

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

CURRENT YEAR: 2017-2018

CLUSTER: WORKFORCE & ECONOMIC DEVELOPMENT

NEXT SCHEDULED CPPR: MARCH 2018

PROGRAM: AUTOMOTIVE TECHNOLOGY

LAST YEAR CPPR COMPLETED: MARCH 2014

CURRENT DATE: 3/1/2017

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. Advanced Engine Performance Technician**
- **C.A. Advanced Engine Performance Technician**
- **C.A. Automotive Technician**

GENERAL PROGRAM UPDATE

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

No significant changes from last year. However, a retirement of a full-time faculty member is pending (May 31, 2017) that will have considerable impact on the program in the next year.

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

In addition to other data that is relevant to your program, institutional program data is available on the SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site. Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

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Note: 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.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

[General Enrollment \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Enrollment

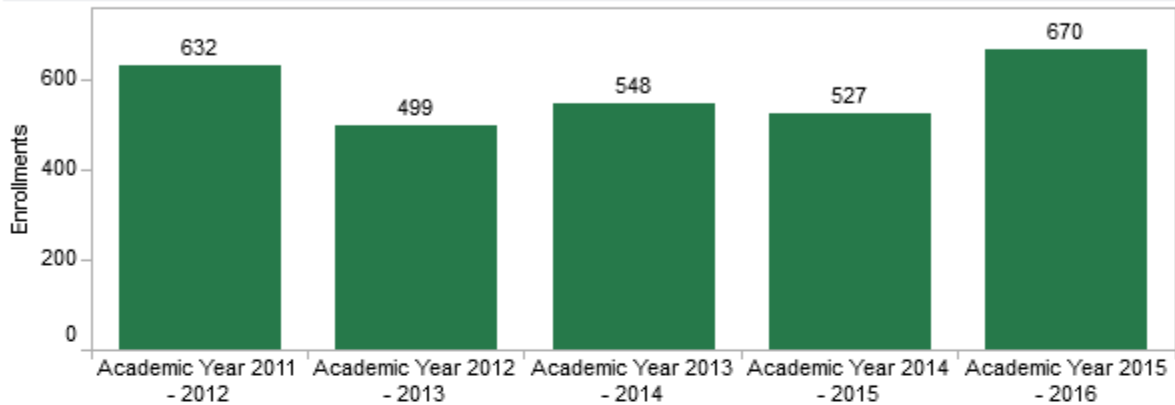
Department:

Automotive Technology

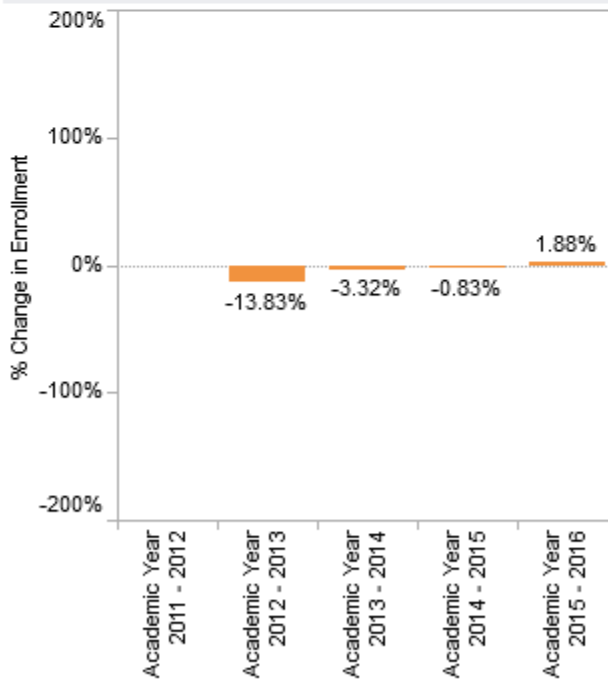
Course:

(All)

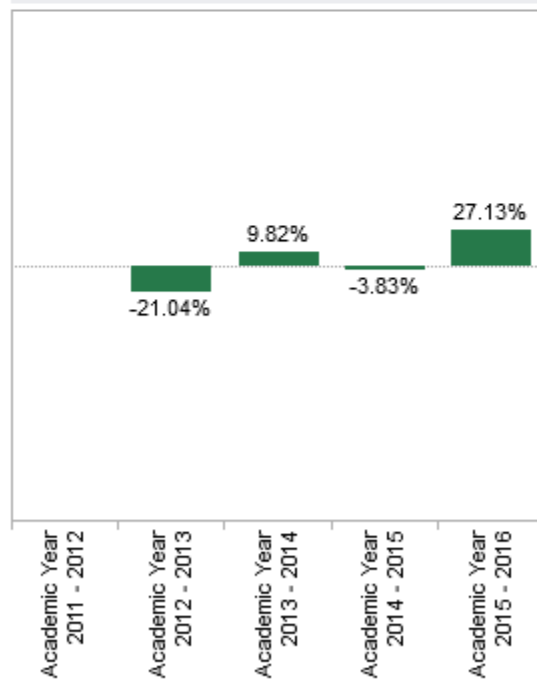
Automotive Technology Enrollments



% Change - Overall College Enrollments



% Change - Automotive Technology



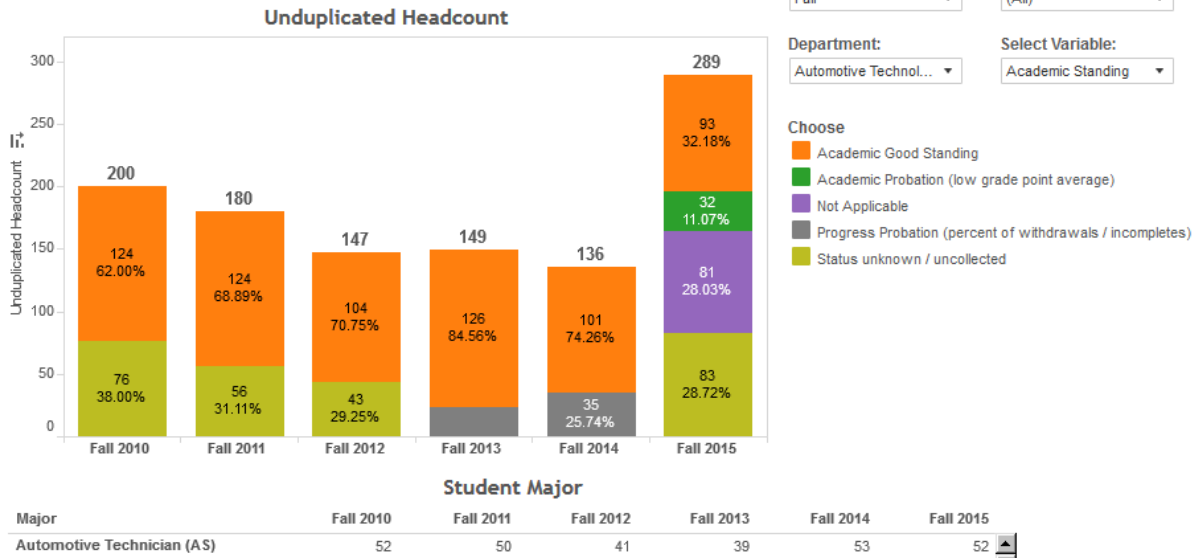
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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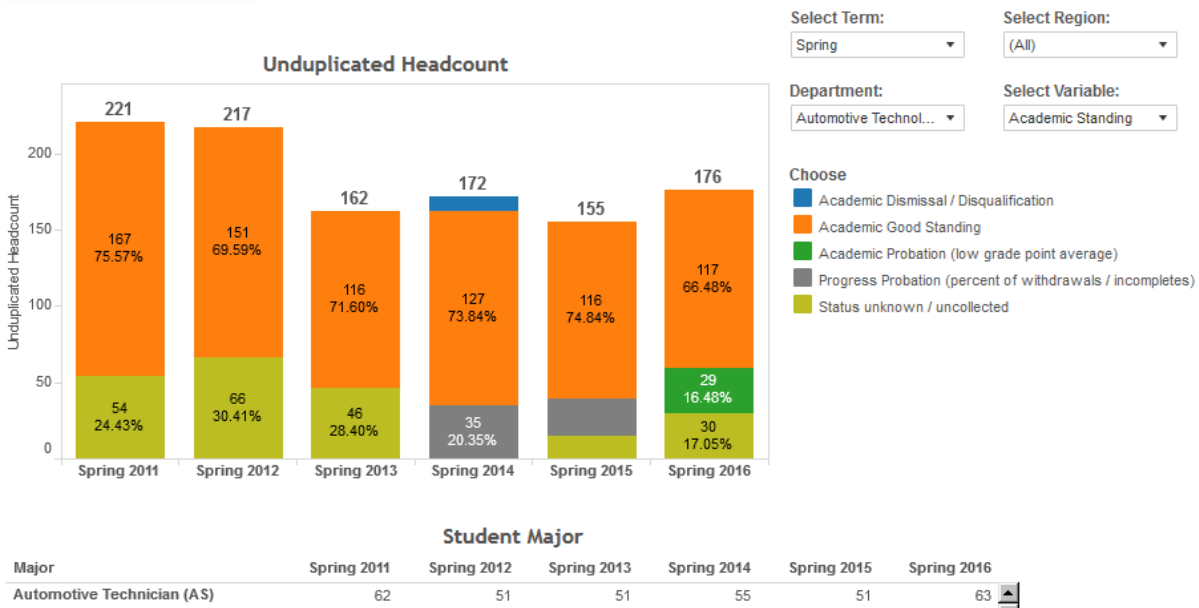
[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)



Student Characteristics and Enrollment Trends



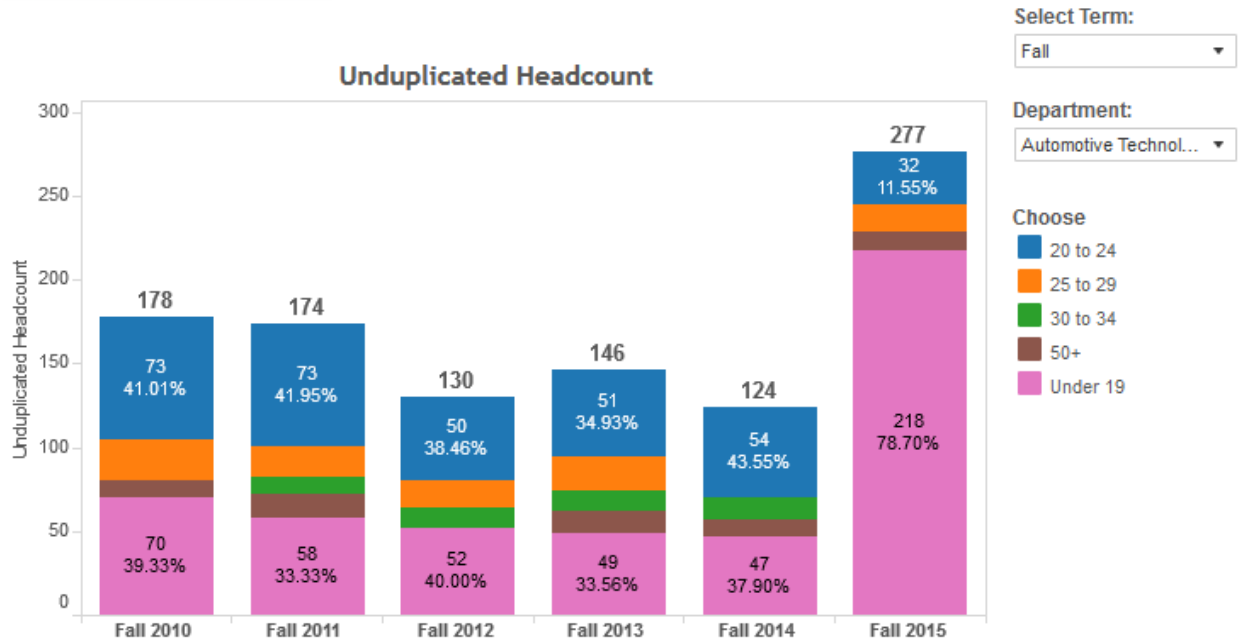
Student Characteristics and Enrollment Trends



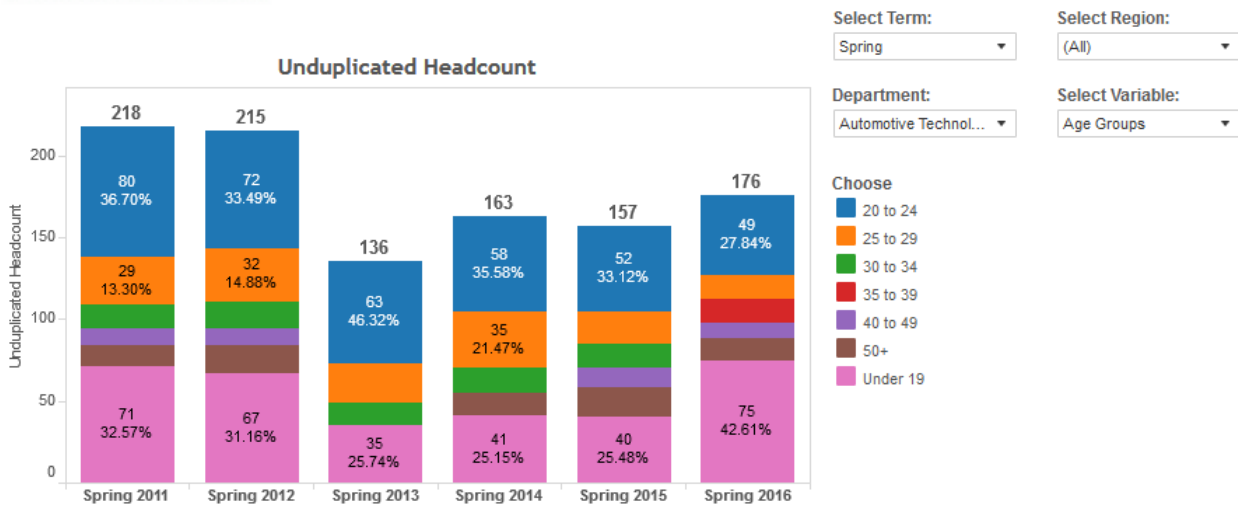
INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



Student Characteristics and Enrollment Trends



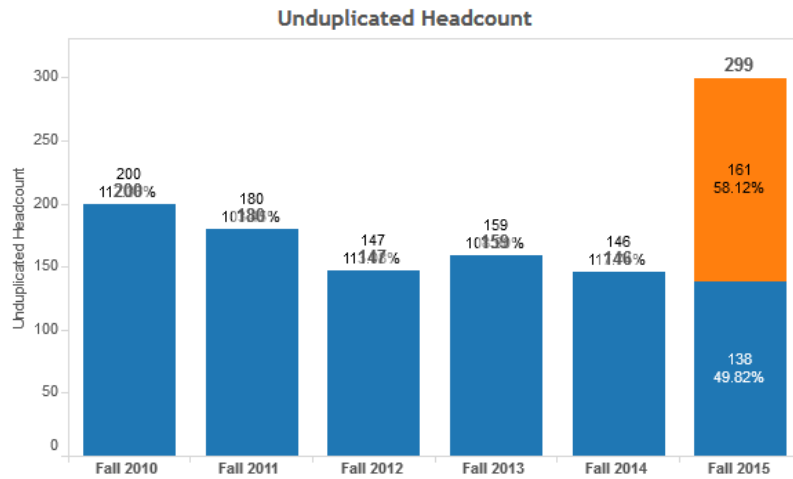
Student Characteristics and Enrollment Trends



INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



Student Characteristics and Enrollment Trends



Select Term:

Select Region:

Department:

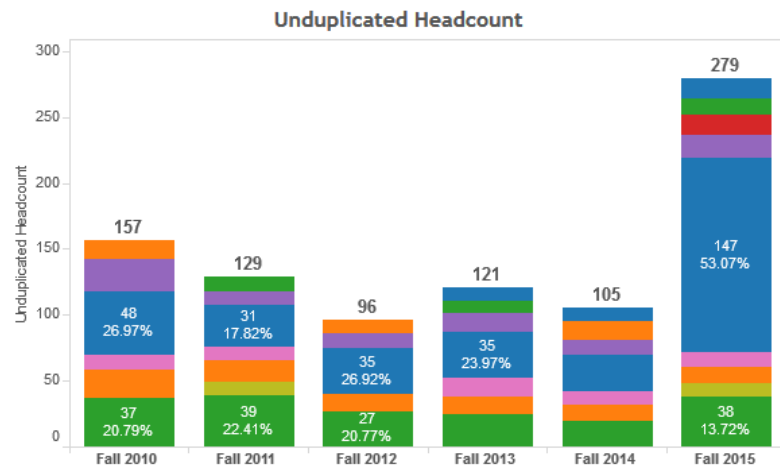
Select Variable:

Choose

- ☒ Dual
- ☐ Not Dual



Student Characteristics and Enrollment Trends



Select Term:

Select Region:

Department:

Select Variable:

Choose

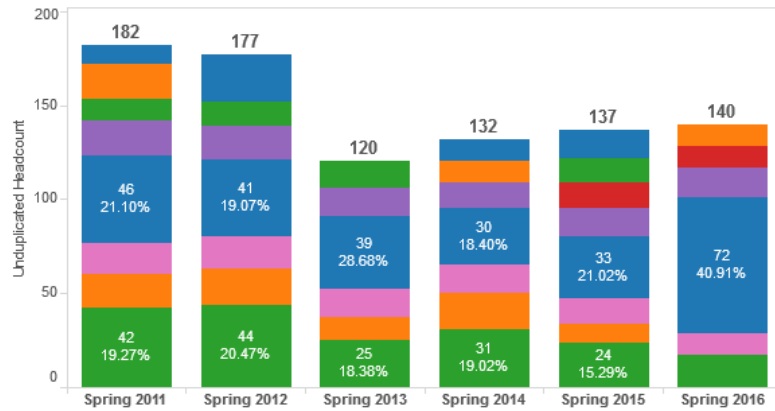
- ☒ Complete credits for high school diploma or GED
- ☐ Earn a vocational certificate without transfer
- ☐ Educational development (intellectual, cultural)
- ☐ Improve basic skills in English, reading or math
- ☐ Obtain a 2-year associate degree without transfer
- ☐ Obtain an associate degree and transfer to a four-year insti...
- ☐ Prepare for a new career (acquire job skills)
- ☐ Transfer to a 4-year institution without an associate degree
- ☐ Unknown/Unreported
- ☐ Undecided on goal

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Student Characteristics and Enrollment Trends

Unduplicated Headcount



Select Term:

Spring

Select Region:

(All)

Department:

Automotive Technol...

Select Variable:

Educational Goal

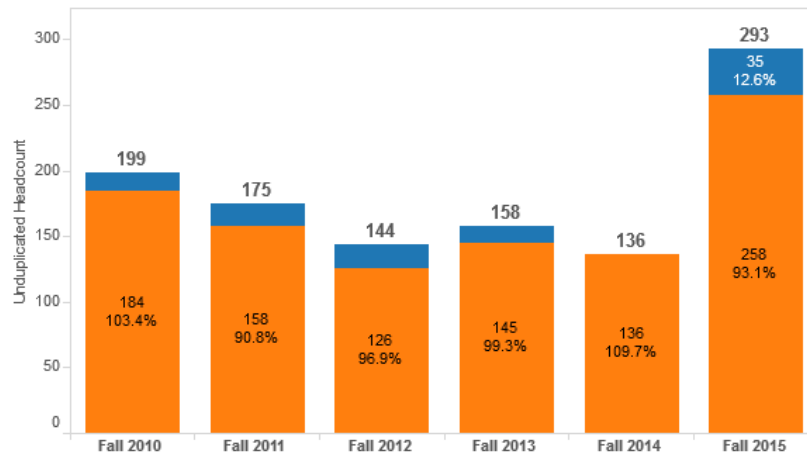
Choose

- Advance in current job / career (update job skills)
- Complete credits for high school diploma or GED
- Earn a vocational certificate without transfer
- Educational development (intellectual, cultural)
- Improve basic skills in English, reading or math
- Obtain a 2-year associate degree without transfer
- Obtain an associate degree and transfer to a four-year institution
- Prepare for a new career (acquire job skills)
- Transfer to a 4-year institution without an associate degree
- Undecided on goal



Student Characteristics and Enrollment Trends

Unduplicated Headcount



Select Term:

Fall

Select Region:

(All)

Department:

Automotive Technol...

Select Variable:

Gender

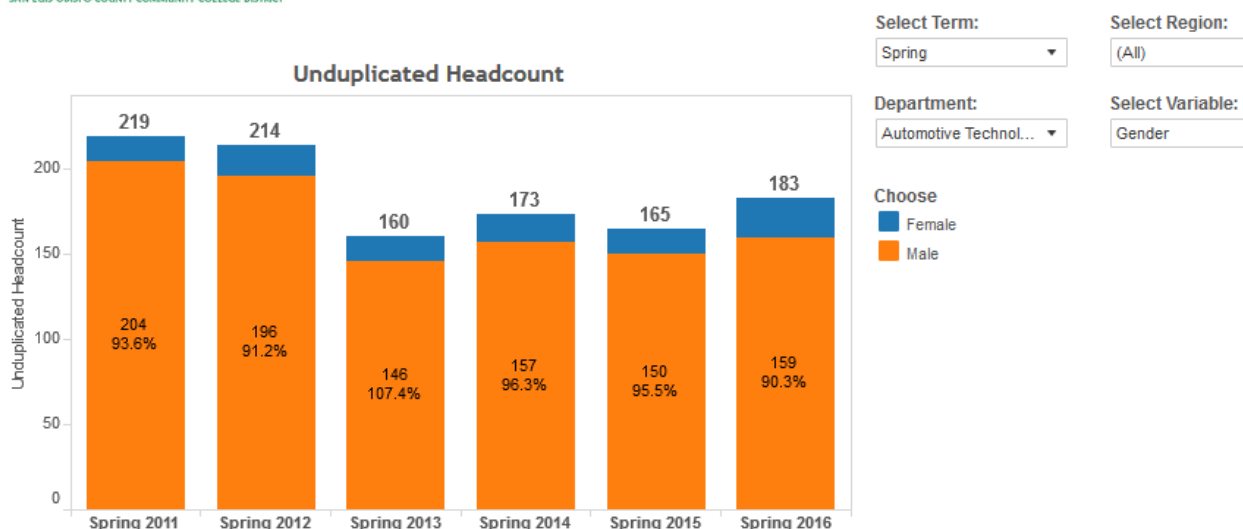
Choose

- Female
- Male

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Student Characteristics and Enrollment Trends



- List the previous year's projection and current year's projection for enrollment.**
 Student enrollment overall is stable. There is some general fluctuation in numbers, with the most notable coming with the dual enrollment population. The expectation is that the numbers will continue to trend upward at a sustainable pace.
- List the trend.**
 The expectation is that the numbers will continue to trend upward at a sustainable pace.
- List contributing factors to the trend.**
 Of course, the economy contributes to the trend, as well as the outreach of the faculty, the success of the department and the success of the SkillsUSA program.
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed?**
 Generally, the department represents all demographic groups well and no problems exist.
- What strategies will be employed to meet the current year's projection?**
 No new strategies will be implemented.

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[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

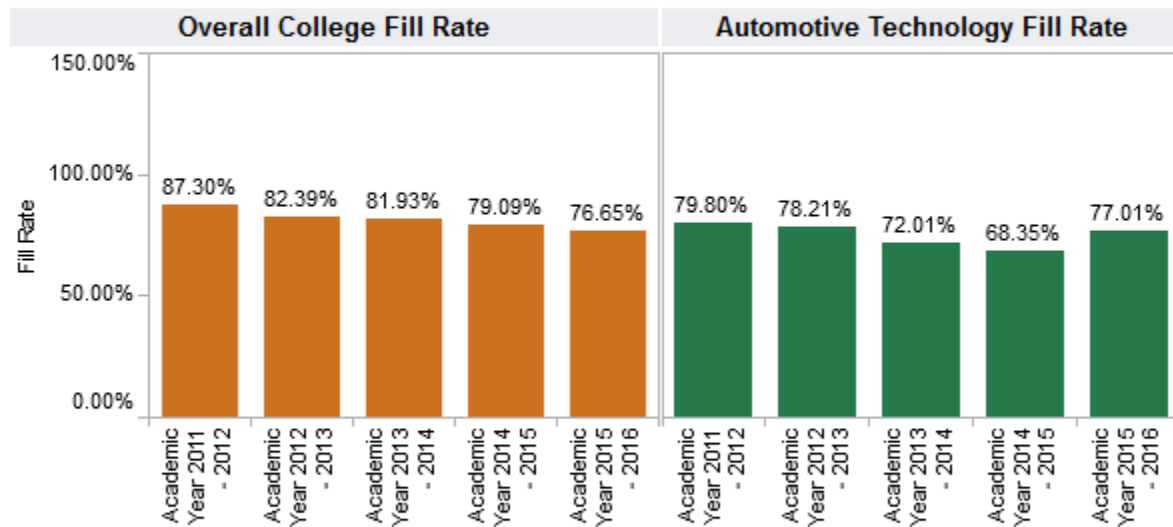
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:

Automotive Technology

Course:

(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.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

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



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.

- List the trend.**

The Automotive Technology department is just as susceptible to market trends as the rest of the college. In some cases it is represented better and in some worse. We suspect that there may be some problem with the data since there are areas shown with no entries and percentages that are known to be low.

- List contributing factors to the trend.**

The trend is consistent with the trend of the college.

- List which courses have the highest student demand and which courses have the lowest student demand.**

There are over 22 separate courses offered in the ATCH Department. We are not going to post the results to this document in their entirety. However, after reviewing the numbers by class, it is very evident that there is some serious problems with data reporting. This consequently affects all of the significant numbers in this document.

- Based upon the trend, what strategies do you plan on implementing?**

None at this time.

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[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

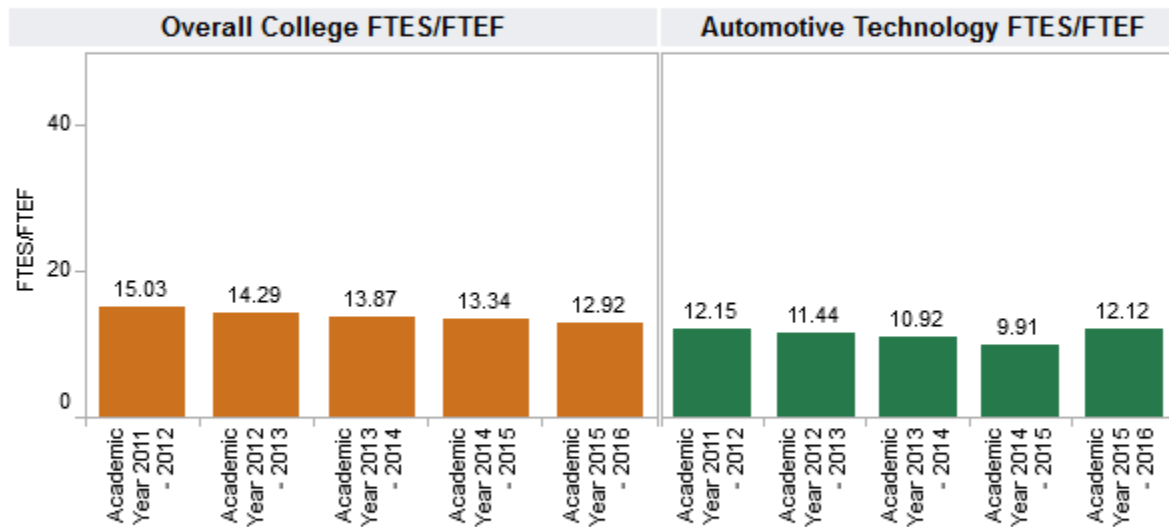
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:

Automotive Technology ▼

Course:

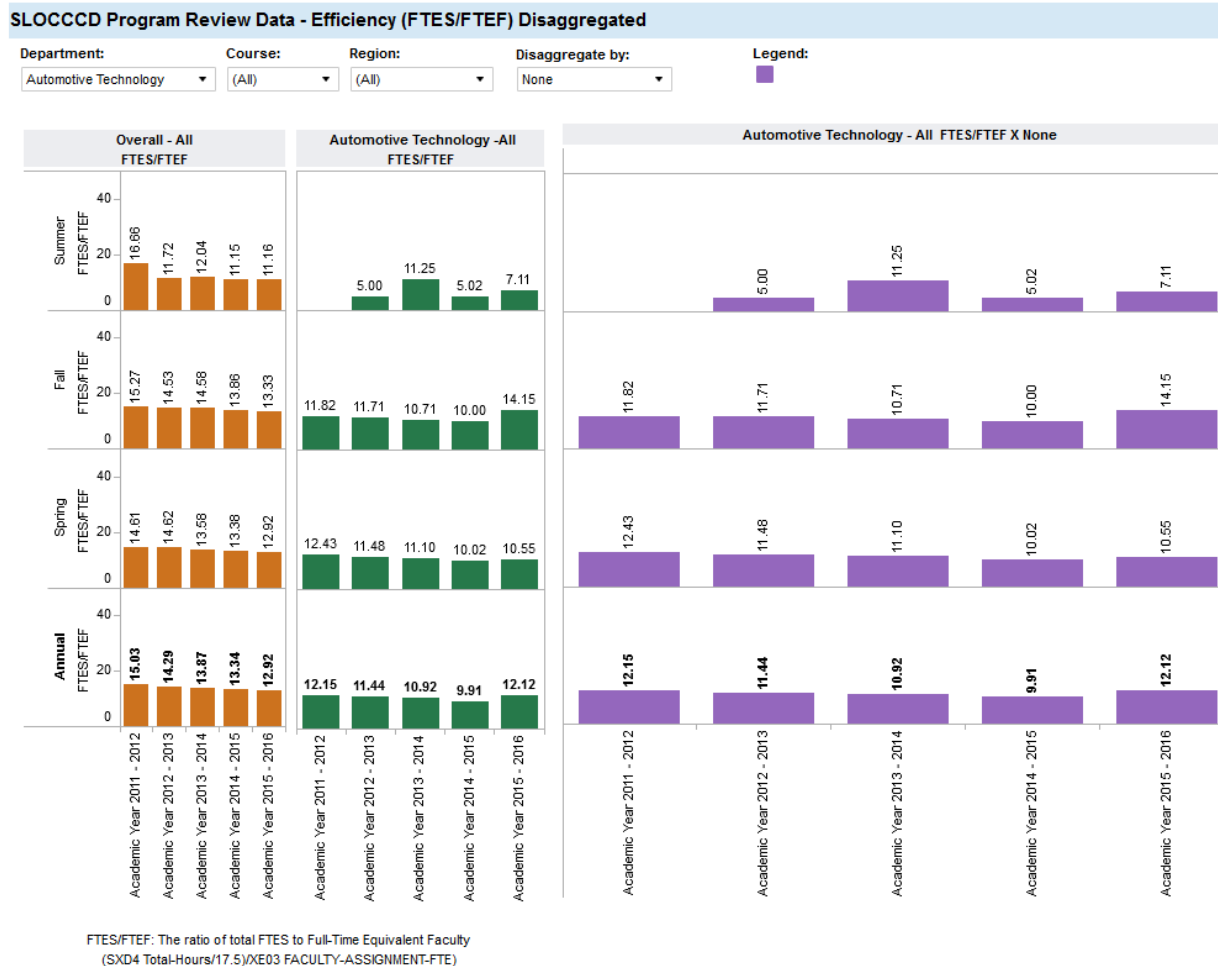
(All) ▼



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

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)



- **List the previous year's projection and current year's projection for enrollment**
It is projected that the enrollment trend for the Automotive Technology department will remain the same and likely to grow on a stable trend.
- **List the trend**
The trend appears to be stable long term growth. Additionally, with the addition of Dual Enrollment, the efficiency of the program will more than meet Divisional targets.
- **List contributing factors to the trend.**
The department continues to show leadership in the outreach and recruitment of students to the program. Also, as more students become aware of the earnings potential, and the quality of the ATCH department, the enrollment will continue to increase.
- **What strategies will be employed to meet the current year's projection?**
Continue outreach strategies including – High School visitations every spring, SkillsUSA participation, reactivating the Auto Club, participating in the SEMA show, and building a project vehicle (likely a 1967-70 Mercury Cougar).

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Automotive Technology

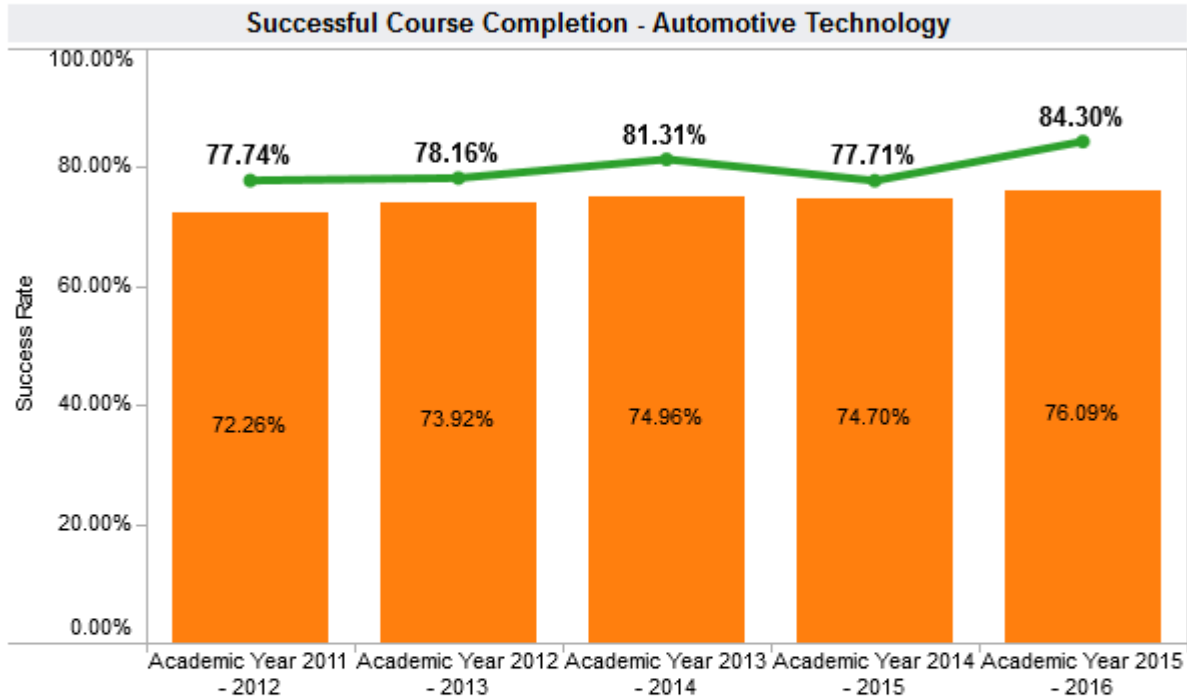
COURSE

(All)

Legend:

Department Success Rate

Overall College Success Rate



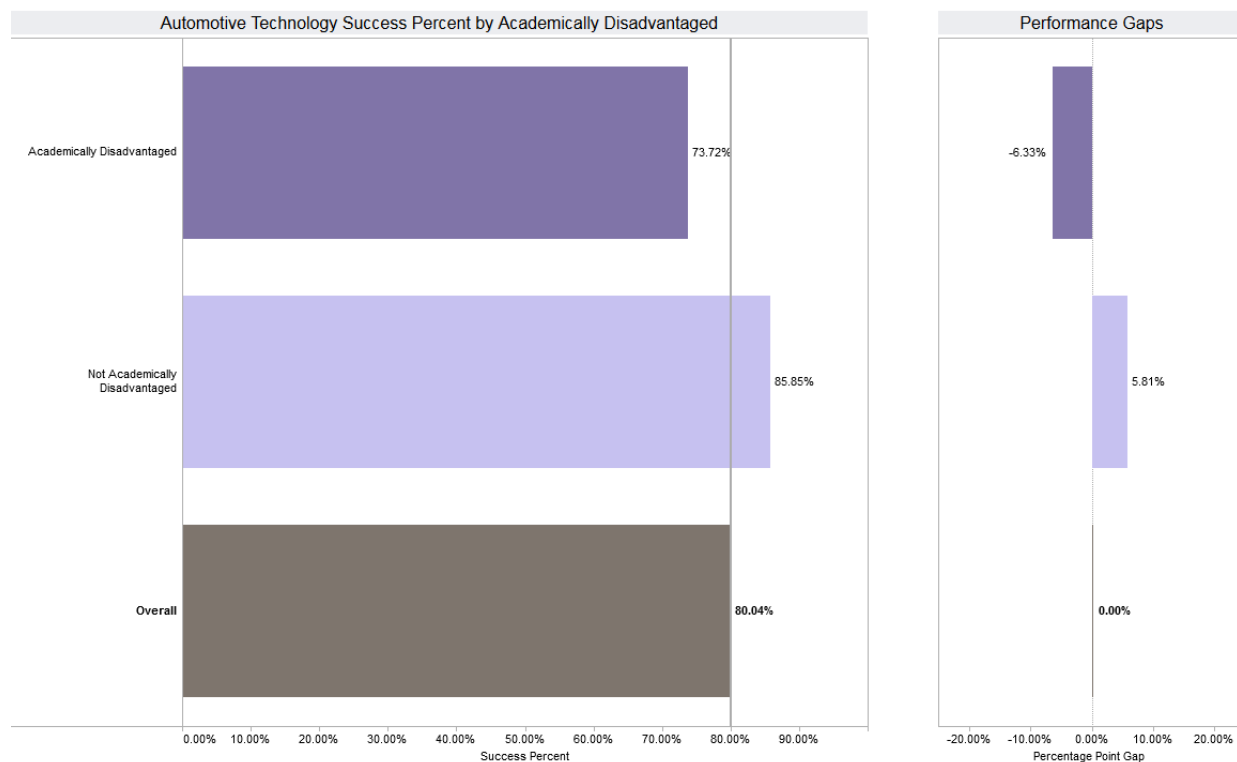
Automotive Technology Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	77.74%	78.16%	81.31%	77.71%	84.30%
Total Enrollments	638	499	551	489	669

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

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

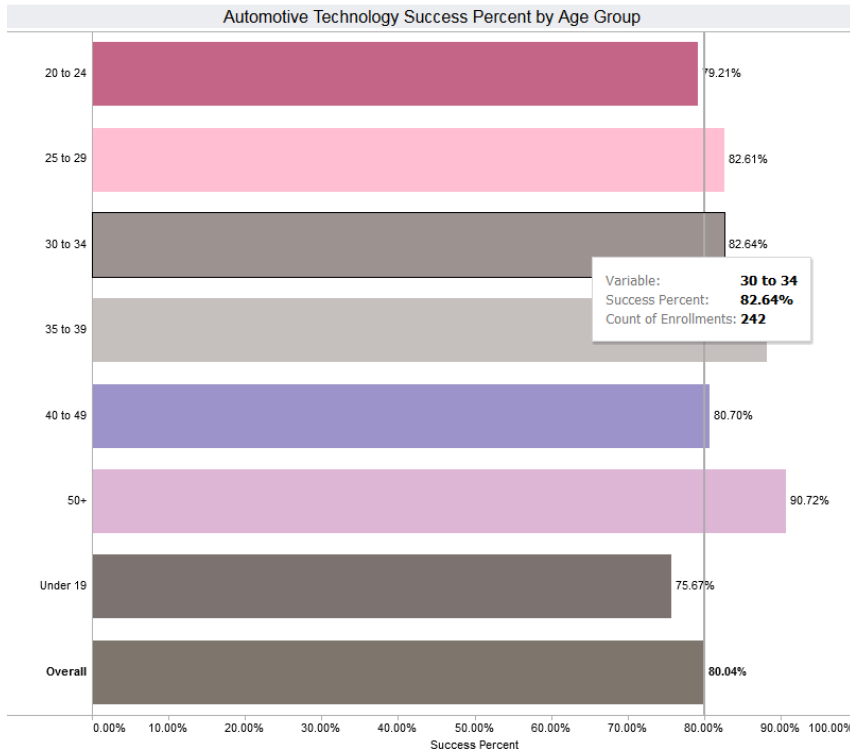
[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)



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.

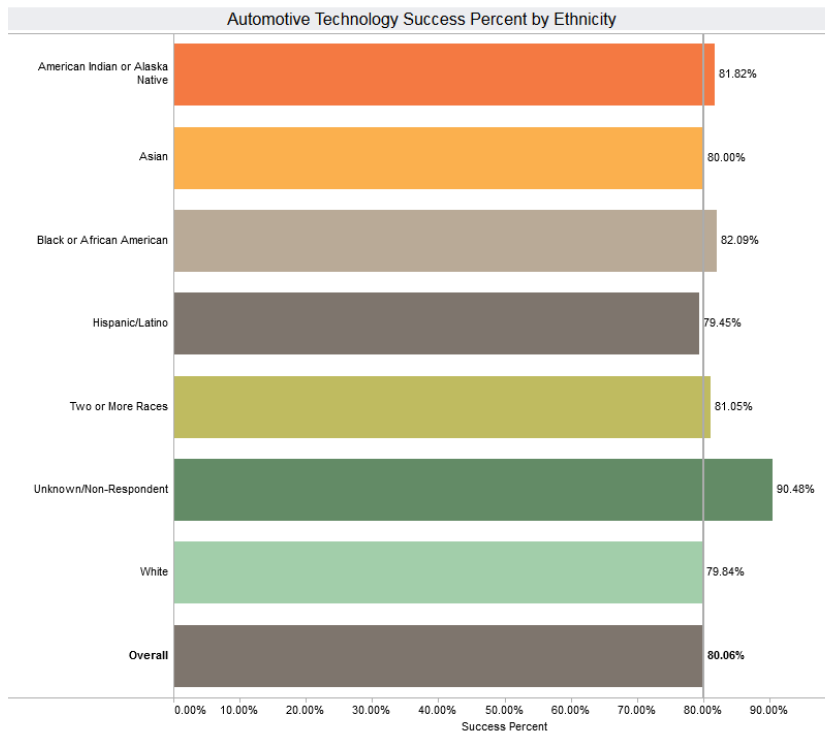
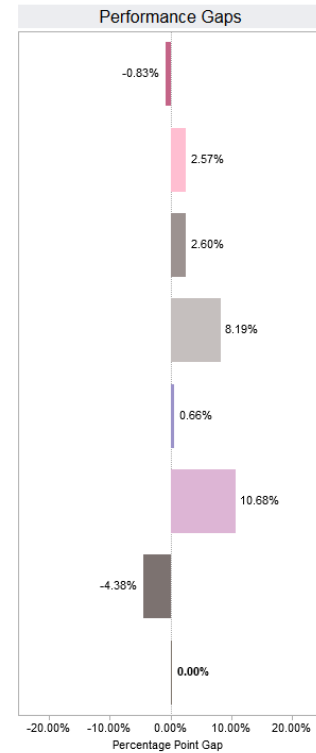
Source: MIS referential files fortified with local Banner data

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

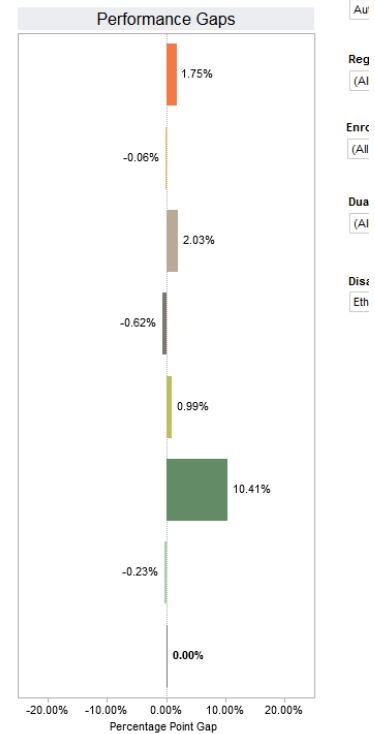


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Source: MIS referential files fortified with local Banner data



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



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- **Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed?**
From the data available, there does not appear to be any items that cause significant concern. There is no surprising numbers shown – most are as expected. This does not mean that more can't be done.
- **List strategies used during the last year in which data was reported to increase student success.**
Faculty have participated in training to assist with special population's success.
- **Did your strategies affect change?**
Unknown.
- **List the trend**
Stable
- **Based upon the trend, what strategies do you plan on implementing?**
The department will continue to be open to new strategies for student success.

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[Student Success—Course Modality \(Insert Data Chart\)](#)

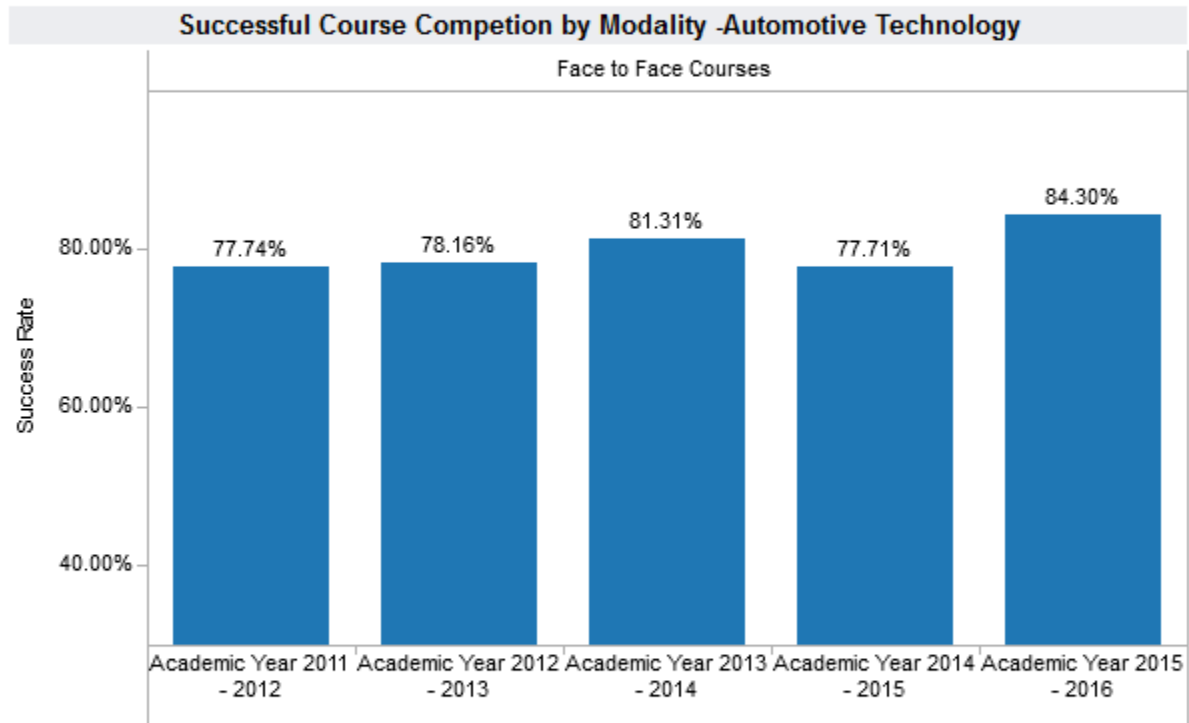
SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Automotive Technology ▼

Legend:

■ Face to Face Courses



Successful Course Completion by Modality Table - Automotive Technology						
		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	77.74%	78.16%	81.31%	77.71%	84.30%
	Total Department Enrollments	638.0	499.0	551.0	489.0	669.0

- List strategies used during the last year in which data was reported to increase student success.
 - Did your strategies effect change?
 - List the trend (*i.e. increasing, decreasing, same*).
 - Based upon the trend, what strategies do you plan on implementing?
- ATCH is all in seat modality. No changes expected.

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Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:

Automotive Technology

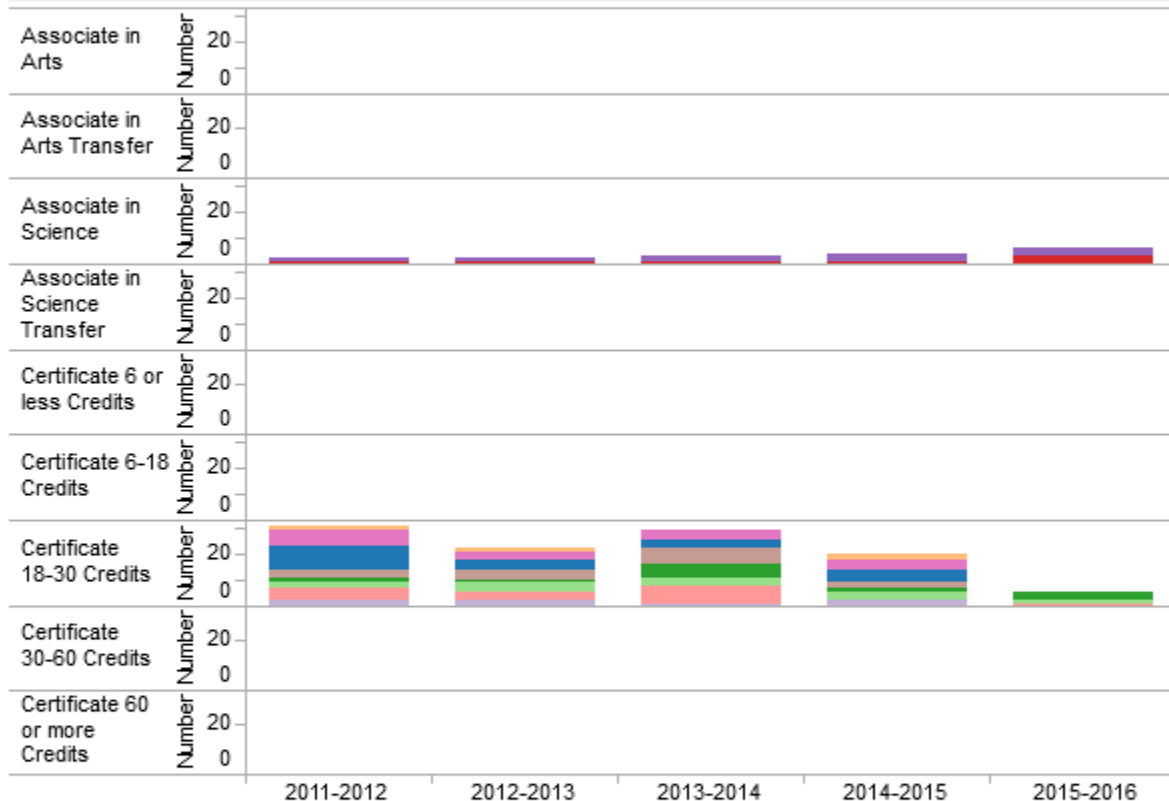
Award Type:

(All)

Program Awards

Top Code Description(s): Automotive Technology

Award(s): Adv Engine Perform Tech (AS), Auto Trans/Transaxle Spec (CA), Automotive Technician (AS) and 7 more



Program Awards Table

Award T.	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	Engine Repair Specialist (CA)	2	4	3	3	1
	Heating & Air Cond Spec (CA)	5	3	7		1
	Mnl Drivetrns & Axle Spec (CA)	2	2	1	2	
	Total	31	22	29	20	5
	Grand Total	33	24	32	24	11

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

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- **List the previous year's projection and current year's projection for degrees and certificates awarded**

The ATCH Department had high expectations of increasing the number and percentage of degrees and certificates awarded. Apparently, this is an area of challenge for the department.

- **List the trend (i.e. *increasing, decreasing, same*).**

The trend appears to be heading downward.

- **List contributing factors to the trend.**

Lack of counseling in the area, students finding jobs without the need for a degree or certificate, difficulty scheduling appointments with counselors, students not understanding the need or ease of a degree or certificate.

- **What strategies will be employed to meet the current year's projection?**

The office of the Dean will be employing a coach to assist students receive direction in their educational goals.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please 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 Automotive Technology Program continues to be NATEF (National Automotive Technician Education Foundation) Certified and will be completing its mid-cycle review this March 2017. The Five year review will be completed again in October of 2019.

The process is to evaluate each program's structure, resources and quality of automotive service training. This is reviewed against standards established by industry experts and offer NATEF accreditation to programs that meet these high quality requirements.

Most Student Learning Outcomes for the Department come directly from the NATEF Standards for compliance.

<https://www.asealliance.org/natef-accreditation/program-standards>

PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date:
- ☒ Date SLO assessment cycle calendar was last updated:
- ☐ All courses scheduled for assessment have been assessed in eLumen
- ☒ Dates of last completed course assessments in eLumen : 1/16/2017
- ☐ Program Sustainability Plan progress report completed

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.*

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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.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

The ATCH Program is considered one of the premier automotive programs in the state. Program students consistently do well in SkillsUSA programs, and are well known in the community for their work ethic and their high skill level.

The faculty will continue to implement new NATEF standards as they become available, but have no immediate intent to revise program outcomes.

With the retirement of long-time instructor Gary Villa, the program is entering into a new era. The faculty prioritization process is cumbersome and will take considerable effort to get the position replaced in a timely fashion. The program will initially use part-time instructors to replace Gary's status, as long as we can find individuals that can teach during the day. We will try to offer more classes during the evening hours in the interim.

No on-line classes in the Automotive areas are being considered, due to the needed "hands-on" component of most classes.

The program will need a full time, tenure track replacement in the near future to continue the robustness of the program.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Please 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	Select one

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		<input type="checkbox"/> Implemented	
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.

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SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

[Survey Link](#)