INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

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 Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: WED
Program: Automotive Technology
Current Academic Year: 2018
Last Academic Year CPPR Completed: 2014/2015
Current Date: 03/06/2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

"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 called

the 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 the 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 equipments 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 teaches electrical systems, drivability, engine performance/smog, and HVAC classes. 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.

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. The process involves the study of 11 different topical areas, with oversight of the Advisory Committee, and faculty. The topics can be found here, (appendix A NATEF Standard Index.doc) 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 accreciditation to Cuesta College as a Master Certified institution.

In 2014, NATEF perfomed a compliance review. Here are there notes:

Cuesta College has a great automotive program. The program has great support from the advisory committee which shows throught he 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, syallbus, 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.

And there recommendations:

1) Need for support staff - currently the one support staff assigned to the automotive program supports multiple departments (auto, welding, paint/body, electrical, etc) This was a recommend from last onsite evaulation and there has not been any change.

2) Safety - brake lathe gaurds are not in place - support staff could assist with this task

3) Safety - GFI outlets - Evaluation team recommends that existing electricla outlets be replaced with Ground Fault outlets Interupt (GFI) outlets - the teams was not positive that this was a building code issue but it was recommend the school into the upgrade

4) Fire extingusher locations - one location was difficult to get to the fire extinguher and the team recommended more fire extingushers with signage.

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.

Currently the Automotive Technology Department is looking toward the future and updating equipment, increasing vehicle donations, participating in Skills USA, and adding new courses that meet the demands of todays automotive industry.

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 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

One full time instructor, Gary Villa retired leaving a huge void in the program. As a result of Garys retirement, multiple part time instructors have been hired including, Ryan Amborn, Rafael Trejo, and Eric Zebe. Gary Villa also returned Spring 2018 as a part time instructor and is able to keep multiple classes which required his certifications. These classes include the Enhanced Clean Air Car Course, and Automotive Air Conditioning.

The Automotive Department wrote and received a grant to restore a 1967 Mercury Cougar. The vehicle, and one parts car, has been purchased and the restoration begun.

As a result of a failed facility inspection performed by the Bureau of Automotive Repair, the Automotive Lab purchased four up to date scan tools. These tools will be used in multiple classes and bring the facility into compliance with the Bureau of Automotive Repair.

D. List current faculty, including part-time faculty

Current Full-time Instructors
John Stokes
Current Part-time Instructors
Ryan Amborn
Gary Villa
Jonathan Blackketter
Greg Boswell
Richard Leonard
Rafael Trejo
Eric Zebe
Richard Leonard

The Automotive Technology Department continues to pursue instructors who are up to date in automotive technology. Professional development continues to be a priority due to the evolving nature of the industry. Cuesta instructors attend conferences provided by professional associations such as CAT (California Automotive Teacher), NACAT (North American Council of Automotive Teachers) MACS (Mobile Air Conditioning Society) and various vendors such as Automotive Training Group, Autozone, Wagner Brake products, Wix filters, Permatex Corp., Pro-Cut, and others.

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

The current Program Review is being conducted by the Lead Instructor, Ryan Amborn, with input from Advisory Committee members, part time instructors, and Division leadership.

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 a Engine Performance Specialist, or earn a associate degree as a 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 Skills USA 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.

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

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 is the leader in Dual Enrollment

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
- Hundreds of Local businesses keep in contact with faculty, and offer visitations, class lectures, and careers for students

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 is 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 one Certificate offered

2. Critical Thinking and Communication

- Teach and test for diagnostic techniques
- Skills USA Competition

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

- Skill USA Competition
- Guest Speakers
- Transportation History

5. Artistic and Cultural Knowledge and Engagement

- Teach about vehicles from around the world
- Encourage artistic expression using vehicles

6. Technological and Informational Fluency

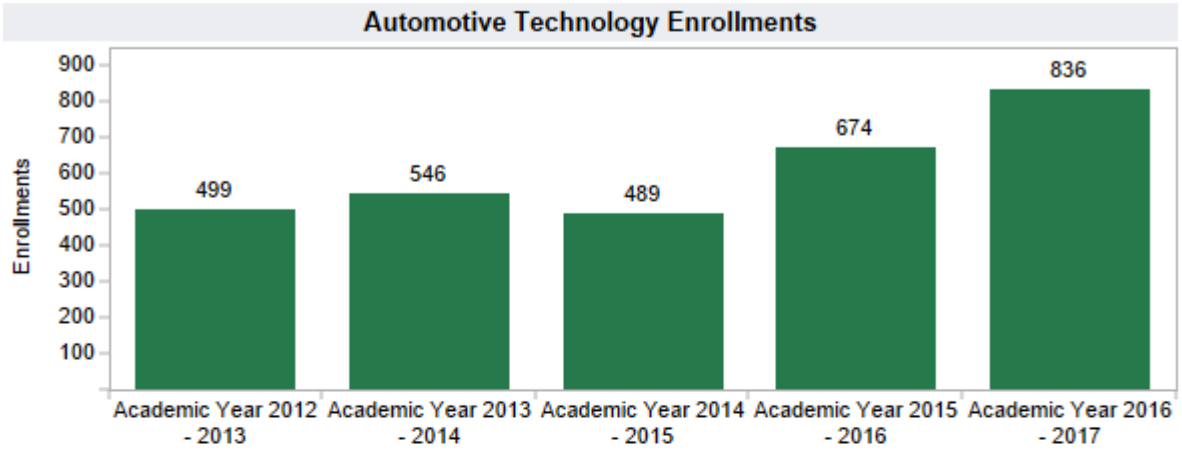
- Use of Canvas for files and grading
- Teach use of most current Automotive Scan tools
- Online use of vehicle information (alldata, Mitchell, and Identifix)
- Computerized Alignment Rack

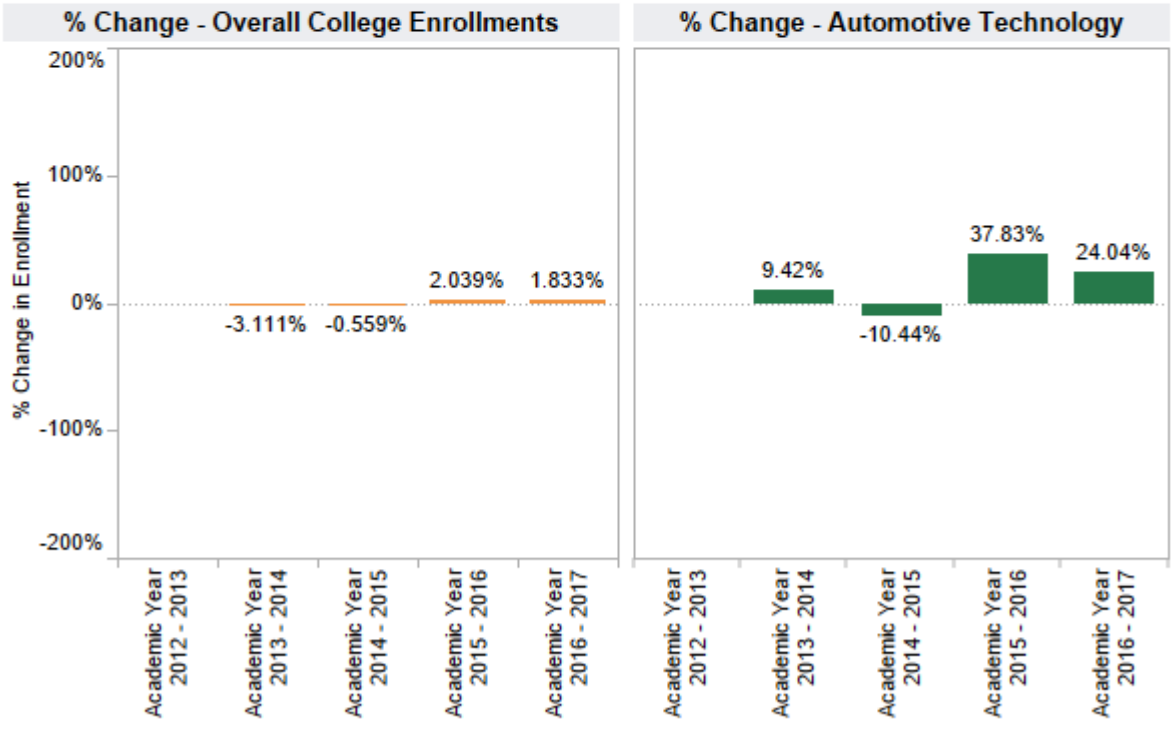
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

General Enrollment

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Automotive Technology	All	All	All

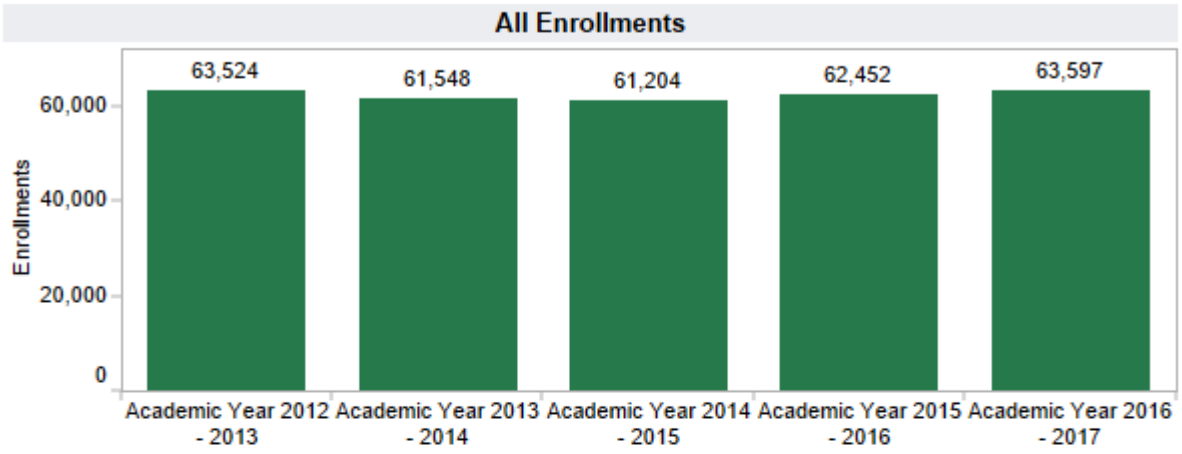


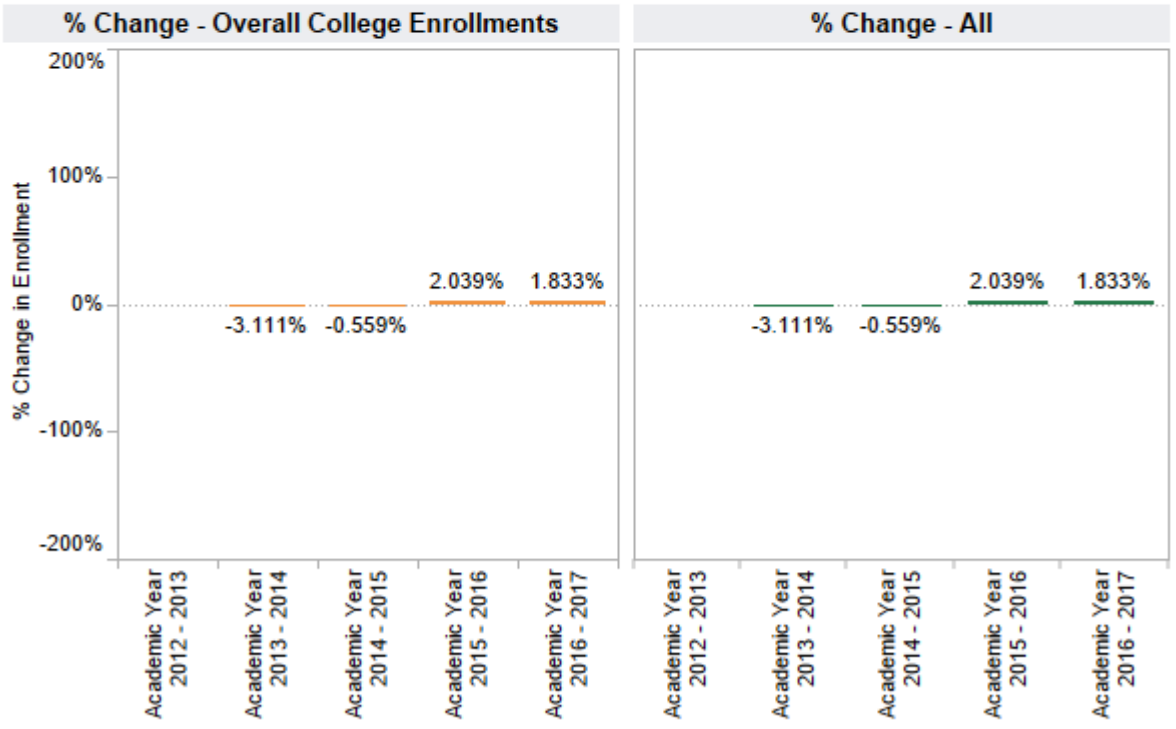


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

Department: All
Course: All
Dual Enrollment: All
Prison: All





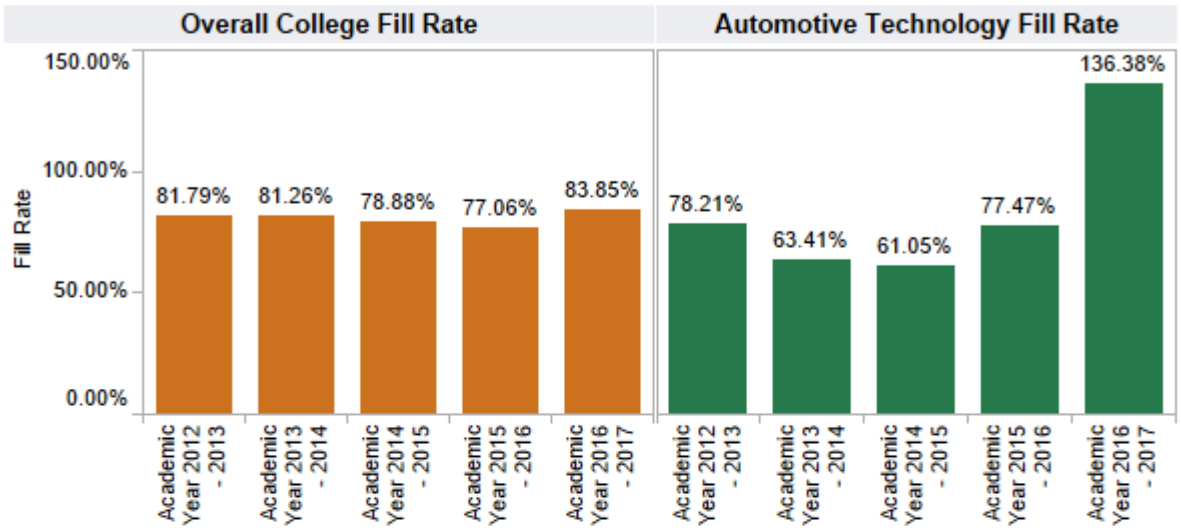
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The Automotive Technology Program has seen a dramatic increase in enrollment in the last four years compared to the overall college enrollment which is only slightly increasing.

[General Student Demand]

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Automotive Technology	All	All	All



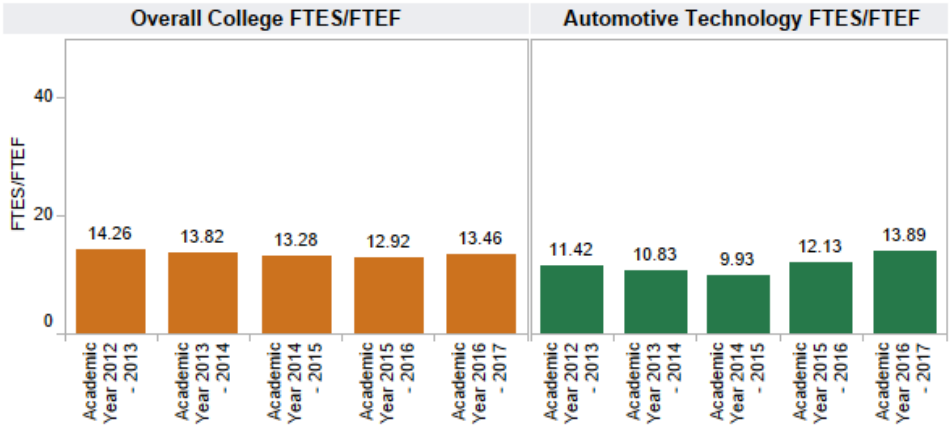
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The Automotive Program has a excellent fill rate compared to the college. It is assumed the numbers are above 100% due to dual enrollment.

General Efficiency (FTES/FTEF)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Automotive Technology	All	All	All



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

The Efficiency is above goal and .43% better than the college.

[Student Success—Course Modality]

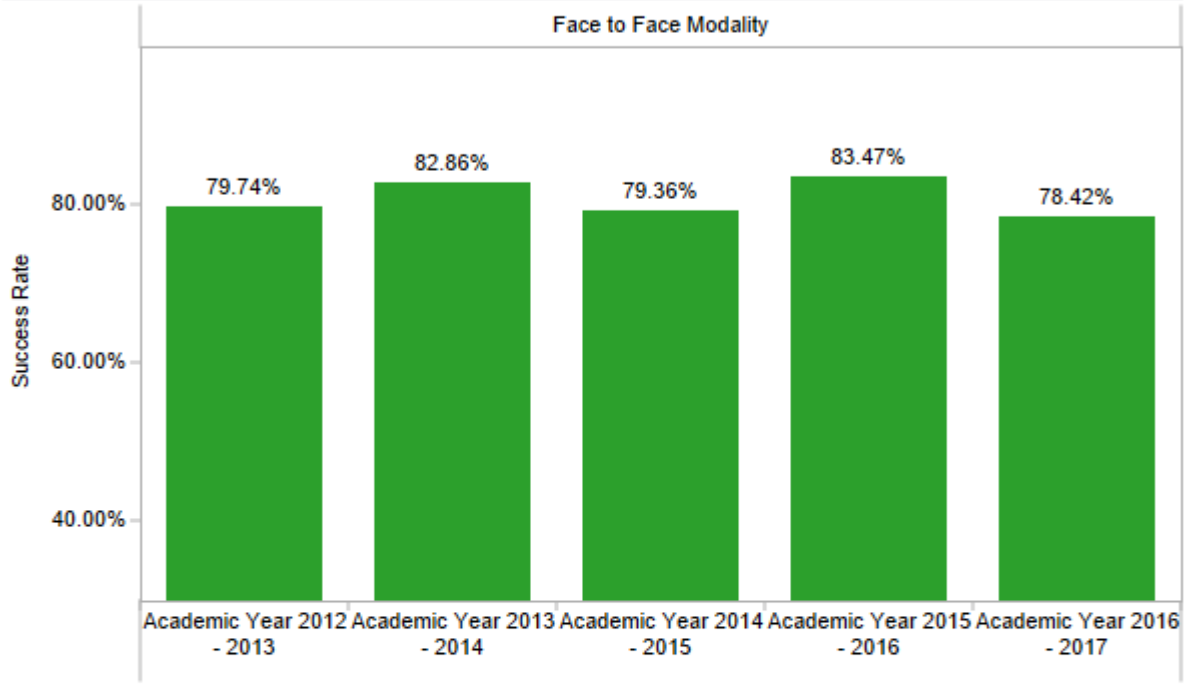
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Automotive Technology

Course: All

Legend: Face to Face Modality

Successful Course Competion by Modality -Automotive Technology



Successful Course Competion by Modality Table - Automotive Technology

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	79.74%	82.86%	79.36%	83.47%	78.42%
	Total Department Enrollments	538.0	601.0	528.0	629.0	834.0

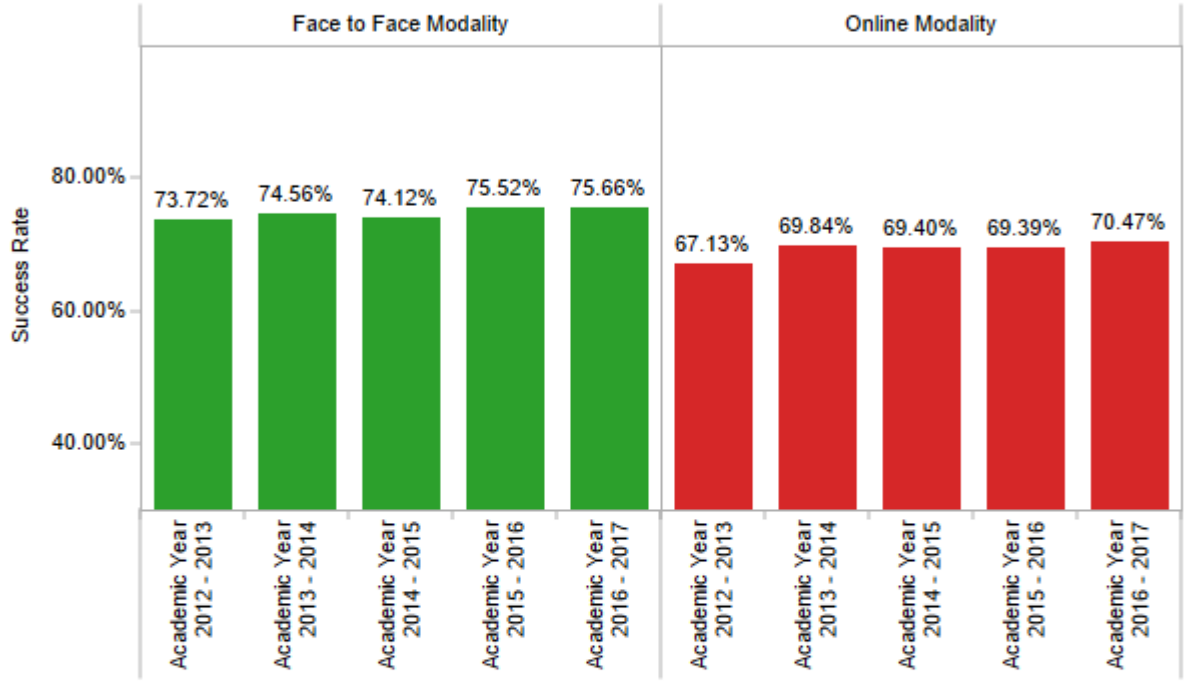
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
Face to Face Modality
Online Modality

Successful Course Competion by Modality -All



Successful Course Competion by Modality Table - All

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

Currently Automotive Technology is only offered with Face to Face courses.

[Degrees and Certificates Awarded]

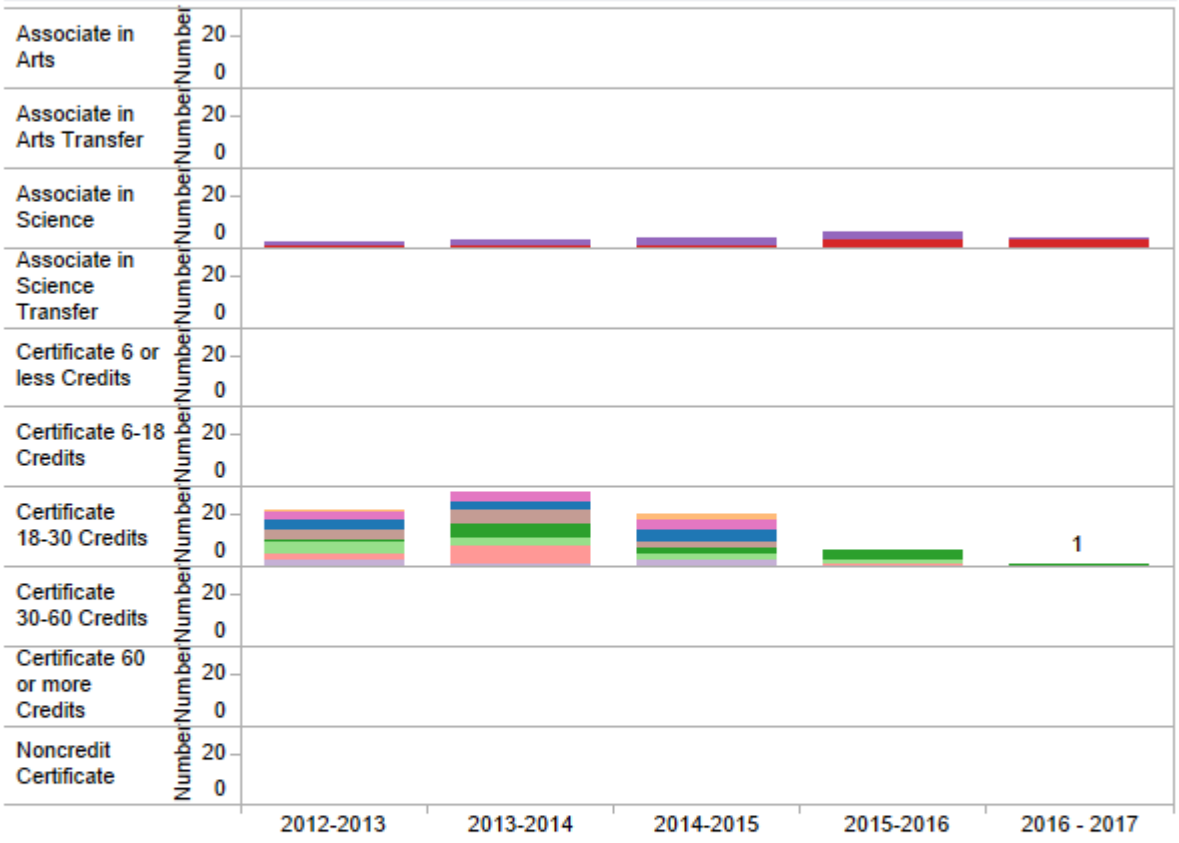
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Automotive Technology

Award Type: All

Program Awards

Top Code Description(s): Automotive Technology
Award(s): All



Program Awards Table

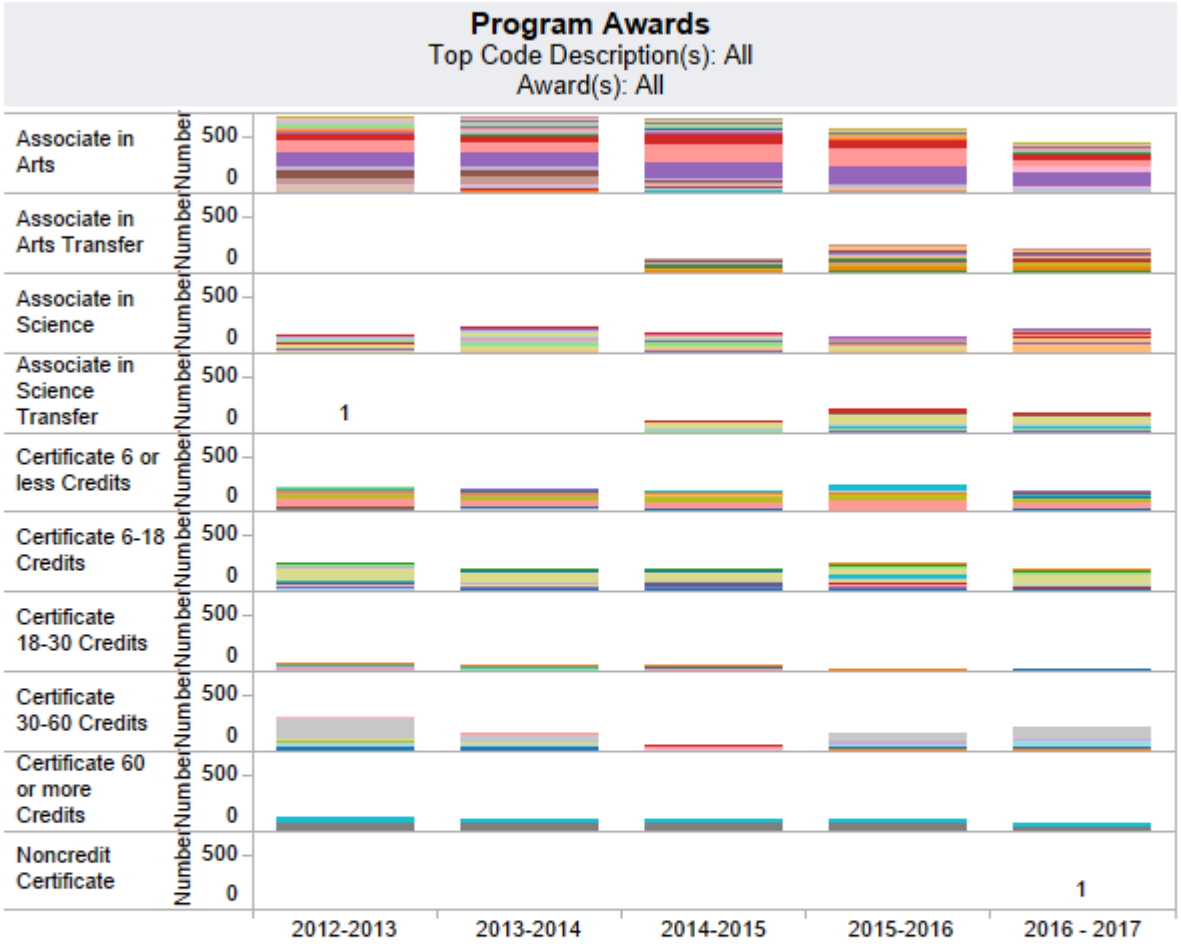
Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Adv Engine Perform Tech (AS)	1	2	3	3	1
	Automotive Technician (AS)	1	1	1	3	3
	Total	2	3	4	6	4
Certificate 18-30 Credits	Auto Trans/Transaxle Spec (C..	1		2		
	Brakes Specialist (CA)	3	4	4		

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
All

Award Type:
All



Program Awards Table

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	Anthropology (AAT)		1	2		
	Art History & Prof Pract (AA)	1		3	1	1
	Art Studio (AA)	9	13	7	6	8
	Broadcast Communications (A..	3	2	8	9	5
	Bus Admin - Career Path (AA)	13	25	27	27	11

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

The Degrees and Certificates awarded continue to be a struggle for the program. Automotive Technology partnered with Counseling who now has a CTE Counselor onsite two days per week to help increase Degrees and Certificates. The number of high paying careers, even for a entry level Automotive Technician, makes it difficult for students to complete the program.

General Student Success – Course Completion

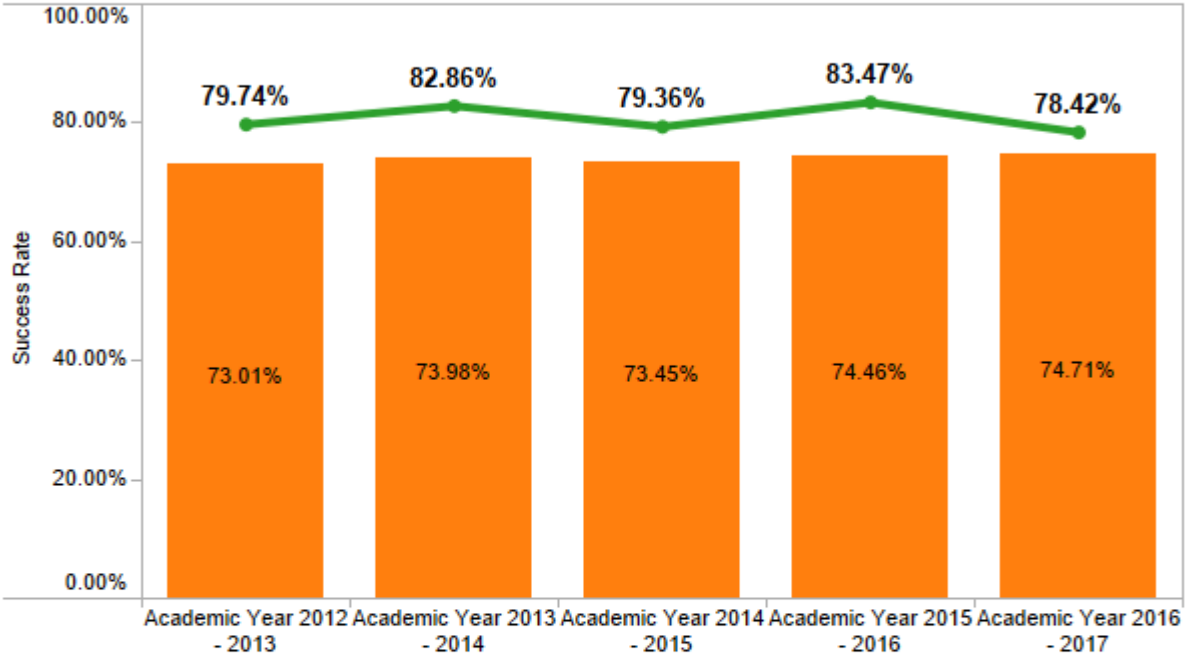
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

COURSE
All

Legend:
Department Success Rate
Overall College Success Rate

Successful Course Completion - Automotive Technology



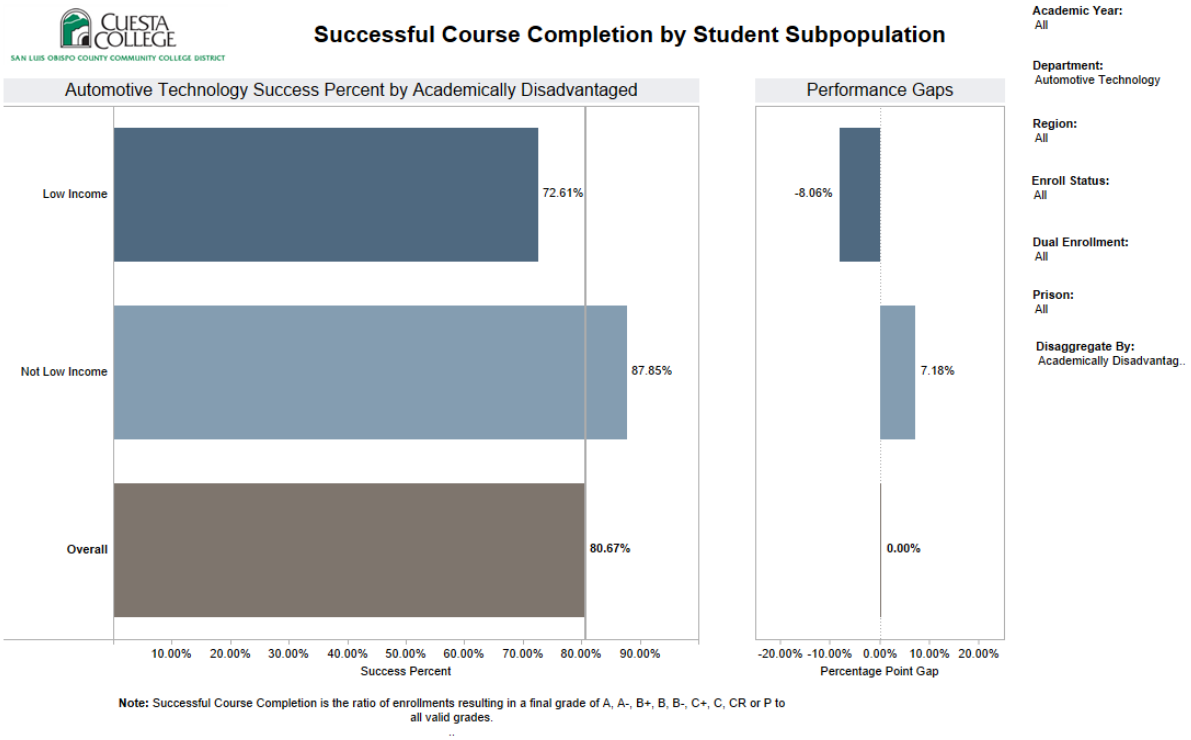
Automotive Technology Success Rate Table

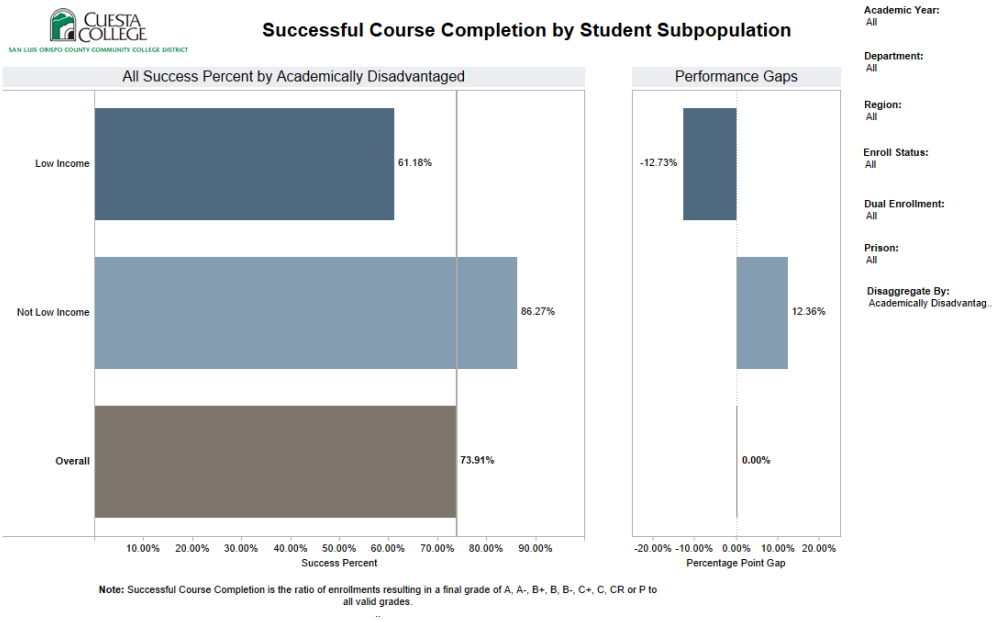
	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	79.74%	82.86%	79.36%	83.47%	78.42%
Total Enrollments	538	601	528	629	834

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

The Automotive Department Trends above the overall college success rate.

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 Automotive Department helped implement a dedicated academic counselor, Susan Gossard. Susan has been instrumental in educating and supporting student success in all CTE areas including Automotive.

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.

CURRICULUM REVIEW GUIDE and WORKSHEET
Courses and Programs

Current Review Date: 3/6/2018

Reviewer: Ryan Amborn

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
ATCH 101	**yes** / no	no / **yes**: date Spring 2017	no / yes: date	no / yes: date	no / yes: date
ATCH 105	**yes** / no	no / **yes**: date Spring 2018	no / yes: date	no / yes: date	no / yes: date
ATCH 106	**yes** / no	no / **yes**: date Spring 2018	no / yes: date	no / yes: date	no / yes: date
ATCH 109	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date	**no** / yes: date
ATCH 120	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date	**no** / yes: date
ATCH 125	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date	**no** / yes: date
ATCH 147	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date	**no** / yes: date
ATCH 152	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date	**no** / yes: date
ATCH 153	**yes** / no	no / **yes**: date Fall 2017	no / yes: date	no / yes: date	no / yes: date
ATCH 154	**yes** / no	no /	no /	no /	no /

		yes: date Fall 2017	yes: date	yes: date	yes: date
ATCH 158	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date	**no** / yes: date
ATCH 160	**yes** / no	**no**	**no**	**no**	**no**
ATCH 164	**yes** / no	**no**	**no**	**no**	**no**
ATCH 166	**yes** / no	**no**	**no**	**no**	**no**
ATCH 168	**yes** / no	**no**	**no**	**no**	**no**
ATCH 182	**yes** / no	**no**	**no**	**no**	**no**
ATCH 186	**yes** / no	**no**	**no**	**no**	**no**
ATCH 187	**yes** / no	**no**	**no**	**no**	**no**
ATCH 188	**yes** / no	**no**	**no**	**no**	**no**
ATCH 193	**yes** / no	**no**	**no**	**no**	**no**
ATCH 195	**yes** / no	**no**	**no**	**no**	**no**
ATCH 263	**yes** / no	**no**	**no**	**no**	**no**
ATCH 269	**yes** / no	**no**	**no**	**no**	**no**
ATCH 280	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date	**no** / yes: date

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified

2. Course Review

- Please review the current CurricUNET CORs for <u>all</u> active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number	109,120,125,152,153,154,158,160,164,166,168,182,186,187,188			

1. Effective term listed on COR	Date:	Date:	Date:	Date:
2. Catalog / schedule description is appropriate	**yes** / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	**yes** / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
4. "Approved as Distance Education" is accurate (and new addendum complete)	**yes** / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
5. Grading Method is accurate	**yes** / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
6. Repeatability is zero	**yes** / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
7. Class Size is accurate	yes **/ no[2]**	yes / no[2]	yes / no[2]	yes / no[2]
8. Objectives are aligned with methods of evaluation	**yes** / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
9. Topics / scope are aligned with objectives	**yes** / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
10. Assignments are aligned with objectives	**yes** / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
11. Methods of evaluation are appropriate	**yes** / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
12. Texts, readings, materials are dated within last 5 years	**yes** / no[3]	yes / no[3]	yes / no[3]	yes / no[3]
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes **/ no[4]** Recommend these courses be changed to 200 Level	yes / no[4]	yes / no[4]	yes / no[4]
14. Degree / Certificate information (if applicable) is correct	**yes** / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
15. Course Student Learning	**yes** / no[4]	yes / no[4]	yes / no[4]	yes / no[4]

	Outcomes are accurate				
16.	Library materials are adequate and current *	**yes** / no[1]	yes / no[1]	yes / no[1]	yes / no[1]

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).
[2] If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)
[3] If no, a minor modification is needed in the current term.
[4] If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Advanced Engine Performance Technician/Associate in Science	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date
Automotive Technician/Associate in Science	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date
Automotive Technician/ Certificate of Achievement	yes **/ no**	no / **yes**: date 2018/2019	no / yes: date	**no** / yes: date
Engine Performance Specialist/Certificate of Achievement	**yes** / no	**no** / yes: date	**no** / yes: date	**no** / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date

4. Program Review

- Review the CurricUNET "Program of Study" outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Advanced Engine Performance Technician/Associate in Science	**yes** / no*	**yes** / no*	**yes** / no**
Automotive Technician/Associate in Science	**yes** / no*	**yes** / no*	**yes** / no**
Engine Performance Specialist/Certificate of Achievement	**yes** / no*	**yes** / no*	**yes** / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Fall	Spring	Fall 2018	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ATCH109,120,125,152,153, 154,158,160,164,166,168, 182,186,187,188		major / minor	major / **minor**	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify

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.

All Courses will be reviewed during the 2018/2019 school year.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

See attachment for Course Mapping

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.

No, with the retirement of Gary Villa, the Automotive Technology program instructors are mostly new to teaching and have not been trained on elumen. Spring 2018 the faculty will attend training classes starting on March 6, 2018 and will go back to update elumen.

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

John Stokes will attach at a later date.

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

E. 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.
See attached 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

Stated above.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

All classes will be reviewed for number of units and percentage of Lecture vs. Lab. Most courses will be recommended to change to 200 level. Use of NCC will increase for lecture only classes. Courses will be offered as credit/non-credit.

B. Support services to promote success, persistence and retention

Recommend Hiring a Full Time Automotive Lab Technician

C. Facilities needs

Need Secure dry storage for engines and drivetrain. Diesel Lab at NCC with classrooms for lecture. Recommend remove old alignment rack from last bay and turn into engine performance area.

D. Staffing needs/projections

Recommend Hiring a Full Time Automotive Instructor.

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

We recommend offering our classes as credit/non-credit to increase enrollment. We also would like to increase our presence at NCC to offer lecture only type courses.

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 15, 2018.

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.

Student Services and Administrative Services 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	Signature	Date
Ryan Amborn-Lead Faculty Member	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 here:
https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

John Stokes has this on file and will attach mid March.

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**
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.

OPTIONAL 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: https://www.surveymonkey.com/r/J79W8GW