2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024   **PROGRAM(S): AUTOMOTIVE TECHNOLOGY, ATCH**
CLUSTER: 4   **AREA OF STUDY: ALL**
LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2026CURRENT DATE: 2/27/2024

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 this **SharePoint 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.
None

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.
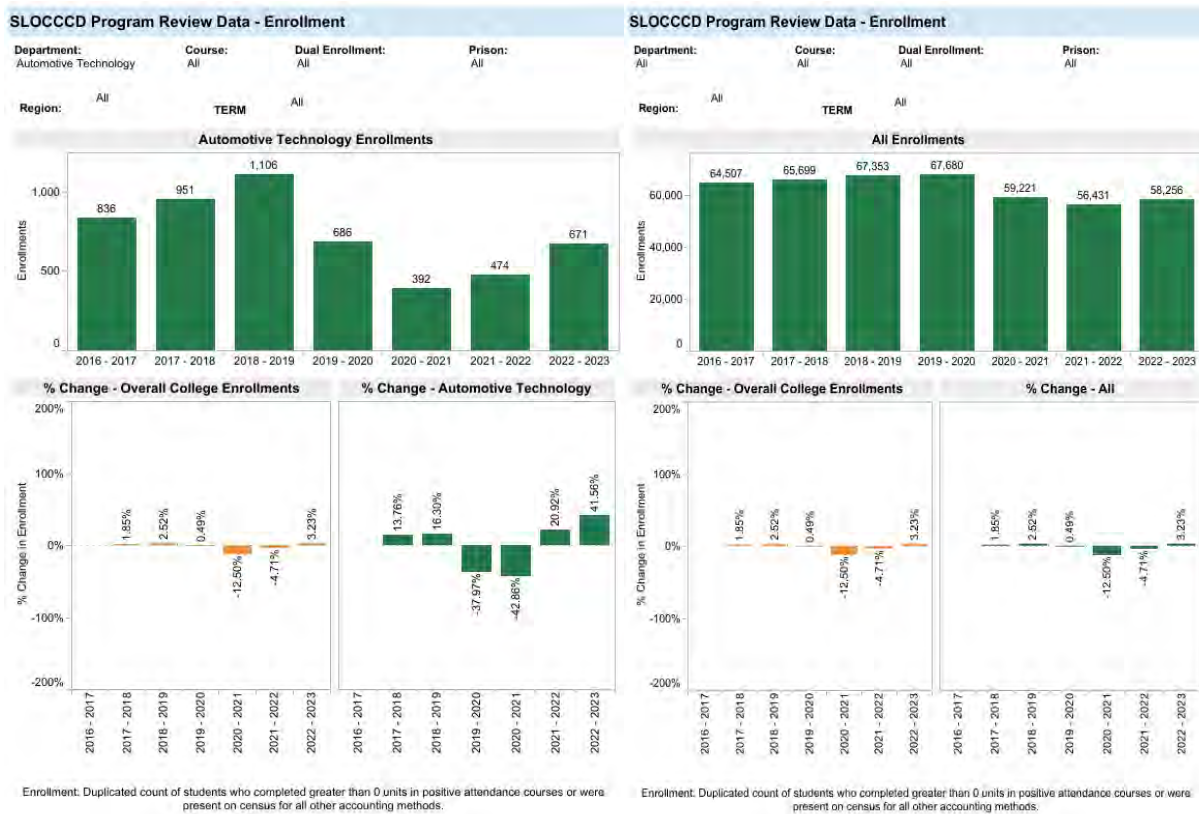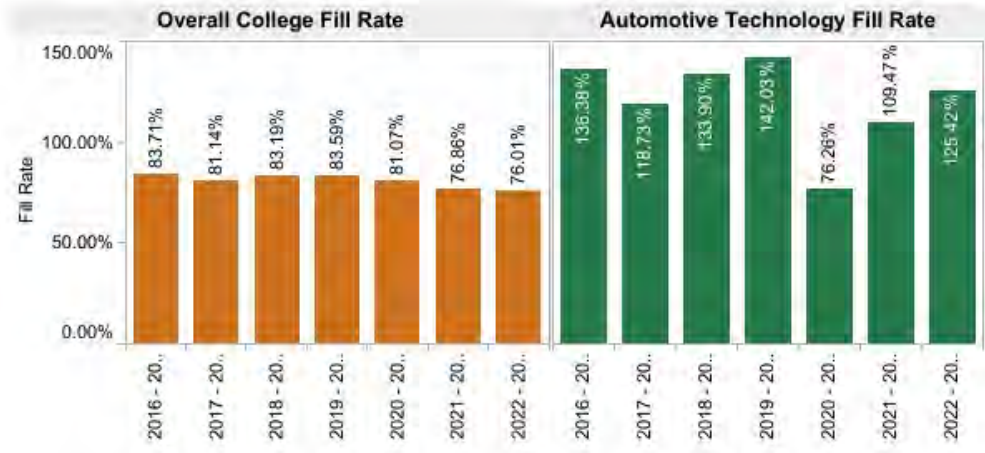

The enrollment for Automotive Technology is on the left, and College wide enrollment is on the right. As the data shows, Automotive Technology enrollment suffered more serious loss during the "pandemic" than the college as a whole. This can probably be attributed to our offerings of Face to Face courses and no fully online courses. While our drop was steep during the "pandemic", our rise in numbers is trending towards catching up with the college as a whole.

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

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

Overall College Fill Rate

- 2016 - 20..: 83.71%
- 2017 - 20..: 81.14%
- 2018 - 20..: 83.19%
- 2019 - 20..: 83.59%
- 2020 - 20..: 81.07%
- 2021 - 20..: 76.86%
- 2022 - 20..: 76.01%

Automotive Technology Fill Rate

- 2016 - 20..: 136.38%
- 2017 - 20..: 118.73%
- 2018 - 20..: 133.90%
- 2019 - 20..: 142.03%
- 2020 - 20..: 76.26%
- 2021 - 20..: 109.47%
- 2022 - 20..: 125.42%

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.

As with previous years, fill Rate for Automotive Technology shows continued demand for the program. With the exception of COVID years, our rates far exceed those for the College as a whole.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
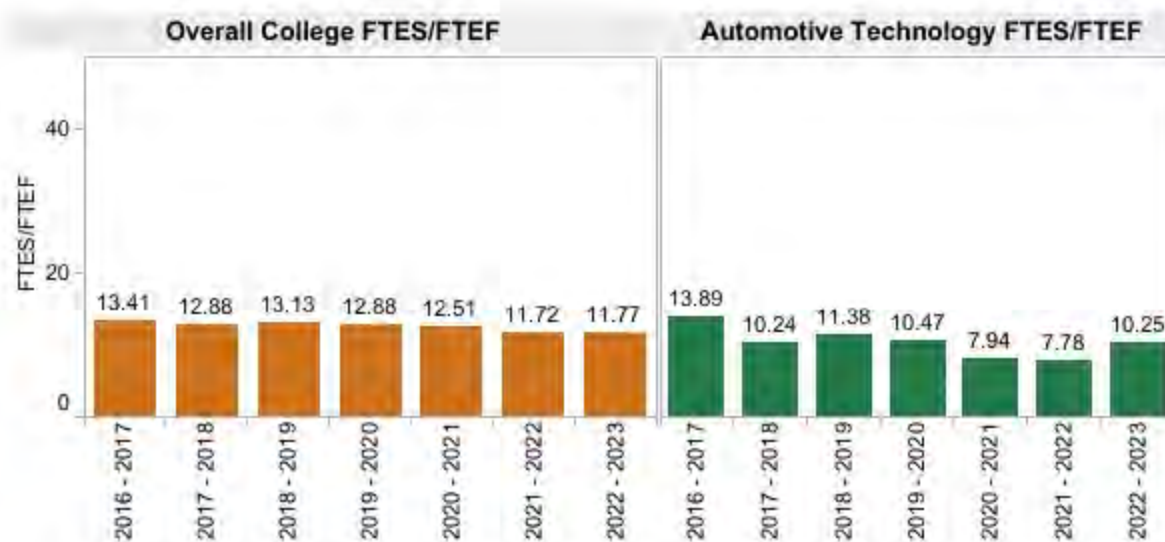
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

Overall College FTES/FTEF

Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.88
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77

Automotive Technology FTES/FTEF

Year	FTES/FTEF
2016 - 2017	13.89
2017 - 2018	10.24
2018 - 2019	11.38
2019 - 2020	10.47
2020 - 2021	7.94
2021 - 2022	7.78
2022 - 2023	10.25

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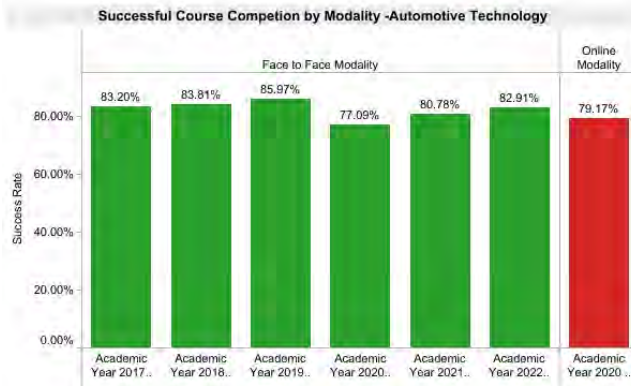(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

ATCH efficiency rate rose from last year to what has been common in years 2017-2020. While the college as a whole has leveled off, ATCH rose 2.47%.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

4 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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SLOCCCD Program Review Data: Successful Course Completion

Select Department: Automotive Technology
Course: All
Legend: ■ Face to Face Modality ■ Online Modality

Successful Course Competion by Modality -Automotive Technology

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 - 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
Face to Face Modality	Department Success Rate	83.20%	83.81%	85.97%	77.09%	80.78%	82.91%
	Total Department Enrollm..	856.0	960.0	686.0	230.0	479.0	674.0
Online Modality	Department Success Rate				79.17%		
	Total Department Enrollm..				168.0		

Successful Course Competion 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
Face to Face Modality	Department Success Rate	76.29%	75.99%	84.05%	84.23%	79.21%	79.99%
	Total Department Enrollm..	56,413	54,302	52,243	11,771	22,398	30,997
Online Modality	Department Success Rate	71.19%	72.94%	78.58%	72.58%	71.91%	72.07%
	Total Department Enrollm..	12,968	15,145	17,009	48,908	35,172	28,510

ATCH does not typically offer online courses, so we only have one year of data for online modality. Our Face to Face modality is currently 2.92% above the college average.

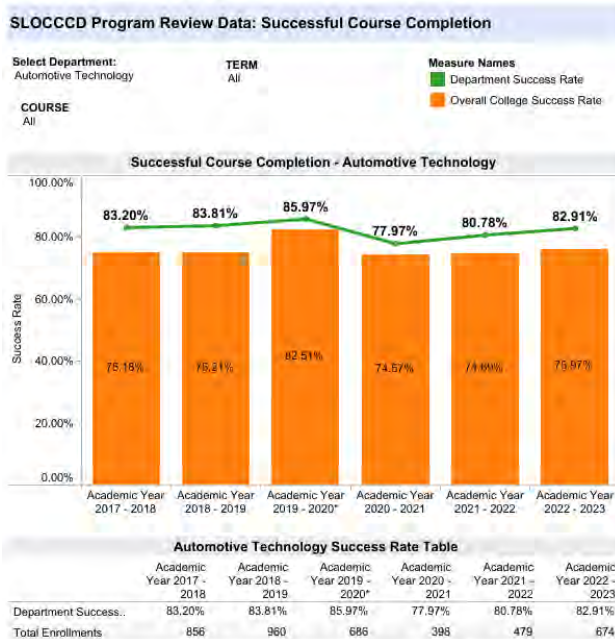E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

5 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Automotive Technology **Award Type:** All **Area of Study:** All

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

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023	Academi..
AS	Adv Engine Perform T..	3	1	3	2		2	2	1	
	Automotive Technicia..	3	3	4	4		4	4	6	
	Total	6	4	7	6		6	6	7	
CA	Automotive Technicia..				3		9	6	5	
	Engine Performance ..	4	1	1	1	1	2	1		

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

For the size of the program, the current numbers are generally average. This will continue to be an area of focus for the department.

F. **General Student Success – Course Completion (Insert Aggregated 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 **TERM** All

COURSE All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Automotive Technology

Automotive Technology Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	83.20%	83.81%	85.97%	77.97%	80.78%	82.91%
Total Enrollments	856	960	686	398	479	674

ATCH has a success rate 6.94% higher than the college average, and is 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.
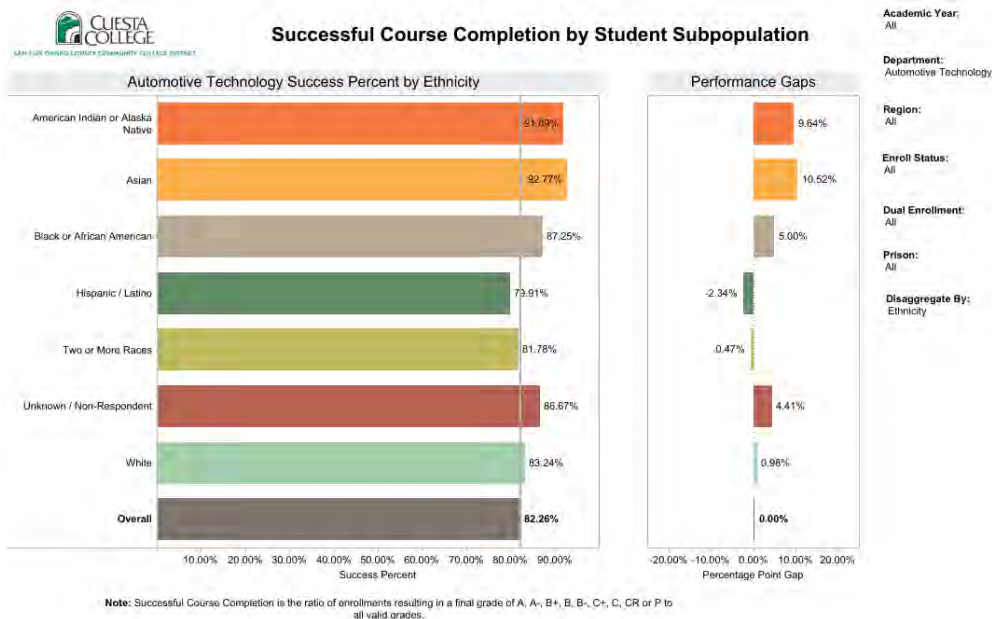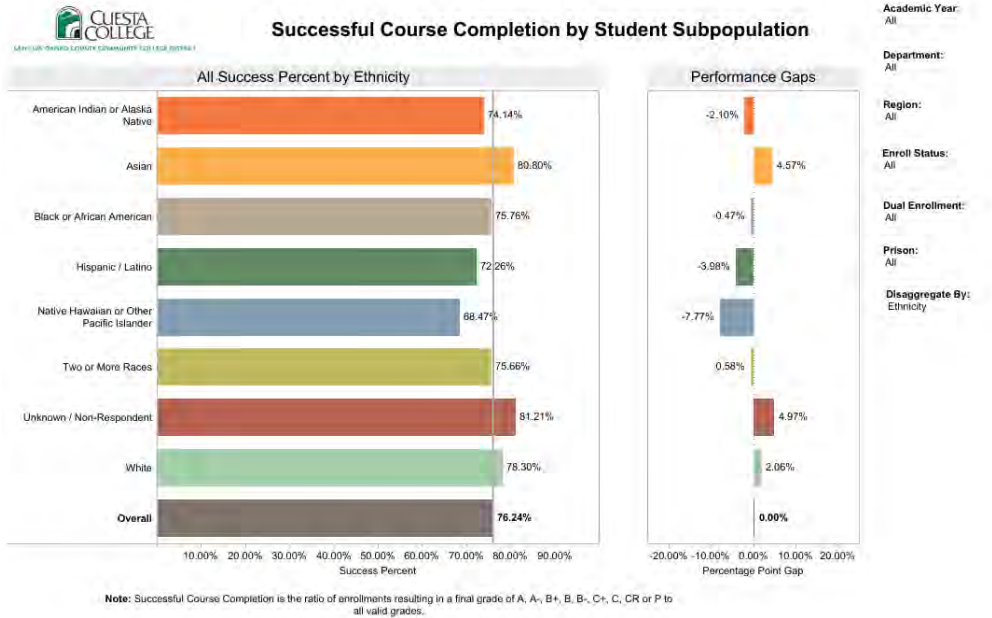
The following are some questions you might want to consider:

- 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?

Reviewing completion success by ethnicity, ATCH has only one significant performance gap, Hispanic /Latino at -2.34. This is an issue only when compared to ATCH as a whole since the success rate for Hispanic /Latino in ATCH is 79.91%, which is higher than Hispanic/Latino college wide, and higher than white students' college wide and higher than all ethnicities college wide average. Overall student success by ethnicity is higher in every category than college averages.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

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

N/A

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

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

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 _____ 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)

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #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 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)

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 ____ 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.
☒ 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.*

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
    Consolidate Manual Transmission and Manual Drivetrains classes, Add Electric Vehicle course
C. Levels, delivery or types of services
    None
D. Facilities changes
    None
E. Staffing projections
    Predict needing to hire another part-time instructor or two, or a full time instructor
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		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.