff for maintaining your program's standards, and continuing to meet the industry's requirements. The explosion in automotive technology makes your high quality automotive training program more valuable than ever.

To acknowledge your accomplishment, we are creating a plaque for you that will indicate your program successfully completed the renewal process of program accreditation. You should receive this plaque within 6-8 weeks.

Sincerely,

William A. Kersten

William A. Kersten
President, NATEF

WAK/bm

cc: Mr. Gary Looft, Instructor
Mr. Kerry Meier, ETL
Dr. Darrell Parks, NATEF Consultant

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Program Review for Colorado Mesa University
Western Colorado Community College
Transportation Services Technology

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N.A.T.E.T. Evaluation Team Leader

Program Review for Colorado Mesa University
Western Colorado Community College
Transportation Services Technology

The home office for the National Automotive Technician Education Foundation (NATEF) contacted me and requested that I serve as the Evaluation Team Leader (ETL) for a re-certification evaluation of the Western Colorado Community College Automotive program.

In addition to the NATEF accreditation, the leadership of WCCC requested that I do a program evaluation for their Transportation Service Technology department, which consists of automotive and diesel training.

Wednesday evening, October 12, 2011, I at 6;00 PM I met with Gary Looft, two fellow instructors and the two community team members for the purpose of distributing the necessary automotive evaluation materials and to conduct an orientation to the evaluation process. After approximately 90 minutes the team and the staff were comfortable with what the next day would bring and we departed.

Thursday, October 13, the team met at 7:30 am and we began the NATEF re-certification on-site visit. The areas evaluated were as follows; Standard 1) Purpose of program. Standard 2) Administration. Standard 3) Learning resources. Standard 4) Finances. Standard 5) Student Services. Standard 6) Instruction. Standard 7) Equipment. Standard 8) Facilities. Standard 9) Instructional Staff. Standard 10) Cooperative Agreements.

While the NATEF recertification is primarily focused on standards 6 – 11, as the ETL I also review standards 1 – 5 in order to assure that those very important segments are still appropriate and effective, thus assuring that the students that enroll in the automotive/diesel program have the same administrative support that the academic centered students enjoy. Standards 6 – 11 are, under the guidance of the ETL, primarily evaluated by the volunteer community members from the automotive industry. It should be noted here that the standards cited apply to the Transportation Service Technology department.

Before continuing, I must offer this observation. I have served as ETL for roughly 14 schools throughout the Southwest, and I cannot recall a more positive, enthusiastic staff and administration. The students that the team and I came into contact with were respectful, and cooperative.

Standard 1 Purpose

In this standard I found that there is a need for such a training program in the Grand Junction area and, based on interviews with local employers, the program is meeting the need of area repair facilities. The stated program goals and objectives blend well with the stated college goals and students that complete this program can find gainful employment.

Standard 2 Administration

This standard examines numerous areas of administration. The areas include record keeping, chain of command, administrative support, written policies, advisory committees, and training vehicles. Based on documents provided, the administration of this program is doing a fine job. The involvement of the community advisory board is impressive. I find that the budget, which could always be larger for every department, is adequate to support the current instruction process.

Standard 3 Learning Resources

The interest shown by the University library is very impressive. There is an obvious desire of the library leadership to have a positive influence on the students for the transportation division. The acquisition of the on-line service information system ALLDATA is a very positive step for both your community and your students. It suggests that the support for this program reaches far beyond the building level and is admirable. In addition to the classroom multimedia components, the presence of industry centered periodicals for the students is another example of the schools' proactive approach to this training program

Standard 4 Finances

There appears to be adequate resources provided to maintain shop equipment, replace broken tools, and to maintain the items necessary to conduct classes in a safe, comfortable environment.

Standard 5 Student Services

Student services are performed in an efficient manner and seem to be non-intrusive. Placement records appear to be maintained by the instructors. In most schools this seems to be the case, but NATEF prefers that this task be performed by student services.

Standard 6 Instruction

The scheduling of classes and the recommended sequence for the students is educationally sound and follows the general priorities of the industries. Each student has the opportunity to have a personal educational plan, complete with likely graduation time. The preparation for each instructor is adequate and reflects well on classroom presentations. The student/instructor ratio is around 22 – 25:1 for the early part of a term, and as is seen in many other automotive/diesel programs, tends to settle in around 20:1. This is a ratio seen at most other programs and is considered appropriate for courses that consist of lecture and lab experiences. The curriculum complies with ALL NATEF standards and is especially notable because of the instructors' daily lesson plans and the correlation of shop tasks, lecture and demonstration efforts to the NATEF list of priority tasks. In addition to exemplary instructional planning, the tools and equipment necessary for adequate instruction are in place. Use of a bar code inventory system is a vital asset in maintaining inventory and reducing loss or theft of equipment.

The involvement of the advisory committee in initiating additional task is appropriate. Instruction on EPA and safety issues is included in the curriculum and is an added value to both the students' and their future employers.

Student assessment is an integral part of each lesson and hands on task. Performance standards are clearly communicated and there is a necessary and essential emphasis placed on personal safety. As an aside, the fixed operations manager, who was a part of the evaluation team, stated that he was going to model a safety process in his dealership based on what he learned during this assessment.

The related instruction (academic) courses are well thought out and students are encouraged to complete those courses along with their area of major.

The use of hands on testing as well as more traditional assessment are present in this program and appear effective and are appropriate. General Motors, Chrysler, Toyota, Ford, Caterpillar, and Cummins have all begun utilizing hands – on evaluation as a part of their on-going technician training and certification.

The use of appropriate vehicles is evident. There is no inappropriate use of this program to maintain college vehicles.

Standard_7 Equipment

The equipment utilized in this program (or any automotive/diesel program) is, as a general rule expensive and essential. First and foremost, all equipment that was present in the facility was equipped with all necessary and required safety devices. Electrical equipment that was unsafe was rendered un-usable by removal of the power cord. During the teams visit at no time did we observe any student, instructor or visitor in the shop without the required safety glasses. While we found that the hand tools provided for the secondary students were adequate, we also found some of the scan tools either obsolete or in need of updating. The alignment equipment is serviceable but is not representative of the equipment the students will encounter when they enter the work force as graduates. There seemed to be no shortage of the normal consumables used in automotive/diesel instruction, and the process for obtaining replacement items is satisfactory.

Standard_8 Facilities

While the facilities are reasonably spacious, we found that a significant amount of space was dedicated to the storage of obsolete, inoperative equipment. Some of the work benches were cluttered with items left over from lessons long since completed. The floors and walls are in desperate need of a good cleaning and a fresh coat of paint. It was the teams' estimation that between 4 and 6 vehicle stalls were being lost to clutter. It should also be noted that potential students when viewing this facility will come away with a negative opinion of program quality that does not reflect the reality. Private schools (for profit) place a high degree of importance to the physical appearance of their facilities as they are aware that a positive first impression is a lasting one. The vehicle parking area is also in need of some TLC. There are numerous obsolete, un-necessary components there along with various items that have nothing to do with automotive/diesel training.

Standard_9 Instructional Staff

The instructional staff is very well prepared and qualified to teach these subjects. All four carry all 8 ASE certifications, and all instructors have remained current in their field by completing a minimum of 20 hours of professional development courses in a 12 month period. It should be noted that in todays' environment, it is increasingly difficult to meet this requirement as the manufacturers training centers are under ever increasing pressure to keep their dealership technicians up to date, and thus find it nearly impossible to allow space for none dealer techs to attend classes.

Recommendations

Based on the observations of the evaluation team, we recommend the following. 1) Remove inoperative, obsolete equipment from inventory and dispose of it. 2) Paint the shop and classroom area and encourage the instructors and students to maintain the appearance. Many shops require their technicians to keep their work areas clean and presentable. 3) Remove un-useable components from the parking area, as well as vehicles that are no longer viable as a training aid. It might be wise to restrict access to this area to the program instructors only. 4) Require students to use fender covers when working on any vehicle. It can cost a minimum of $300.00 to repair a paint scratch 1 inch long. 5) Require students to wear leather work shoes in the shop. It looks more professional and it is much safer. 6) Have all lifting devices (hoists, jacks etc) inspected annually.

Summary

The program is well organized and executed. I find little or no duplication of effort with other programs. From my observation, the courses are sequenced logically and scheduled appropriately to meet the needs of the majority of traditional students. The responses of employers we surveyed strongly indicate that the courses taught are effective and on target. Student assessment is done thoroughly and regularly, reflecting the needs and expectations of the repair industry. It is the opinion of the team that given a positive curb appeal, enrollments will likely improve and the private schools will have a smaller presence in your community than they currently do. If the program were to emphasize any part of their training over another, it would have to be electrical/electronics. The program currently meets the national accreditation standard for that subject, (electrical) as it does all others as well.

This program is very good. It has a talented and dedicated staff, a committed and competent administration and un-paralleled community support.

Transportation Services Technology

NATEF

Self Study

Appendix A

PROGRAM STANDARDS

CONTENTS

STANDARD 1.

Purpose

The automobile technician-training program should have clearly stated program goals, related to the needs of the students and employers served.

Standard 1.1 Employment Potential

A. What percentages of those who complete the program obtain employment in the automotive industry within six (6) months of program?

After surveying students that completed the program we found only 70% of them ended up working in the automotive industry after six months, and 20% became employed in other industries. 10% found employment in other fields or were pursuing advanced degrees.

B. Rate the administration and use of an annual survey of employers to determine the needs of their potential employees.

All potential employers were surveyed on methods to better prepare the students for employment. This survey was both mailed to the employers, sent via e-mail and hand delivered. The employers responded verbally to the survey, changes recommended include:

REFERENCE MATERIALS: See employer survey results and analysis

STANDARD 1.

Purpose

Standard 1.2 Program Description/Goals

A. Rate the program materials available (brochure or catalog) on the inclusion of the following:

1. **Admission requirements**
2. **Employment potential**
3. **Areas of specialty training offered**
4. **Cost of tuition and fees**
5. **Technical qualifications of the instructional staff**
6. **Overall goals of the program**

B. Rate the availability of program materials for students prior to enrollment.

The program materials are available from WCCC student services or Colorado Mesa University admissions

REFERENCE MATERIALS: Automotive Technology enrollment package, requirements for enrollment.

STANDARD 2.

Administration

Program administration should ensure that instructional activities support and promote the goals of the program.

Standard 2.1 Student Competency Certification

A. Rate the certificate or diploma a student receives upon program completion on clearly specifying the areas of demonstrated competency.

REFERENCE MATERIALS: AAS Degree diploma and Technical Certificate diploma.

STANDARD 2.

Administration

Standard 2.2 Chain of Command

A. **Rate the organizational chart on the clarity of designating the responsibilities and authorities of program personnel.**

Colorado Mesa University Board of Trustees
Mesa County School District 51 Board of Education
Grand Valley B.O.C.E.S
Vice President of Community College Affairs
MIS Department Head: William Mc Cracken
Automotive Instructors: Gary Looft, post-secondary
Eric Keith Wright, post-secondary
Jim Goetz, secondary
Michael Carsten, secondary

REFERENCE MATERIALS:_____

_____

STANDARD 2.

Administration

Standard 2.3 Administrative Support

A. Staff in-service

A. Rate the provisions made for instructors to return to industry for planned in-service and update training on a regular basis.

Instructors are encouraged to return to industry for updates using a variety of supplemental programs. NIAT & NAPA seminars are available monthly for upgrade training, Car Quest training seminars, (approx 4 per year) and Honda factory training, one week on a yearly basis. On-line access for other upgrade training is available upon instructor request. .In addition there are county and state in-services, Colorado Association of Technical Educators conferences that allow for the sharing of ideas with other instructors and local summer employment.

B. Appropriate Facilities

A. Rate the training stations available in terms of the type and number required for specialty areas described in the program goals.

The learning labs have six individual lifts; each equipped with its electrical outlet and air hoses. And two drive on lifts for the alignment course with front and back air jacks that can be used a workstation. A tool room equipped with specialty tools for special repairs and a storage room to store surplus equipment, specialty tool, and consumables are used for security.

C. Up to date tools and equipment

A. Rate the availability of tools and equipment needed for training in the lab/shop area.

B. Rate the tools and equipment used in the training program in terms of meeting industry standards.

C. **Rate the quantity of tools and equipment in terms of efficient and effective instruction.**

All the tools and equipment were inventoried, examined for condition and operation, and then compared to the NATEF list. Any tools that were missing or were not at NATEF standards were replaced in sufficient numbers for all students to have access. The advisory committee agreed they met industry standards reviewed all tools and systems. Class size for all lab programs is capped at 20.

Post secondary students must furnish tools per supplied list that was generated by the advisory committee.

D. Training support materials

The Today's Technician series of books covering all 8 ASE areas of certification are used for the post secondary students. Modern Automotive Technology textbook is used for the secondary students.

Computerized data bases from Mitchell and All Data are the source for repair information, as well as Identifix.

An extensive fleet of instructional vehicles are available for in lab instruction.

E. Automotive Magazines

A. Rate the current general and technical automotive magazines and papers available for student and instructor use

The program has a subscription to 9 automotive magazines.

F. Annual Budget

A. Rate the extent to which the annual budget is prepared by the program faculty in conjunction with the institution administration.

The vocational department receives funds annually depending on student enrollment, FTE numbers and requested budget.

REFERENCE MATERIALS: Budget print out

Standard 2.

Administration

Standard 2.4 Written Policies

A. Rate the extent to which written policies regarding student and institution responsibilities have been approved by administrative and/or policy board.

Western Colorado Community College makes available to all students a copy of the Student Handbook at the beginning of each school year. This book is reviewed on the first day of school to insure the students know the school rules. Secondary Students Code of Conduct book from the Western Colorado Community College as well as Colorado Mesa University.

B. Rate the written policies regarding safety, liability, and lab/shop operation in terms of being prominently displayed in the lab/shop area.

Currently the safety reinforcement for the program consists of a lecture on safety, a video on safety, video of MSDS, and a lab that goes with the lecture. Students take a safety test and must pass with a score of 90%. No student is allowed to use any equipment until the instructor has showed the correct procedure. In addition there are posters in the class reinforcing proper safety procedures

C. **Rate the policies in terms of being provided to each student and instructor.**
See reference material

REFERENCE MATERIALS: High School Student Handbook, WCCC handbook, CMU student academic policies handbook as well as the Students Code of Conduct handbook

Standard 2.

Administration

Standard 2.5 Advisory Committees

A. **Does the advisory committee convene a minimum of two working meetings per year?**
YES

Yes, last year the advisory committee met twice.

B. Rate the input of committee members as indicated in the minutes.

All the information from committee meeting is written into the minutes. The minutes are then sent by both mail and e-mail to all persons that attend the meeting

C. Rate the number of committee members in terms of being representative of the following groups.

1. Automobile technicians: 3
2. Local employers: 3
3. Consumer groups 1
4. Former students: 1
5. Other: 2

See contact list

REFERENCE MATERIALS: Minutes form meetings, Contact list

Standard 2.

Administration

Standard 2.6 Public/Community Relations

A. **Rate the distribution of public relations materials on a regular basis.**

Materials are displayed in both buildings, and on the web. A DVD is being made for recruiting and marketing purposes.

REFERENCE MATERIALS: See program materials

Standard 2.

Administration

Standard 2.7 Customer Vehicle Work

A. Rate the system used to collect, documents, and disburse live work repair receipts.

All secondary live work is restricted to students currently enrolled in the program, family or faculty of the school. Post-secondary receives and repairs customer vehicles as part of the instructional process as long as it pertains to the instructional unit they are enrolled in.Live work is used strictly to supplement the lessons and give the students the ability to apply lessons learned. Payments for work done is collected by the bookkeeper and credited to the SBA account for use by the program.

B. Rate the use of support staff to collect payment for live work repairs.
The school bookkeeper receives all payments and provides a receipt to the customer, as well as, paid copy for the program records.

REFERENCE MATERIALS: Repair policy and invoice

Standard 3.

Learning Resources

Support material, consistent with both program goals and performance objectives, should be available to staff and students.

Standard 3.1 Service Information

A. **Rate the availability of service information with procedures and specification of vehicles manufactured within the last 10 years by the major manufactures.**

The program uses the All Data, Michell On-Demand 5 computerized service manuals and Identifix technician support web site. These manuals have been renewed and are current. They cover domestic and import, cars and trucks, manufactured since 1982. A library of factory manuals is available in the lab.

B. Rate the availability of the manufacturer's specification data in terms of location to the lab/shop area.

Four computer stations are located near the front of lab area for the students to use to access the data as they work in the lab, and all students are trained as to how to use the system.

REFERENCE MATERIALS: Michell On-Demand 5, All Data and Indentifix

Standard 3.

Learning Resources

Standard 3.2 Multimedia

A. Rate the use of appropriate, up-to-date multimedia materials such as video equipment, transparencies, etc. in the training process.

The classrooms are furnished with a new flat screen tvs, two televisions, and a network computer connected and used for presentations and multi media.

B. Rate the availability of the multimedia materials for instructional purpose.

See storage locker located in the lab between classrooms.

REFERENCE MATERIALS: VHS tapes, DVD, books and reference material

Standard 3.

Learning Resources

Standard 3.3 Instructional Development Services

A. Rate the use of specialist to provide media development services for instructional staff

The Western Colorado Community College arranges in-service workshops during the school year for instructor upgrade.

B. Rate the availability of equipment and supplies for faculty use in duplicating materials and producing overhead transparency materials etc.

The front office and student services are furnished with a copy machine each..

REFERENCE MATERIALS:_____

_____

Standard 3.

Learning Resources

Standard 3.4 Periodicals

A. Rate the general and technical automotive magazines and newspapers available for student and instructor use in terms of being current.

There are nine magazine subscriptions that are available to the students to read in class when they have completed their assigned work. In addition the library has additional material the students can access.

REFERENCE MATERIALS: Magazine rack

Standard 3.

Learning Resources

Standard 3.5 Student Materials

A. Rate the instructional texts of pertinent material available for each student in terms of satisfying the objective of the mode of instruction use.

The program is taught using a variety of instructional materials depending on the course. Reference texts include the following: Modern Automotive Technology, Today's technician series with classroom and lab books, as well as printed worksheets and job sheets used in the lab.

B. Rate the specialty textbooks in terms of having copyright dates no more than six years old.

All specialty texts have been purchased within the last two years.

C. Rate the basic textbooks in terms of having copyright dates no more than six years old.

All basic textbooks have been purchased within the last two years.

REFERENCE MATERIALS: See Resource tubs

Standard 4.

Finances

Standard 4.1 Program Training Costs

A. Rate the per-student training cost in terms of realistically achieving instructional goals.

REFERENCE MATERIALS: See budget reports

Standard 4.

Finances

Standard 4.2 Budget

A. Rate the development of an annual budget for program operation.

The vocational department receives funds each year based on FTE numbers and student enrollment and budget requests. These funds are used to purchase equipment for each program. The vocational instructors put together a list of needs at the beginning of each school year and then prioritize the equipment on the list. The advisory committee reviews list and makes recommendations for type, number and further purchases.

B. Rate the budgeted funds allocated to and used by the program.

The amount of funds allocated will vary from year to year depending on program needs and student enrollment.

C. Rate the funding in terms of being adequate for program operation.

All the needs and request for the program have been filled. The program does not lack for financial support.

REFERENCE MATERIALS:_____

_____

Standard 4.

Finances

Standard 4.3 Budget Preparation

A. Rate the annual budget in terms of being prepared by the institutional administration in conjunction with the program staff.

Upon receipt of the department's budget requests, administration allocates funds based on need and demand. Priorities are established based on past budget cycles and emerging needs.

REFERENCE MATERIALS: See budget reports

Standard 4.

Finances

Standard 4.4 Status Reports

A. Rate budget status reports provided to instructional staff.

The budget status is available to all instructors in the program through an on-line data base, and reports can be printed as needed.

REFERENCE MATERIALS: see budget report

Standard 5.
Student Services

Systematic pre-admission testing, interviews, counseling services, placement, and follow-up procedures should be used.

Standard 5.1 Pre-admission Counseling

A. Rate the use of pretest in the following area prior to student enrollment:

1. **Reading**
2. **Mathematics and science**
3. **Mechanical aptitude**

Western Colorado Community College is an open enrollment institution per state mandate. Instructors and counselors interview prospective students and communicate expectations of the occupation and instruction to be sure the students is prepared for the instruction.
Academic skills are assed using ACT/SAT scores or Accuplacer testing to determine remediation requirements for student success.

B. Rate the documentation of testing procedures and how the results will be used in the program explanatory material and its availability to all interested parties.

Academic requirements are stated in the Colorado Mesa University and Western Colorado Community College handbook and web site.

C. Rate the availability of written justification for all requirements.

See business surveys

REFERENCE MATERIALS: CMU Handbook and WCCC handbook, surveys

Standard 5.

Student Services

Standard 5.2 Pre-Admission Counseling

A. Rate the use of student interviews and notification of acceptance to the program prior to program admission.

When available, instructors interview prospective students before admission to the school. If instructors are not available, Student Services interviews the prospective student and makes recommendation to the instructors, and notifies the student of acceptance.

REFERENCE MATERIALS:_____
_____

Standard 5.

Student Services

Standard 5.3 Student Records

A. Rate the system used to maintain the permanent records of current and former students.

Western Colorado Community College maintains the records of all students after graduation. All the grade books are collected at the end of each school year and are stored for five years. After five years the records are shredded.

REFERENCE MATERIALS:_____

Standard 5.

Student Services

Standard 5.4 Placement

A. Rate the placement system used to assist students in obtaining employment in the automotive industry upon graduation.

Student Services offer job opening notices to all campus students through bulletin board posts and instructor referrals. Seminars on job search skills and resume building are available to all students, as well as a capstone course for Transportation Services Technology students. Follow ups are done at 6 months, one year, and 5 year intervals.

REFERENCE MATERIALS:_____

_____

Standard 5.
Student Services
Standard 5.5 Annual Follow-up

A. Rate the formal follow-up system used to determine students' employment location.

The automotive program has developed a follow-up survey for the students to fill out six months after graduation to establish what improvements are required of the program.

B. Rate the follow-up procedure used to obtain student assessment of efficiency and effectiveness of their training.

The follow-up procedure is a phone survey. The students fill out a card before graduating from the program, which is used to contact them later.

C. Rate the follow-up procedure in terms of obtaining feedback regarding need additions of deletions to the training:

1. **Curriculum**
2. **Program**
3. **Tools and equipment**

This information is used to help determine what changes the program need.

D. Rate the follow-up system used to obtain information from program graduates who are employed outside of the automotive industry.

The survey is directed to all program completers. The information received back from graduates employed outside of the automotive industry is used to find out if the program meets those students needs also.

E. Rate the use of the information from follow-up procedures to modify the training program.

The program in the past has used an informal survey that involved talking to students and asking if the program needed improvements. The students' responses were used in some of the expansions made in the lab as well as changes in the curriculum.

REFERENCE MATERIALS:_____

_____

Standard 5.

Student Services

Standard 5.6 Legal Requirements

A. Rate the training program in terms of compliance with applicable local, state, and federal requirements.

Fire inspections and lock down drills are performed annually to insure that it is in compliance with all applicable requirements.

REFERENCE MATERIALS:_____

_____

Standard 6.

Instruction

Instruction must be systematic and reflect program goals. A task list specific performance objectives with criterion-referenced measures must be used.

Standard 6.1 Program Plan

A. Rate the training program in terms of being logically sequenced.

REFERENCE MATERIALS: See course description and requirement sheet

Standard 6.

Instruction

Standard 6.2 Student Training Plan

A. Rate the specific training plan used for each student in terms of stating the student goals and steps need to meet those goals

All students are given an overview at the beginning of each class. In addition the students are given a chart that they can post the grades on to monitor progression. We print out how students are progressing twice each semester.

B. Rate the emphasis placed on giving students a copy of their training plan.

The students are given a training record sheet to maintain for themselves. It is optional if the student wishes to track his results. The results are tracked on the grading software and students are continuously reminded of any missing task.

REFERENCE MATERIALS:_____

_____

Standard 6.

Instruction

Standard 6.3 Preparation Time

A. Rate the instructor's schedule in terms of providing adequate time for planning.

Teachers are given one planning period each day.

REFERENCE MATERIALS: Teacher Contract

Standard 6.

Instruction

Standard 6.4 Teaching Load

A. Rate the current instructor/student ratio in terms of educationally sound.

Class size is limited to 20 students for any class that includes the lab. Introductory class may go up to 25.

B. Rate the average instructor ratio for the past year in terms of being educationally sound.

Look at last year's class rosters. Rosters verify student class sizes being both of a manageable size and separated so only one course is taught at a time.

REFERENCE MATERIALS: Class Roster

Standard 6.

Instruction

Standard 6.5 Curriculum

A. Do the following areas provide theory and "hands-on" training for 95% of the P-1, 80% of the P-2 and 50% of the P-3 tasks:

	95 % P-1	80% P-2	50% P-3
1. Brakes	**Yes**	**Yes**	**Yes**
2. Electrical/Electronic Systems	**Yes**	**Yes**	**Yes**
3. Engine Performance	**Yes**	**Yes**	**Yes**
4. Suspension & Steering	**Yes**	**Yes**	**Yes**
5. Engine Repair	**Yes**	**Yes**	**Yes**
6. Heating and Air Conditioning	**Yes**	**Yes**	**Yes**
7. Manual Drive Transmissions/Axles	**Yes**	**Yes**	**Yes**
8. Automatic Transmissions/Transaxles	**Yes**	**Yes**	**Yes**

The program is using Today's Technician and Modern Automotive Technology textbooks, designed to cover all the P-1, P-2, and P-3 tasks for each area.

B. Rate the tools and equipment available for each program area

1. Brakes
2. Electrical/Electronic Systems
3. Engine Performance
4. Suspension & Steering
5. Engine Repair
6. Heating and Air Conditioning
7. Manual Drive Transmissions/Axles
8. Automatic Transmissions/Transaxles

All the tools were inventoried by the advisory committee and all missing tools were purchased. See tool inventory and check sheets.

C. Rate the use of the Advisory Committee to review and approve addition tasks.

The Advisory Committee has been consulted about the lab/shop layout, courses and what grade to begin teaching the program to. The committee was consulted on all purchases of equipment and in what future courses will be taught.

D. Rate the curriculum in terms of including instruction on:

1. **OSHA regulation the student may encounter upon employment.**

   Included in the beginning of each course is a safety lab that includes the instruction on a safe lab/shop and the role that OSHA plays in insuring a safe working environment.

2. **Legal responsibilities of the technician regarding Environmental Protection Agency regulations.**

   In the beginning of each course, information pertaining to environmental hazards and waste is covered. The proper method of disposal and recycling of all materials is included in these lectures. Students are also taught the responsibilities and the consequences of violating the laws.

3. **Other appropriate requirements that may affect their on-the-job activities.**

   Local laws concerning employment, safety, and the environment are discussed at lengths in the class. The goals of these discussions are to make the students better prepared for the work place and better employees.

4. **Identification and use of appropriate tools and test and measurements equipment.**

   Students are introduced to tools and test and measurements equipment in the introduction course and taught the proper methods of using the equipment. From this basic set of tools the program adds to this list additional tools and teaches the proper method of use.

5. **Use of current service and information and industry publication.**

   The program uses a current subscription to All Data and Michell On-Demand 5 computerized service manual, suggested repair time manual, and estimate writer software.

6. **Knowledge and use of all current applicable industry and government regulations/accepted practices and their agencies.**

   Students are taught about EPA regulations, DOT regulations, and automobile safety regulations. These lessons include why these regulatory bodies came to be and the function they serve. The SP2 on line program is used for enhanced instruction in safety and hazardous material handling, and the student receives a certificate of completion at the end of the course. This course is TSTG 120 Industrial Safety Practices.

7. **Fuel characteristics, difference gasoline/diesel and alternative fuels, safety implications of these characteristics/differences, appropriate technical terminology and the potential environmental and economic cost/benefits.**

Post Secondary Students are taught about the advantages and disadvantages of alternative fuels, electric cars, hybrid cars, and diesel/high compression ignition vehicles on a theory basis. They learn how these systems work and there potential for future use in the market.

E. **Rate the inclusion of competency in filling out work order forms, ordering parts, and recording the time spent on task in the curriculum.**

The work order, estimates and parts ordering are covered throughout the curriculum. Students keep their own records of task time and instructors keep tasks completed.

REFERENCE MATERIALS:_____
_____

Standard 6.

Instruction

Standard 6.6 Student Progress

A. Rate the use of a progress chart of other record-keeping tool (with specific tasks) to indicate students' progress.

All the students' progress is charted on a computer and a student progress chart maintained by the student. The software is used to record grades, description of task, and dates tasks were performed. It also prints out for students a progress report on how they performed on each task and can instantly tell the student how he is performing overall.

REFERENCE MATERIALS:_____computer software: current software is MKake the Grade or Thinkwave.com

Standard 6.

Instruction

Standard 6.7 Performance Standards

A. Rate the use of a stated performance level required for each task.

The rating scale of 0-5 is used to rate student competency in each task.

B. Rate the availability of standards given to students and potential.

Progress sheets in the TSTC courses

C. Rate the requirement for students to demonstrate "hands-on" competency or mastery of a task before the instructor verifies a student performance.

All tasks are demonstrated for the students, after which all students are given time to practice the task. They work in small teams and try to help each other accomplish the task. Students then must demonstrate the skill to the instructor for final evaluation.

REFERENCE MATERIALS: Rating scale, progress sheets, syllabi

Standard 6.

Instruction

Standard 6.8 Safety Standards

A. Rate the safety instruction given prior to lab/shop work.

All courses start with a safety lecture, video, and lab. In addition a video on Material Safety Data is available.

B. Rate the importance place on safety instruction as a part of the training program.

Safety is the number one priority for all shop work performed.

C. Rate the importance of including safety test in the training program.

All performance objectives include an evaluation of the students' ability to follow all safety rules. Failure to follow these rules affects the students' grade. Chronic safety violations will have the student removed from the program in order to avoid accidents.

D. Rate the emphasis placed on complying with safety practices in the lab/shop area

All students that are working in the lab/shop area know that failing to follow safety practices will affect there grades at the least and can have far more severe consequence for either chronic or serious violations.

REFERENCE MATERIALS: Safety lab, Safety chapter in Modern Automotive Technology, Safety video , Todays Technician Basic Vehicle Service

Standard 6.

Instruction

Standard 6.9 Personal Characteristics

A. Rate the emphasis placed on the on the following in all training activities and instructional materials:

1. **The importance of maintaining good relationships with fellow employees.**

   Students are taught the need to respect each other with emphasizes on communication and good moral behavior during lectures and by the class and school rules. These lessons are reinforced with the Professional Development Plan manuals that emphasize employability skills from Skills USA .

2. **Respect for fellow student's tools and other property.**
   Etiquette on tool usage and borrowing is covered and students are expected to replace any damaged or lost tools.

3. **The development of good customer relations.**
   Post secondary students act as service advisors when working on live vehicles. This gives them the opportunity to develop good customer relation skills.

4. **Appropriate clothing similar to that found in local shops.**

   All students are given a locker to keep their work clothing in.

5. **Student cleanliness to insure seats, steering wheels, etc are not greasy or damaged after the job is complete.**
   Seat protectors and floor mats are provided for the students to use while working on the vehicles.

6. **The use of fender covers.**

   Fender covers are supplied for the protection of the fenders.

REFERENCE MATERIALS:_____

_____

Standard 6.

Instruction

Standard 6.10 Work Habits/Ethics

A. Rate the degree to which the training program is organized so that appropriate work habits developed in the training program are similar to work habits required on the job.

The lab/shop is designed to resemble a regular place of business and function like one. The students are expected to behave in a professional manner and perform repairs in that fashion. Skills USA is made available to all students and Professional Developments Plans (PDP) curriculum is used to enhance these skills. These manuals emphasize employability skills.

B. Rate the emphasis placed upon ethical practices.

The students are encouraged to ask ethical questions on how they should address problems with fellow employees to performing modifications on cars that may be illegal. The PDP's also address ethical issues faced by employees.

REFERENCE MATERIALS: Skill USA Professional Development Plans

Standard 6.

Instruction

Standard 6.11 Provisions for Individual Differences

A. Rate the structure of the training program to accommodate students with different levels of cognitive and psychomotor ability.

In order to serve a broad range of learning abilities the program has assembled a variety of methods to deliver the information. These include videos, , hands on labs, overhead transparencies, power points and web based material along with a variety of text and reference materials. Tutors are also available to student on an on-demand basis.

REFERENCE MATERIALS: Video Library, Mitchell Manuals, All Data Mitchell On-Demand 5, library, Modern Automotive Technology Today's Technician texts, Educational Access Services policy

Standard 6.

Instruction

Standard 6.12 Related Instruction

A. Rate the degree to which related mathematics, science, communication, and interpersonal-relations instruction are coordinated with on-going instruction in the training program.

Post-secondary students are required to take related Math, Communication and science courses per their degree options. Related math, communication and science is infused within the curriculum, and appropriate work or job sheets are used to verify competency.

B. Rate the use of qualified instructors for related instruction.

All instructors teaching related courses are state certified.

REFERENCE MATERIALS: Job sheets, worksheets, program sheets

Standard 6.

Instruction

Standard 6.13 Testing

A. Rate the used of written test to evaluate task performance.

All tasks include a written test to evaluate the cognitive skills of the students.

B. Rate the use of performance test to evaluate task performance.

All tasks include a performance test to evaluate the psychomotor skills of the students.

C. Rate the use of go/no go level of performance in performance tests.

The performance tests are subdivided into a series of simple skills. Each one is either performed or not performed correctly and recorded in this manner. The total of performed or not performed skills establishes the grade.

REFERENCE MATERIALS:_____

Standard 6.
Instruction

Standard 6.14 Evaluation of Instruction

A. Rate the uses of a systematic program evaluation system to make decisions about program efficiency, effectiveness, and content.

The instructor is reviewed yearly as per CMU guidelines and state of Colorado requirements to insure that they meet the needs of the program. In addition, the advisory committee is used to insure that the program is staying current with industry's needs reviews the program.

B. **Rate the use of student input in the evaluation process.**

Students fill out a survey at the end of each course. The instructor is the only one that sees this survey. There is student input on the instructor's official evaluation.

C. Rate the use of instructor evaluation in the evaluation process.

The instructor continuously watches the students to insure the interest of the students are maintained and constantly tries different teaching techniques to maintain that interest.

D. Rate the use of self-evaluation of instruction on a regular basis in the evaluation process.

The self-evaluation process takes place while teaching and at the end of each task. The instructor constantly is looking to see if there was material that was not taught well and looks for methods of improvement.

E. **Rate the use of student follow-up data in the evaluation process.**

There is student input on the instructor's official evaluation

F. Rate the use of the Advisory committee review in the evaluation process

The advisory committee is not involved in the official evaluation of the instructor. The evaluation is measured in there support of the program.

REFERENCE MATERIALS:_____

_____

Standard 6.
Instruction

Standard 6.15 On Vehicle Service and Repair Work

A. Rate the degree to which live work benefits the student and supplements on-going instruction.

Live work is used to supplement instruction in the program. Students work on live vehicles only after mastering all the task of the program. Live work is then given to them to apply the knowledge.

B. Rate the degree to which a student had instruction and practice on a specific repair task before a live work job requiring this task is assigned.

All practice work is done on demonstration vehicles and models while progressing through the learning process.

C. Rate the degree to which the program policies <u>do not allow</u> the following as the <u>primary</u> source of live work projects:

1. Students in the automobile technician training program working on their own vehicles

Student's vehicles are only used as live practices after the entire task are mastered and if they have demonstrated the skills on a live vehicle supplied by a member of the faculty. The only student vehicles allowed to be worked on are those enrolled in the program. The general student bodies are not allowed to bring cars in and are not serviced.

2. School buses or other vehicles owned and operated by the governing body of the school

Periodic maintenance is performed on school vehicles only when the Maintenance fits within the course being taught. These maintenance operations encompass less than 1% of the live vehicle work.

(NOTE: VEHICLES DONATED BY MANUFACTURERS OR OTHER SOURCES ARE ACCEPTABLE AS THE PRIMARY SOURCE OF LIVE WORK PROJECTS.)

D. Rate the use of a written, industry type work order attached to or placed inside the vehicle.

All live work must have a repair order written and signed by the owner and have a current registration, insurance and valid tag. This repair order includes a waiver for the school in the event of an accident.

REFERENCE MATERIALS:_____
_____

Standard 6.

Instruction

Standard 6.16 Articulation

A. Rate the articulation agreements used between programs with equivalent competencies to eliminate unnecessary duplication instruction.

REFERENCE MATERIALS: Articulation agreement

Standard 7.

Equipment

Equipment and tools used in the automobile technician training program must be of the type and quality found in the repair industry and must also be the type needed to provide training to meet the program goals and performance objectives.

Standard 7.1 Safety

A. Rate the degree to which all shields, guards, and other safety devices are in place, operable, and used.

All equipment in the facility have all the safety devices required. Students are taught the correct way to use the tools and safety devices.

B. Rate the degree to which all students, instructors, and visitors wear safety glasses in the lab/shop area while lab is in session.

Everyone is required to put on a set of safety glasses when entering the lab/shop area during a lab shop session. Safety glasses, for persons not within the program, are located in the tool room and can be checked out before entering the lab shop.

REFERENCE MATERIALS:_____

_____

Standard 7.

Equipment

Standard 7.2 Type and Quality

A. Rate the availability of the tools and equipment needed for instruction in the lab/shop area.

The toolbox has all the general tools from the NATEF recommended list of tools.

B. Rate the tools and equipment in terms of the quantity needed for efficient and effective instruction.

Post-secondary students must furnish their hand tools and a hand tools box is furnished to all secondary students. All other tools are checked out of the tool room for task work.

C. Rate the tools and equipment used in terms of meeting industry standard quality standards.

. They are in both SI Metric and conventional systems; impact and non-impact and well organized.

REFERENCE MATERIALS: Inventory Sheets, tool room policy, tool list

Standard 7.

Equipment

Standard 7.3 Consumable Supplies

A. Rate the consumable supplies in terms of availability to assure continuous instruction.

Consumables for demonstration purposes are stored in the tool room between the two lab/shops.

REFERENCE MATERIALS:_____

Standard 7.

Equipment

Standard 7.4 Maintenance

A. Rate the use of a preventive maintenance program to minimize equipment down time.

Either the instructor or the schools maintenance department services all of the schools equipment. Any equipment that needs specialized service is referred to the administrator in charge of the facility. He in turn contacts the servicing company and authorizes repair or replacement.

REFERENCE MATERIALS:_____

Standard 7.

Equipment

Standard 7.5 Replacement

A. Rate the use of a systematic replacement schedule to maintain up-to-date tools and equipment at industry and safety standards.

The tool room attendant makes recommendations for replacements and quantities as well as the instructional staff. There is no projected life expectancy for the equipment.

B. Rate the use of student follow-up information and local Advisory Committee input in the replacement schedule.

The Advisory Committee is consulted as to the needs of the program before any purchase is made to insure that the program is using equipment and techniques used in local industry. The student follow-up information and Advisory committee input are used to establish any tools that may be antiquated or substandard.

REFERENCE MATERIALS: See meeting minutes

Standard 7.

Standard 7.6 Inventory

A. Rate the use of an inventory system to account for tools, equipment, parts, and supplies.

All tools have an assigned marked out location. At the end of every class the toolboxes and tool room are checked for missing tools. A scanner system is used to check out tools and to keep theft and vandalism to a minimum.

REFERENCE MATERIALS: Inventory list

Standard 7.

Equipment

Standard 7.7 Parts Purchasing

A. Rate the use of a systematic parts purchasing system – from work order – to parts specialist – to jobber.

Any materials used on demonstration vehicles are purchased using purchase orders from a local part supplier through an account that is maintained by the school bookkeeper.

B. Rate the impact of a lack of parts in delaying task performance.

Parts availability is excellent with a priority given to parts requests by the local parts suppliers. An open PO can be used for customer parts ordering.

REFERENCE MATERIALS:_____

Standard 7.

Equipment

Standard 7.8 Hand Tools

A. Rate the availability of hand tool sets for students, comparable to the tools that will be required for employment.

B. Post-secondary students must furnish their hand tools and a hand tool box is furnished to all secondary students. All other tools are checked out of the tool room for task work.

C. Rate the emphasis place on encouraging students to purchase a hand tool set (during the period of instruction) which is appropriate to the specialty area(s) in which they are being trained.

Students are given the opportunity to purchase tool sets from Snap-On and other suppliers at discounted rates. The tool suppliers offer these arrangements.

D. Rate the quantity of hand tools (not sets) available for student use during lab/shop instruction.

There are tools in ample supply for all students to be able to work on vehicles.

REFERENCE MATERIALS: Inventory Sheets, tool room check out procedure

Standard 8.

Facilities

The physical facilities must be adequate to permit achievement of the program goals and performance objectives.

Standard 8.1 Training Stations

A. Rate the training stations available in the type and number required for task performance as outlined in the program goals and performance objectives in terms of:

1. **Adequate bench space**

   There are eighteen steel benches to work on in the lab/shop area.

2. **Adequate lab/shop space**

   The facility is large enough to house nine lifts and is equipped with three garage door openings.

REFERENCE MATERIALS:_____

_____

Standard 8.

Facilities

Standard 8.2 Safety

A. Rate the identification of hazardous areas (painting, welding, etc.) with signs.

Signs are posted that people inside the lab/shop are required to have on approved eye protection devices. No painting in the lab/shop.

B. Rate the fire extinguishers in terms of having regular, current inspection tags attached and meeting fire codes for different types of fires.

There are eighteen fully charged and currently tagged fire extinguishers meeting fire codes for different types of fires in the lab/shop.

C. Rate the availability of an electrical disconnect system to shut down all outlets in case of an emergency.

All electrical meets all local code requirements

D. **Rate the lighting in terms of being adequate for task performance and safety.**

The facility is well lit with high output flourescent lamps in the ceiling and three garage doors.

E. **Rate safety inspections in terms of being regularly held.**

The City Fire Department inspects the program on a yearly basis. The Administrator in charge of facilities immediately addresses any problems found and arranges corrections.

F. **Rate the degree to which all other applicable safety standards are met.**

The school staff corrects any safety standards that may exist as soon as they become aware of them. Students, Advisory Committee, instructors, or any that sees a concern may point out these problems.

G. Rate the identification of vehicle traffic areas.

All areas in which vehicles may move inside the facility are outlined with Yellow Hazard

paint.

REFERENCE MATERIALS:_____

_____

Standard 8.

Facilities

Standard 8.3 Maintenance

A. Rate the use of a regular facilities maintenance program to ensure that facilities are suitable for instruction.

The classroom and locker rooms are cleaned on a daily basis. Any additional repairs are noted on a maintenance request form and given to the administrator in charge of facilities. The students are expected to maintain a clean and safe work environment as they would at a job. The students perform routine sweeping, emptying of trashcans in the lab/shop. During the summer months any major repairs are perform such as painting and structural changes.

REFERENCE MATERIALS:_____

_____

Standard 8.

Facilities

Standard 8.4 Housekeeping

A. **Rate the classroom and lab/shop area for being kept clean and orderly.**

The maintenance staff cleans the class daily and the students clean the lab/shop as they work in there.

B. **Rate the parking and storage areas for being kept clean and orderly**.

The instructor as needed keeps the storage area clean and the maintenance staff maintains the parking.

REFERENCE MATERIALS:_____
_____

Standard 8.

Facilities

Standard 8.5 Office Space

A. Rate the availability of an area separate from the lab/shop for the instructor's use as an office.

The instructor's office is located between the class and the lab/shop with windows looking into both areas. It includes desk, filing cabinets, storage shelves, a phone, and a network computer.

REFERENCE MATERIALS:_____

Standard 8.

Facilities

Standard 8.6 Instructional Area

A. Rate the availability of an area convenient to, but separate from, the lab/shop for theory instruction and other non-lab activities.

There is a separate class with seating for up to 21 students. The class is located next to the lab and is designed for non-lab activities.

REFERENCE MATERIALS:_____

Standard 8.
Facilities

Standard 8.7 Storage

A. Rate the storage area for specialized tools in terms of being adequate to support the activities outlined in the program goals and objectives.

There are two storage areas of specialized tools. The first is a tool room holding mechanical tools that commonly used and are more durable. The second room is used for more fragile electronic equipment and one of a kind tools stored in shelved cabinets with locking doors. Both rooms are secured with locks that only the instructor has.

B. Rate the storage area for parts and supplies in terms of being adequate to support the activities outlined in the program goals and performance objectives.

Storage area for parts and supplies is limited to expendables. These materials are stored in shelved cabinets with locking doors. The room itself is then closed and locked with a pad lock

C. Rate the storage area for vehicles in terms of being adequate to support the activities outlined in the program goals and performance.

All vehicles used for demonstration purposes are stored either in the lab facility or in the area surrounding the facility. A six-foot tall fence encloses the entire area.

D. Rate the storage area in terms of being provided for student toolboxes

There is not a designated area for post-secondary tool boxes. The student must furnish a tool box on wheels to move their tools to the designated work area for their specific course work.

E. Rate the security from pilferage and vandalism of the storage areas.

Every thing in the lab/shop is secured. All the storage rooms are locked, toolboxes locked, and the garage doors are secured at the end of each day. In the evening the facility is patrolled by a custodian that lives on the campus. He checks that all exterior doors are secured. All tools are stored in areas outlined for each tool for quick and easy inventory. The only time the storage rooms are opened is when the instructor enters them to remove a tool.

REFERENCE MATERIALS:_____

Standard 8.

Facilities

Standard 8.8 Support Facilities

A. Rate the area provided for clean up after lab/shop activities in terms of being conveniently located.

The clean up area is located on the side of the lab/shop area between the male and female restrooms

B. Rate the lockers for both male and female students in terms of being conveniently located.

C. Rate the restrooms for both male and female students in terms of being conveniently located.

Both restrooms are located adjacent to the lab/shop area.

REFERENCE MATERIALS:

Standard 8.

Standard 8.9 Ventilation

A. Rate the exhaust fume removal system in terms of being in place and operable.

There are four exhaust hoses and two large exhaust fans, all of which are operable.

B. Rate the heating and cooling systems in terms of providing sufficient comfort for learning.

The lab/shop has two heating units to warm the room in the winter but no air-conditioning for the summer months. The classroom has central air-conditioning and heating.

REFERENCE MATERIALS:_____

Standard 8.

Facilities

Standard 8.10 First Aid

A. Rate the availability of a first aid kit for the program.

The first aid kit is located in the lab/shop area next to the tool room.

B. Rate the first aid kit in terms of being clearly identified.

The contents of the first aid kit are per OSHA recommendations and monitored by Respond Corp. to keep them current and supplied. If any more first aid were required than could be supplied by the kit then the school health provider would be called in. This is school policy.

C. Rate it in terms of being equipped with basic, up to date first aid supplies.

The kit is equipped with only minimal supplies for minor injuries. The kit is monitored monthly and replenished by Respond Corp.

REFERENCE MATERIALS:_____

_____

Standard 8.

Facilities

Standard 8.11 Facility Evaluation

A. Rate the use of the Advisory Committee to conduct an annual evaluation of the facilities to assure adequacy in meeting program needs.

The Advisory Committee did an evaluation of the facility during the 2010-2011 school year They will be doing a follow-up evaluation this year to establish any other needs the program may need.

REFERENCE MATERIALS:_____

_____

Standard 9.

Instructional Staff

The instructional staff must have technical competency and meet all state and local requirements for certification/credentials

Standard 9.1 Technical Competency

A. Number of full-time work experience as a general automotive technician.

_____ Years

B. Number of years work experience as an automotive technician in the specialty areas taught.

_____ Years

C. Number of years of education or degrees earned beyond high school that have been completed by the instructor.

_____ Years

D. Do instructors hold current ASE certification in the automotive areas they teach?

Yes

REFERENCE MATERIALS: ASE Certification

_____

Standard 9.

Instructional Staff

Standard 9.2 Instructional Competency/Certification

A. Rate the degree to which all instructors meet all state certifying requirements.

The instructor is a certified instructor with a Continuous Contract.

REFERENCE MATERIALS: Certification

Standard 9.

Standard 9.3 Technical Updating

A. Rate the availability of automotive trade publications, service bulletins, and other materials needed to maintain technical competence for the instructional staff

All trade publications furnished students is used for instructor updating of the industry, as well as seminar handouts given during classes offered. On line resources such as: Honda, All Data, Mitchell, Identifix, IATN, and Mitchel Ask a Tech are used.

B. Rate the opportunities provide for instructors to return to industry for planned in-service and skill upgrading on a regular basis.

Professional development funds can be requested to attend out of town training, and is sufficient to allow for each instructor 20 hours of out of town training yearly.

REFERENCE MATERIALS:_____

Standard 9.

Instructional Staff

Standard 9.4 First Aid

A. Rate the availability of a written policy approved by the school administration on First Aid administration and procedures

In case of an emergency the instructor can contact the front office by phone or an emergency button. There is a school nurse that can come to the class to administer first aid for all serious situations. An accident report is required for any incident that occurs.

REFERENCE MATERIALS: College Handbook and Crisis Handbook

Standard 9.

Instructional Staff

Standard 9.5 Substitutes

A. Rate the use of a systematic method to obtain "substitute" or "supply" instructors.

B. Rate the use of an orientation session for substitutes on a regular basis.

C. Rate the use of substitutes who are competent in automotive instructions.

REFERENCE MATERIALS:_____
_____

Standard 10.

Cooperative Agreements

Written policies and procedures should be used for cooperative and apprenticeship training programs.

Standard 10.1 Standards

A. Rate the use of performance standards a student will be expected to meet in terms of being developed and coordinated by the supervising instructor.

REFERENCE MATERIALS:_____
_____

Standard 10.

Cooperative Agreements

Standard 10.2 Agreements

A. Rate the use of all agreements between the institution and the work location in terms of being written and legal binding.

REFERENCE MATERIALS: Articulation agreement

Standard 10.

Cooperative Agreements

Standard 10.3 Supervision

A. **Rate the use of a supervising automotive instructor assigned the responsibility, authority and time to coordinate and monitor cooperative automotive programs.**

The program uses no cooperative training programs or agreements. The use of internships is in place so any student can intern at local dealerships to gain experience. There is a separate teacher that coordinates the Executive Internship Program.

REFERENCE MATERIALS:_____

_____

Table 10. COURSE SECTION COUNT BY COURSE SUBJECT FY 05-09

Subject Code	Summer Courses		Fall Courses		Spring Courses		Total Courses	
FY 2004-05								
TSTA	0	0.0%	1	5.0%	4	20.0%	5	11.6%
TSTC	0	0.0%	11	55.0%	4	20.0%	15	34.9%
TSTD	0	0.0%	2	10.0%	3	15.0%	5	11.6%
TSTG	3	100.0%	6	30.0%	9	45.0%	18	41.9%
Total	**3**	**100.0%**	**20**	**100.0%**	**20**	**100.0%**	**43**	**100.0%**
FY 2005-06								
TSTA	0	#DIV/0!	2	12.5%	4	21.1%	6	17.1%
TSTC	0	#DIV/0!	7	43.8%	4	21.1%	11	31.4%
TSTD	0	#DIV/0!	2	12.5%	3	15.8%	5	14.3%
TSTG	0	#DIV/0!	5	31.3%	8	42.1%	13	37.1%
Total	**0**	**0.0%**	**16**	**100.0%**	**19**	**100.0%**	**35**	**100.0%**
FY 2006-07								
TSTA	0	#DIV/0!	1	7.1%	4	20.0%	5	14.7%
TSTC	0	#DIV/0!	7	50.0%	4	20.0%	11	32.4%
TSTD	0	#DIV/0!	2	14.3%	3	15.0%	5	14.7%
TSTG	0	#DIV/0!	4	28.6%	9	45.0%	13	38.2%
Total	**0**	**0.0%**	**14**	**100.0%**	**20**	**100.0%**	**34**	**100.0%**
FY 2007-08								
TSTA	0	#DIV/0!	2	12.5%	4	23.5%	6	18.2%
TSTC	0	#DIV/0!	7	43.8%	4	23.5%	11	33.3%
TSTD	0	#DIV/0!	2	12.5%	3	17.6%	5	15.2%
TSTG	0	#DIV/0!	5	31.3%	6	35.3%	11	33.3%
Total	**0**	**0.0%**	**16**	**100.0%**	**17**	**100.0%**	**33**	**100.0%**
FY 2008-09								
TSTA	0	#DIV/0!	1	6.7%	5	21.7%	6	15.8%
TSTC	0	#DIV/0!	6	40.0%	6	26.1%	12	31.6%
TSTD	0	#DIV/0!	2	13.3%	3	13.0%	5	13.2%
TSTG	0	#DIV/0!	6	40.0%	9	39.1%	15	39.5%
Total	**0**	**0.0%**	**15**	**100.0%**	**23**	**100.0%**	**38**	**100.0%**
FY 2009-10								
TSTA	0	#DIV/0!	1	6.7%	5	21.7%	6	15.8%
TSTC	0	#DIV/0!	6	40.0%	8	34.8%	14	36.8%
TSTD	0	#DIV/0!	2	13.3%	3	13.0%	5	13.2%
TSTG	0	#DIV/0!	6	40.0%	9	39.1%	15	39.5%
Total	**0**	**0.0%**	**15**	**100.0%**	**25**	**108.7%**	**40**	**105.3%**

Faculty FTE in Transportation Services AY06-07 - AY10-11

AY	Course Credit Hours	FTE
06-07	74	2.47
07-08	77	2.57
08-09	71	2.37
09-10	84	2.80
10-11	106	3.53

Faculty FTE in Transportation Services of Concurrently Enrolled Students AY09-10 - AY10-11

AY	Course Credit Hours	FTE
09-10	3	0.10
10-11	8	0.27

PROGRAM ASSESSMENT PROGRESS REPORT

Transportation Services Technology AAS and Certificate

(Instructional Degree Program) (Degree Level)

2007-2009 November 4. 2009

(Assessment Period Covered) (Date Submitted)

Submitted By: _____

(Department Head or Faculty Assessment Representative)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission / College Goals Reference:

Mesa State College shall maintain a community college role and mission, including vocational and technical programs. The college offers programs of value in areas of civic and cultural life, research, and recreation and desires to play a constructive role in the improving the quality of human life and the environment. In order to implement this philosophy, the College shall offer vocational technical programs leading to certificates and associate degrees; and continuing education programs directed toward personal, civic, vocational, and professional self-improvement.

Intended Educational (Student) Outcomes:

1. Student will demonstrate the knowledge of Electrical/Electronics trouble shooting necessary for entry-level employment in the vehicle repair industry.

2. Student will demonstrate the necessary employability skills for entry-level employment in the vehicle repair industry

3.
Student will demonstrate an understanding of Strategy Based Diagnostics that contribute to effective job performance.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

Intended Educational (Student) Outcome #1:

First Means of Program Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success:

Student performance during the Skills USA district competition in area A-3, Electrical/Electronics, with a rating of 80% or higher as judged by an independent judge from the automotive repair industry. Of the students competing, 80% will score 80% or greater on a 0-100% scale of written and performance tests within the ASE A-3, Electrical/Electronics competition area.

1b. Summarize the Progress Made in Collecting Assessment Data:

Over the last two years, we have had five students participate in the Skills USA competition. The scores for these students have ranged from 78.8% -94.7%. In 2009, one of our students won the district, and State of Colorado competition and represented WCCC at the national Skills USA competition.

Second Means of Assessment for Outcome #1:

1a. Internship Survey: Internship follow-up survey item problem solving generated and collated by Student Services. Internship survey shows 80% from good to very good satisfaction with the problem solving skills of the student. Survey scales are from,good or very good (3-1)

1b. Summarize the Progress Made in Collecting Assessment Data:

Over the last two years, we have had sixteen students participating in our internship program. The internship, employer survey shows all students either a good or very good rating in the category of problem solving.

Intended Educational (Student) Outcome #2:

First Means of Assessment for Outcome #2:

2a. Use of Internship follow-up survey questions, teamwork and follow directions, with 80% of the students surveyed scoring a rating of good or very good. Student Services. Survey scale from poor to very good (3-1).

2b. Summarize the Progress Made in Collecting Assessment Data:

Of the sixteen students enrolled in our internship program, fifteen have received a rating 1 or 2, good or very good on the employer survey under teamwork and follow instructions.

Second Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success:
Use employer internship follow-up survey questions, work attitude, with 80% of the students surveyed scoring a rating of very good or good. Student Services.

2b. Summarize the Progress Made in Collecting Assessment Data:

Of the sixteen students enrolled in our internship program, fifteen have received a rating 1 or 2, very good or good on the employer survey under work attitude.

Intended Educational (Student) Outcome #3:

First Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success:

.Student will furnish a copy of his/her ASE National certification certificate indicating successful certification in section A-8.

3a. Summarize the Progress Made in Collecting Assessment Data:

Over the last two years we have received evidence of nine students taking the ASE A-8 and A-6 certification tests, with eight passing their certification test.

Second Means of Assessment for Outcome #3:

3b. Means of Program Assessment and Criteria for Success:
Internship survey: Employer satisfaction with graduates ability to do their job properly. Responses to question willingness to learn generated and collated by Student Services. Positive expectation/employer satisfaction shows 80% from good to very good. Survey scales are from poor to very good (3-1).

3b. Summarize the Progress Made in Collecting Assessment Data:

Over the last two years, sixteen students participated in our internship program, with fifteen receiving a 1 or 2, very good or good, rating on the question of willingness to learn.

Third Means of Assessment for Outcome #3

3c. Means of program Assessment and Criteria for success:

3c. Summarize the Progress Made in Collecting Assessment Data:

Please summarize progress made in addressing significant issues/problems that came up during the last Program Review.

We feel that we need a larger group for each of the areas of assessment, and are trying to encourage more students to take their certification in ASE and participate in our internship program. We are working towards having more students participate in our Skills USA chapter, and anticipate doubling the number of participants. This should give us a better sampling for data purposes.

One of the negatives to the above concerns, is the down turn in the economy, which will limit the number of internships we may have available over the next two years.

Name:

Michael A Carsten

Start Year: 2010

Program:
Transportation Services

Department:
WCCC - Manufacturing & Industrial Services

WESTERN COLORADO
COMMUNITY COLLEGE
A Division of Colorado Mesa University

Full-time Faculty Vita

Faculty Rank

○ Technical Professor ○ Assistant Technical Professor
○ Associate Technical Professor ◉ Technical Instructor

Highest Degree

Certificate	Southwest Texas Junior College	Transportation Services - Automotive Technology	12/15/2006

Education: (List all degrees beginning with most recent-include post docs and external certificates)

Hybrid vehicle training - 40 hours - Arapahoe Community College - 2011
Napa Autotech- Mode 6 Diagnostics-4 hours-2010
Federal Mogul-Enhanced ignition and fuel systems-4 hours-2010
CarQuest technical institute-New Equipment Technologies-4 hours-2010
Napa Autotech-Flex Fuel Vehicles-4 hours-2010
CarQuest Technical Institute-Advanced Diagnostics-8 hours-2010
Napa Autotech-Evaporative Emission Diagnostics-4 hours-2010
Napa Autotech-Automatic Temperature controls-4 hours-2010
Texas Industrial Vocational Association-Trade and Industrial Education summer Conferance-34.75 hours-2009
Texas Industrial Vocational Association-Trade and Industrial Education summer Conferance-34.75 hours-2008
Texas Industrial Vocational Association-Trade and Industrial Education summer Conferance-34.75 hours-2007
ATI Enterprises-Managing the adult classroom-40 hours-2006
Pearson Instructor Education-Collaborative Learning-8 hours-2005
Pearson Instructor Education-Classroom Management-8 hours-2005
ATI Enterprises-Questioning Techniques-5 hours-2005
Arizona Private School Association-Strategies for Teaching and Retention-24 hours-2004
Arizona Private School Association-Master Teaching I-6 hours-2004
Arizona Private School Association-High Tech Teaching Skills-4 hours-2004
Arizona Private School Association-Ethics in Education-4 hours-2004
Arizona Private School Association-Developing a Successful Lesson Plan-4 hours-2004
Arizona Private School Association-Diversity in Learning Styles-4 hours-2004
National Institute for Automotive Excellence-Master Automobile Technician-1994 - present
National Institute for Automotive Excellence-Advanced Level Specialist-1994 - present

Teaching 2003-Present:

Courses Taught

High School Transportation Services Technology
TSTC 140, Drive Train Fundamentals
TSTG 150, Fluid Power
TSTC 160, Electronic Control Systems
TSTG 175, Hydraulic Brake Service
TSTC 180, Fuel System Fundamentals
TSTG 195, Climate Control Service

Evidence of Continuous Improvement

Hybrid vehicle training - Arapahoe Community College - 2011
Napa Autotech- Mode 6 Diagnostics-2010
Federal Mogul-Enhanced ignition and fuel systems-2010

CarQuest technical institute-New Equipment Technologies-2010
Napa Autotech-Flex Fuel Vehicles-2010
CarQuest Technical Institute-Advanced Diagnostics-2010
Napa Autotech-Evaporative Emission Diagnostics-2010
Napa Autotech-Automatic Temperature controls-2010
Texas Industrial Vocational Association-Trade and Industrial Education summer Conferance-2009
Texas Industrial Vocational Association-Trade and Industrial Education summer Conferance-2008
Texas Industrial Vocational Association-Trade and Industrial Education summer Conferance-2007

Innovative Materials/Activities

Supervision of Student Research/Project(s)

Annual WCCC car show 2010 - present. High School Transportation Services students work together in all phases required to put the show on.

Scholarship and Creative Work, 2003-Present:

Journal Articles

Conference Presentations

Technical Reports

Exhibits

Grants (proposed or funded)

Professional Memberships
International Automotive Technician Network, 2000 - present
International Mobile Air Conditioning Society, 1996 - present
Honors and Awards

Service 2003-Present:

Institutional
Advisory committee for Skills USA and Ford AAA, 2010 - present
Sophomore tours and open house tours to promote WCCC, 2010 - present
WCCC Curriculum Committee member, 2011 - present
Community
Church out-reach programs.

Advising 2003-Present:

Institutional level

Department level
High School Student Advisor, 2010 - present

Prior Professional Experience Relevant to Current Position: (Include year(s) of employment, employer, position title and responsibilities)

Year(s) of Employment	Employer	Position Title	Position Responsibilities
2010 - present	Western Colorado Community College	Technical Instructor	Teaching Transportation Services to H/S students and part time to College students.
4 years	Southwest Texas Junior College	Transportation Instructor	Teaching Transportation Services to H/S students.

3 years Arizona Automotive Institute Transportation Instructor Teaching Transportation Services to post secondary students.

Please record the number "items/events" you have listed above in the following categories.
If you specify items/events under "other," please provide an explanation/definition.

Books	**Book Reviews**	**Creative Publications**
Journal Articles	**Performances**	**Patents**
Conference Presentations	**Exhibitions**	**Grants-funded and non-funded**
Sabbaticals	**Fulbrights**	**Book Chapters**
Other (related to discipline)		

Name:

First James M Edward Last Goetz

Start Year: 1999

Program:

Department:
WCCC - Manufacturing & Industrial Services

WESTERN COLORADO
COMMUNITY COLLEGE
A Division of Colorado Mesa University

Full-time Faculty Vita

Faculty Rank

○ Technical Professor ○ Assistant Technical Professor
○ Associate Technical Professor ◉ Technical Instructor

Highest Degree

AS	Institution Mesa State College	Discipline Auto Mechanics	Year 1986

Education: (List all degrees beginning with most recent-include post docs and external certificates)

AS Mesa State College
ASE Master technician
Hybrid Trained
Numerous technical schools and trainings

Teaching 2003-Present:

Courses Taught

Secondary Transportation Service Technology

Evidence of Continuous Improvement

Maintain a minimum of NATEF required 20 hours a year training. Dealer trainings, Aftermarket training, school district trainings, CMU and CSU classes.

Innovative Materials/Activities

Automobiles change rapidly, so staying current is paramount. We need new tools and equipment so we teach current technology. New processes change the activities student use to learn.

Supervision of Student Research/Project(s)

Everyday students go into the lab and do project based work on automobiles.

Scholarship and Creative Work, 2003-Present:

Journal Articles

Conference Presentations

Technical Reports

Exhibits

Grants (proposed or funded)

Professional Memberships

ASE, IATN, and IMAC

Honors and Awards

Service 2003-Present:

Institutional

Distance learning committee chair
Distinguished Faculty committee

Community
Alex Bennett 3 on 3 basketball scholarship committee

Advising 2003-Present:
Institutional level

Department level
Advise students daily. Promote students to post secondary program.

Prior Professional Experience Relevant to Current Position: (Include year(s) of employment, employer, position title and responsibilities)

Year(s) of Employment 18 years owner operator National Tune up. Employer Self Position Title Owner/ operator Position Responsibilities Run business, repair customer vehicles, maintain equipment, whatever needed done, etc.

Please record the number "items/events" you have listed above in the following categories.
If you specify items/events under "other," please provide an explanation/definition.

Books	**Book Reviews**	**Creative Publications**
Journal Articles	**Performances**	**Patents**
Conference Presentations	**Exhibitions**	**Grants-funded and non-funded**
Sabbaticals	**Fulbrights**	**Book Chapters**
Other (related to discipline)		

Name:

Gary L Looft

Start Year: 1985

Program:
Transportation Services

Department:
WCCC - Manufacturing & Industrial Services

WESTERN COLORADO
COMMUNITY COLLEGE
A Division of Colorado Mesa University

Full-time Faculty Vita

Faculty Rank

○ Technical Professor ○ Assistant Technical Professor
○ Associate Technical Professor ◉ Technical Instructor

Highest Degree

Certificate	Chicago Technical Trades Institute	Discipline Automtoive Mechanics	Year 1965

Education: (List all degrees beginning with most recent-include post docs and external certificates)

Colorado Teaching Credential
Automotive Service Excellence Certification: Master Automotive Technician
Automotive Service Excellence Certification: Master Diesel Technician
Automotive Service Excellence Certification: Master Engine Machinist
Automotive Service Excellence Certification: Alternative Fueled Vehicle Technician
Automotive Service Excellence Certification: Advanced Automotive Advanced Engine Performance Technician
Automotive Service Excellence Certification: Medium/Heavy Duty Electronic Diesel Engine Controls

Teaching 2003-Present:

Courses Taught

TSTC 100 Introduction to Transportation Services
TSTC 101 Vehicle Service and Inspection
TSTC 110 Engine Fundamentals
TSTC 130 Electrical Fundamentals
TSTC 140 Drive Train Fundamentals
TSTC 160 Electronic Control Fundamentals
TSTC 170 Chassis Fundamentals
TSTC 171 Brakes System Fundamentals
TSTC 180 Fuel Systems Fundamentals
TSTC 190 Climate Control Fundamentals
TSTA 247 Automatic Drive Train Service
TSTA 245 Manual Drive Train
TSTA 265 Engine Control Service
TSTA 267 Body and Chassis Controls
TSTA 287 Engine Performance and Emissions
TSTA 289 Alternative Fueled Vehicles
TSTG 120 Industrial Safety Practices
TSTG 220 Industry Employment Practices
TSTG 115 Gas Engine Reconditioning
TSTG 140 Job Shop
TSTG 240 Advanced Job Shop
TSTG 170 Practical Applications
TSTG 270 Advance Practical Applications
TSTG 175 Hydraulic Brake Service
TSTG 195 Climate Control Service
TSTD 177 Air System Service and Repair
TSTD 275 Heavy Duty Suspension and Steering
TSTD 285 Diesel Fuel Injection

TSTD 265 Electronic Diesel Engine Controls

Evidence of Continuous Improvement

2011

Colorado Association of Career and Technical Education Conference, July 11-15
Introduction to Microsoft Excel September 13
Autotech seminar, Communication for Sales, October 18
Autotech seminar Automatic Temp Control, April 5
Autotech seminar No code diagnostics, March 1
Autotech seminar Toyota engine Management, February 1

2010

Autotech seminar: Mode 6 diagnostics, October, 28
Car Quest Technical Institute seminar: Advanced Diagnostic Challenge August24, 25
American Honda Motor Co. Training: July 9-12
Car Quest Technical Institute seminar: Controller Area Network DIagnostics, May 4-5
Autotech seminar Evaporative Emissions Diagnostics, April 29
Car Quest Technical Institute seminar: Advanced Mode 6 April 6-7
Autotech seminar: Automatic Temperature Control, March 25
Autotech seminar: Dodge Cummins 6.7L L.D. Turbo Diesel, February 25
Autotech seminar Air Brake Inspector, February 17

2009

Autotech seminar: Distributorless Ignition Diagnosis, October 15
Autotech seminar: Dodge Cummins L.D. Turbo Diesel, September 10
Autotech seminar: Ford Powerstroke 6.4L Diesel Diagnostics, September, 8, 2009
Autotech seminar: ESP Electrical April, 16
Autotech seminar: Climate Control Testing and Service, March 26
Autotech seminar: Air Brake Diagnostics, March 4
Autotech seminar: Hybrid Electric Vehicle Maintenance, February 26
Autotech seminar: Ford Light Duty 6.0L Enhanced Driveability, January 29

2008

Autotech seminar: Ford 6.4L Twin Turbocharging, November 17
Autotech seminar: Total Wheel Alignment, October 1
Autotech seminar: Amp Ramping Diagnostics, September 22
Colorado Association of Career and Technical Education Conference, July 21-24
Autotech seminar: Dodge Cummins L.D. Turbo Diesel, June 23
Autotech seminar: Multiplacement Systems, May 27
Autotech seminar: Allison Transmission Driveability Diagnostics, April 30
Autotech seminar Advanced HVAC Diagnosis, March 27
Autotech seminar: GM DuraMax L.D. Diesel, January 28
Automotive Video Inc., Automotive upgrade conference, January 10-14

2007

Autotech seminar: Ford 7.3L - 6.0L L.D. Truck, November 13
Autotech seminar: Emission Controls, October 16
Western Colorado Community College: WebCT, October 16
Autotech seminar: Mode $06, September 25
Autotech seminar: Lab Scope Diagnostics, September 13
Colorado Association of Career and Technical Education Conference, July 10-13
American Honda Motor Co. Training: June 18-22
Autotech seminar: Wide Band-Air Fuel Ratio Diagnostics, May 2
Autotech seminar: Genysis Scanner diagnostics, March 20
Car Quest Technical Institute: Ford PowerStroke Diagnostics, January 17-18
Autotech seminar: Distributorless Ignition, January 4

2006
Autotech seminar: Ignition Scope Testing, November 14
Autotech seminar: Ford 7.3L Diesel Engine, November 2
Autotech seminar: Advanced Diagnostic Equipment, September 21
Colorado Association of Career and Technical Education Conference, July 10-13
American Honda Motor Co. Training: June 26-29
Autotech seminar: Dynamic Alignment Techniques, April 25
Autotech seminar: Hybrid Electric Vehicles, March 30
Autotech seminar: Fuel Injection Diagnostics, February 23
Autotech seminar: Fuel Delivery Systems, January 17

2005
Autotech seminar: Honda and Toyota Hybrids, April 7
Autotech seminar: G.M. Truck Body Computer& Electrical Systems, February 3
Autotech seminar: Import O2 diagnostics, January 20

2004
Autotech seminar: Chrysler Body Diagnostics, October 6
Colorado Association of Career and Technical Education Conference, June 28-July 1
Autotech seminar: A.C. Troubleshooting, July 22
Chrysler Training Center: Chrysler training, June 14-17

2003
Western Colorado Community College: Microsoft Word, September 10
Autotech seminar: G.M 6.5L Diagnostics, May 6
Autotech seminar: Climate Control Diagnostics, March 13
Autotech seminar: ABS Brake Systems, January 23
Intel:Teach to the Future, January-March

Innovative Materials/Activities
Converted the TSTG 120 Industrial Safety Practices class to a Hybrid class

Supervision of Student Research/Project(s)
Student Showcase, 2011 six students and two shwcase efforts

Scholarship and Creative Work, 2003-Present:
Grants (proposed or funded)
National Science Foundation: Co-Authored grant proposal to convert engines from gasoline to Compressed Natural Gas

Professional Memberships
Skills USA Professional
International Automotive Technician Network
Automotive Service Excellence
Colorado Association of Career and Technical Education
Association of Career and Technical Education

Honors and Awards
Outstanding Educator, 2006

Service 2003-Present:
Institutional

2011
Chair, Western Colorado Community College Curriculum Committee
Degree Qualification committee
Lead Instructor, Transportation Services Technology

2010
Chair, Western Colorado Community College Curriculum Committee
Representative Mesa State College Curriculum Committee
Mesa State College Academic Policies Committee

2009
Chair, Western Colorado Community College Curriculum Committee
Representative Mesa State College Curriculum Committee
Mesa State College Academic Policies Committee
Western Colorado Community College

2008
Chair, Western Colorado Community College Curriculum Committee
Representative Mesa State College Curriculum Committee
Mesa State College Academic Policies Committee

2007
Chair, Western Colorado Community College Curriculum Committee
Representative Mesa State College Curriculum Committee
Mesa State College Academic Policies Committee
Handbook Committee
Search Committee Unified Technical Education Campus Director
2006
Chair, Western Colorado Community College Curriculum Committee
Representative Mesa State College Curriculum Committee
Mesa State College Academic Policies Committee
Handbook committee
Search committee Transporation Services
2005
Chair, Western Colorado Community College Curriculum Committee
Representative Mesa State College Curriculum Committee
Unified Technical Education Campus Council

2004
Chair, Western Colorado Community College Curriculum Committee
Representative Mesa State College Curriculum Committee
Unified Technical Education Campus Council

2003
Chair, Western Colorado Community College Curriculum Committee
Representative Mesa State College Curriculum Committee
Unified Technical Education Campus Council

Community
2011
Secretary/Treasurer Colorado Association of Technical Educators, Trades and Industry

2010
Secretary/Treasurer Colorado Association of Technical Educators, Trades and Industry

2009

Treasurer, Colorado Association of Technical Educators, Trades and Industry

2008
Member, Membership committee for Trades and Industry

2007
Member, Conference Colorado Association for Career and Technical Educators Committee for Trades and Industry

2006
Member, Conference Colorado Association for Career and Technical Educators Committee for Trades and Industry

2005
Neighborhood Cancer Society coordinator

2004
Chair, Finance Committee, United Methodist Church

2003
Chair, Finance Committee, United Methodist Church

Advising 2003-Present:

Institutional level

2011
Six SOAR sessions

2010
Eight SOAR sessions

2009
Six Soar sessions

2008
Seven Soar sessions

2007
Six SOAR sessions

2006
Eight SOAR sessions

2005
Nine SOAR sessions

2004
Recruited and advised 12 students

2003
Recruited and advised 11 students

Department level

2011
Advised 23 students
Recruited students from Montrose schools

2010
Advised 27 students

Recruited students form Montrose schools

2009
Advised 14 students
Recruited students form Delta and Rifle schools

2008
Advised 12 students

2007
Advised 23 students

2006
Advised 24 students

2005
Advised 21 students

2004
Advised 20 students

2003
Advised 18 students

Prior Professional Experience Relevant to Current Position: (Include year(s) of employment, employer, position title and responsibilities)

Year(s) of Employment	Employer	Position Title	Position Responsibilities
1974-1985	Drive Train Industries 201 SO. 6th. Grand Junction, CO 81501	Asst Manager/ Shop Foreman	Training and supervision of the 3 Sales personnel, 1 shipping clerk, 4 Parts counter personnel and 6 repair shop personnel. Set goals, monitor results and prepare reports.
1970-1974	United Companies 718 Dike Rd. Grand Junction, CO 81501	Shop Foreman	Monitor 5 shop personnel, prepare weekly reports, purchase tools, parts and inventory. Comply with OSHA and DOT regulations.
1967-1969	Western Slope Auto Company 202 2nd St. Grand Junction, C) 81501	Technician	Car and light truck repair
1963-1964	Courtesy Ford	Technician	Car and light truck repair

Please record the number "items/events" you have listed above in the following categories.
If you specify items/events under "other," please provide an explanation/definition.

Books	**Book Reviews**		**Creative Publications**
Journal Articles	**Performances**		**Patents**
Conference Presentations	**Exhibitions**	1	**Grants-funded and non-funded**
Sabbaticals	**Fulbrights**		**Book Chapters**
Other (related to discipline)			

Name:

Eric K. Wright

Start Year: 2006

Program:
Transportation Services

Department:
WCCC - Manufacturing & Industrial Services

WESTERN COLORADO
COMMUNITY COLLEGE
A Division of Colorado Mesa University

Full-time Faculty Vita

Faculty Rank

○ Technical Professor ○ Assistant Technical Professor
○ Associate Technical Professor ◉ Technical Instructor

Highest Degree

AAS Institution: Oklahoma State University IT Automotive Service Technology-Pro Tech Year: 2010

Education: (List all degrees beginning with most recent-include post docs and external certificates)
2010: Oklahoma State University Institute of Technology, Associate in Applied Science Degree, Presidents' Honor Roll.

2007 - 2010: Colorado State University (Postsecondary Teaching Credential, Secondary Licensure).

Teaching 2003-Present:
Courses Taught: TSTA 245 Manual Drive Trains, TSTA 275 Alignment and Suspension Service, TSTC 100 Introduction to Transportation Services, TSTC 101 Vehicle Service and Inspection, TSTC 110 Engine Fundamentals, TSTC 130 Electrical Fundamentals, TSTC 140 Drive Train Fundamentals, TSTC 160 electronic Control Systems, TSTC 170 Chassis Fundamentals, TSTC 171 Brake System Fundamentals, TSTC 180 Fuel Fundamentals, TSTC 190 Climate Control Fundamentals, TSTG 135 Electrical Component Repair, TSTG 150 Fluid Power, TSTG 175 Hydraulic Brake Service, TSTG 195 Climate Control Service.

Evidence of Continuous Improvement January 7, 2010: National Science Foundation, WCCC Integrated Learning Systems (A Systems Approach to Tech Ed), January 10, 2012 City Of GJ (Deletha Lampshire) WCCC Customer Service Commitment Seminar.

Scholarship and Creative Work, 2003-Present:

Professional Memberships: Ford AAA, Skills USA, (ASE) Automotive Service Excellence-Master Certified Automotive Technician, Certified Advanced Engine Performance Specialist and Service Consultant.

Service 2003-Present:
Colorado Mesa University Academic Policies Committee (Fall 2011 - Present), Proxy for the WCCC Curriculum Committee (10/11/11), Chairman of the Community Education Center Director Search Committee (April 2011), WCCC Curriculum Committee (Fall 2007 - Spring 2011), WCCC Marketing Committee (Fall 2010 - Spring 2011), Welding Instructor Search Committee (May 2010), Transportation Services Technology Instructor Search Committee (December 2009), WCCC Marketing Committee (Co-Chair Fall 2007 - Spring 2008).

Non-Committee, Department and Program Service: Collaborated, Assisted, Provided Resources and Documentation for NATEF Recertification. National Automotive Technicians Education Foundation (Spring & Fall 2011), Co-coordinated with School District 51 Career Center to set criteria and course development for their Sport Vehicle Technology Program. (Spring & Fall 2011), Provided resources, documentation & guidelines for articulation and concurrent enrollment between the Secondary and Postsecondary Transportation Services Technology Program (2010-2011), WCCC/District 51 Sophomore Tour guide (January 2009 - 2012), Assisted with WCCC Car Show (May 2007 - 2011), Local Skills USA setup and implementation. (2007 -2012), Substitute taught for 3rd Mod High School Transportation students. (January 8-15, 2010), WCCC Contract for Learning August 2008 & 2009, WCCC Open House (June 2009), Accompanied a Transportation Services student to the Skills USA National Leadership Conference in Kansas City, June 22 - June 27 2009, Interviewed and visited with Western Slope Auto, Bozarth Chevrolet, Fuoco GMC - Honda and Grand Junction Chrysler-Jeep (June 2008), Advisor for Transportation Services High School Students at the Ford AAA Competition in Denver (May 2007), Visited and toured Pitkin Tech, Warren Tech, along with Jefferson County Schools, Alameda, Dakota Ridge and Lakewood High Schools (January 15, 2007)

Community: I am a 32nd Degree Scottish Rite Master Mason. Through this brotherhood we help, aid and assist children with illnesses and defects. This is accomplished by the services of various Scottish Rite Hospitals. These hospitals do not charge families for medical services, Monthly contributions to Feed the Children and World Vision, Contributions to Local Homeward Bound, Donations to the Local Goodwill.

Advising 2003-Present:

Institutional level: 6/6/08: MSC SOAR Session Fall `08
7/18/08: MSC SOAR Session Fall `08. 6/9/09: MSC SOAR Session Fall `09, 7/19/09: MSC SOAR Session Fall `09, 8/7/09: MSC Orientation Advisor Fall `09, May 2010: WCCC Orientation, 5/20/11: MSC Soar Session, Fall 2011, 5/27/11: MSC Soar Session, Fall 2011.

Department level: I have advised a documented total of 174 students on course, program and majors. Documentation can be provided on request.

Prior Professional Experience Relevant to Current Position: (Include year(s) of employment, employer, position title and responsibilities)

Year(s) of Employment	Employer	Position Title	Position Responsibilities
6	Colorado Mesa University	Technical Instructor	Instruction, Advising, Service
2	Cypress Ford, Lincoln, Mercury		Service Advisor-2003-2005
19	Sandlin Motors Inc.		Automotive Technician: 1984-1998, Shop foreman-Dispatcher: 1998-2000, Service Consultant 2000-2003.
4	Texas Utilities Generating Co.		Journeyman Assistant 1980-1984.
2	Sandlin Motors Inc.		Automotive Technician 1978-1980.

Professional Development:

Fall 06 NIAT Suspension & Steering
1/4/2007 NIAT Distributorless Ignition
1/17 & 1/18/07 CTI 7.3L Ford Powerstroke Diagnosis
Spring 2007 Colorado State University WCCC VE471 Orientation & Assess - New Teachers

Spring 2007 Colorado State University WCCC VE472 Communications Strategies
5/2/2007 NIAT Wide band - Air Fuel Ratio Diagnostics
2/28/2007 Mesa State College Get Grants
9/25/2007 NIAT Mode 6 Diagnostics
10/16/2007 Mesa State College WCCC Workshop
11/13/2007 NIAT Ford 6.0 Light Truck Diesel
5/27/2008 NAPA Auto Tech Multi-displacement Systems
9/22/2008 NAPA Auto Tech Amp Ramping Diagnostics
Fall 2008 Colorado State University WCCC EDCT 486 Practicum
1/29/2009 NIAT (Napa) Ford 6.0 Light Truck Diesel Enahanced Driveablility
2/26/2009 NAPA Auto Tech Hybrid Electric Vehicle Maintenance
Jun-09 Skills USA University (Pittsburg State University) Skills USA National Leadership and Skills Conference, Kansas City, Missouri Toyota and Firestone Education Seminar
September --09 NAPA Auto Tech Dodge Cummins Light Truck Turbo Diesel
October 1, 2009 Specialty Products Corporation Alignment Training Clinic
Fall 2009 Colorado State University WCCC EDCT 472 Classroom Management
February25, 2010 NAPA Auto Tech Dodge Cummins 6.7 Light Truck Turbo Diesel
March 25 2010 NAPA Auto Tech Automatic Temperature Control
April 6 & 7 2010 CTI Technical Institute (CARQUEST) OBD-206 Advanced Mode $6
August 3, 2010 Federal Mogul TEC (Technical Eduacation Center Enhanced Ignition & Fuel Seminar
February 1, 2011 NAPA Auto Tech WCCC 36297 Toyota Engine Managemnet Systems
March 1, 2011 NAPA Echlin EPTS9 No Code Diagnostics
March 22, 2011 NAPA Heating Cooling Group 2011 Temperature Drop Testing & Service A/C Clinic
April 5, 2011 NAPA Auto Tech Automatic Temp. Control
August 23, 2011 NAPA Pass Through PCM Reprogramming
October 18 2011 NAPA Auto Tech Communications for Sales Service

Please record the number "items/events" you have listed above in the following categories.
If you specify items/events under "other," please provide an explanation/definition.

	Books	**Book Reviews**	**Creative Publications**
	Journal Articles	**Performances**	**Patents**
	Conference Presentations	**Exhibitions**	**Grants-funded and non-funded**
	Sabbaticals	**Fulbrights**	**Book Chapters**
30	**Other (related to discipline)**	Professional Development	