INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: HAWK **Program:** Automotive Technology **Current Academic Year:** 2021-2022

Last Academic Year CPPR Completed: 2018 **Current Date:** March 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

Program Mission (optional)

A. **"The mission of the Automotive Technology Department is to excite, inspire, and train our automotive technology students to achieve their goals in our local and global community. We do this by serving a diverse student population, including career-oriented students, lifelong learners, and those who choose our program to enrich their own knowledge base. We focus on integrity, personal achievement, developing employability skills, service to our community, and strive for excellence in all we do**."

B. Brief history of the program

The Cuesta College Automotive Technology Department has served students, the community, and the local automotive service industry with course offerings in specialized areas of concentration for over 50 years. The San Luis Obispo County Community College District opened Cuesta Community College in 1964 with classes taught at night on the San Luis Obispo High School campus. By the spring of 1965 courses in Automotive Technology were introduced and taught in old Army garage facilities near the point O'Connor road meets the back gate to Camp San Luis. The program was a division of the School of Engineering, Mathematics, and Technology and offered seven different courses which were taught by one instructor, Mr. Joe Heal. Students completing all the automotive courses and certain general education requirements could earn an Associate of Arts Degree in Automotive Technology. The course available in the early years were limited to Internal Combustion Engines, Powertrain, Engine Diagnosis and Reconditioning, Fuel and Electrical Systems A, Fuel and Electrical Systems B, Chassis and Brakes, and Special Problems.

Mr. Ed Pearce replaced Mr. Heal in the Fall of 1968 and the next school year, 1969-70, he added a new course to the curriculum called Automotive Electrical Equipment. In the summer of 1969, Mr. Pearce wrote and received a grant from the State Employment Department calledthe WIN (Work Incentive) Program. With the money from the WIN Program grant, Mr. Pearce was able to include welding in the automotive program with purchase MIG and TIG welding equipment. Years later the welding program became its own program with degree and certification offerings.

Mr. Stan Thompson was hired as an instructor in 1970 and he and Mr. Pearce shared the teaching load of automotive and metals classes. A course called Maintenance of Industrial and Marine Engines was added to the curriculum in 1970. Mr. Pearce obtained another grant called California Employment Training Act (CETA) Grant for the Fall 1971 semester and the school hired Mr. Bill Richmond to teach the new "Career Auto" classes. These classes were specifically designed to prepare student for careers in automotive service and repair. When the grant ended Mr. Richmond was retained as a full-time instructor and his tenure at Cuesta College lasted 31 years of service.

In 1971 the school also hired an adjunct instructor Mr. Lee Stout to teach Automotive/Diesel courses in Basic Tractor Operation and Care and Fundamental of Agriculture Power Source Systems. Before the 1972-73 school year Mr. Pearce left the Automotive Technology Department to become the Director of Vocational Education so he could concentrate of grant writing for vocational programs for the college. Courses in Pollution Control, Imported Auto Mechanics, Auto Parts Counterman, and Auto Sheet Metal Repair (the beginning of Auto Body courses) were added to the program in the 1972-73 school year. Beginning in 1973 students could earn a Certificate of Proficiency in Automotive if they were able to complete 15 units in the Automotive Technology Program. Also, in the 1973-74 school year, Specialized Auto Sheet Metal Repair (Auto Body) and Career Automotive Training (a 24 hour a week Work Program – 9 lecture and 15 lab). Also added that year was a course called Numerical Communication Standards and Related Technical Application which was basically automotive math course that taught students to take precise measurements using equipment such as micrometers. They called the course by this name so it could be taught by an automotive instructor rather than a mathematics instructor.

Motorcycle Maintenance and Repair was added to the curriculum in 1974. Mr. Ken Chew was hired as a full-time automotive instructor in 1975. Four new courses were added to the program in 1978, Automotive Heating and Air Conditioning, Automotive Service Business, and Automotive Painting, and Heavy Duty Truck Systems. Mr. Otto Buss was hired as an adjunct instructor to teach the Heavy Duty Truck Systems course.

After the retirements of Stan Thompson and Ken Chew in the late 1990's, the automotive program was in peril of being discontinued. With the help of the Automotive Advisory Committee and Dean Ms. Toni Sommer, the Automotive Technology Program at Cuesta College was re-vamped and rejuvenated. Following the recommendations of the Cuesta College Automotive Technology Advisory Committee, major upgrading of the automotive program began in 1999 to bring the degree patterns (Associate of Science Degree in Automotive Technology and Associate of Science Degree in Advanced Engine Performance), facilities, and

equipment up to current industry, environmental, and safety standards. This included the hiring of Mr. Bob Davidson for Auto Body and Mr. Gary Villa for Automotive Technology. Mr. Villa taught electrical systems, drivability, engine performance/smog, and HVAC classes, until his retirement in 2015. In 2006, the department hired John Stokes as another full-time faculty. Mr. Stokes teaches chassis and suspension, brakes, manual drivetrains and engine overhaul/repair classes.

The program has also competed heavily in the SkillsUSA Program from 2006-2019. Competition has been on a hiatus with the COVID 19 environment. Below is the list of competitors that placed greater than Regionals, and their highest placings that year:

2007 – Eric Leach – Automotive Service Technology (AST) National Bronze Medalist
2008 – Eric Leach - AST National Gold Medalist
2009 & 2010 – Daniel Lehmkuhl - AST National Silver Medalist
2011 – Daniel Lehmkuhl – World Skills Americas, Rio de Janero, Brazil
2011 – Simon Rowe – Collision Repair National Gold Medalist
2012 – Daniel Lehmkuhl – World Skills, London, England
2012 – Melissa Perozzi – AST California state Silver Medalist
2013 – Michael Mullen - AST National Silver Medalist
2014 – Michael Mullen – World Skills, Sao Paulo, Brazil
2017 – Rich Lock – 10th in Nation, Automotive Service Technology (AST)

In 2007, the department began the comprehensive self-study and analysis of its program, curriculum, and goals. This certification process is called the National Automotive Technicians Education Foundation (NATEF) certification, and has since changed its name to ASEEF (Automotive Service Excellence Education Foundation). The process involves the study of 11 different topical areas, with oversight of the Advisory Committee, and faculty. The topics can be found here, (https://www.aseeducationfoundation.org/resources)

In September of 2008, a 4 person review committee consisting of a NATEF Program Coordinator, (Andrew Cawelti - faculty from Oxnard City College) a local dealer representative (Tim Van Alstine, Service Manager -Rancho Grande Motors) independent repair facility (Ron Roach – Pete's Automotive in Morro Bay) and a third inspector (Mark Rosenthal – part-time instructor at Alan Hancock College) came to Cuesta College to review and inspect our program. After reviewing the self-study, watching classes, inspecting the facilities, equipment, and program, they recommended the program for certification. This very comprehensive self-study, validated by a team of automotive professionals, is available for review as needed. In October of 2008, the NATEF organization granted full accreditation to Cuesta College as a Master Certified institution.

In 2014, NATEF performed a compliance review. Here are their notes:

> Cuesta College has a great automotive program. The program has great support from the advisory committee which shows through the advisory meeting minutes. One of the largest advisory committees I have seen. John Stokes's support and the rest of the

colleges support has made the onsite inspection seamless. New construction of organizing the work area and tool area made it easy for the team's inspection

The binder with departmental advisory meeting minutes, syllabus, course outlines, students' progress and NATEF worksheets made it easy for the team to do its inspection.

Very nice brochures of school programs and classes need for graduation and certificates.

The Automotive Technology Department continues to be the pioneer in new programs offered at the college. We have seen great success with the implementation of dual enrollment, credit/no credit courses, and the Grizzly classes.

In October of 2020, the Cuesta Automotive program completed its ASEEF recertification process. The evaluation team consisted of Andrew Cawelti (Evaluation Team Leader) – Ventura College, Tim VanAlstine – Service Manager, Rancho Grande Motors, John Fiorentino, owner, Continental Motor Works. At that time, the team recommended Master Level Automotive Service Technology certification.

Here are the debriefing notes:

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.

(Recommended) Master Level Automotive Service Technology certification.

Improvements that are highly recommended:

This program should have two full time instructors.

Concerned that John Stokes (only full-time instructor) plans retirement in the next year or so. John is on a burnout pace in our opinion.

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 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.

Currently the Automotive Technology Department is looking toward the future and updating equipment, increasing vehicle donations, and adding new courses that meet the demands of today's automotive industry.

During the Faculty Prioritization Process of 2020, the position for a Full Time, Tenure Track position in Automotive Technology/Agricultural Mechanics was authorized. A recruitment took place in Spring of 2021. Unfortunately, it was declared a "failed pool". Another recruitment, for the same position will occur in Spring 2022.

The school board, administration, foundation (grants), and staff have invested a great deal of time, energy, and resources establishing an automotive program that meets the current and future needs of students and the automotive service industry. This collaborative effort will lead to the goal of the program remaining certified by ASEEF (NATEF) and meeting the National Institute for Automotive Service Excellence (ASE) Standards of quality for the training of automotive technicians.

C. Include significant changes/improvements since the last Program Review

Most of the changes to the program are either facility or equipment related.

At the beginning of summer 2020, the entire automotive compound, was completely dug up repaved. New parking lines and striping were also redone. Later in the summer, the entire shop building was completely repainted, including redoing all of the floors.

Due to Strong Workforce Funding, the program was also the recipient of a great deal of new equipment. This included things such as, new alignment equipment, updated HVAC equipment for the new type of refrigerant, new alignment rack with ADAS diagnostic equipment, and other items.

Like everyone else in the US, the program was adversely impacted by the Covid pandemic. In March 2020, all of our classes were held "virtually". In Fall of 2020, classes were still being offered in a "virtual" modality for all lectures, but we were able to hold lab classes as long as the total number of students in the shop were 10 or less. This was

able to be accomplished by allowing half the students to come on one day and the other half of students to come another day.

In Spring of 2021, we were once again allowed to have “face-to-face” meetings, as long as all students met certain COVID protocols - primarily wearing face coverings.

D. List current faculty, including part-time faculty

Current Full-time Instructors
John Stokes
Current Part-time Instructors
Ryan Amborn
Jonathan Blackketter
Richard Leonard
Lars Luther
Ron McDonald
Gary Villa

E. Describe how the Program Review was conducted and who was involved

For the 2022 CPPR, the one and only Full Time instructor, John Stokes, is the primary author of this document.

II. PROGRAM SUPPORT OF DISTRICT’S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District’s Mission Statement.

The Automotive Technology Program has a diverse student population and offers multiple educational paths for their success. Some of the most successful students are from underrepresented groups.

Automotive Technology Students can learn more about a career and improve on their skills, they can earn a certificate as an Engine Performance Specialist, or earn an associate degree as an Automotive Technician or Advanced Engine Performance Technician. The classes all offer a higher level of learning and will be submitted for upgrading to a 200 level (CSU transferable). Many of the students receive pay increases and advancement in the workplace after attending Automotive Courses.

The Automotive Technology Program offers multiple opportunities to prepare students to become engaged citizens in our increasingly complex communities and world. We have students compete in SkillsUSA and have won Gold at the State Level for multiple years. In addition, we encourage students to attend the Automotive Advisory Board meetings to interact with local leaders. We also visit local businesses in multiple classes to observe various settings and organization styles.

The Automotive Technology Advisory Committee is required to meet annually by statutory reasons. By their own request, the committee wished to meet quarterly to monitor and give advice to the program. (COVID inhibited this for 2020-2022). The meeting schedule has now been re-instituted for the FY 2022.

Finally, the department has been fully on-board with establishing new inroads with Work Experience (WEXP) and Intership programs. For Spring 2022, we have 3 students working in WEXP and expect to have 10-15 students in the program for SY 2022-2023.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

Measure 4: Successful Course Completion (C or better) in Basic Skills, English and/or Mathematics, English as a Second Language, Career Technical Education, Degree and Transfer designated courses

- Automotive Technology continuously supports increasing student success in Career Technical Education. See note above regarding WEXP

Institutional Objective 2.4: Increase career pathways for local high school students.

Measure 1: Percent of local high school students enrolled in Dual enrollment courses

- Automotive Technology Program has been a leader in Dual Enrollment
- For Spring 2022, there are Dual Enrollment sections of ATCH 152 and 166 in 4 of the 5 comprehensive High Schools in the county. (Paso Robles, Atascadero, San Luis Obispo, and Arroyo Grande)

Measure 2: Percent of recent local high school graduates who enroll in Career Technical Education courses during their first term at Cuesta

- Annual the Automotive Technology Department Faculty visit each High School to discuss the program and encourage enrollment.

Institutional Goal 3: Partnerships Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.2: Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.

Measure 1: Count of Partnerships with local businesses and organizations

- The Automotive Technology Advisory Board is one of the largest and most active boards on campus. The Advisory Board meets quarterly to help the program keep current in its focus and direction.
- Bureau of Automotive Repair Referee, is located in the Automotive Lab and is a valuable resource for the program
- Dozens of Local businesses keep in contact with faculty, and offer visitations, class lectures, and careers for students
- The program is now beginning to be involved in the Work Experience (WEXP) and Internship programs within the Automotive field. In Spring 2022, the department had 3 Auto Tech WEXP students (ATCH 252), with a goal of 12 or more in the Fall of 2022.

Institutional Goal 5: Fiscal Build a sustainable and stable fiscal base.

Institutional Objective 5.1: Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan.

Measure 2: Cuesta College going rates of non-credit students

- Automotive Department plans on increasing credit/non-credit courses

Measure 3: Attainment of annual FTES goals

- Automotive Department exceeds the College wide FTES goal

Measure 4: Count of annual headcount and FTES

- Automotive Department has increased headcount and continues to be a pioneer in Dual Enrollment

Institutional Objective 5.2: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness

Measure 1: Revenue generated through rental of district facilities

- The Automotive Technology Program Rents one bay to The Bureau of Automotive Repair Referee program.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

1. Personal, Academic, and Professional Development

- Classes prepare students for ASE tests A1-A8
- Increased pay rates for program graduates
- Two AS Degrees and Three Certificates offered

2. Critical Thinking and Communication

- Teach and test for diagnostic techniques
- Internships and Work Experience

3. Scientific and Environmental Understanding

- SP2 Hazardous Waste training and testing
- Clean Air Car Course
- Oil and Coolant recycling in lab

4. Social, Historical, and Global Knowledge and Engagement

- Guest Speakers
- Transportation History

5. Artistic and Cultural Knowledge and Engagement

- Teach about vehicles from around the world
- Encourage artistic expression using vehicles
- Annual travel to the SEMA show

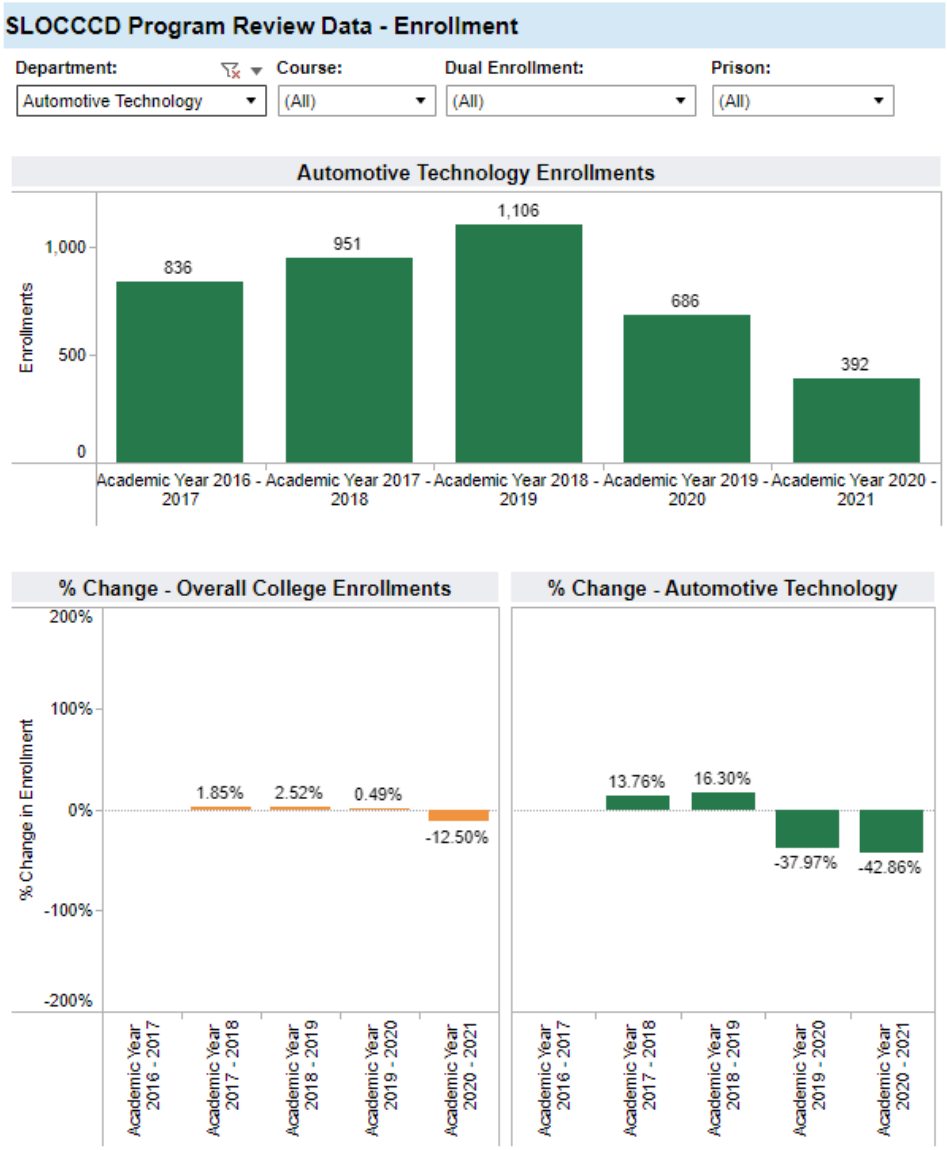
6. Technological and Informational Fluency

- Use of Canvas for files and grading
- Teach use of most current Automotive Scan tools
- Online use of vehicle information (Alldata, Mitchell, and Identifix)
- Various Aftermarket training opportunities
- Computerized alignment rack with ADAS Diagnostics (Advanced Driver Assist Systems)

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

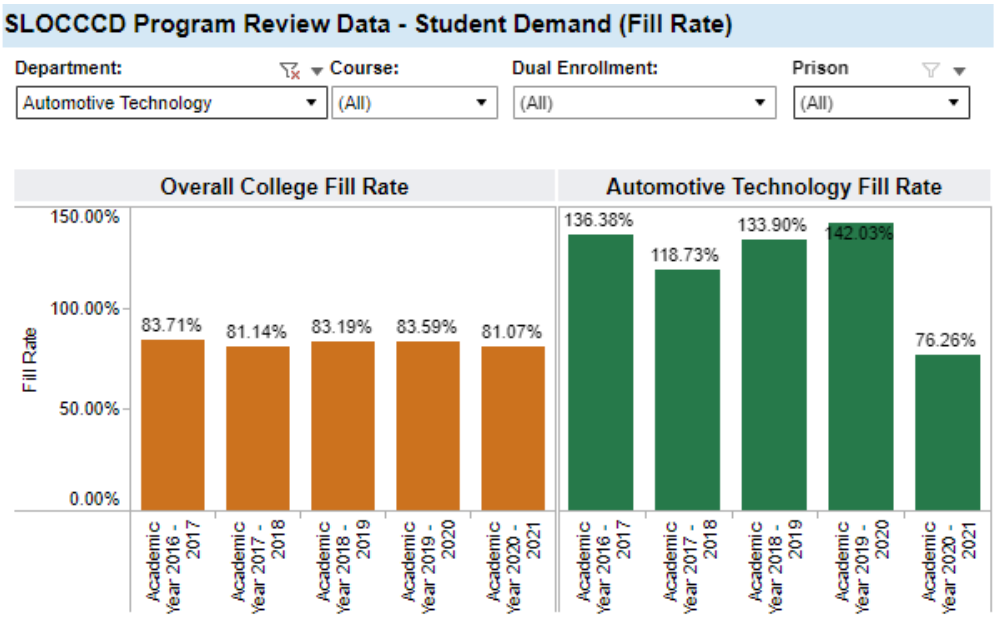
The data components are hyperlinked below.

General Enrollment (Insert Aggregated Data Chart)



Primarily due to the COVID 19 pandemic, the enrollment within the department suffered significantly. Most of the clientele within the CTE areas did not sign up for classes as robustly as they have in the past, primarily due to the lack of the "hands-on" learning. While the data from 2021 shows a decrease, we are seeing marked increase enrollment in 2022. We expect our enrollment will be equivalent to 2019 within the next six months to one year.

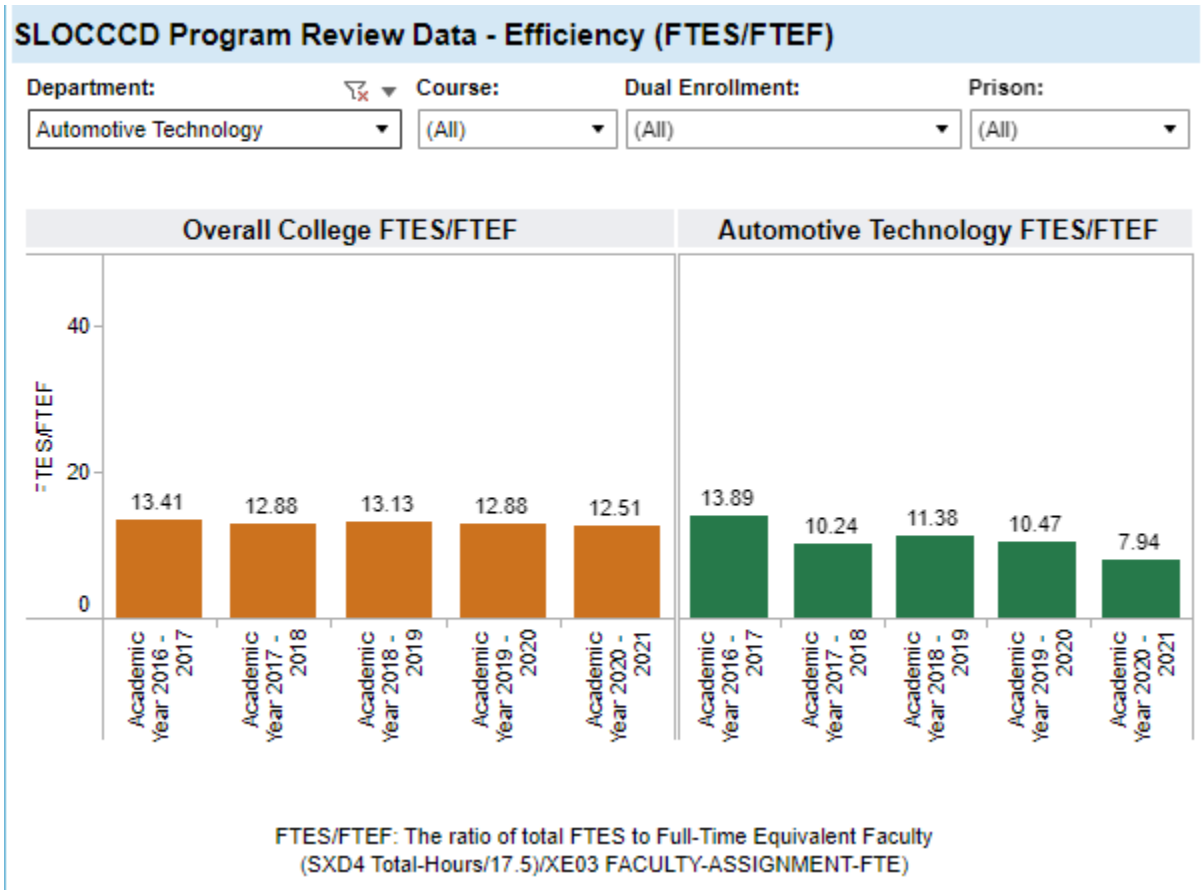
General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



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.

Primarily due to the COVID 19 pandemic, the fill rates within the department suffered significantly. Most of the clientele within the CTE areas did not sign up for classes as robustly as they have in the past, primarily due to the lack of the "hands-on" learning. While the data from 2021 shows a decrease, we are seeing marked increase fill rates in 2022. We expect our fill rates will be equivalent to 2019 within the next six months to one year.

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



Primarily due to the COVID 19 pandemic, the fill rates, and consequently the Efficiency, within the department suffered significantly. Most of the clientele within the CTE areas did not sign up for classes as robustly as they have in the past, primarily due to the lack of the "hands-on" learning. While the data from 2021 shows a decrease, we are seeing marked increase in 2022. We expect our efficiency will be equivalent to 2019 within the next six months to one year.

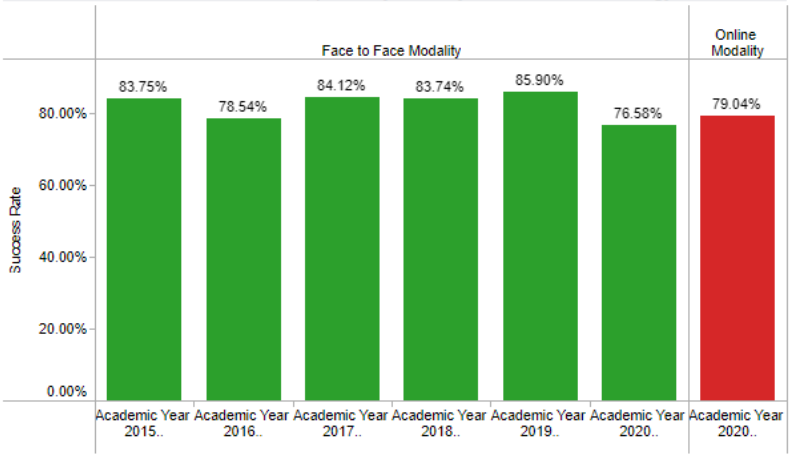
Student Success—Course Completion by Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Automotive Technology

Course: (All)

Legend: Face to Face Modality, Online 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*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	83.75%	78.54%	84.12%	83.74%	85.90%	76.58%
	Total Department Enrollm..	670.0	834.0	830.0	956.0	683.0	225.0
Online Modality	Department Success Rate						79.04%
	Total Department Enrollm..						167.0

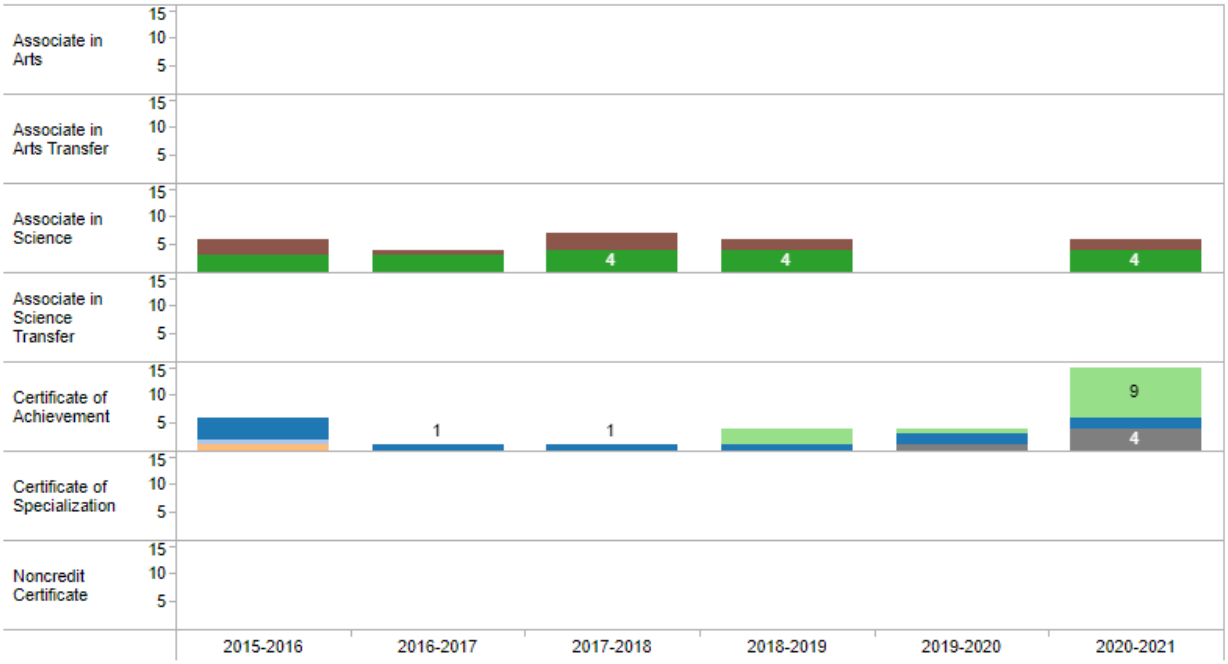
Considering that our program is designed around “face-to-face” modalities, one will see that our success rate in the online mode did not vary significantly from the face-to-face mode. Once the pandemic is concluded, essentially all of our courses will revert back to face-to-face. Is our expectation that our course completion will remain fairly steady, and is comparable to the college success rate is all

[Degrees and Certificates Awarded (Insert Data Chart)]

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Automotive Technology

Award Type: (All)



Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Science	Adv Engine Perform Tech (AS)	3	1	3	2		2
	Automotive Technician (AS)	3	3	4	4		4
	Total	6	4	7	6		6
Certificate of Achievement	Automotive Technician (CA)				3	1	9
	Engine Performance Spec (CA)	4	1	1	1	2	2

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

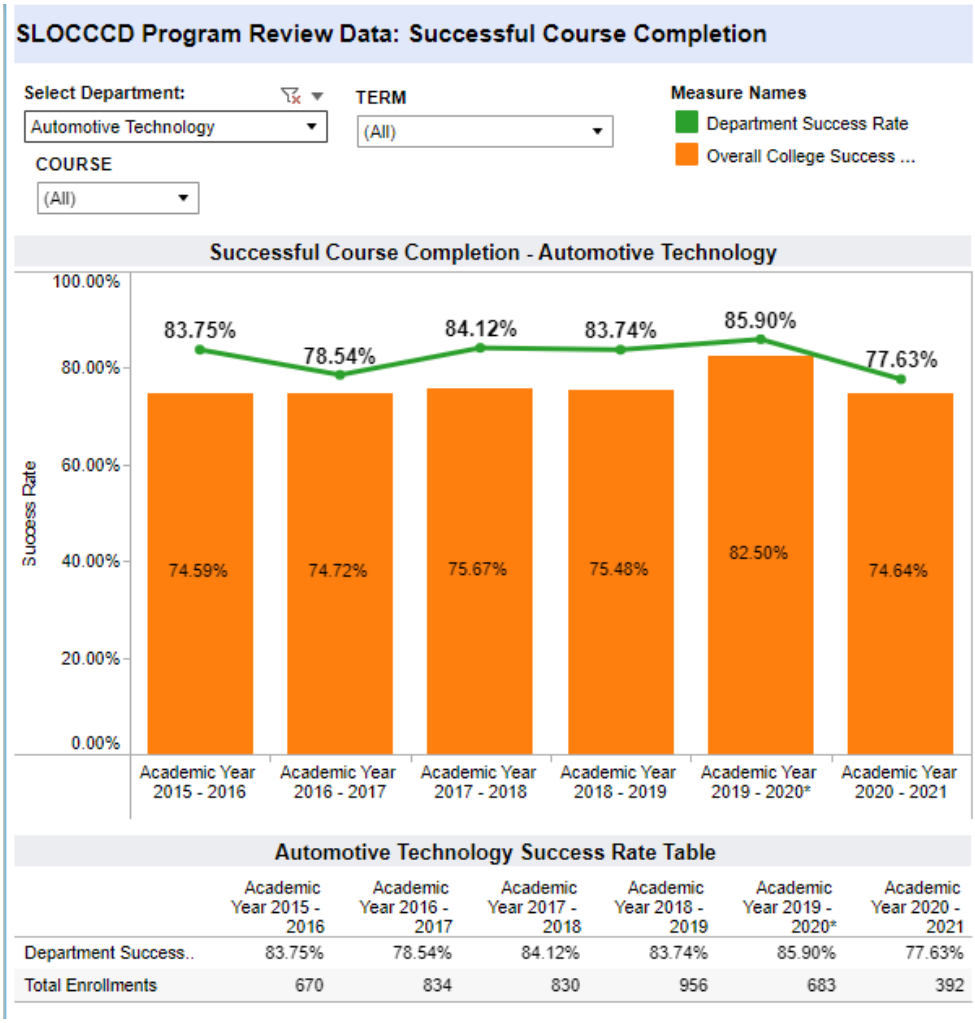
The Automotive Technology Department recognizes that degrees and certificates are important for the long run stability and efficiency of CTE programs now, and in long term planning (future automotive technology instructors). It also recognizes that the number of awards has not kept up with the expectations of the program.

To that end, all instructors have been encouraging students to pursue Automotive degrees and certificates.

One of the impediments to students receiving these awards has been one of the requirements to pass two ASE certification exams. That has been troubling for some students due to the distance they would have to travel and or the costs associated with the certificates. Because of that, we are granting waivers of that requirement if the students complete one of the following three items: successfully passing eight student ASE exams (out of 10), successful completion of

an Automotive Internship/work experience course, or successful completion of ATCH 105 and 106, Professional Development Courses. We expect that this waiver will result in market increase in our degree and certificate completions.

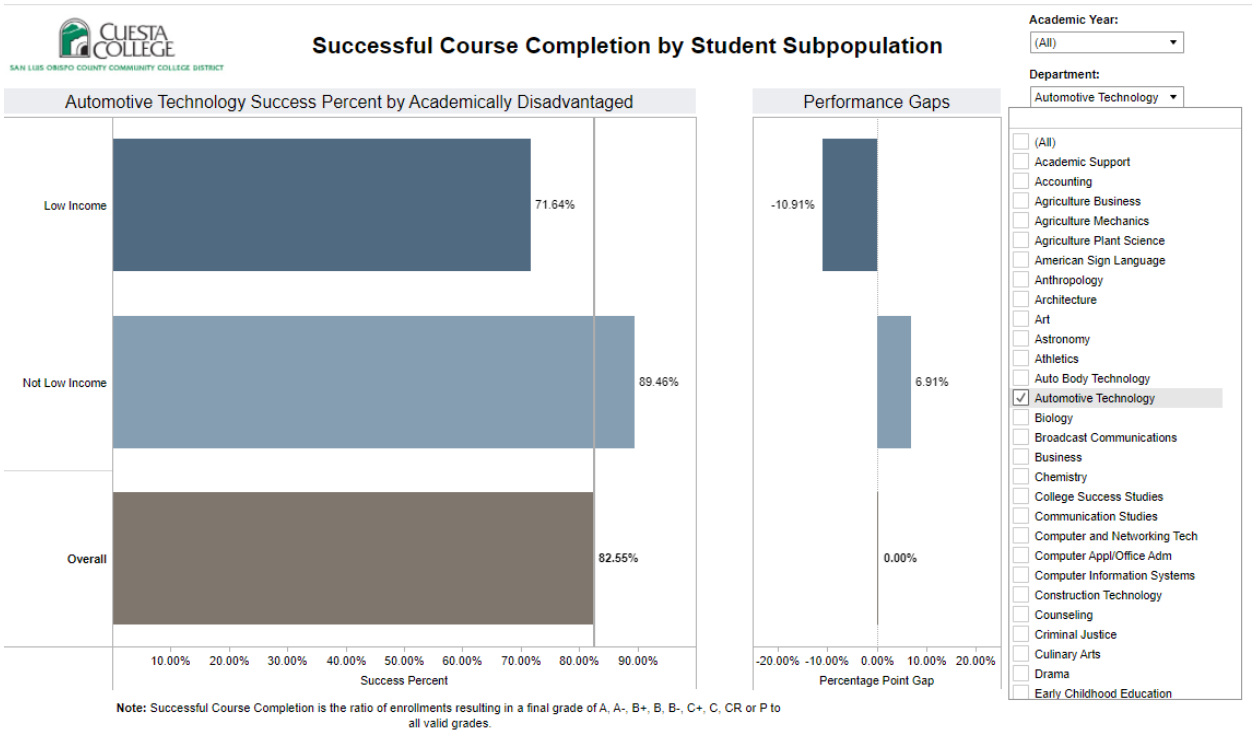
General Student Success – Course Completion (Insert Aggregated Data Chart)



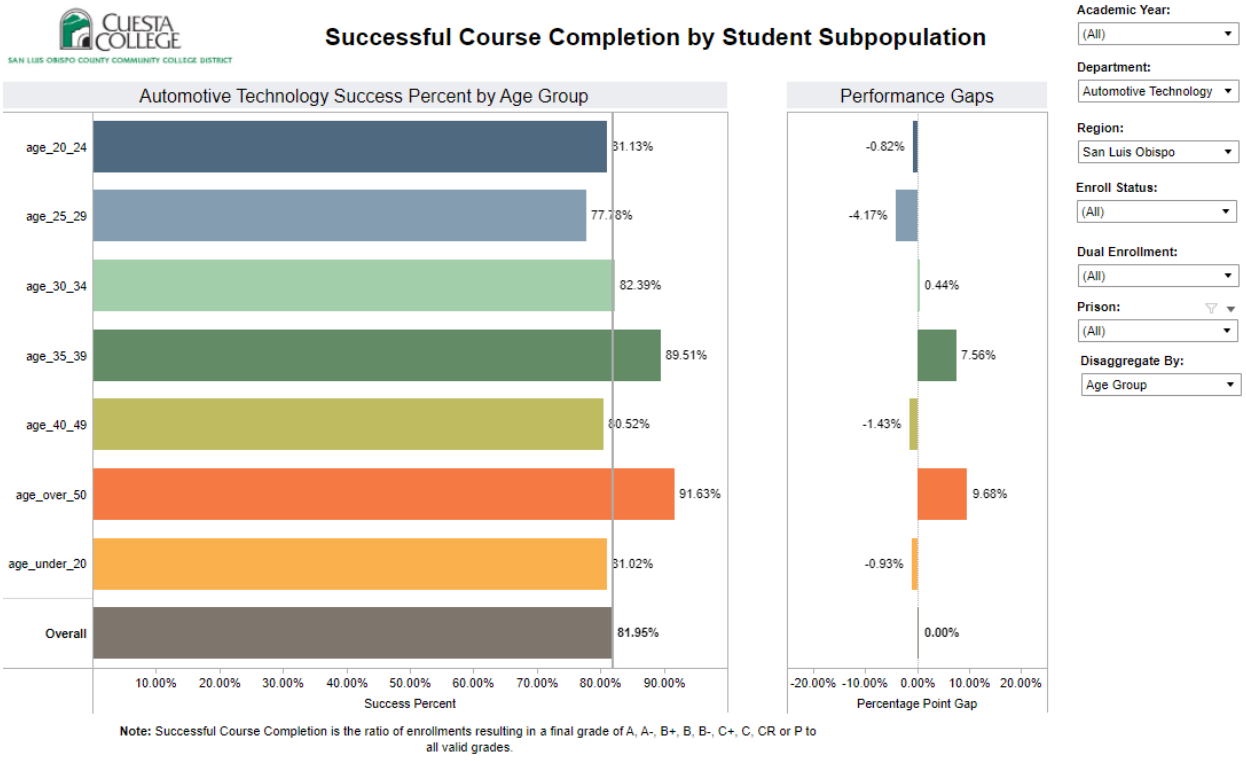
Automotive Technology Success Rate Table

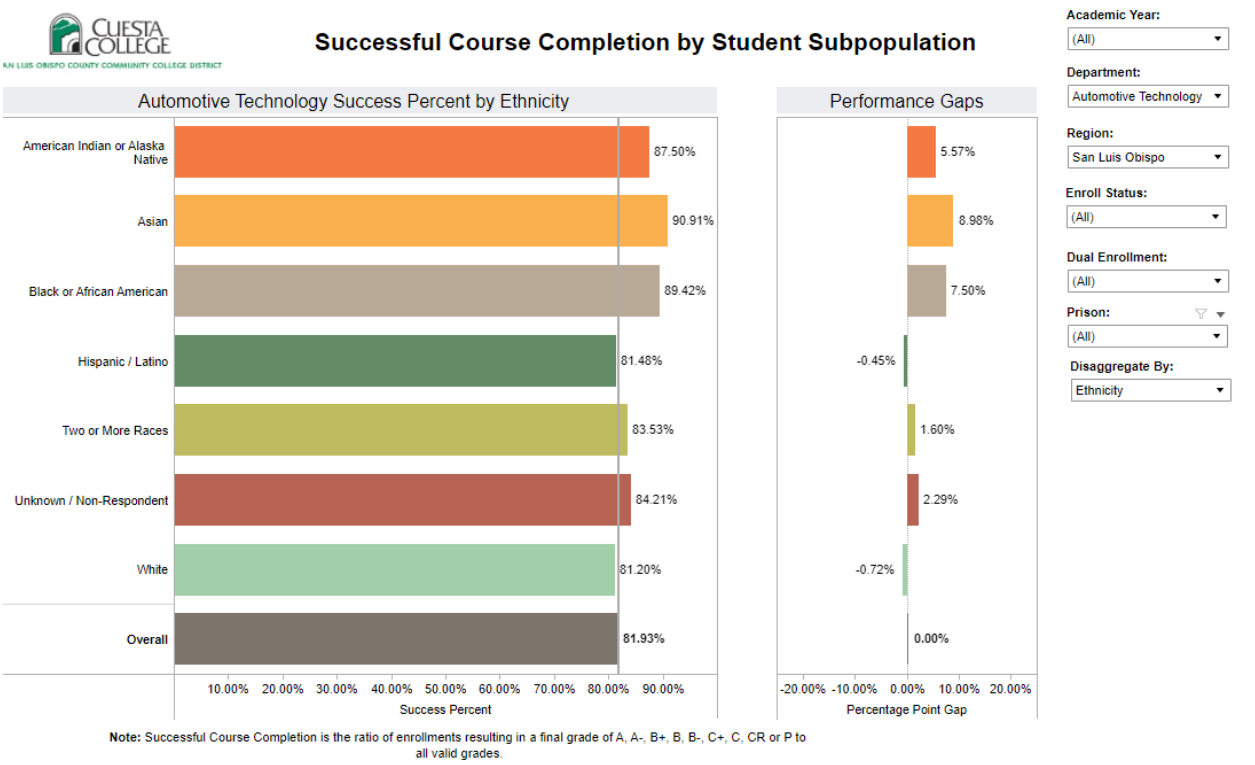
	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	83.75%	78.54%	84.12%	83.74%	85.90%	77.63%
Total Enrollments	670	834	830	956	683	392

This chart is fairly consistent with course completions over the last decade or more. The Automotive Technology Department has routinely exceeded expectations when it comes to successful course completions. We do not anticipate any changes from the current norm

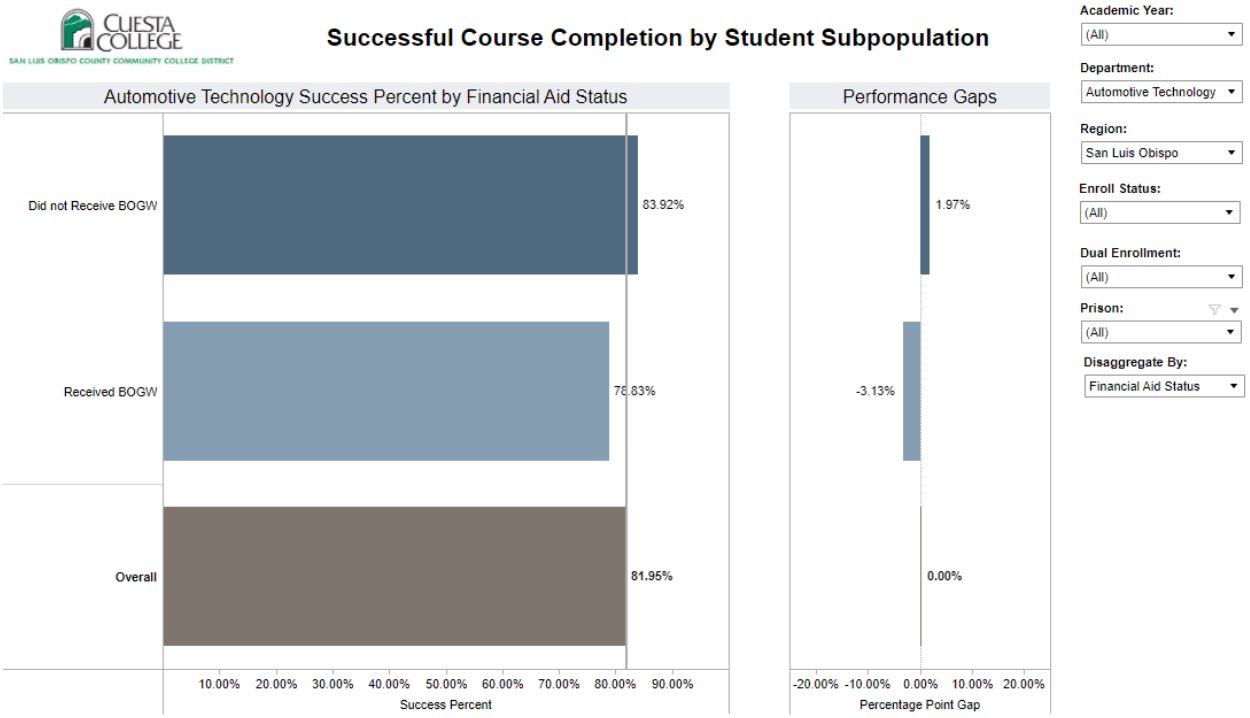


This is an area of challenge for our department. In reviewing several of the metrics, the department is well within established parameters for most CTE areas. However, improvement is always a possibility. Probably the most telling chart is the success rate for those students whose educational goals are listed by subpopulation.





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.



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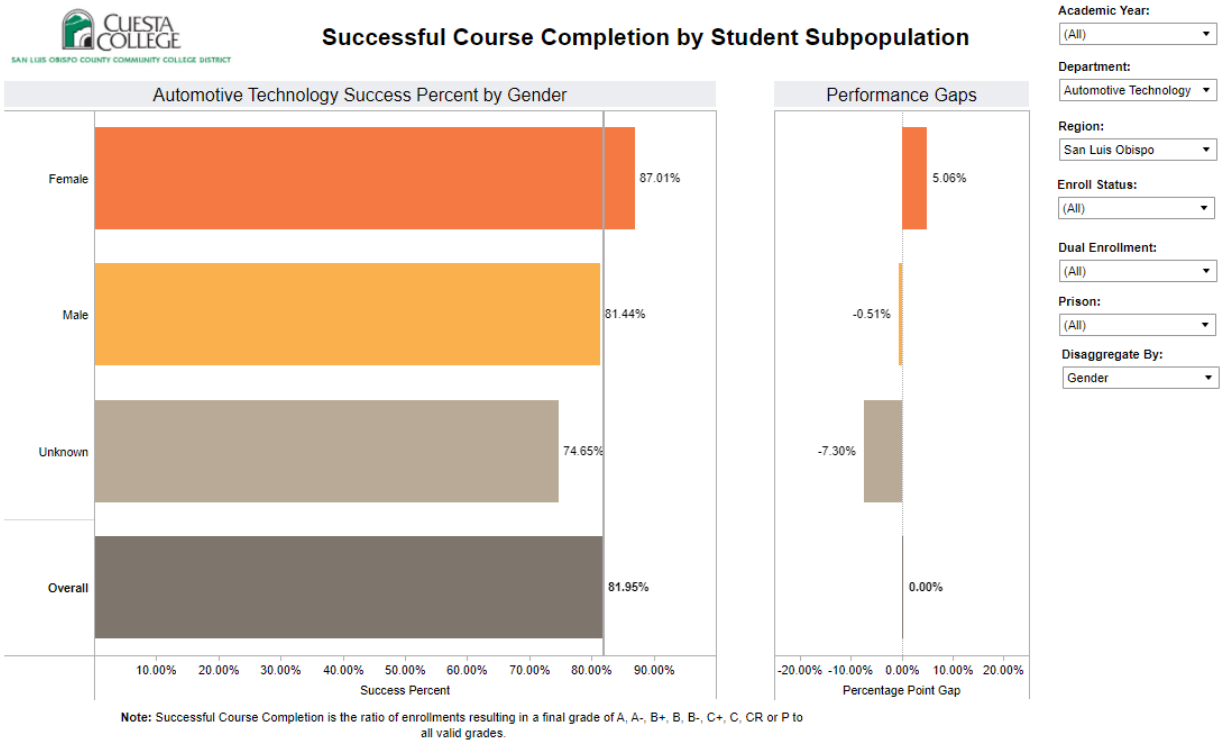

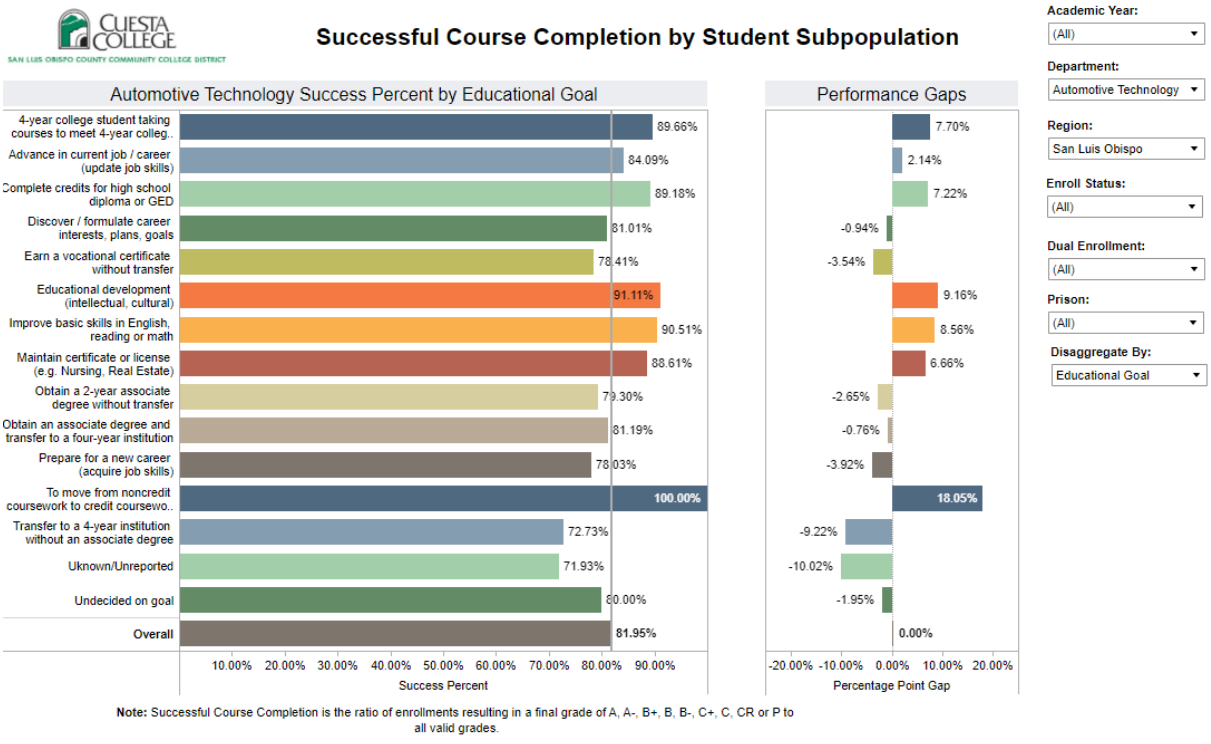

Other Relevant Program Data (optional)

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.

The Cuesta College Automotive Program is ASE Certified as a Master Tech program through 2025 (please see pages 4-5 for further information). This means we can teach all 8 areas of ASE:

A1 Engine Mechanical
A2 Manual Transmission and Drivetrain
A3 Automatic Transmission
A4 Chassis and Suspension
A5 Brakes
A6 Automotive Electrical Systems
A7 Heating, Ventilation and Air Conditioning
A8 Engine Performance.

Additionally, we can teach Advanced Engine performance and Smog tech training.

The self study documentation is very extensive and can be found in the Full Time Faculty office. For each standard, dozens of hours of research and compiling artifacts are required. Below are the headings for the 11 areas of the self-study

STANDARD 1 – PURPOSE

STANDARD 2 – ADMINISTRATION

STANDARD 3 – LEARNING RESOURCES

STANDARD 4 – FINANCES

STANDARD 5 – STUDENT SERVICES

STANDARD 6 – ADVISORY COMMITTEE

STANDARD 7 – INSTRUCTION

STANDARD 8 – EQUIPMENT

STANDARD 9 – FACILITIES

STANDARD 10 – INSTRUCTIONAL STAFF

STANDARD 11 – WORK-BASED LEARNING

STANDARD 12 – E-LEARNING

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

We have added the Maintenance and Light Repair Certificate that requires 6 courses. These are what are considered the "core 4" ASE subjects, and is scheduled so that it can be completed in 2 consecutive semesters.

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Because of our independent ASE accreditation, all of our courses MUST be reviewed by us, as well as an outside entity every 5 years for relevancy, accuracy and recency.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Our standard operating procedure is to evaluate each ASE content area (see above) each quarter. This means that all courses are reviewed every 2 years. This is to compy with the ASE requirements for certification. These are reviewed by the faculty, AND the Advisory Committee quarterly.

A1 Engine Mechanical

ATCH 152 Iternal Combustion Engines
ATCH 153 Engine Repair Procedures
ATCH 154 Engine Overhaul Procedures

A2 Manual Transmission and Drivetrain

ATCH 280 Manual Drivetrains
ATCH 281 Manaul Transmissions

A3 Automatic Transmission

ATCH 182 Automatic Transmissions

A4 Chassis and Suspension

ATCH 186 Chassis and Suspension Systems

A5 Brakes

ATCH 284 Braking Systems

A6 Automotive Electrical Systems

ATCH 158 Automotive Electricity and Electronics
ATCH 160 Automotive Electrical Accessories

A7 Heating, Ventilation and Air Conditioning

ATCH 188 Auto Heating and Air Conditioning

A8 Engine Performance.

ATCH 109 Intro to Automotive Computers
ATCH 125 Engine Performance
ATCH 187 Auto Fuel Injection and Turbo Chargers

Additionally, we have the following courses that are not required for ASE Certification:

ATCH 105 & 106 Professional Development for Employment (Develops employability skills that are in high demand by industry)

ATCH 166 – Automotive Maintenance & Light Repair – (Might more properly be titled “Consumer Auto”)

ATCH 168 – Automotive Repair Business – Gives students the understanding of the business side of the repair industry.

ATCH 255 – Modern Diesel Technology – In depth study of Diesel engines and their use in both automotive and light truck use. Also is cross-listed with AGM 223 – Agric Industrial Power. This course has all 3 of the major public use engines (Duramax, Powerstroke, and Cummins) plus a variety of other common diesel engines.

ATCH 264 Emission Control/Smog License prep - Covers the rules and regulations governing the Smog Check Program, inspection procedures using the Emissions Inspection System.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

COVID has created some challenges for our faculty in completing the SLO's due to the need to adapt.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives
B. Institutional Learning Outcomes
C. Program outcomes

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling
B. Support services to promote success, persistence and retention
C. Facilities needs
D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Our most critical need, as has been for the last 7 years, has been a Full Time Faculty to replace Gary Villa, and soon to be- John Stokes.

Our program has been blessed with considerable resources within the last few years – specifically SWF and CTEA. Our most critical need for resources would be the recommendations delineated in the ASE exit interview (see pages 4-5)

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 13, 2022.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

John Stokes		
Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found by clicking this link.

APPLICABLE SIGNATURES:

Genevieve Sivabessy

Vice President/Dean **Date**

John Stokes

Division Chair/Director/Designee **Date**

Other (when applicable) **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

Title of Unit:	Automotive Technology
Planning Year:	2022
Cluster (Select One):	Health, Workforce & Kinesiology

Narrative for your Resource (Unit) Plan: The Resource Plan ties program planning and review to resource allocation. For this first segment of the Resource Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.). You may type directly in the box below, but you won't be able to spell check your work. Alternatively, you can paste the narrative from Word after spell checking directly in the formula bar.

Excel Worksheets: Resource (Unit) Plan

For the remainder of the Resource Plan, complete the following Excel Worksheets:

- *Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests*
- *Personnel Unit Plan Worksheet — Personnel Funding Requests*
- *Supplies Unit Plan Worksheet — Supplies Funding Requests*
- *Equipment Unit Plan Worksheet – Equipment Funding Requests*
- *Facility Unit Plan Worksheet — Facility Funding Requests*
- *Technology Unit Plan Worksheet – Technology Funding Requests*
- *Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs*

RESOURCE PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit: Automotive Technology

Cluster: Health, Workforce & Kinesiology

Planning Year: 2022

1. Copy and paste the first four Columns from the Top Ten Prioritized List of Immediate Unit Needs from the prior year.
2. Complete Columns E through G.
3. If funded, identify the funding source or sources (Categorical = C, Foundation = F, ASCC = AS, Grant = G, General Fund = GF, Other Revenue Sources = R).
4. Briefly explain the impact on your program.

	Program	Item/Description	Cost	Funded?	Source (s)	Impact on Program
1	*English*	*Computers for Lab*	*$ 40,000*	*Not Funded*		*Not receiving this funding restricts ability to use updated English software in the lab.*
2	*Math*	*Student Tutors*	*$ 10,000*	*Fully Funded*	*AS, R*	*Supplemental staffing for math lab - Provides adequate level of support for students.*
3	*Chemistry*	*Laptops*	*$ 12,000*	*Partially Funded*	*Foundation*	*Half of our students had a good educational experience - the other half of continued to use outdated technology.*

PRIOR YEAR'S (2020-2021) PRIORITIZED LIST OF UNIT FUNDING REQUESTS -- ALL PROGRAMS

	Program	Item/Description	Cost	Funded?	Source(s)	Impact on Program
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

RESOURCE PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit: Automotive Technology

Cluster: Health, Workforce & Kinesiology

Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why?(1-2 Sentences)
NCC Site Specialist	*Continuing Education*	*Request to convert existing position from .75 to 1.0*	*$ 10,240*	*NCC*	*N*	*IMM*	*Supports Institutional Goal Objective 1.4 (increase ESL success rates) by adding additional staff to ESL advising office. Additional staffing hours will allow for 28 new support appointments per semester.*
Distance Education Support Specialist	*DE*	*Support Service Specialist 0.5 FTE*	*$ 23,000*	*DE*	*N*	*IMM*	*Supports Institutional Objective 1.3, Increase success in DE courses. New support position will provide training and technical support for students enrolled in DE courses.*

Personnel - Full-Time Faculty

A. Full-Time Faculty	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Automotive	Automotive	Full Time instructor	$ 100,000	SLO	R	IMM	Full time faculty retired May 2017. Currently classes are being taught by part-time instructors, which doesn't provide consistency toward meeting student learning outcomes. This position has been ranked for the last 7 years in the top three by Faculty prioritization process. In 2021, there was a failed pool, and has been reopened in Spring 2022. Now, the current FT faculty is considering retirement, and this Dept needs 2 FT faculty as evidenced by our ASEEF Acreditation

Personnel - Academic Managers, Classified Managers & Confidential

B. Academic Managers, Classified Managers, & Confidential Employees	Program	Description - What?	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							

Personnel - Classified Employee: Permanent, Short-Term & Substitute							
C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							

Personnel - Student Worker							
D. Student Worker	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							

RESOURCE PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit: Automotive Technology

Cluster: Health, Workforce & Kinesiology

Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

A. Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
NCC Instructional Supplies	*NCC*	*Augmentation of instructional supplies.*	*$ 5,000*	*NCC*	*N*	*IMM*	*Need to augment account based on historical spending pattern.*
Instructional Supply	*Humanities*	*Maps for History and Philosophy*	*$ 4,000*	*SLO*	*N*	*IMM*	*Many of our maps are outdated and several classrooms lack even basic maps.*

Instructional Supplies

A. Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Instructional Supply	*Automotive Technology*	Auto Repair supplies	$ 5,000	SLO	N	IMM	Needed to keep shop vehicles repaired and functional for student use in the lab. This includes parts such as batteries, brakes, fluids. These items are also used for demonstration purposes during class.
Instructional Supply	*Automotive Technology*	Safety Supplies	$ 1,000	SLO	N	IMM	Needed for safety concerns such as fire blankets, safety glasses, ear plugs, etc.
Instructional Supply	*Automotive Technology*	Components for Instruction	$ 7,500	SLO	R	IMM	Needed to meet ASEEF tasks and meet student learning outcomes. Examples include: sensors, fluids, clutches, bearings.
Instructional Supply	*Automotive Technology*	Instructional Multimedia	$ 3,000	SLO	R	IMM	Needed to maintain currency in the field

Non-Instructional Supplies							
B. Non-Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instructional Supply							

RESOURCE PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit: Automotive Technology

Cluster: Health, Workforce & Kinesiology

Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

A. Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
3 Mannikins	*LVN*	*3 mannikins for simulation/skills lab*	*$ 5,000*	*NCC*	*N*	*IMM*	*LVN APPW Program Development/ Forecasting. New or modified action steps for achieving program outcomes; IG #1; ILO #2,#3 - We are increasing the use of our simulation lab. Wear and tear on the mannikins over time requires replacement.*
3 Potter's Wheels	*Art Studio*	*Laguna potter's wheels (3)*	*$ 4,505*	*SLO*	*N*	*IMM*	*Art Studio CPPR Program Development/Forecasting. Anticipated changes in curriculum and scheduling; student demand has increased in our ceramics classes, we require three more potter's wheels to accommodate six students per class.*

Instructional Equipment

A. Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Instructional Equipment	*Automotive Technology*	Automotive Engine Performance and Computer Controlled Systems Training Programs and Equipment	$45,000	SLO	N	INT	Purchase of system trainers needed to keep the ATCH program up to date with the latest in automotive design and repair technology. This includes a hybrid trainer, and DVOM classroom set of 25.
Instructional Equipment	*Automotive Technology*	New tools, specialized tools, and replacement tools	$15,000	SLO	N	IMM	Purchase of tools needed by students performing ASEEF standard lab activities. Tools designed to drive new style fasteners, specialized tools, and replacement of lost tools
Instructional Equipment	*Automotive Technology*	Electronic test equipment (scan tools, lab scopes, meters)	$10,000	SLO	N	IMM	Purchase test equipment so the ATCH program can stay current with the rapid changes in automotive technology and test procedures and new technologies (ADAS, hybrid, electric, etc)
Instructional Equipment	*Automotive Technology*	Annual license fees for Information Systems (Alldata, Identifix, and ProDemand) in the auto lab	$4,000	SLO	N	IMM	Provides the students access to current automotive diagnostic and repair information.
Instructional Equipment	*Automotive Technology*	Updated engine tools	$5,000	SLO	N	IMM	Tools to be used in the now active ATCH 154, Engine Overhaul class.
Instructional Equipment	*Automotive Technology*	Specialized hand tools and equipment	$10,000	SLO	N	IMM	The purchase of new specialized tools and equipment needed by students to perform ASEEF required tasks on modern vehicles.

Instructional Equipment	*Automotive Technology*	NAPA TRACS	$1,200	SLO	N	IMM	The purchase of this electronic service writing software will allow expansion of classes to include parts/service writing ASE C1/P2. In addition it will put Automotive in compliance of ASEEF recommendations to include service orders on lab vehicles and projects.
Instructional Equipment	*Automotive Technology*	Autovitals	$1,000	SLO	N	IMM	Digital vehicle inspection tablets and software to keep students current with the new industry standard.
Instructional Equipment	*Automotive Technology*	Air conditioning system trainer w/orifice tube	$15,000	SLO	N	IMM	Required for ATCH 188 lab activities to meet ASEEF standards, system component identification, and refrigerant cycle operation.
Instructional Equipment	*Automotive Technology*	Workbenches	$ 20,000	SLO	N	IMM	Workbenches are over 25 years old and do not support weights as they used to. Insufficient for current models and courses. Also do not fit in with updates proposed for department.

Non-Instructional Equipment							
B. Non-Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instructional Equipment							

RESOURCE PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit: Automotive Technology

Cluster: Health, Workforce & Kinesiology

Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - *Why? (1-2 Sentences)*
Fox Building Landscaping	*NCC*	*Landscaping of the courtyard and immediate surroundings of the Fox Building needs to be completed.*	*$ 100,000*	*NCC*	*N*	*IMM*	*The building has been on-line since 2005 with only modest improvements to the exterior landscaping of the area. During Community Focus groups - local residents describe the site as looking "unfinished".*
Building 6200	*Humanities*	*Replace carpeting and paint in 6200 Office Bldgs.*	*$ 45,000*	*SLO*	*R*	*IMM*	*The carpeting is old and worn.*

New Facilities Requests and/or Renovations

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
	Automotive Technology	Another classroom for proper instruction (i.e. 4404)	$ -	SLO	N	INT	This was also a strong recommedation by the ASEEF visiting committee. This would also allow for expansion of classes, offering additional community training.
	Automotive Technology	Roll-up doors	$ 150,000	SLO	R	IMM	The roll-up doors in 4201 are now 3 times past their expected lifetime duty cycles. One of the doors (#3) is completely inoperable and we have lost 17% of the laboratory space.

RESOURCE PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit: Automotive Technology

Cluster: Health, Workforce & Kinesiology

Planning Year: 2022

1. Identify and prioritize all Technology Requests. Technology includes: Computers, monitors, laptops, other mobile computing devices; Peripherals (printers, scanners, etc.); Software; Support contracts associated with hardware or software; Multi-media presentation equipment (data projector, speakers, document imaging cameras, switches, etc.); Video conferencing equipment (polycom); Infrastructure components to support college-wide technology.
2. All technology should be listed regardless of anticipated funding source. (e.g. technology to be purchased with CTEA funds should still be listed on this worksheet).
3. For Technology Plan Initiatives, please refer to San Luis Obispo County Community College District Technology Plan 2012-2017.

Note: If technology acquisition is not listed in the IPPR, IT may not support the purchase.

3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

B. Non-Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - *Why? (1-2 Sentences)*
Sustainability Center	*NCC*	*Grant funding for the new Sustainability Center will have equipment/furniture & lab components.*	*9-New Tech*	*$ 100,000*	*NCC*	*N*	*INT*	*The Sustainability Center will consist of classrooms and live indoor and field laboratories.*
Computers	*English*	*(5) Windows Low-Range Computers for Faculty Offices (@ $500 each)*	*4-Maintain Inventory*	*$ 2,500*	*SLO*	*R*	*INT*	*As computers in faculty offices become older and fail, they need to be replaced.*

Instructional Technology

A. Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Instructional Equipment	Automotive Technology	Chromebooks	1-Tech Instr	$ 7,500	SLO	N	IMM	Canvas provides a platform for online test taking which will save the department money for printing and labor. This is for a class set $300 each for 25 units.
Instructional Equipment	Automotive Technology	Smartboard in 4200	2-Classroom Media	$ 3,000	SLO	N	IMM	A smartboard will make it less cumbersome for students to understand picoscope and laptop based scantool program E-Scan.

Non-Instructional Technology

B. Non-Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instructional Technology								

Technology Infrastructure

C. Technology Infrastructure	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Technology Infrastructure								

Overall Top 3 Technology Requests

D. Top 3 Technology Funding Requests	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)

RESOURCE PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit: Automotive Technology

Cluster: Health, Workforce & Kinesiology

Planning Year: 2022

1. **PRIORITIZED TOP TEN LIST OF IMMEDIATE UNITS NEEDS -- ALL PROGRAMS -- ONE LIST
2. Identify and prioritize unit needs based on immediate (upcoming year) requirements of all unit programs.
3. Note if needs are One-Time or Annual/Recurring in the Frequency Column.
4. **This does NOT include new faculty requests.

	Program	Item/Description	Cost	Frequency
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

2022 ATCH CPPR

Final Audit Report 2022-03-24

Created:	2022-03-07
By:	Tiffanie Kerr (tiffanie_kerr@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAWIdfBaRGLWNqhBKeycLjItcUVhb_TJu9

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