YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name automotive Technology Academic Year 2023-24

1. Has your program mission or primary function changed in the last year?

There are no changes to our primary function in the last year.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

1. Addition of concurrent enrollment @ Lompoc HS

2. Approval of faculty for concurrent enrollment class offering at SMJUSD CTE center.

3. Move out of O300 building - see this document: O300 plan.docx

4. Reduction in capacity for AT 100 classes due to move

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
4.

Yes, and the plan is in place and has been included in the Suggested Course Sequence.

Our method of listing course offerings in our area is done on a 4-year block (2 years to complete for FT students and 4 years for PT). We do continue to see issues with the Guided Pathways map and are still attempting to correct those.
   AT OFFERINGS TO 27.pdf

5. Were there any staffing changes?

   Our instructional assistant position remains unfilled, and we continue to see high turnover in the department support staff that does affect our program.

6. What were your program successes in your area of focus last year?

Continuation of the Toyota Motor Sales of North America TECS Elite program and have been given reassign time to faculty for that purpose.

AHC Auto Tech students won the SkillsUSA state competition for the last 2 years

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.
The 3 Outcomes assessed were:

AT6: Demonstrate the required mechanical skills and the ability to use the trade tools at a level of proficiency that is expected in the profession. Actual Result (Score)72%.

This outcome demonstrated that the course work meets the goal of teaching and reenforcing the mechanical skills needed by the students to be successful in the trade,

AT7: Demonstrate the ability to perform all of the NATEF tasks in each of the core courses in the option or certificate. Actual Result (Score) 68%

We are still falling short on specific NATEF (ASE) task completions in the course work. This is primarily due to a lack of lab opportunities to complete the most advanced level tasks.

AT1- Demonstrate the ability to communicate effectively verbally and in writing with customers, co-workers and the employer. Actual Result (Score) 48%

The students are below the required level in communication in the work environment. Considering the typical background of our students this is not surprising.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
Given our perceptions of the students coming out of COVID, the results were actually much better than the expectations. We feel the expected outcomes are solidly based on employer expectations and so we simply need to do additional work to bring the students up to those.

c. Please summarize recommendations and/or accolades that were made within the program/department.
Technology such as Artificial Intelligence used to assist students in communicating should be incorporated into the course work.

d. Please review and attach any _changes_ to planning documentation, including PLO rubrics, associations, and cycles planning. No changes are needed.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the _Rubric for Assessing Regular and Substantive Interaction in Distance Education Course_s)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

We have NO DE Courses in our program.

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?
According to the Lightcast Analyst
(https://www.hancockcollege.edu/ie/documents/F23_Automotive_Service_Technicians_and_Mechanics.pdf)
There are 75 Completions (2021) and 138 Openings (2021)

b. How does the program address needs that are not met by similar programs?

We are the only program at our level (post-secondary) in our area.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

63% or students are employed 2 semesters after exit
(https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx)

There was a 98% change in median earnings for students after exit:

https://www.calpassplus.org/LaunchBoard/SWP.aspx

31% of our students obtained a living wage after exit. This compares favorably to other majors (24% for Early Childhood or 30% for Culinary Arts for example)

https://www.calpassplus.org/LaunchBoard/SWP.aspx

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?
We are currently waiting for the new CurrIQunet process for Course Review to be finalized. We have reviewed pre-requisites, co-requisites and advisories of all classes and there were no changes needed.

e. Have recommendations from the previous report been addressed?

1. "Incorporate into all AT courses a component involving the Career Center"

We continue to work with Dr. David Hernandez to make certain each student has an up-to-date Educational Plan

2. "Expose non-traditional students … to the opportunities in Auto Tech."

We participated in the Hancock Hello events and are participating in the "Hancock Horizons: Exploring Academic and Career Excellence" this summer with the goal of exposing local HS students, including non-traditional students, to our program.

3. "Finalize the details of the concurrent enrollment offering at LHS and work towards the goal of a concurrent enrollment offering at the SMJUHS CTE center." We have completed the Lompoc HS and CTE Center concurrent enrollment process including a 300-level class at the CTE center.

4. "Finalize the move from O300 including finding suitable times and spaces for the AT 100 sections and adding capacity in the form of equipment and infrastructure". We were able to install an additional lift and schedule AT 100 in the Transmission Lab, but these classes are limited to 15 students due to the space constraints.

5. " Stabilize and institutionalize the Toyota/AHC partnership". We have been given reassign time allowance to coordinate this part of the program and had another successful semester of completions. We are still not able to place all of the students into internships.

6. "Seek other opportunities for outside student certification". We have not been able to find a local Prometrics test center but are exploring other options for certification opportunities.

Metrics that were identified last year:

Increase in employment of our graduates in "Closely Related to Their Field of Study" to meet or exceed the state average for CTE Strong Workforce students.

This metric is only available up to 19-20 where we saw a decline from 83 to 50% but with a very low sample size (8 and 5).

To increase the percentage of exiting students who attained the regions living wage.

According to "SWP Exiting Students Who Attained the Living Wage" in the Auto Tech TOP code, in 2020-2021 31% obtained a "attained the district county living wage for a single adult measured immediately following academic year of exit" This sis an increase from the previous year (14%)

Increase the participation of non-traditional students in our program.

College Core Indicator Information by 6-Digit TOP

2021- 2022 - 5.63 2019- 2020 6.80

Maintain the enrollment numbers in our program.

Headcount/Enrollments/FTES

2021-22 406/260/95   2022-2023 584/351/142. Fill rate is 80%,down from 89% pre-pandemic

Continuation and expansion of the Toyota involvement in the program

This is continuing.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. *This section is only used if there are new planning initiatives and resources requested.***

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)   The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):
☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705   ☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.   ☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

	Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
12	English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	Video cameras $600 each

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Suspension and Alignment Equipment Update
Planning years:	*2024-2025*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

Undercar work (wheel tire, brakes, and suspension work) accounts for a large number of the entry level jobs in the trade and is identified as being one of the desired "Top Distinguishing Skills by Demand" (Lightcast Analyst). In order to meet the employers' expectations, we need to continually maintain currency in this area.

This is an area that will continue to see high demand as it is part of the electrification of the personal transportation fleet and will become more important as vehicles gain more driver-assisting features.

We need up to date equipment in the alignment area and in the tire and wheel area. Only 1 of our 2 alignment racks is operational and our tire and machines are 12 and 14 years old.

We are requesting one new alignment rack, one new alignment machine and one new tire machine in order to maintain currency in this critical area.

Prices will include installation and no new power or utilities are needed (although we may need some assistance in moving equipment and in disconnection and connection of power).

Inclusive quotes have been obtained (2nd quarter of 2024).

Improved student learning outcomes will include student ability to pass the ASE certification tests and an increase in their skills due to more opportunity for hands-on practice with current equipment.

Allen Hancock College.2024-05-02 (4).pdf
Allen Hancock College.2024-05-02.pdf
Allen Hancock College.2024-05-02 (6).pdf

Total cost (inclusive of delivery estimate and installation less power hookup) $97,310.05

What college plans are associated with this Objective? Strong Workforce

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Advanced Smog and Engine Performance Update
Planning years:	*(The academic years this will take to complete) 2024-2025*

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The increase in in number and variety of direct fuel injection vehicles has led to a need to increase student exposure and mastery of service and diagnostic skills in this area of the trade. Currently more than 50% of new vehicles are sold with DI (https://www.energy.gov/eere/vehicles/articles/fotw-1178-march-22-2021-gasoline-direct-injection-was-installed-55-all-light#:~:text=Ten%20years%20after%20introduction%2C%20GDI,vans%20less%20than%208%2C500%20lbs. We currently have 1 school-owned vehicle with DI and none of our trainers are equipped with this feature, making it difficult to do in-depth lab exercises in this area or to maintain currency with smog tech licensing and ASE requirements. We want to purchase a stand-alone Fuel Injection and Engine Management Trainer (simulated engine) and a late model Hyundai GDI 1.6L Engine Trainer to maintain currency in our curriculum. There are no additional costs associated with this request and the attached quote is from Spring 2024. Improved student learning outcomes will include student ability to pass the ASE certification tests and the BAR Smog Tech License tests. Total cost (inclusive of delivery estimate and installation less power hookup) $53363.39 What college plans are associated with this Objective? Strong Workforce
What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Area of Focus Discussion Template
CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:
- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

Data Sources and Review

Data for this analysis was gathered from the Program Review Data Dashboard (https://www.hancockcollege.edu/ie/programreview.php) and the Guided Pathways data pages (https://www.hancockcollege.edu/ie/GPData.php) as well as public Tableau visualizations (https://public.tableau.com/app/profile/allanhancockcollege/vizzes).

Also data was gathered from:
Student Journey - Connection: Grade Distribution

The data encompasses the entire student journey at Allan Hancock College (AHC) with a focus on grade distribution and course outcomes. Key points include:

1. **Value of Curriculum and Instruction for Employment and Earnings**
   - According to the Lightcast Occupational Overview of Automotive Technology for Santa Barbara and San Luis Obispo in 2024, the median salary for Automotive Service Technicians and Mechanics in the region is $56,212, compared to the national median of $44,763 (https://www.hancockcollege.edu/ie/documents/F23_Automotive_Service_Technicians_and_Mechanics.pdf).
   - 63% of students are employed two semesters after exit (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx).
   - There is a 98% increase in median earnings for students post-exit (https://www.calpassplus.org/LaunchBoard/SWP.aspx).

- 31% of students attain a living wage post-exit, outperforming other majors like Early Childhood (24%) and Culinary Arts (30%) (https://www.calpassplus.org/LaunchBoard/SWP.aspx).

The program's learning outcomes align with skills demanded by employers, such as tire balancing and rotation, engine repair, tire repair, batteries, changing oil, brakes, vehicle inspection, suspension, and ASE certification, ensuring students are well-prepared for their careers.

2. **Effectiveness of Prerequisites and Advisories in Ensuring Student Success**
   - Analysis of course outcomes for students who completed prerequisites showed a higher success rate in 8 out of 10 courses compared to those who did not complete the prerequisites:

AT 100 as Pre-req

	Success rate for pre-req completers	Success rate for pre-req non-completers
133	90%	79%
303	76%	67%
306	70%	94%
313	86%	84%
314	82%	80%
323	92%	77%
324	82%	80%
334	85%	69%
336	98%	82%
341	88%	60%
343	79%	66%
344	65%	84%

   -
       - AT 133 as a prerequisite for AT 334: Success rates of 83% vs. 76% for non-completers.
       - AT 334 as a prerequisite for AT 336: Success rates of 96% vs. 67% for non-completers.
   - Advisories like AT 303 (Automotive Electricity) also showed a significant difference in success rates, with many courses showing more than a 10% increase in success for completers.

The data indicates that prerequisites and advisories are generally effective, though some adjustments may be needed, such as removing AT 100 as a prerequisite for AT 306 or emphasizing electrical knowledge more in introductory courses.

3. **Equivalency of Concurrent Enrollment Courses to On-Site Courses at AHC**
   - AT 100 is offered concurrently at various locations including San Ynez, Lompoc, and soon at the Santa Maria CTE center. While these courses should be equivalent to on-campus offerings, discrepancies in grade distribution suggest otherwise.

CourseID	Filter1	Filter2	Final Grade_					
			A	B	C	D	F	W
AT100	Off Campus	ALL	39%	32%	16%	3%	2%	7%
	Santa Maria	ALL	24%	20%	23%	10%	12%	11%

- o Concurrent enrollment students received higher grades compared to on-campus students, with nearly a full grade point difference, a 30% higher rate of As and Bs, and a 15% lower rate of Ds and Fs.

This indicates a potential quality control issue that warrants further investigation. Ensuring equitable instruction quality across all modes of course delivery is essential to maintain academic standards and fairness for all students. Further tracking of concurrent enrollment students' success in advanced courses is recommended.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The conclusions are: We should look at removing AT100 as a prerequisite for AT306. Also we will need to look at how to deal with the Automotive Electricity subject carefully. This could mean putting more of an emphasis on electricity in AT 100 (currently this is approximately 2 weeks of a 16 week course) or make AT303 a pre-requisite for some of the courses. For certain

we need to share these findings with students and counselors so that they can make more informed decisions.

3. What are your plans for change or *innovation*?

We should look at removing AT100 as a prerequisite for AT306. Also we will need to look at how to deal with the Automotive Electricity subject carefully. This could mean putting more of an emphasis on electricity in AT 100 (currently this is approximately 2 weeks of a 16 week course) or make AT303 a pre-requisite for some of the courses. For certain we need to share these findings with students and counselors so that they can make more informed decisions.

4. How will you *measure* the results of your plans to determine if they are successful?
The success rate of students based on their course taking sequence.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?
We have no distance education courses.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
   Program Faculty and administrators.
2. Are there specific recommendations regarding the core topic responses from the validation team?
   Not at this time.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. *This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.*

Sample:

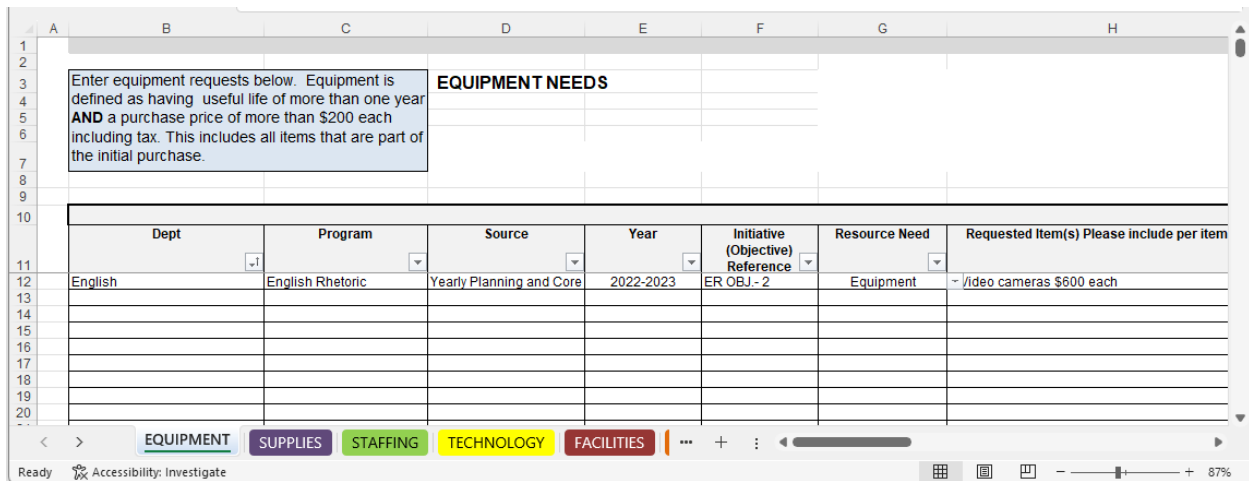| New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705

☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	Video cameras $600 each

EQUIPMENT NEEDS

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

Tabs: EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	Establish ASE Prometrics test center at AHC
Planning years:	*(The academic years this will take to complete)*

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

We need to re-establish a Prometrics testing center locally, preferably on campus. ASE certification is the best predictor of student success after completion.
Improved student learning outcomes will include student ability to pass the ASE certification tests and the BAR Smog Tech License tests and increased trade employment and earnings.
Our previous experience with this effort involved the following resources: Classroom with computers (specialized software with administrator access required), proctor labor (4-6 hours per session 4-6 sessions per year).
IT labor (install "lockdown browser", configure settings) 6 hours @ = $400
Proctoring 5 hours x 5 times/year x $50/hour = $1250
Approximate estimate using existing computer lab and computers $2000/year
What college plans are associated with this Objective? **Strong Workforce**

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan   ☐ Student Equity Plan   ☐ Guided Pathways   ☐ AB 705/1705

☐ Technology Plan   ☐ Facilities Plan   ☐ Strong Workforce   ☐ Equal Employment Opp.

☐ Title V

Program Review Signature Page:

_____
Patrick McGuire (Jun 10, 2024 21:16 PDT)

Program Review Lead

Jun 10, 2024
_____
Date

Thomas Lamica
_____
Thomas Lamica (Jun 11, 2024 08:26 PDT)

Program Dean

Jun 11, 2024
_____
Date

_____

Vice President, Academic Affairs

Jun 12, 2024
_____
Date

AT Program Review_2023-24

Final Audit Report 2024-06-12

Created:	2024-06-10
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA4ngmeoapWbB4GWreRoOGVbG6hxp_4xLo

"AT Program Review_2023-24" History

🔴 Document created by Kara Mushegan (kara.mushegan@hancockcollege.edu)
2024-06-10 - 10:13:48 PM GMT- IP address: 209.129.94.61

✉️ Document emailed to Patrick McGuire (pmcguire@hancockcollege.edu) for signature
2024-06-10 - 10:14:47 PM GMT

🔴 Email viewed by Patrick McGuire (pmcguire@hancockcollege.edu)
2024-06-11 - 4:15:54 AM GMT- IP address: 104.47.55.126

✒️ Document e-signed by Patrick McGuire (pmcguire@hancockcollege.edu)
Signature Date: 2024-06-11 - 4:16:40 AM GMT - Time Source: server- IP address: 98.97.57.238

✉️ Document emailed to Thomas Lamica (thomas.lamica@hancockcollege.edu) for signature
2024-06-11 - 4:16:41 AM GMT

🔴 Email viewed by Thomas Lamica (thomas.lamica@hancockcollege.edu)
2024-06-11 - 3:26:11 PM GMT- IP address: 104.47.58.126

✒️ Document e-signed by Thomas Lamica (thomas.lamica@hancockcollege.edu)
Signature Date: 2024-06-11 - 3:26:25 PM GMT - Time Source: server- IP address: 209.129.94.61

✉️ Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2024-06-11 - 3:26:29 PM GMT

🔴 Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2024-06-11 - 3:27:17 PM GMT- IP address: 104.47.55.126

✒️ Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2024-06-12 - 7:07:54 PM GMT - Time Source: server- IP address: 209.129.94.61

✅ Agreement completed.
2024-06-12 - 7:07:54 PM GMT