My recommendations for developing program growth and effectiveness are as follows:

1) Market programs with emphasis on non-traditional populations using a variety of media (website, print and videos). Continue to attend high school CTE events (open house, career fairs, and advisory meetings) and invite high school instructors and students to events that showcase your program at Hartnell.

2) Continue to work with the Job Placement Internship Coordinator, CO-OP instructor and industry partners to facilitate the development of internship programs and increase student access to work based learning and career placement services.

3) Continue to work with Advisory Committee members to inform curriculum development, and program growth to align with industry standards.

4) Work with industry advisors and attend professional development to align instructional strategies with current industry standards and demands.

5) Develop specific and measurable activities that assess how effectively the program serves the needs of special population students.

6) Encourage students to use support services such as the Panther learning lab tutors to assist them with basic skills achievement and completion.
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

According to the data there have been no completions over the last four years. This is due to many factors such as:
1. Lack of available courses
2. Lack of student incentives to finish the program
3. Lack of daytime classes for high school graduates
4. Lack of high school outreach.

For the first time in over 4 years there will be 4 students graduating with their AS in AAT.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

I have made it my personal mission to showcase our program to as many schools as possible from the Santa Cruz area to King City. We have participated in job fairs/career days at North Salinas High, Aptos High, Soledad High, King City High, Watsonville High, and the Salinas ROP center. When we attend these events we exhibit our cut-way visuals of engines, transmissions, and electronic equipment. We also provide them with information packets that contain degree requirements and pathway options.

Our department is in need of help to continue these outreach efforts and expand them. Unfortunately my time is limited and I cannot attend all of these events.
A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?
The data reflects the median for receiving a degree in years for the AAT program is 6.9 years all together and 6.6 years for first timers. These results could be related to the amount of courses that were available the time the data was gathered. An increase in available courses will help shorten the length of time it takes students to complete the program.

This program lacks student incentives. The addition of AAT scholarships will encourage students to finish the program and motivate them to excel in class. We also need to increase industry recognized certifications which will help build confidence in students entering the work force.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?
During the 2016 to 2017 the total amount of students enrolled in the AAT program grew from 70 to a max of 159 during the 2017 Spring semester. In anticipation of this growth the amount of courses offered increased from 8 (2016-2017) to 15 (2017-2018). Due to the amount of courses added the percent capacity decrease (even though enrollment was still higher in 2017-18 than 2016-17) during 2017-18. In this case too many courses were added. To address this we have reduced the amount of courses offered during the 2018 Fall semester. This will increase the capacity percentage of our program.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?
Yes the scheduled courses allow all students to finish within 3 semesters. There are a total of 10 AAT courses and we offer 6 different courses per semester. This gives us the opportunity to teach the same course during different times of the same semester to accommodate student's busy schedules. As a result, students can take morning, afternoon, evening, and/or Saturday classes and complete the program within 2 years.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.
Leave no student behind. I firmly believe that teaching styles have to adjust to the students. I provide a one our tutoring session to all students in the AAT program to attend these needs. This gives
students an opportunity to catch up with work and/or spend some one on one time on a specific subject. The panther learning lab provides help with math and English skills which helps my students with essays and research papers. I have had positive results from these two educational resources. Additional class teaching tools such as component cut-way visual aids are needed. These visual aids are essential for kinesthetic learners. These teaching instruments have a tremendous impact on student comprehension of mechanical components.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general? Automotive Technology students do not transfer due to the lack of Baccalaureate degrees offered by universities.

What interactions do you have with students about transfer options? Please give examples. Very few students in the automotive field are interested in transferring to a 4 year university unless they are interested in the engineering field. In which case I refer them to counselor for further information.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs? Student learning outcomes are being adjusted due to Rio Hondo College who now offers a BA in Automotive Technology.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general? There is no information for the 2014-2015 year. This data supports the need for job placement.

This also highlights the importance of job placement opportunities. If the college becomes NATEF certified we can more effectively build internships with dealers and provide students with dealer specific training. This will also result in higher job placement opportunities. The introduction of our Alternative Fuels Program can also give students a unique skill set that will make our students more employable. With the increase in sales of electric and hybrid vehicles there will be a demand for skilled technicians. Our program still needs funds to purchase much needed tools, components, and training equipment to accomplish its goal. With the necessary funds, both the AAT and ADT programs will have the opportunity to fill this much needed demand of trained technicians.
How and when do you inform students about prospective employment opportunities?
Students are immediately informed about prospective employment opportunities. I stay in constant contact with industry partners including service and store managers. This allows me to hand pick students who are finishing the program and placing them in the best work environment to be successful.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
Program learning outcomes are closely aligned with the skills and knowledge students will for employment. Student's skills have been approved by advisory committee and industry recognized certificates are being offered to students to increase employment value.

These certificates are limited and we need more professional development in order to provide the student with these Snap On certifications.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
Our program has grown tremendously. Due to the growth the lab space (which is shared with the diesel program) is limited. Two vehicle lifts for 25 students does not allow us to provide the necessary training to students entering the work force. That is why a new building for automotive is needed. ($3,000,000)

Students in the evening class have a hard time completing their work due to the lighting design of the building. Interior lights need to be updated to led lights ($16,000)

Lack of running vehicles has also been a challenge. Vehicle simulators are required to build real life diagnostic skills. (3 @ $25,000= $75,000)

Hybrid tools and equipment (Tools: $20,000, Equipment $10,000, Visuals $10,000)

Professional development in hybrid ( $50,000 for 7 instructors)

NC3 Snap On Certification Kits for automotive diagnostic equipment. These are industry recognized certificates. (1 @ $45,000)

Visual display cut-ways for kinesthetic learners (3 @ $5,000= $15,000)

Student laptops are outdated and will no longer hold a charge. This makes learning and test taking difficult in class. ($25,000)

Due to the demand of electronic courses we need to increase electronic training equipment. We need
at least 10 more Atech circuit training boards to accommodate the needs of the students. ($30,000)

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
This question has not been answered yet

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

We were successful in achieving some of our goals last year. One was the increase in enrollment in the AAT program. It grew from 70 in Fall 2016 to 159 in Fall 2017. Available courses increased from 3 in Fall 2016 to 8 in Fall 2017. The addition of the full time instructor was a large contributor to the increase in enrollment.

We also had the opportunity to purchase 2 new NC3 Snap On kits which contributed in part to the over 250 certifications offered to students last year.

These outcomes have demonstrated the potential of the program. Although not enough to change student learning outcomes they have demonstrated that we do the ability to reach our goals. That goal is to equip students with the knowledge and skill they need to be successful in the work force and meet industry standards.