Contents

Instructional Program Review

General Information

1. Name of department (program) under review.

   Automotive Technology

2. Who is the person(s) submitting the Program Review form?

   Erik Andal

3. What is the current academic year (i.e. 2022-23)?

   2022/23

4. Please describe the department/program, its staff and faculty, etc.

   One FT faculty; one 80% instructional assistant; four PT instructors

5. Please describe how this department's/program's mission relates to the college's mission and strategic goals.

   Program and course SLOs correlate with the college's strategic goals.

1. Review the Department Summary Data Table. What are the strengths? What are the challenges or areas of improvement? What is the impact on students? Respond to a minimum of three trends such as census enrollment, FTES/FTEF, course success rate, course retention rate, etc.

> Both census enrollment and FTES took a sharp decline during the 2020-21 year. During the 2020-21 year, enrollments and FTES dropped to about ½ from the previous year. This decline is explained by the onset of the Covid pandemic. However, during the 2021-22 and 2022-23 year, both enrollments and FTES have been recovering significantly. Course retention rates have been high for the program. Since 2015-16, retention rates have ranged from 87.1% to 98.3%.
> The program continues to gain the pre-Covid enrollment and FTES rates, and it is hopeful that the trends from 2021-22 and 2022-23 will continue.

2. Review the Department Student Equity – Success Rates Data Table. What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

> Success rates during the 2015-16 to 2019-20 years were 92%; 82.8%; 73.8%; 69.1%; 85.3%, respectively. The 2020-21 year success rate was 78.1% and for the 2021-22 year it was 66.9%.
> The 2020-21 year was particularly challenging due to the Covid outbreak and the switch to online instruction. However, the success rate was likely higher than expected due to forgiveness in certain aspects of expected student performance.
> The 2021-22 success rate of 66.9% was likely a more accurate assessment of student success (vs. The 2020-21 year), due to student performance expectations being more pre-Covid, along with the lingering affects of Covid (ie, student latency from the 2020-21 year, etc).
> Success rates for the 2022-23 year is not yet available.

3. Review the Program (Department) SLO Data Table. How does your department support ISLOs? What are the strengths and challenges? What is the impact on the college mission?

> ISLOs show program strengths in achieving ISLOs.
> As of the Fall, 2022 semester, the classes within the program started using a 3rd party standardized test for the final exams. Automotive Service Excellence (ASE) is a nationally recognized certification for which many automotive technicians become certified.
> The intent is to create ISLOs to support the use of ASE exams as an indicator of program performance.

Award Data Sheet

1. Review both tables on the Award Data Sheet. What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

   > During the 2020-21 year, there was a sharp decline in awards. This can be explained by: Student enrollments dropped significantly and also the instructional focus was mainly on "getting thru" the year. Traditionally, program faculty would encourage and assist students in applying for their awards. Admittingly, this has not been a focus since the outbreak of Covid. However, program faculty will refocus on these efforts moving forward.

Course Data Sheet

1. Review the Course Summary Data Table for each course. What are the trends for enrollment, retention, and success rates? What are the strengths? What are the challenges or areas of improvement? What is the impact on students?

   > Relative to the overall program rates, enrollment rates for courses dropped significantly during the 2020-21 year.
   > However, course enrollments are higher for the 2022-23 year compared to even pre-Covid rates. This shows, in the least, a recovery for the Covid years, and at best improvement in enrollment trends traditionally.
   > Retention and success rates also dropped for courses that were offered during the 2020-21 year, but have increased since then. The program expects to continue the trend of improvements for success and retention.

2. Review the Student Learning Outcomes Data Table for each course. What are the strengths and challenges? What is the impact on the college mission?

   > Data indicates that SLO achievements are excellent. It is the program's intent to create an SLO for each course that gauges, in part, student performance based on their performance of ASE Entry-Level certification exams. These 3rd party, nationally standardized exams seem to be a superior method in assessing student success in achieving learning objectives and for preparation for entry-level job skills in the automotive industry.

1. What courses and awards are due for 5-year review? To find this information, go to the [Curriculum Committee webpage](#) and click on the following links in the left menu bar: Course 5 Year Review Tracker link and Award 5 Year Review Tracker link.

> All program courses had their five-year reviews updated and approved this year. Program awards are due and will be submitted by the end of this semester, or before the fall semester at the latest.

Goal Setting

On the following pages, please establish goals for your department. Keep in mind the purpose of the Program Review to drive continuous improvement, as well as to help establish a need for funding or other support to achieve improved outcomes. **What sorts of things will the department be doing, or would like to be doing, to maintain, expand, or improve excellent instructional delivery?**

This template has space to establish up to three goals. If you wish to add more goals, additional forms are available in the Teams folder.

Goal 1

1. State the status of this goal (new, in-progress, or completed):

   New

2. State this goal is one or two sentences?

   Continue the use of ASE Entry-Level exams as a standardized test of student performance and accomplishment of SLOs.

3. What is a short name for this goal?

   ASE Entry-Level certifications.

4. In what ways will achieving the goal support the college's mission and/or core values?

   ASE Entry-Level certifications will support careers for students. By passing these exams, students would have demonstrated minimum competency for entry-level automotive technician work.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

   – Reduce equity gaps
   – Increase workforce readiness

6. What steps are you going to take to achieve this goal?

   Prepare students for success on the ASE Entry-Level exams.

7. How are you going to measure completion of this goal?

   By comparing the total # of exam-takers with the # of students who pass the exams.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

   The efforts towards this goal began in the Fall, 2022 semester. We have used the ASE Entry-Level exam as our final exam in the courses since then. We will continue this into the future.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

   ASE requires a neutral 3rd party proctor. This means that automotive staff cannot proctor the exams. Since we began using ASE Entry-Level exams, support staff in the CTE Division and DSPS have served as proctors. Those proctors have indicated a willingness to continue as proctors.

A computer lab on campus is needed to conduct these exams. So far, the CTE office has reserved the FIR computer lab without issues.

The cost of offering the ASE Entry-Level exams are $30 per student per year. The CTE Division has provided the funds for this, for this year. However, that funding would need to be ongoing.

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request From (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Goal 2

1. State the status of this goal (new, in-progress, or completed):

   New

2. State this goal is one or two sentences?

   Program faculty will encourage and assist students in applying for program awards.

3. What is a short name for this goal?

   Program Awards

4. In what ways will achieving the goal support the college's mission and/or core values?

   1. Student awards are now a part of the Student-Based funding formula.
   2. Student awards provide evidence to employers of the students' knowledge.
   3. Student awards support the program's success.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

   - Increase award completion
   - Reduce barriers to completion
   - Reduce equity gaps
   - Increase workforce readiness

6. What steps are you going to take to achieve this goal?

   Faculty will focus, at least once per semester, to inform students of the need and the process to apply for awards. Faculty will assist students in this process.

7. How are you going to measure completion of this goal?

   Student award indicators will clearly measure this goal.

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

   This is a new goal – no efforts/progress.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

   No resources required.

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request From (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Goal 3

1. State the status of this goal (new, in-progress, or completed):

   New

2. State this goal is one or two sentences?

   Create and improve EV training opportunities.

3. What is a short name for this goal?

   EV Training

4. In what ways will achieving the goal support the college's mission and/or core values?

   Trained EV technicians are progressively become more in demand. Therefore, employment opportunities for trained EV technicians would be enhanced for students by offering the training.

5. List the college-wide strategic goals that will be addressed by this goal (include all that apply and remove any that do not apply).

   – Reduce barriers to completion
   – Reduce equity gaps
   – Increase workforce readiness

6. What steps are you going to take to achieve this goal?

   As of now, one EV course has been created/approved. That course is scheduled for the Fall, 2023 semester. Upon completion of the course, an assessment (with participation from our advisory committee) needs be completed to determine needed adjustments for the course, or to determine if additional EV courses are needed.

7. How are you going to measure completion of this goal?

   Assessing the overall course, after completion in the Fall, 2023 semester by seeking student input and employer input (advisory committee).

8. If this goal was completed or is in progress, please provide an update and summarize efforts.

   New goal – no progress.

9. Briefly describe or list the types of resources (staffing, equipment, technology, facilities, etc.) that are needed to support and achieve this goal. Then enter all resource requests through the Resource Allocation Requests link below.

   If new courses are determined to be needed, tools, equipment, and professional development may or not be required, depending on the particularcourse needs.

Resource Allocation Requests

- Enter requests in the Program Review Resource Allocations Request From (Secured – YCCD Login Required) located on the [Program Review webpage](#) under the Resource Allocation Requests heading.

Submit

- When you have completed all areas of the Program Review as outlined above, notify your dean by typing the @ symbol and your dean's name in the box below (e.g. @Sean Osborn, @Steve Amador, etc.).

@Steve Amador
@Brandon Price

Dean's Review and Feedback

Deans: Please review the form above and place any thoughts or feedback that you have in the space below. Feedback from AAC, counseling, industry, etc. can be included. When completed, please put the @ symbol and the faculty member name(s) at the end so that they will get notified when your review is completed.

Overall, the program appears to be trending in the right direction. Enrollments are increasing and new / innovative curriculum is being implemented. The course success rates for 2021-22 were abnormally low and we should explore the cause in greater depth. Were students withdrawing from the program or persisting but failing to pass their courses? Inequities are difficult to gauge in this program due to small sample sizes. The program has resource needs, particularly related to the electric vehicle program.
@Erik Andal