2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021 **PROGRAM: AUTOMOTIVE TECHNOLOGY**
CLUSTER: HAWK **LAST YEAR CPPR COMPLETED: 2018**
NEXT SCHEDULED CPPR: 2022 **CURRENT DATE: 2/26/2021**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the ***same*** program ***may be consolidated*** into one APPW.

This APPW encompasses the following degrees and/or certificates:

A.S. Automotive Technician, A.S. Automotive Engine Performance Technician, C.A. Advanced Engine Performance Technician, C.A. Automotive Technician, C.A. Maintenance and Light Repair

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The Program was re-certified as an ASE (Automotive Service Excellence) Education Foundation Master Tech school at the end of 2020

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

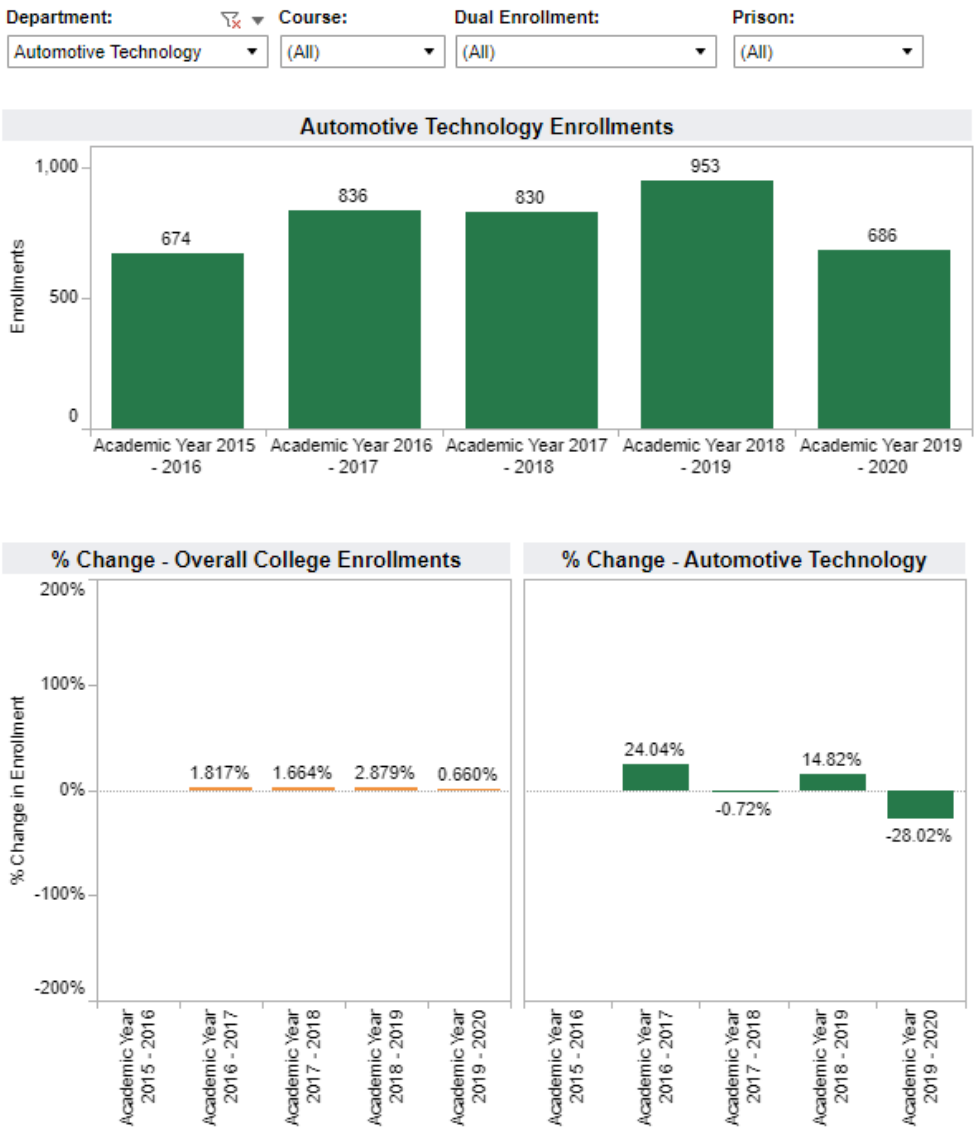
Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

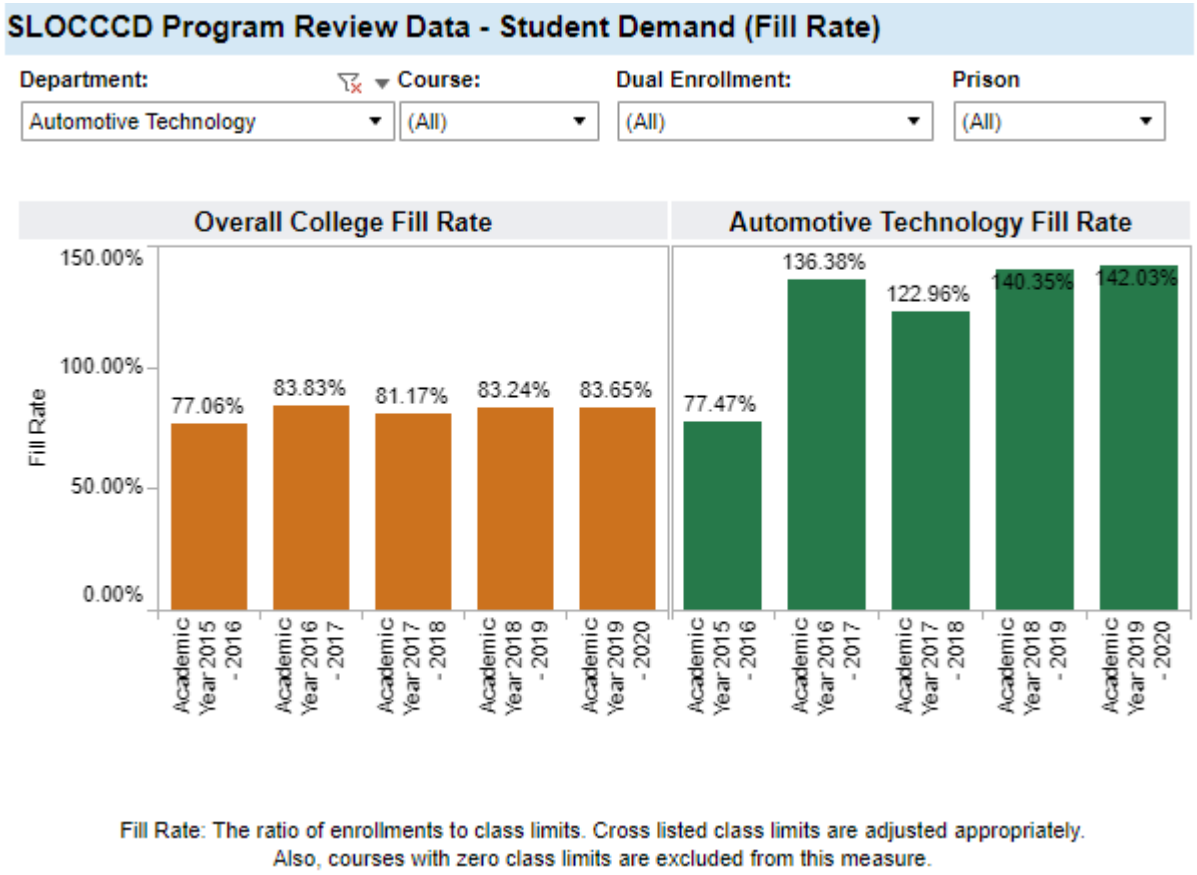
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

General Enrollment (Insert Aggregated Data Chart)



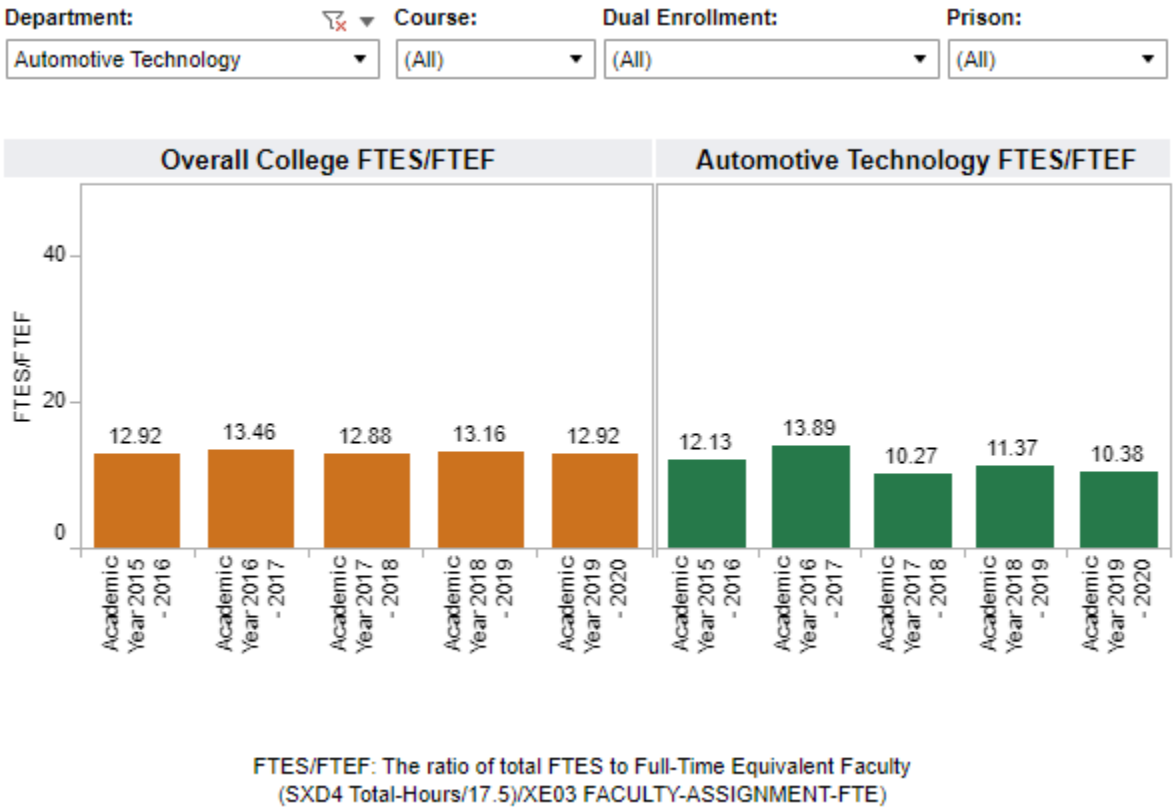
With the advent of COViD, and the decline in Dual Enrollment students, this is not unexpected.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)



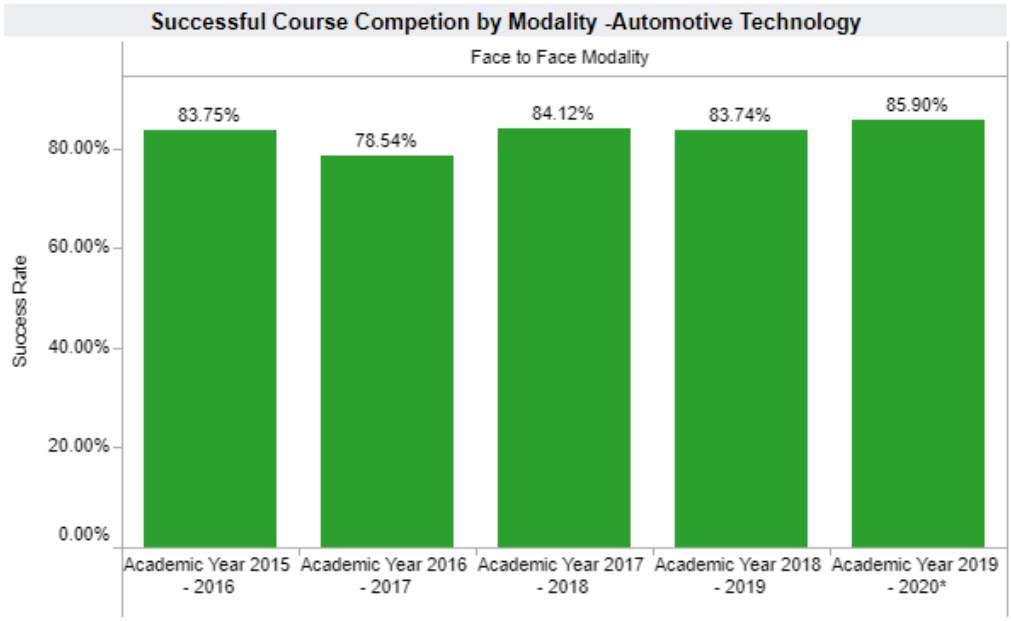
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

[Student Success—Course Completion by Modality (Insert Data Chart)]

Select Department: Automotive Technology

Course: (All)

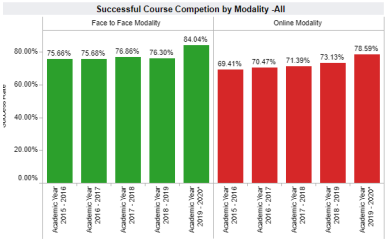
Legend: Face to Face Modality



Successful Course Competion by Modality Table - Automotive Technology

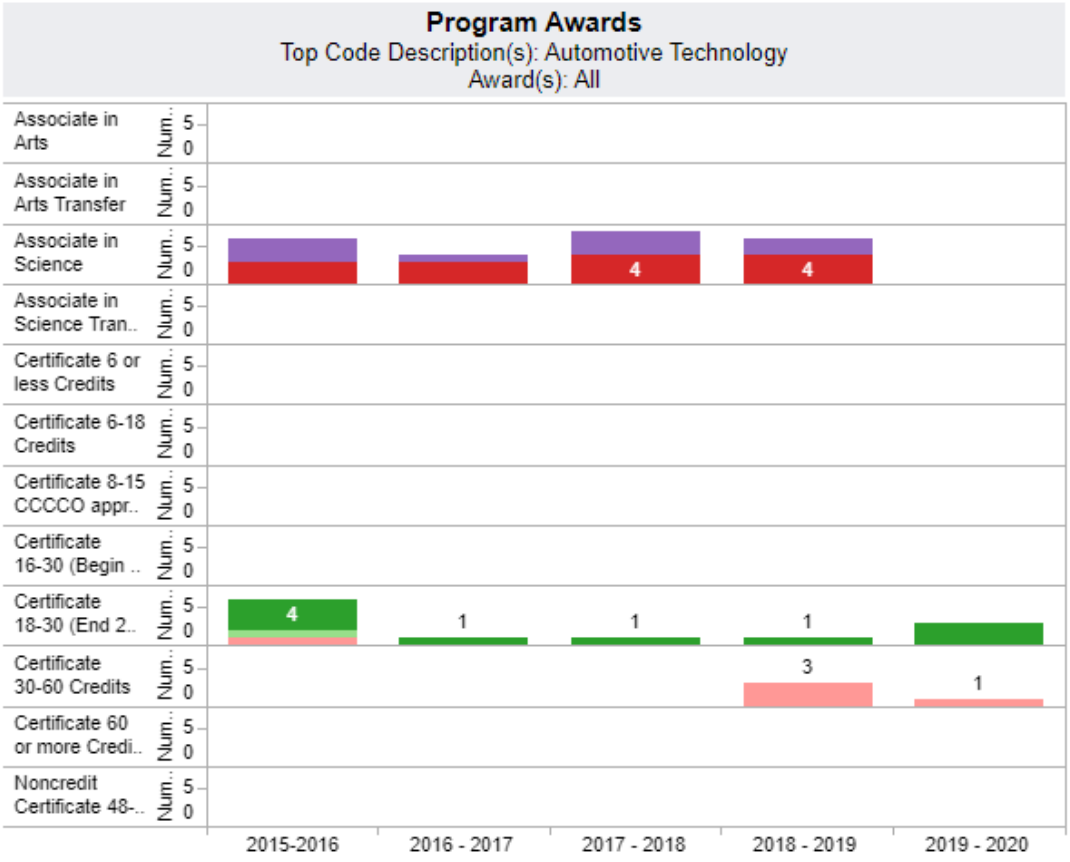
		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	83.75%	78.54%	84.12%	83.74%	85.90%
	Total Department Enrollments	670.0	834.0	830.0	956.0	683.0

All courses in ATCH were Face to Face last school year. The success rate was somewhat higher than the College as a whole.



[Degrees and Certificates Awarded (Insert Data Chart)]

Program: Automotive Technology Award Type: (All)



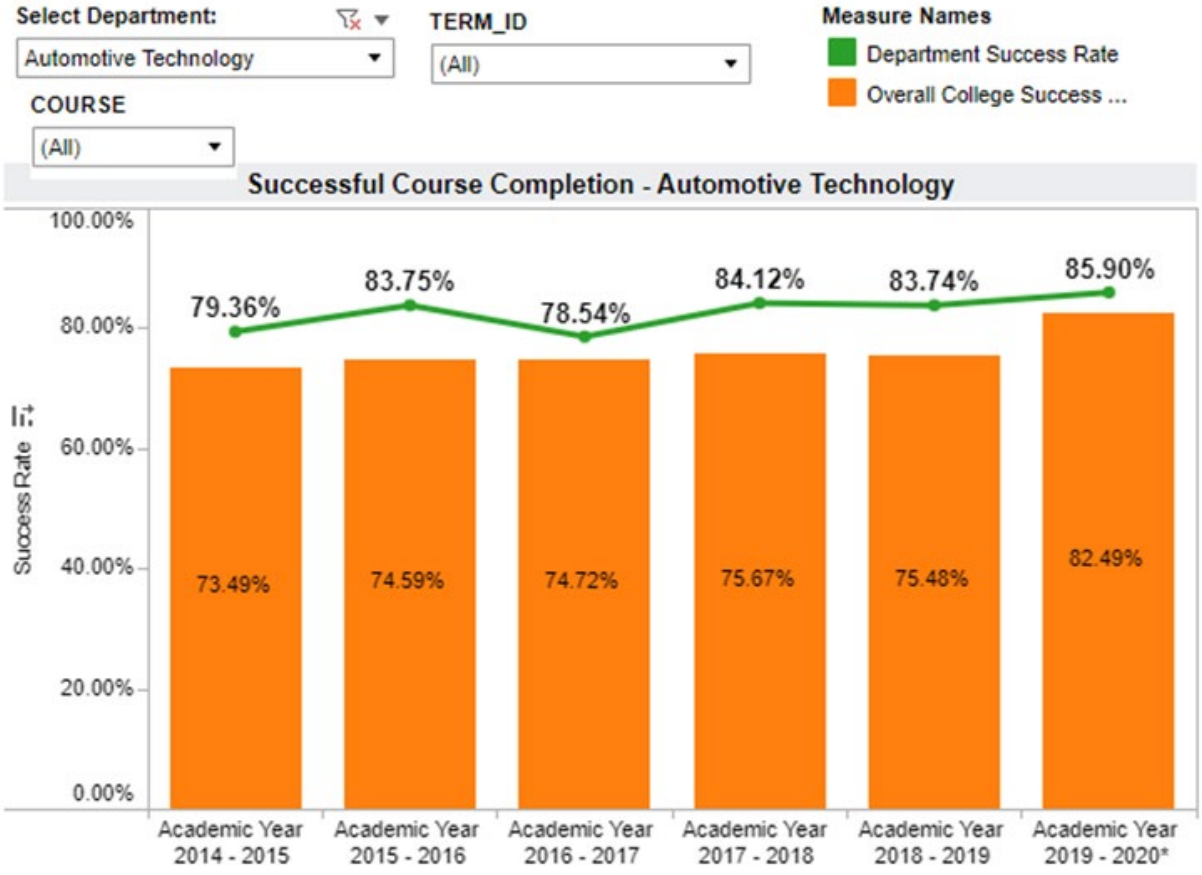
Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Science	Adv Engine Perform Tech (AS)	3	1	3	2	
	Automotive Technician (AS)	3	3	4	4	
	Total	6	4	7	6	
Certificate 18-30 (End	Engine Performance Spec (CA)	4	1	1	1	2
	Engine Repair Specialist (CA)	1				

Program Awards: The number of degress and certificates awarded by program type

The number of degrees/certificates awarded in this program continues to be challenging. The faculty are considering concepts to assist in furthering these completions including, marketing to current students, modifying current completion standards.

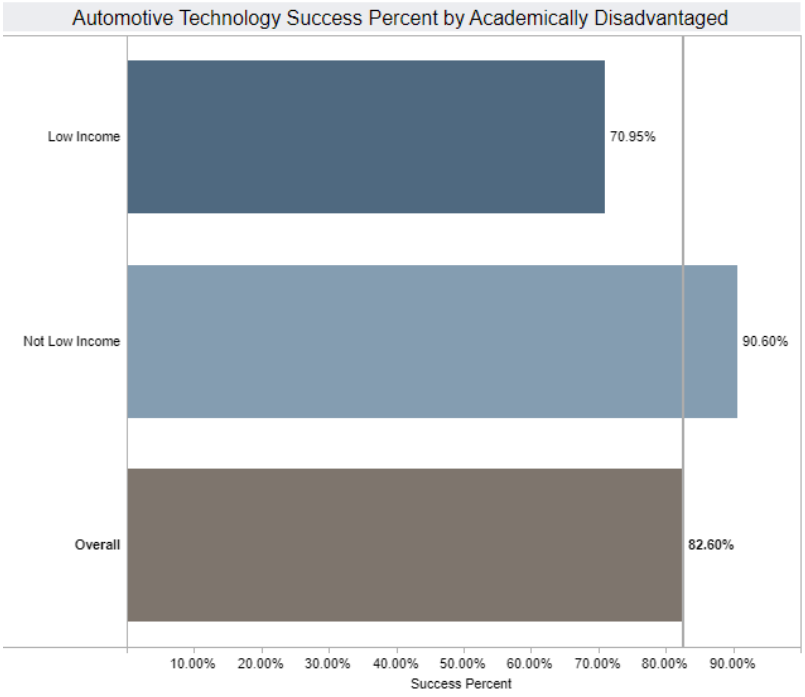
General Student Success – Course Completion (Insert Aggregated Data Chart)

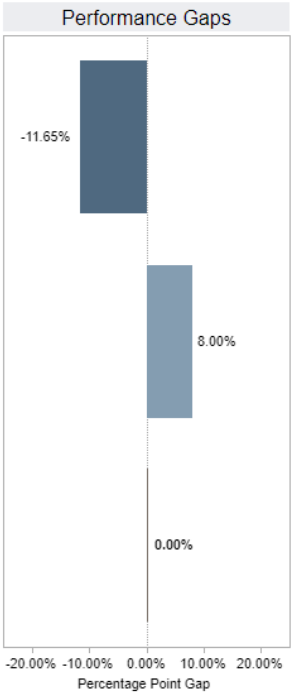


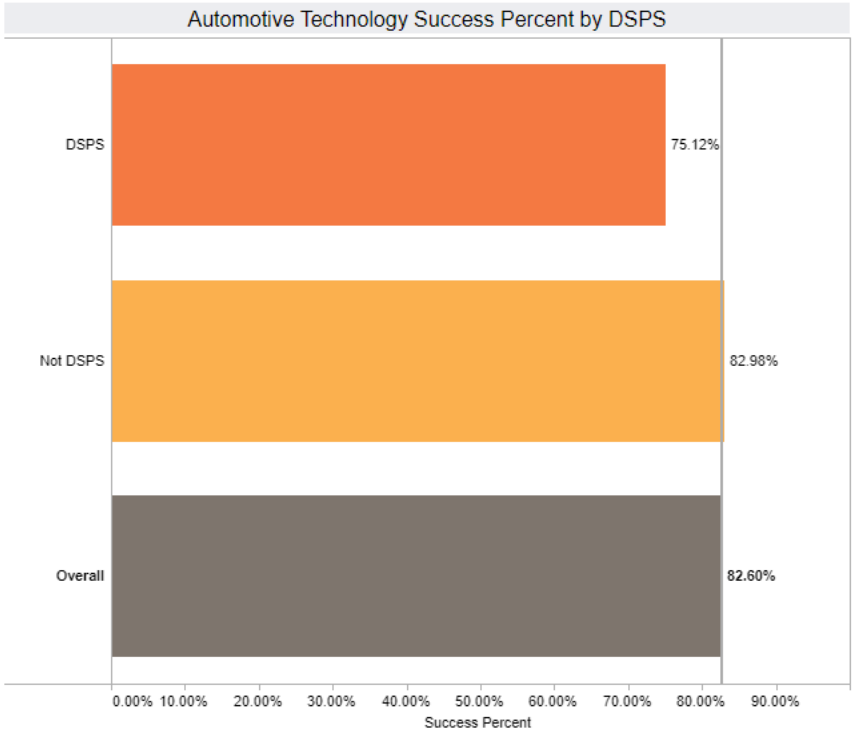
Automotive Technology Success Rate Table

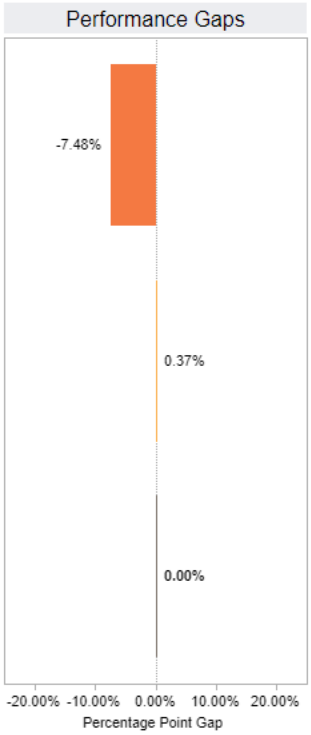
	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	83.75%	78.54%	84.12%	83.74%	85.90%
Total Enrollments	670	834	830	956	683

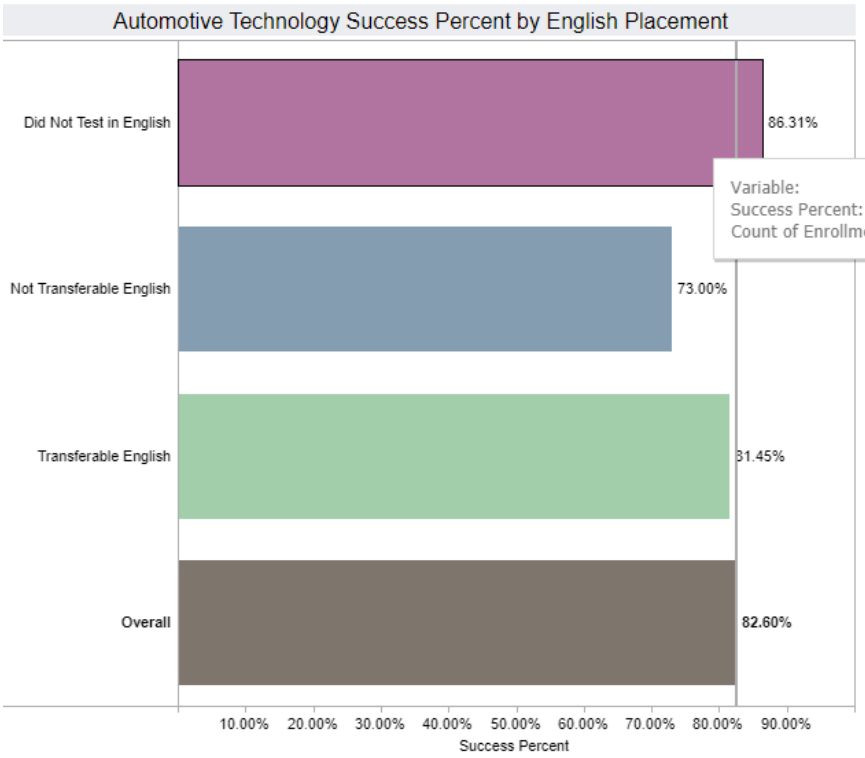
Disaggregated Data Charts

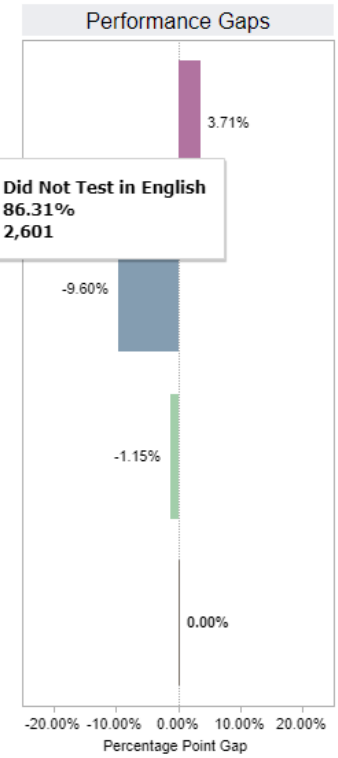


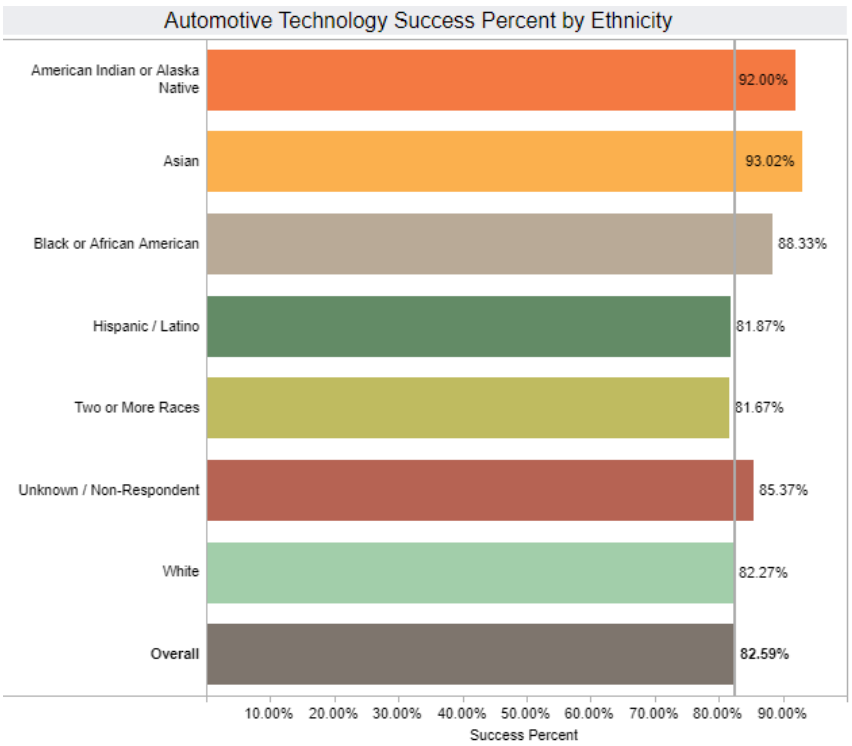


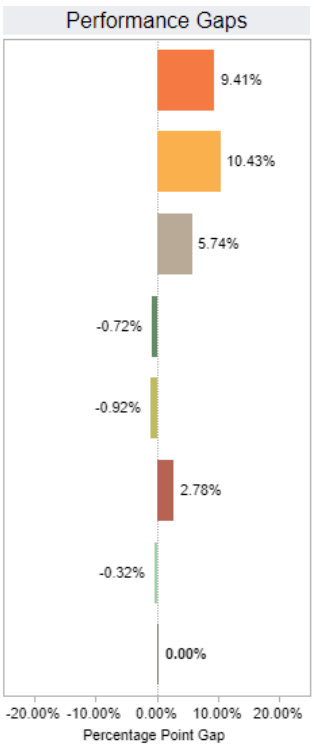


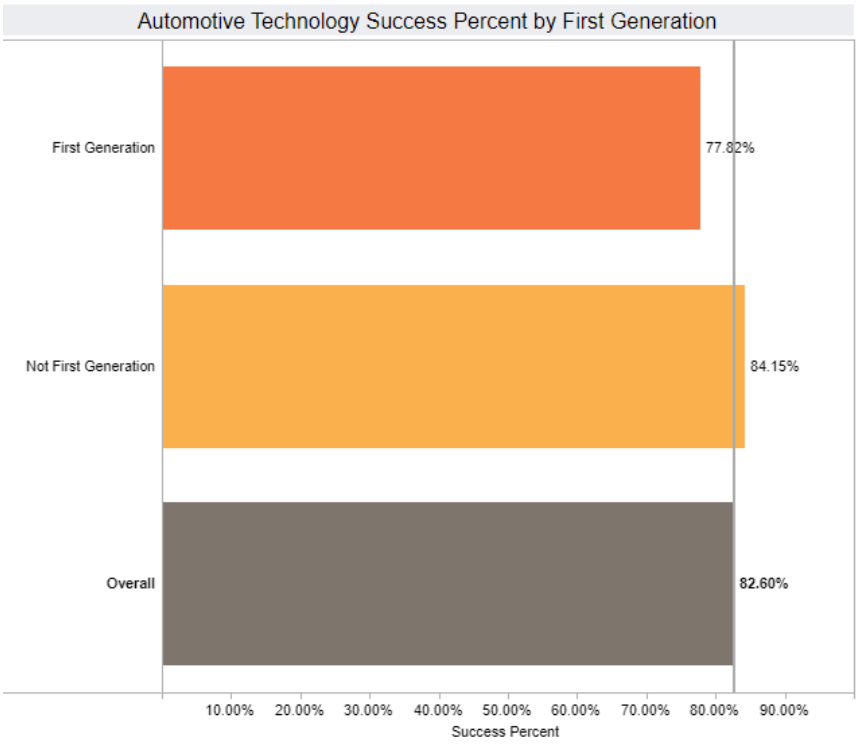


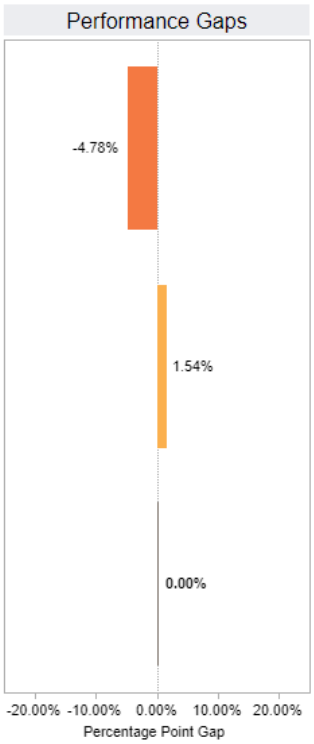

Automotive Technology Success Percent by English Placement
Did Not Test in English
Not Transferable English
Transferable English
Overall
86.31%
73.00%
81.45%
82.60%
Variable: Did Not Test in English
Success Percent: 86.31%
Count of Enrollments: 2,601
10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent

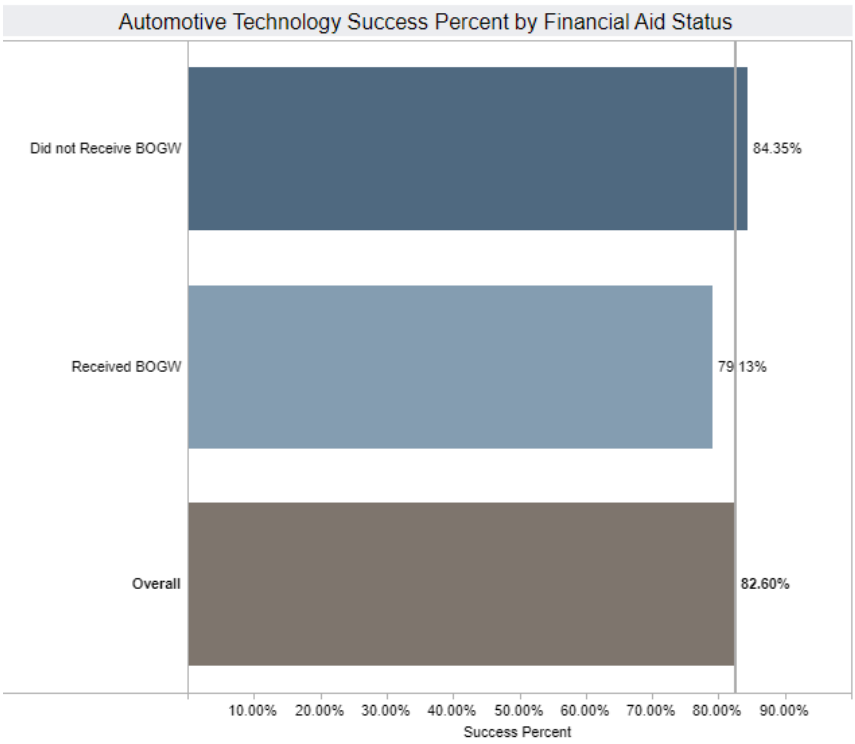

Performance Gaps
3.71%
-9.60%
-1.15%
0.00%
-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap

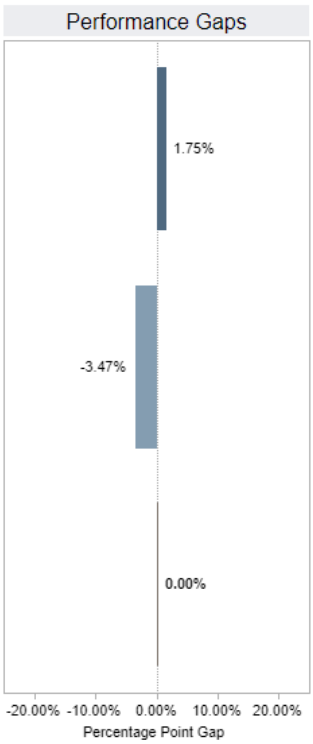

Automotive Technology Success Percent by Ethnicity
American Indian or Alaska Native
Asian
Black or African American
Hispanic / Latino
Two or More Races
Unknown / Non-Respondent
White
Overall
92.00%
93.02%
88.33%
81.87%
81.67%
85.37%
82.27%
82.59%
10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent

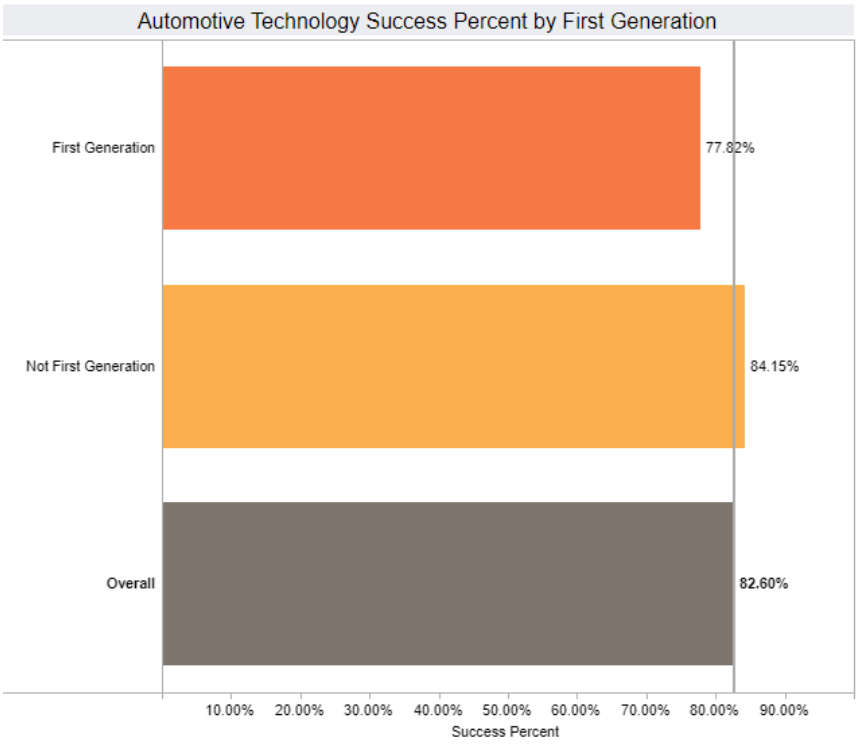

Performance Gaps
9.41%
10.43%
5.74%
-0.72%
-0.92%
2.78%
-0.32%
0.00%
-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap

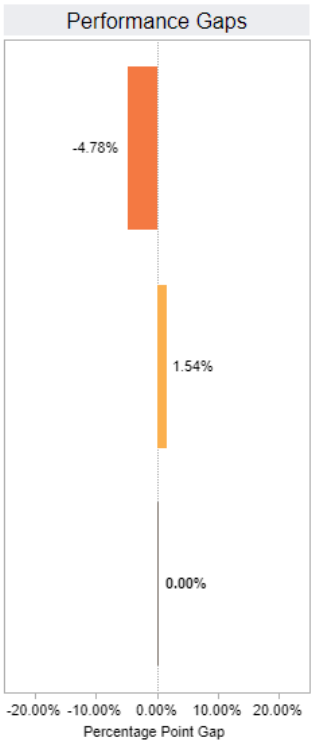

Automotive Technology Success Percent by First Generation
First Generation
77.82%
Not First Generation
84.15%
Overall
82.60%
10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent

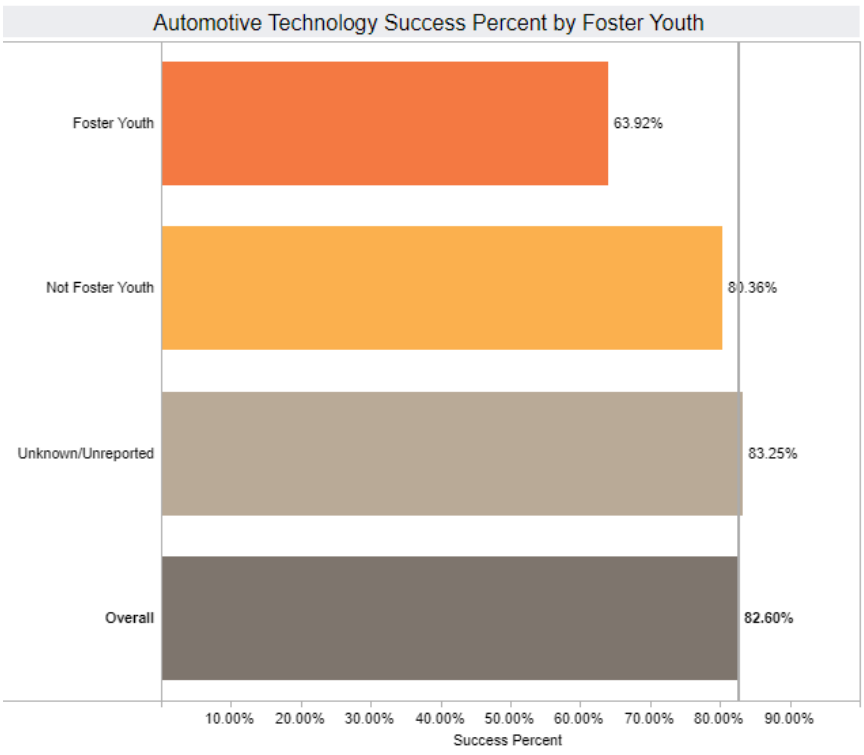

Performance Gaps
-4.78%
1.54%
0.00%
-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap

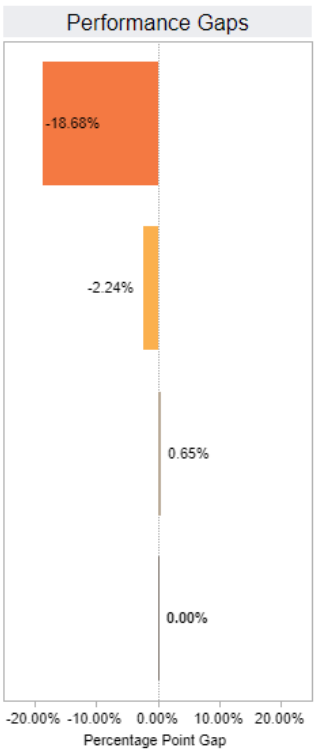

Automotive Technology Success Percent by Financial Aid Status
Did not Receive BOGW
84.35%
Received BOGW
79.13%
Overall
82.60%
10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent

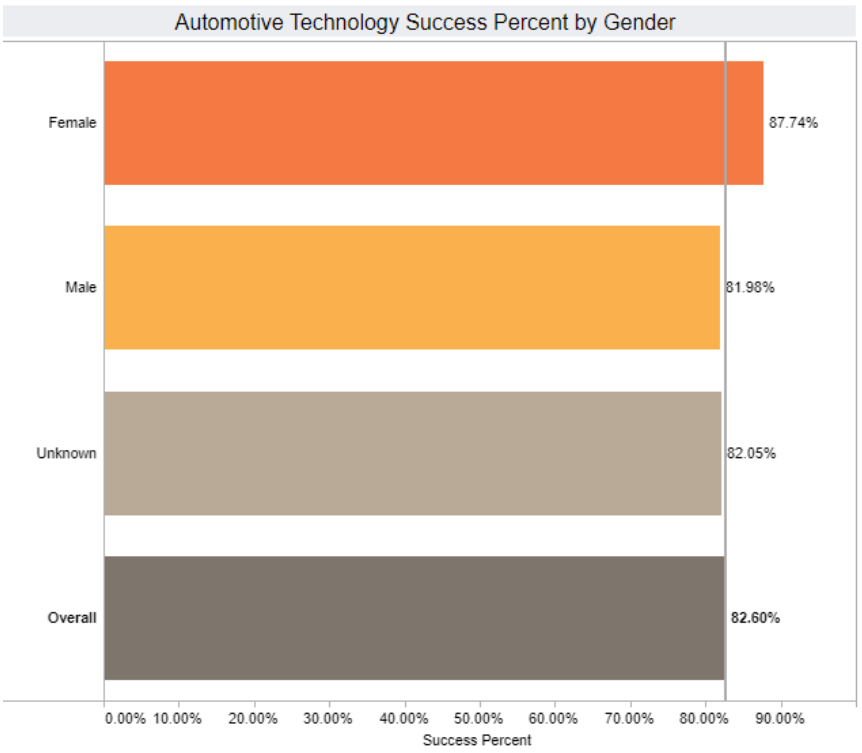

Performance Gaps
1.75%
-3.47%
0.00%
-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap

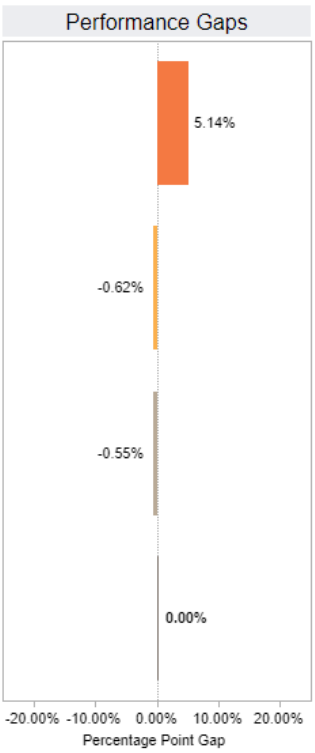

Automotive Technology Success Percent by First Generation
First Generation
77.82%
Not First Generation
84.15%
Overall
82.60%
10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent

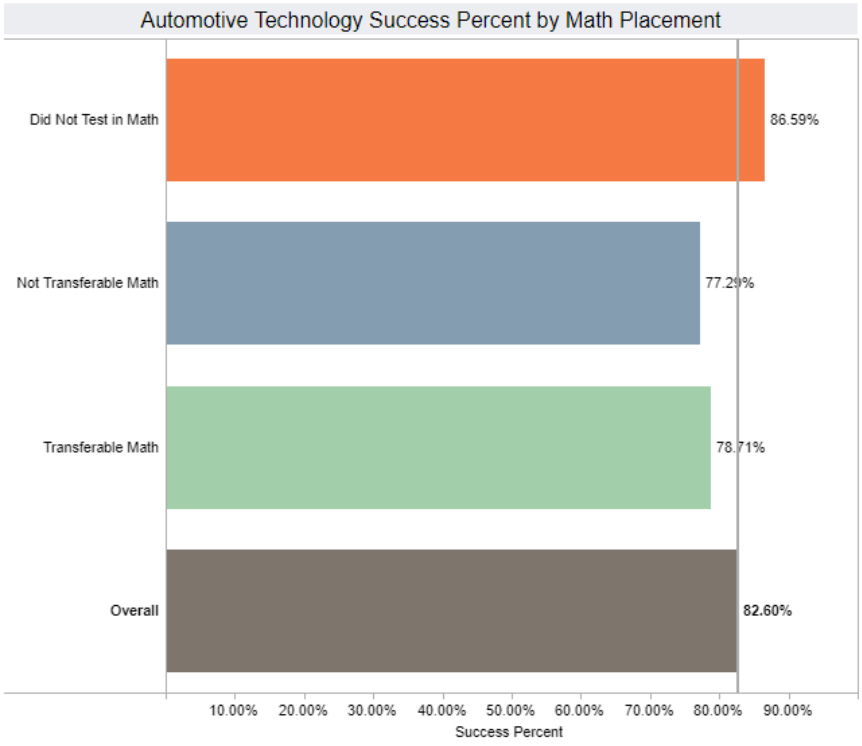

Performance Gaps
-4.78%
1.54%
0.00%
-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap

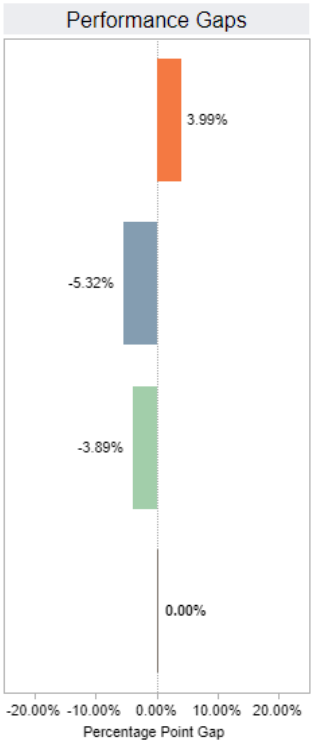

Automotive Technology Success Percent by Foster Youth
Foster Youth
63.92%
Not Foster Youth
80.36%
Unknown/Unreported
83.25%
Overall
82.60%
10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent


Performance Gaps
-18.68%
-2.24%
0.65%
0.00%
-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap

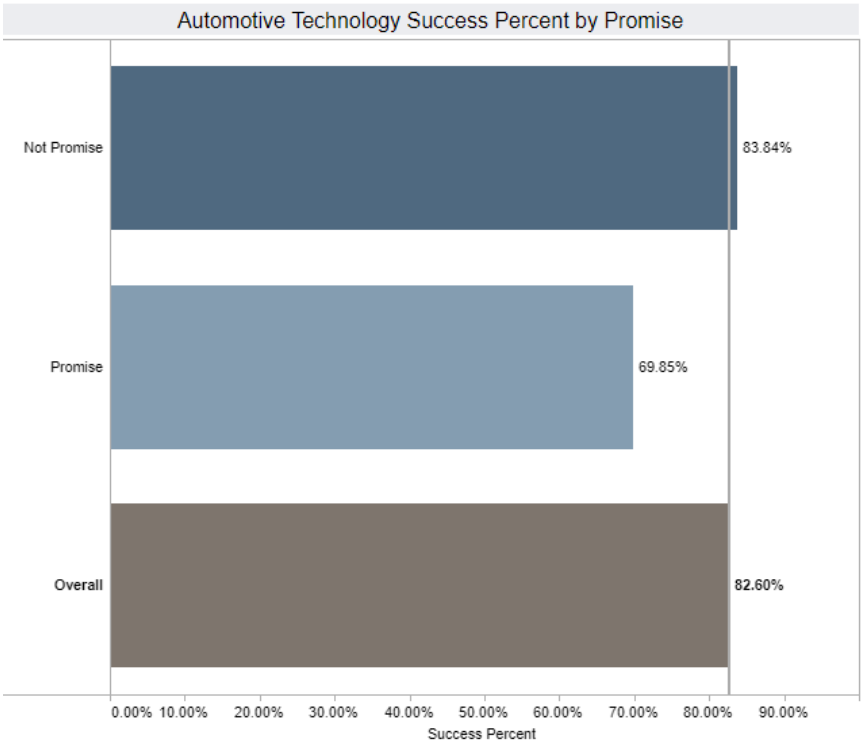


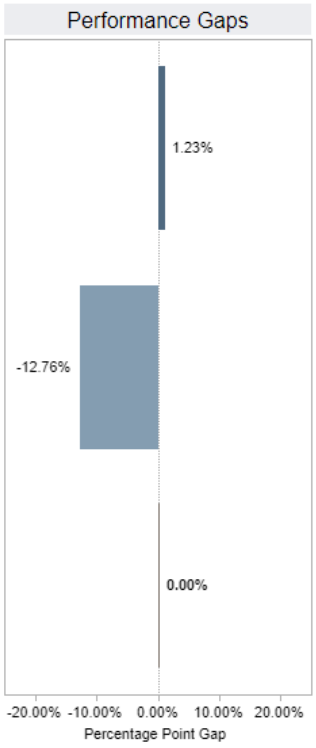


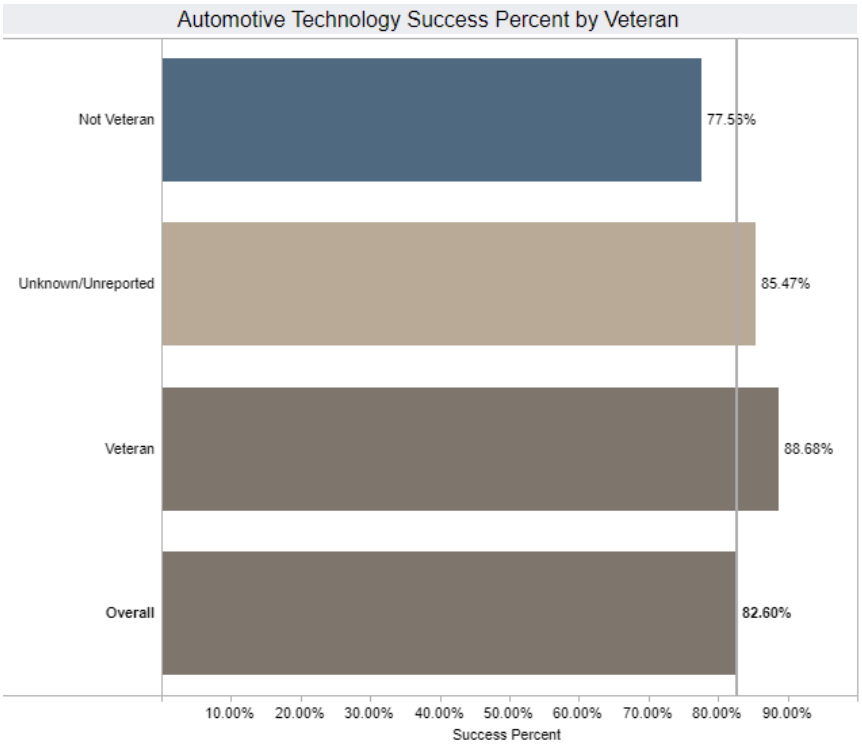


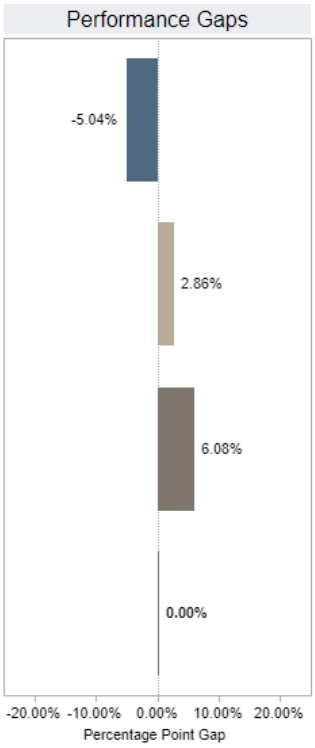


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.









Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to

Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following charts did not show anything unexpected, or of major consequence:

- Academically Disadvantaged
- DSPS
- Ethnicity
- Financial Aid
- First Generation
- Foster Youth
- Math
- Veteran

It is to be noted that non-traditional gender (female) and non-white students fared better than the average.

Foster youth and Promise students did not do as well as would be expected.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

None at this time.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

The program completed its five-year accreditation cycle through ASE Education Foundation (ASEEF) on October 7th of 2020. This is nationally recognized organization, which also certifies automotive technicians, has the highest reputation. Cuesta College has been continuously certified since 2008 as a Master Automotive Service Technology training institution. One individual from ASE, and 2 local business professionals evaluated our self-study, and completed the "on-site" evaluation.

Here are their considerations of "Program Strengths":

Facility is beautiful and clean. Facility has good lighting well organized.
Students were engaged in the lesson and using laptops to reference materials for proper automotive repair.
John, Richard and Gary are excellent instructors.

Here are their suggestions for Program Improvements:

1. Increase hours in the A6, Automotive Electrical course by 20 to 30 hours.
2. Classroom sets for electrical course
    a. soldering irons
    b. connector trainers (drag testers and pick tools)
    c. electrical classroom trainers
3. Current shop electrical battery, generator, and starter tester (i.e. GR8)
4. Update fleet of vehicles for educational purposes
    a. Late-Model Antilock Brakes Teamed with Radar
    b. Electric Power Steering
    c. Lane Departure Control
5. Add a hybrid and all electric vehicle course. This will require vehicles and high-voltage equipment.
6. Air-conditioning equipment for YF1234 freon.
7. Reduce hours in A3, manual transmissions courses by half.
8. Set of late-model automatic transmissions with speed sensors and solenoids.
9. Manual transmission course could use some new units.
10. Engines course needs engines with variable valve timing, adjustable valve heights, adjustable intake manifold and timing chains.

In order to complete this process, the program must go through a rigorous and extensive self-study that incorporates the following elements: purpose for the program, Administration, Learning Resources, Financial Stability, Student Services, Advisory Committee, Instruction And Related Activities, utility of Equipment, utility of Facilities, and Qualifications of Instructional Staff. Cuesta College staff believes there are no current deficiencies in the program.

In the section one of the self-study report, it is to be noted that there are over 430 licensed automotive repair facilities in San Luis Obispo County.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes
The most acute problem the program has is FT faculty (see E below).
The other problem to address is the deficiency in completions of Degrees and Certificates.
Currently, the Degree program has the following requirements:

ASSOCIATE DEGREE PROGRAM
Automotive Technician — Associate in Science
Required Courses (35.5 credits)
ATCH 109 . . . . Introduction To Automotive Computers 2.5
ATCH 152 . . . . Internal Combustion Engines 3
ATCH 153 . . . . Engine Repair Procedures 3
ATCH 158 . . . . Automotive Electricity And Electronics 4
ATCH 168 . . . . Automotive Repair Business 3
ATCH 182 . . . . Automatic Transmissions 4
ATCH 186 . . . . Chassis And Suspension Systems 3
ATCH 188 . . . . Automotive Heating And Air Conditioning 3
ATCH 280 . . . . Manual Drivetrains 3
ATCH 281 . . . . Manual Transmissions 3
ATCH 284 . . . . Braking Systems 4
Plus, pass a minimum of two certification tests for the National Institute of Automotive Service Excellence (ASE).
Total Credits: 35.5

One of the sticking points is the requirement to PASS at least 2 ASE Certification Tests. It is the faculty's intention to add the following to that list for Degree/certificate completion:

OR

Completion of All 8 ASE Student Exams

OR

Completion of ATCH 105 & 106 (Employability Skills Classes)

OR

Successful completion of at least 2 units of Automotive Internship class or Automotive Internship Class.

B. Anticipated changes in curriculum, scheduling or delivery modality
   Once COVID is behind us, we plan to go back to a fully face-to face mode. However, we may offer ATCH 152 in an online mode.
C. Levels, delivery or types of services – none at this time.
D. Facilities changes – None at this time.
E. Staffing projections
   The need for a second Full Time Faculty Member. This is by far our greatest concern. Since Gary Villa's retirement in 2015, there has only been one full time Faculty member for the department. It had been on the Prioritization list for the last 6 years. For the first time, this position was prioritized by the college for recruitment in 2021. That process has started, and should be completed by April of 2021.
F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	**Identified Objective (Paste from PSP)**	**Planning Steps (Check all that apply)**	**Has the Improvement Target Been Met?**
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.