

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): AUTOMOTIVE TECHNOLOGY, ATCH

CLUSTER: 4

AREA OF STUDY: ALL

LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 2/25/2025

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**, which can be downloaded from the [IPPR Program Review Documents Folder](#). Please review the [Resource Allocation Rubric](#) when preparing the 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 programs of study (degrees and/or certificates):

**Associate Degree – Automotive Technician, Associate Degree – Advanced Engine Performance Technician, Certificate of Achievement – Automotive Technician, Certificate of Achievement – Advanced Engine Performance Technician, Certificate of Achievement – Maintenance and Light Repair Technician**

### General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. We added a course, Introduction to Electric Vehicles, as an improvement to modernize our curriculum. We are in process of updating various courses to meet current industry standards

### 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.

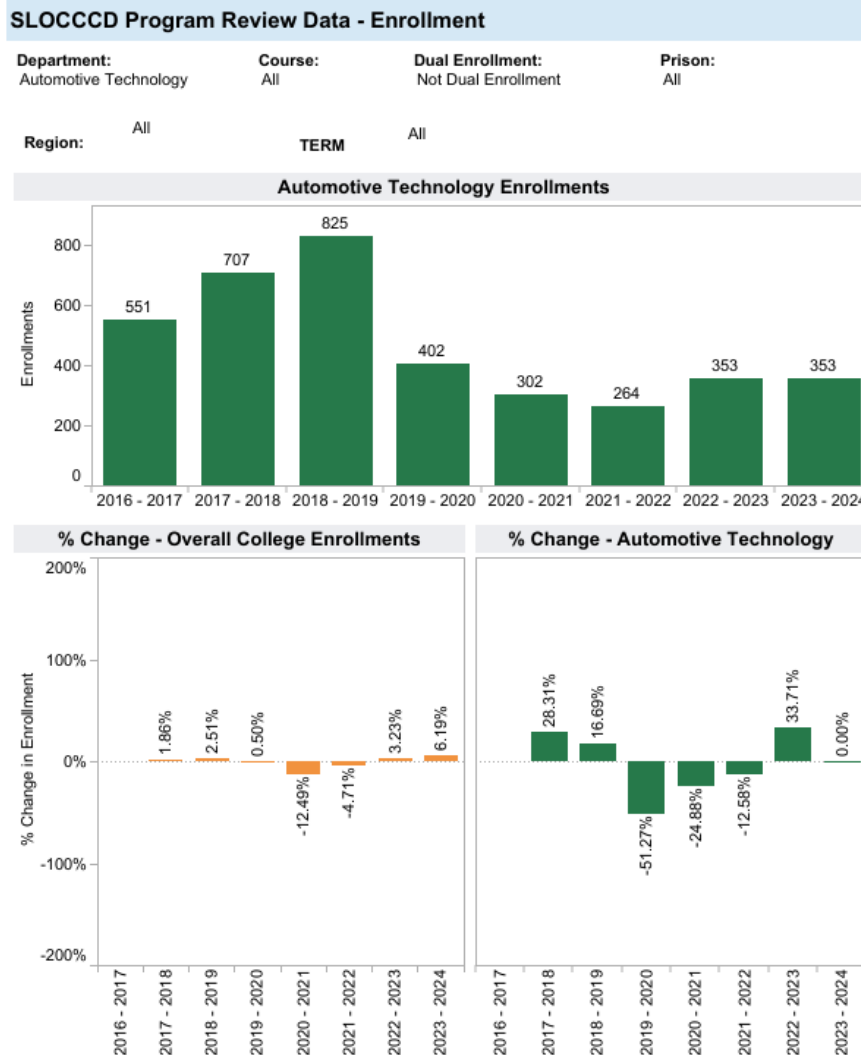
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

## 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.

### A. General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The enrollment for ATCH has slowly increased after a precipitous drop following the 19-20 school year. Our enrollment here on campus (minus the dual enrollment numbers) has stabilized for the 23-24 year.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

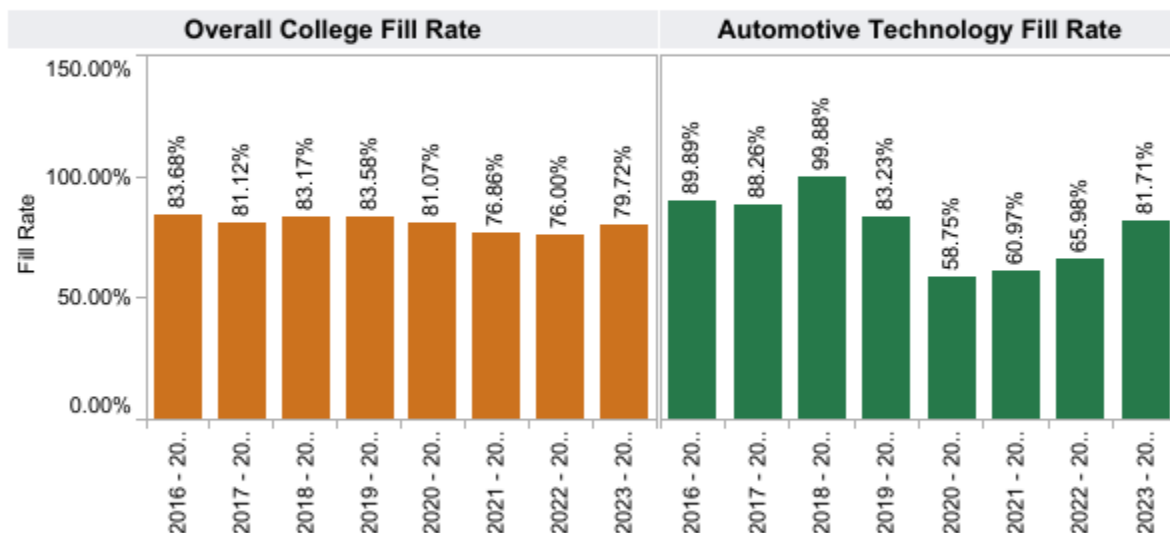
**SLOCCCD Program Review Data - Student Demand (Fill Rate)**

**Department:**  
Automotive Technology

**Course:**  
All

**Dual Enrollment:**  
Not Dual Enrollment

**Prison**  
All



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.

Fill rate for ATCH has rebounded this year to almost 19-20 levels. It is back to being higher than the college wide fill rate once again.

C. **General Efficiency (FTES/TFEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

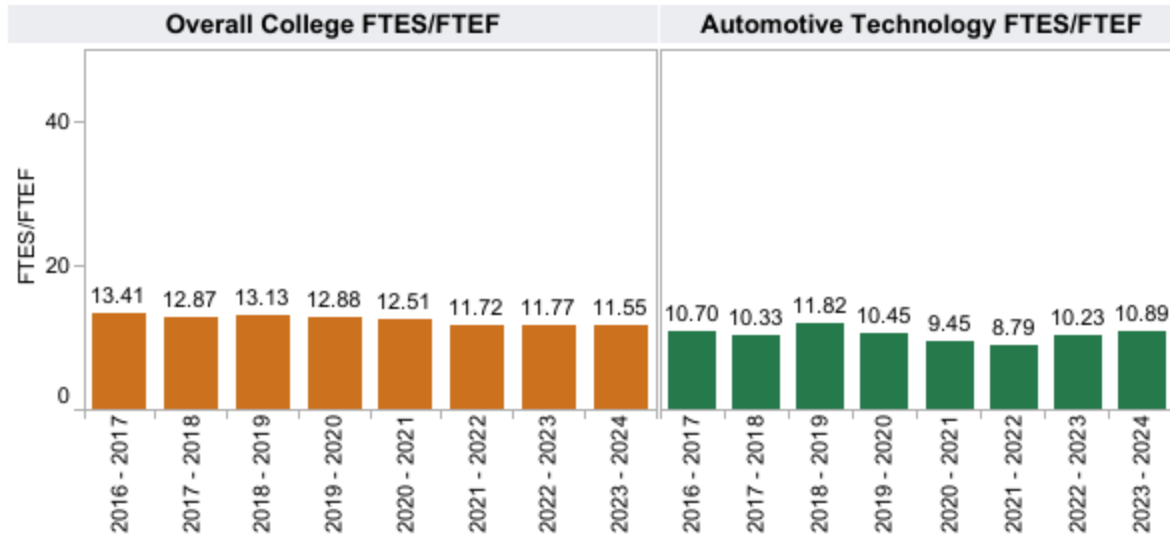
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**Department:**  
Automotive Technology

**Course:**  
All

**Dual Enrollment:**  
Not Dual Enrollment

**Prison:**  
Not CMC:Prison



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

Taking out dual enrollment, to just the courses on campus, the FTES/FTEF rate is slightly below the college wide number at 10.89 vs college wide at 11.55. ATCH rate has been generally on the rise since the 20-21 academic year.

### D. **Student Success—Course Completion by Modality (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

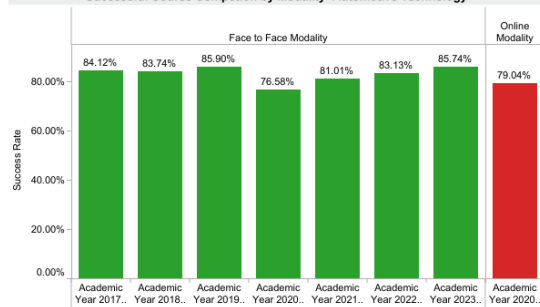
## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Automotive Technology

Course:  
All

Legend:  
Face to Face Modality  
Online Modality

### Successful Course Completion by Modality -Automotive Technology



### Successful Course Completion by Modality Table - Automotive Technology

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S...	84.12%	83.74%	85.90%	76.58%	81.01%	83.13%	85.74%
	Total Depart...	830.0	956.0	683.0	225.0	474.0	671.0	653.0
Online Modality	Department S...				79.04%			
	Total Depart...				167.0			

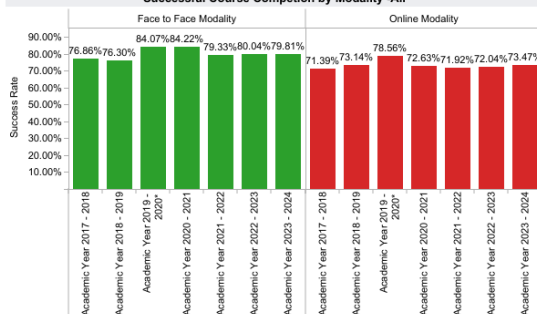
## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

Course:  
All

Legend:  
Face to Face Modality  
Online Modality

### Successful Course Completion by Modality -All



### Successful Course Completion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S...	76.86%	76.30%	84.07%	84.22%	79.33%	80.04%	79.81%
	Total Depart...	53,585	52,829	51,891	11,706	22,192	30,721	33,614
Online Modality	Department S...	71.39%	73.14%	78.56%	72.63%	71.92%	72.04%	73.47%
	Total Depart...	12,311	14,888	16,965	48,506	34,882	28,278	28,524

ATCH does not offer online courses, we only did when forced to for one year. Comparing face to face modality, ATCH beats out the college wide average by 5.93%.

## E. Degrees and Certificates Awarded (Insert Data Chart)

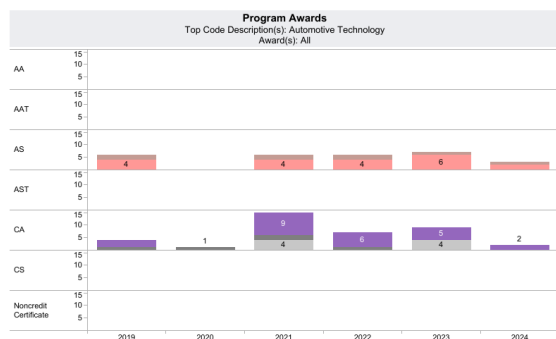
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
Automotive Technology

Award Type:  
All

Area of Study:  
All



Award Type	Award	2019	2020	2021	2022	2023	2024
AS	Adv Engine Perform Tech (AS)	2		2	2	1	1
	Automotive Technician (AS)	4		4	4	6	2
	Total	6		6	6	7	3
CA	Automotive Technician (CA)	3		9	6	5	2
	Engine Performance Spec (CA)	1	1	2	1		

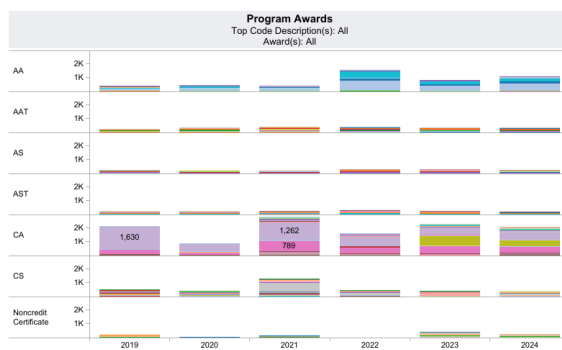
Program Awards: The number of degrees and certificates awarded by program type

## SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
All

Award Type:  
All

Area of Study:  
All



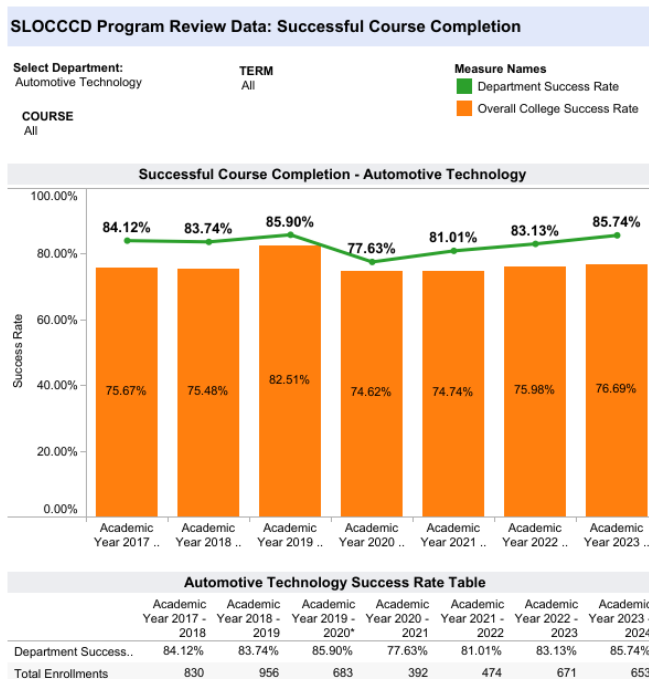
Award Type	Award	2019	2020	2021	2022	2023	2024
AA	Addiction Treatment Studies (AA)	5	8	2	9	3	11
	Art History & Prof Pract (AA)	2			1		2
	Art Studio (AA)	8	9	5	14	10	12
	Broadcast Communications (A..)	1					
	Bus Admin - Career Path (AA)	9	2	2		2	1

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

Our degree awarded numbers are quite low compared to larger programs, especially GE transfer pathways. Students in the skilled trades programs have historically cared more about learning enough to get a job, then come and take a class here or there for ongoing career training/advancement. Welding, Autobody, and Construction trades are all seeing this trend continue, with no foreseeable change in sight.

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

Insert the data chart and explain observed differences between the program and the college.



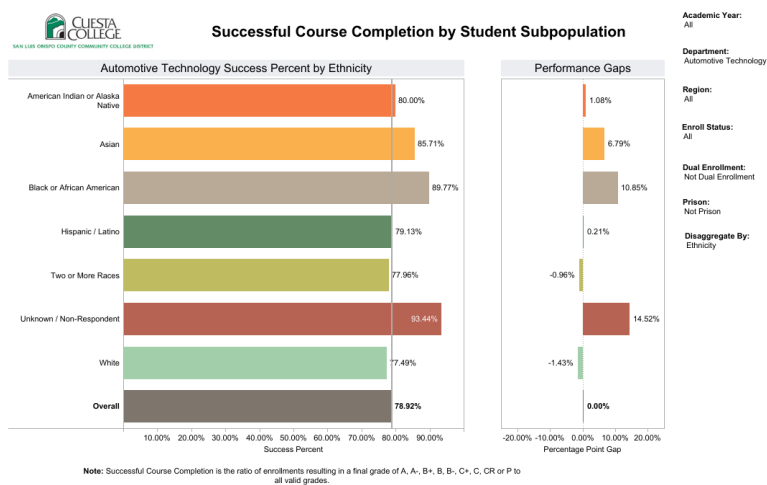
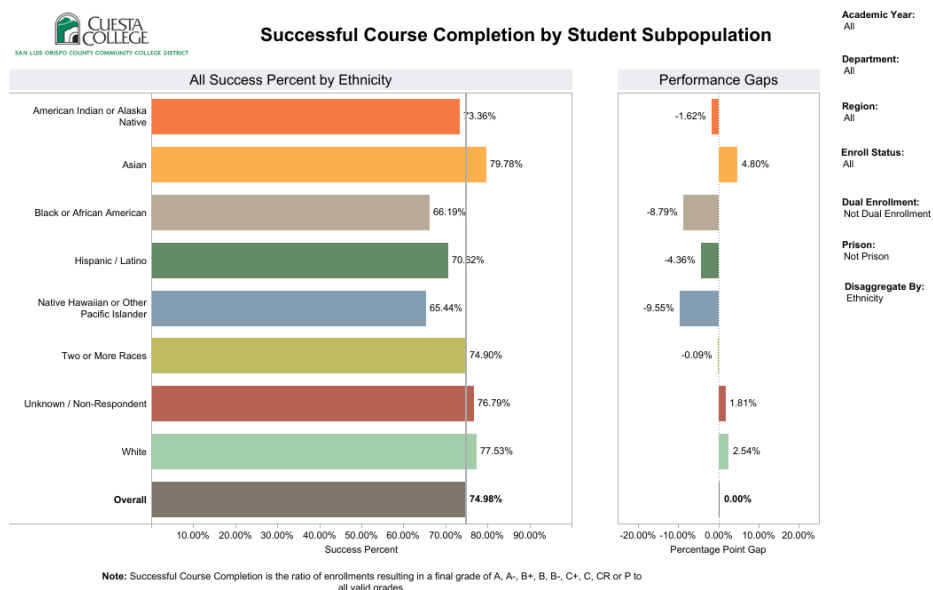
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

ATCH has a success rate 9.05% higher than the college average, and is still trending up at a faster rate than the rest of the college average.

G. 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 are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



ATCH does not have any significant performance gaps by ethnicity. All areas in ATCH rank higher under completion success than the college average. The only measurable performance gap (although not significant) is “White” and “Two or More Races”.

## Programs and Curriculum Review PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

#### **NO SCHEDULED COURSES FOR MAJOR OR MINOR MODIFICATION**

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

### SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs



and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
NA			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

### 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.

### Program Outcomes Assessment Checklist and Narrative

#### CHECKLIST

- ☐ SLO assessment cycle calendar is up to date. SLO assessment calendar is currently being created
- ☐ 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.*

### **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 and addressing equity gaps  
None
- B. Anticipated changes in curriculum, scheduling or delivery modality  
Anticipate writing at least one new class, adding summer courses, and consolidating 2 courses into 1
- C. Levels, delivery or types of services  
Anticipate minor and major curriculum changes including to SLO's in several courses
- D. Facilities changes  
None planned, we are short of storage space and dedicated shop space for various classes including for the Introduction to Electric Vehicles course. Best practice for that class requires a dedicated lab space which we currently do not have.
- E. Staffing projections  
Project needing another full-time instructor in the near future to replace an aging part time pool.
- 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		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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. N/A