



### **Section A - Enrollment and Demographics**

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Remaining Constant

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

Automotive Technology. The program wants to grow and has student demand for courses that will result in growth. Unfortunately, last year Auto Technology closed 7 classes because there was a last-minute decision not to hire the third full-time instructor. Part-time instructors could not cover the day courses, or lacked proper certification. Although funded, a part-time instructional lab technician was not hired. To keep students safe in the labs, evening courses had limited enrollment of students.

3. Are the demographics of students in your program similar to those of the College, as a whole?

No

4. If no, please describe why they differ (600 characters max).

Student Gender - the college is 44% male in attendance. The automotive program is 93% male.  
Course Success Rate - the college is 72%. The automotive program is 82.5%

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

**Section B - Course Success Rate**

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?  
Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?  
Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?  
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?  
No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

The program has a stable success rate that is improving yearly. The program has worked hard to contact each student; and, make sure each student is involved with their homework, lab, and reading assignments.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?  
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

**Section C - Productivity**

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?  
Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?  
Decreasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?  
Decreasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

The program is about 5% below the 525 productivity rate goal. The course fill rate has slightly dropped. During the last few years, the program pushed enrollment in anticipation of more courses being offered. When the additional full-time instructor and part-time instructional lab technician were not hired, the program lowered enrollment to more manageable classroom numbers (meeting accreditation and safety enrollment standards).

5. Are you able to increase your productivity and/or course fill rate?  
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

Safety is a serious consideration when looking at class sizes. The college has not hired the part-time instructional lab technician, as the program was expecting for 2015 classes. As a result, classes were capped at lower student enrollment numbers for the sake of safety.

**Section D - Degrees and Certificates Awarded**

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

2014/15: 10 degrees and certificates and 11 students achieving T-TEN certification (Toyota)  
2013/14: 20 degrees and certificates and 6 students achieving T-TEN certification  
2012/13: 12 degrees and certificates and 7 students achieving T-TEN certification  
2011/12: 6 degrees and certificates and 6 students achieving T-TEN certification  
2010/11: 6 degrees and certificates and 2 students achieving T-TEN certification

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

No



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program’s awarding of degrees and certificates?

Yes

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

Few female students choose to take the automotive career path; therefore, fewer degrees/certificates are awarded to female students.

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



8. If no, why not? (600 characters max)

**Section E - Student Learning Outcomes**

1. Are there any courses your program offers that have never been assessed?

Yes

2. If yes, why haven't they been assessed? (600 characters max)

The automotive program has been revamped and new curriculum written over the course of the last couple years. 6 new courses have been added and all of the SLO's have been rewritten to better reflect job-aligned learning outcomes. The assessment cycle / curriculum mapping will be updated as all necessary changes have now been made to TracDat.

3. What percentage of your program's courses have assessed at least half of their SLO's?

19%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

New textbooks have been adopted for multiple courses (initiative from V27)  
Assessments were rewritten and pre-assessment work incorporated which resulted in 80% of the students assessed increasing their scores when compared to the previous semester.  
In response to limited paperback resources the Auto Department is beginning to adopt electronic information sources and online textbooks (originates from V27L initiative).  
An additional Instructional Lab Technician was an initiative for several CSLO's and we are currently in the hiring process.



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?  
2 Courses

7. How closely have you adhered to your SLO rotational plan?  
Not at All

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

Yes, all of our SLO's have been updated along with our curriculum and course offerings. Many courses have been deleted and many added. Curriculum mapping and the rotational plan have not been completed as the changes were not implemented until this semester. We are in the process of writing the assessment cycle now.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

ISLO-3 is the core institutional outcome that the Auto department facilitates. The automotive department trains students to think critically in order to succeed in the workplace to meet the demand of today's auto industry. Internships are a core component of our TTEC educational program which places students in "earn to learn" style instruction; and where, the skills being taught are applied on site. The auto department also strives to prepare students to pass industry standardized professional certification and incorporates critical thinking instruction and assignments to fulfill this need.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?  
4

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?  
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

**Section F - Budget**

1. Have there been any significant changes in your program's budget over the past 3 years?  
No
2. How have these changes impacted student learning? (600 characters max)

The program is growing. Our budget for supplies is \$4,500.00 and has remained fairly constant for years. Compare this with Oxnard College Automotive budget for supplies at \$10,000.00. Oxnard College Automotive has one full-time instructor and offers about one-third as many courses. This lack of supplies causes instructors to cut-back on educational teaching materials resulting in less than the best educational experience for students.



**Section G - Previous Year Initiatives**

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Automotive	Classified	AT1404	New - One (1) PT Classified position (0.4)	To achieve required 15/1 student/teacher ratio in expanded automotive lab sections request additional Instructional Lab Technician position (16 hours/week) (Accreditation )	25,000		25,000	H	H	H	H	Yes	Pending	The program is still waiting for this person to be hired.
Automotive	Faculty	AT14-02	New - One (1) FT Faculty position	To cover increase in class sections and maintain NATEF-required 15/1 student/teacher ratio in automotive lab courses - Approved, but not funded in 2014	120,000		120,000	H	H	M	H	Yes	Completed	



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Automotive

Auto Tech	Computer	AUTO 13 & AUTO 1501	Upgrade Internet access in Auto lab	Internet access in lab is inoperative up to 5 days a month. Auto library resources and scan tools rely on access.	5,000		-	H	H	H	H	No	Pending	The program desperately needs quality internet access
Auto Tech	Computer	AUTO 13 & AUTO 1506	Replace set of aging Computers in both Auto Computer Labs	Student success working with computers tied to manufacturer specific websites and other internet library resources.	30,000		30,000	M	M	M	M	No	Pending	The two automotive computer labs have badly dated computers limiting students ability to access the internet for assignments
Auto Tech	Facilities	AUTO 13 & AUTO 1502	Expand Transmission/Engines Lab into AEP Building	Open a dedicated space for an engines lab in the AEP building. This would allow enrollment to increase.	-		-	L	L	L	L	No	Pending	This week the project began
Auto Tech	Equipment	AUTO 14 & AUTO 1505	Replace aging Vehicle Hoists	Vehicle hoists need to be replaced about every 15 years. Propose replacing 3 hoists.	12,000		12,000	M	M	M	M	No	Pending	One of the three oldest hoists has been replaced. Two hoists should be replaced



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Automotive

Auto Tech	Equipment	AUTO 14 & AUTO 1510	Alignment Equipment	Add an alignment work station. The program now has two units, student success will improve with another work station.	30,000		30,000	L	L	L	L	No	Pending	The funding for the alignment rack needs to be set
Auto Tech	Equipment	AUTO 14 & AUTO 1508	Air Conditioning Service Equipment	Replace outdated Air Conditioning Service Equipment	12,000		12,000	L	L	L	L	No	Ongoing	One machine has been replaced. Additional equipment needs were not funded
Auto Tech	General Fund	AUTO 12 & AUTO 1504	Maintenance of Emission Control Analyzers	Provide maintenance contracts on current emission control equipment to state requirements.	4,000		4,000	L	L	L	L	No	Pending	Emission control analysers with dynamometers need regular maintenance
Auto Tech	General Fund	AUTO 14 & AUTO 1507	Inventory Maintenance Requirements	Annual maintenance requirements should be met. Equipment has a specific life span and should be replaced. Schedule	5,000		5,000	L	L	L	L	No	Pending	Not done, but needed



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				needed.										
Auto Tech	Other Funds	AUTO 13 & AUTO 1503	Equipment for Trans/Engine Lab in AEP building	Work station engine tables (18), tool boxes, vices, and dedicated engine service equipment.	27,000	27,000	-	H	L			No	Pending	About \$9,000 was set for tables. The rest of the equipment is due for funding and order
Auto Tech	Other Funds	AUTO 14 & AUTO 1509	Conference and Travel Fees	T-TEN Instructors and California Auto Teachers Conferences, Workshops, Training and Seminars	8,000	8,000	-	H	L			Yes	Completed	
Auto Tech	Other Funds	AUTO 14 & AUTO 1511	Pico Scopes (8 sets)	Provide a classroom set of Pico scopes (industry standard) for student success in the electrical courses.	12,000	12,000	-	M	L			Yes	Completed	



Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
AUTO	AUTO 13 AT1501	Upgrade Internet access in Auto Lab	Internet access in lab is inoperative up to 5 days a month. Internet speed is painfully slow. Auto library resources and scan tools rely on quality access.	5,000	College Funds	Computer	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input checked="" type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
AUTO	AUTO 13 AT1502	Replace/upgrade computers in two automotive computer labs (30 units)	Existing computers are quite old by industry standards. Student success will increase with current computers	40,000	College Funds	- Select -	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review  
Automotive

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
AUTO	AUTO 15 AT1503	Laptop Computers	6 Laptop computers to replace laptop computers running windows xp. Special connector for vehicle-to-computer connections	7,500	Categorical	Computer	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
AUTO	AUTO 13 AT1504	Hoists - replace 2	Replace two aging vehicle hoists. One was installed in 1930s and not usable.	30,000	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review  
Automotive

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
AUTO	AUTO 13 AUTO1505	Transmission Lab	Transmission lab needs to be finished in AEP-7. New tools, vices, presses and specialty transmission equipment are needed.	15,000	College Funds	Equipment	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
AUTO	AUTO 12 AUTO1506	Maintenance of Emission Control Analyzers	Equipment should have a maintenance contract, so break-downs do not cause a funding panic	4,000	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



### **Educational Master Plan Goals**

**Goal 1:** Continuously improve educational programs and services to meet student, community, and workforce development needs.

**Goal 2:** Provide students with information and access to diverse and comprehensive support services that lead to their success.

**Goal 3:** Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

**Goal 4:** Continuously enhance institutional operations and effectiveness.

**Goal 5:** Implement the Ventura College East Campus Educational Plan.



**Section I – Process Assessment**

**How have the changes in the program review process this year worked for your area?**

**How would you improve the program review process based on this experience?**

**Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

**Section I – Submission Verification**

**Preparer:**

**Dates met (include email discussions):**

**List of Faculty who participated in the program Review Process:**

**Preparer Verification:**

I verify that this program document was completed in accordance with the program review process.

**Dean Verification:**

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



**APPEAL FORM**

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) \_\_\_\_\_

Date: \_\_\_\_\_

- Category for appeal:
- Faculty
  - Personnel – Other
  - Equipment- Computer
  - Equipment – Other
  - Facilities
  - Operating Budget
  - Program Discontinuance
  - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

**Appeals will be heard by the College Planning Council. You will be notified of your time to present.**