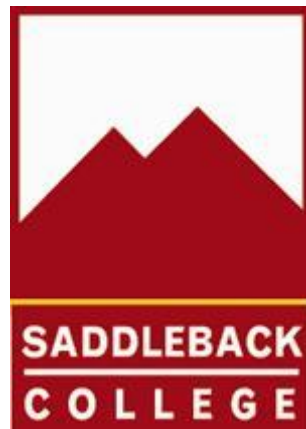


**Saddleback College
Program Review for Automotive
Technology**



Submitted on December 12, 2011

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Program Review Team Members and Approvals

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Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
Fall 09	Contact Program Review Chair for orientation
Fall 09	Form Program Review Team
Fall 09	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Fall & Spring 09	Solicit input from faculty and students
Fall & Spring 10	Determine if additional research is needed
Summer 2010	Contact College Research Analyst if necessary
Fall 11	Write Program Review report
Fall 11	Submit report to Dean and Program Review Chair for approval
TBD	Report submitted to Academic Senate for approval
TBD	Report submitted to Office of Instruction for approval
TBD	Report submitted to College President and the Office of Institutional Effectiveness
TBD	Report posted to the IE web site
TBD	Presentation to the Planning and Budget Committee

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The Mission of the Automotive Technology program and its link to the College's Mission and Goals are:

To provide industry-linked programs, education and services that enables all individuals to reach their career goals in order to achieve a high quality lifestyle, to be competitive in the global market-place, and to sustain California's economic dominance.

B. Historical Background and Unique Characteristics of the Program

1A History

The Automotive Technology program at Saddleback College was founded with the creation of the college in 1967. The first automotive courses offered were taught at off campus at Mission Viejo High School's automotive technology department in the evening. The automotive department moved to Saddleback College's lower campus in 1983. In 1991 the Technology and Applied Science building was built. The automotive department was relocated at the north side of the ATAS building encompassing approximately 28,000 square feet. This consists of 18,000 square feet of training area and approximately 10,000 square feet of lab space including our outside lab area. This area currently includes 12 new Rotary in ground automotive lifts, 1 outside Rotary drive on truck lift, 1 ESP BAR 97 Smog Inspection chassis dynamometer certified for BAR instruction, 2 Hunter alignment machines with in ground lifts, 2 wheel balancers, 3 tire/wheel changers, a fully equipped engine rebuilding machine shop, Mustang MD-250 vehicle chassis dynamometer, DTS engine dynamometer test cell enclosed in a custom sound proof building, two student classrooms, 12 wireless student computer workstations, two instructor's offices and two outside buildings to support our equipment storage. This is just an overview of the specific industry specific equipment that the automotive department utilizes for instruction.

The Automotive Technology Program is a Career and Technical Education vocational/technical program designed to provide entry level, update and in-service skills required of the automotive repair technician. Training is given in both theory and practical skills in the operation, maintenance, and repair of all types of automotive related systems. Automotive repair technicians diagnose, service, and repair gasoline powered and hybrid-electrical alternative propulsion powered passenger cars and light duty trucks.

Students enter the program at the beginning of the fall, spring, or summer sessions and are responsible for the purchase of textbooks, personal safety equipment, and hand tools. Students may complete a certificate program within four major topical areas. They may also choose the option to complete their certificate program while completing the requirements for their Associate in Arts Degree preparing to transfer to a four-year college. Upon satisfactory completion of at least 18 automotive technology or related disciplines and a minimum number of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College. The student may also elect to complete one or more of four certificate programs offered. The current certificate programs consist of the following:

General Automotive Technician; Automotive Engine Performance Specialist; Automotive Engine Service Specialist; Automotive Chassis Specialist.

1B Uniqueness

The automotive technology department is proud to have a program that is both a vocational one, training students to go from our program into the automotive industry workplace or upgrade their technical skills and a program with the student's ability to transfer with a AA degree. The successful automotive student will transfer to a four-year college or university to continue their education.

The foundations of this success are in the unique and broad-based equipment and facilities and in the talent and real-world experience of the faculty. Our part time faculty is composed of automotive and education professionals, most having many years of "hands on" industry experience. We also have instructors teaching high school level automotive technology full time while working in our department. Our unique staff brings real-world experience and knowledge of current trends, practices, and a professional work ethic to the department.

We now have 12 wireless laptop computer work stations in our facility. These wireless work stations provide the students access to our two main informational data bases through the Internet. These informational systems replace the student library of "paper based" shop manuals that are no longer used in the automotive industry. These programs currently used are Mitchell on Demand and Alldata. These two programs are industry specific and current on all vehicle makes and models back to 1975. These wireless computers also have access to the internet and basic software programs that support student learning. These work stations also provide students the ability to complete their assignments, perform required research on the internet or find specific information on one of the two automotive information systems we have networked to our computer system. We also have

additional student computers located strategically throughout the automotive department facilities. These are in rooms TAS123, TAS 124, and TAS 127 for the students to use. All of these units are networked to our server, which provides the students with the same information systems that are required for automotive repair and maintenance. These two software programs are used throughout the automotive industry to provide foreign and domestic vehicle information such as specifications, repair information, labor guide and wiring information. Over the past three years many unique changes have taken place in the automotive department. We have upgraded our shop equipment while meeting current industry technology requirements to train our students. Two of these new additions we are very proud of. The first is a Mustang MD-250 Chassis Dynamometer. This provides students with industry specific equipment for training using "live vehicles". In 2007 a new engine DTS test cell room project was designed, funded and built. It became operational in 2008. This equipment allows our students that are specializing in the machining certification program to test their engine project and measure the horsepower and torque using our industry specific equipment. This equipment is also utilized by our engine performance courses. By having state of the art equipment the automotive technology department continues to lead in technology throughout the community colleges in California.

Our program recruits local students from over 40 Orange County high schools both public and private. These students range in knowledge from the student with little or no automotive experience to the employed technician seeking to update their skills in the latest automotive technology.

The Automotive Technology Program is certified by the California Bureau of Automotive Repair (BAR) to provide in-service basic and advanced level automotive emission control systems training. The program is also certified to offer advanced classes related to the BAR 97 Enhanced Area California Smog Program and technician citation training. Students who successfully complete these certified courses become eligible to take the BAR licensing examination for Enhanced Area Emission Specialist (CA Smog License). Students who are employed as licensed smog technicians return to complete their bi-annual required update course(s) offered by the department. Many students also return to our program to update and upgrade their skills to meet the rapid changing technology in the automotive industry.

C. Progress Since the Last Program Review

This is the second program review for the automotive technology department. The original program review was completed in 2007. We have continued to provide a Program Review Needs Analysis update yearly or bi-annually to the administration.

D. Student Learning Outcome Utilization

The automotive technology department has utilized student learning outcomes for improvement to all of the courses. At this time there are a minimum of five student learning outcomes for each course in the department. These outcomes are evaluated and used to make positive changes within each course. These changes allow for course modifications that will review the student learning process. All of these improvements over the past four years have allowed our students to meet the expanded technical expertise to meet current industry requirements. We have expanded our resources through our website, outreach and marketing materials and direct contact with the local high schools. Our student success is evident by the attached statistics in the attached appendices. During the last school year 30 students received certificates. Our curriculum, equipment and educational requirements are reviewed at least two times a year in our advisory committee meetings. The goal of the automotive technology program is to meet the needs of the automotive industry, provide state of the art technical training for existing technicians and provide our entry level students with educational success now and in the future.

E. Current Strengths, Opportunities, and Challenges

We are the only South Orange County Community College offering a broad range of automotive technology courses. The closest college that has automotive technology is Golden West College in Huntington Beach. This is over 35 miles North West of our campus. Our program focuses not only on providing instruction in the most current automotive technology areas, but also focuses heavily on traditional “hands-on” skills based courses. It is our goal to produce students who not only have the necessary workplace skills, but also have gained traditional automotive theory, operation, diagnostic and personal skills.

Demands of the automotive industry job market make it of vital importance that we train our students in the most current automotive technology. Our industry advisory committee members meet with department members at least bi-annually to evaluate our program. These committee members provide vital input on our classes, equipment and curriculum. The advisory committee members also provide a great resource for our Cooperative Work Experience (CWE) student program. Students are able to attend school and work at a local industry partner’s facility that provides the on the job learning experience.

Maintaining the most current facilities is a constant challenge, both in terms of the rapid changes in the automotive industry and division budget constraints. We are in the process of upgrading our department computers. These are the computers that students use throughout the automotive department. At this time our two classrooms are equipped with permanent LCD projectors, DVD/VHS player, Symposium flat screen interactive monitor and Dell computer. This state of the

art presentation equipment provides the instructor with the technology to present the latest in media technology. We also have one 3D optical ELMO projector in each classroom. This provides the students with “live” 3D projections of components to visually explain a concept.

Both the full-time, part-time instructors and the staff members have automotive industry backgrounds and keep updating their skills and knowledge by attending industry conferences, classes or working in the automotive field at some level. Our instructors can share the most updated information with students in our classes, while stressing the importance of traditional values such as work ethics, communication skills and professionalism. Our instructors are ASE certified in at least one area of specialization. The two full time instructors are master certified ASE automotive technicians and hold advanced ASE L1 certification.

Automotive Technology students can participate in various internship opportunities through our network of industry partners in Orange County. One of our current goals is to grow our Cooperative Work Experience program through cooperation with our advisory members and industry partnerships. Campus and community outreach is also stressed to our students. These programs provide real-world experience and excellent work related skills for our students.

Department of Labor Bureau of Labor Statistics

(<http://www.bls.gov/oco/ocos181.htm#outlook>) says, "Employment of automotive service technicians is expected to grow as fast as the average for all occupations through the year 2018. Over the 2006-2016 periods, demand for technicians will grow at an estimated rate of 14% as the number of vehicles in operation increases, reflecting continued growth in the number of multi-car families. Additional job openings will be due to the need to replace a growing number of retiring technicians (21,400 retiring by 2014), who tend to be the most experienced workers."

Current California statistics show that over 110,000 technicians are needed in the next decade to meet the growing demand. It is estimated by 2014 that number will grow according to Julie Bradshaw, California Secretary of Labor to in excess of 48,900. This includes the current estimated number of technicians that will retire and the estimated number of technicians needed to meet industry workplace demands. Employment growth will continue to be concentrated in automotive dealerships and independent automotive repair shops. Many new jobs also will be created as technology changes. Hybrid and alternative fuel vehicles will demand a trained skilled workforce. Information like this should act as a draw, attracting students to our program, and the college as a whole.

Current Challenges:

One critical need at this time is to have our program certified. There are a few

major certification organizations that are available within the automotive industry. There are two that we are researching at this time. The first is National Automotive Technicians Education Foundation (NATEF) and the second is Continuing Automotive Service Education (CASE). These are the benchmark certification programs that the automotive industry uses throughout the United States. Certification provides industry with the proof that the department meets or exceeds the rubric NATEF or CASE requires. At the current time many automotive manufactures require a school to be NATEF or CASE certified to receive direct support. This support could be donated equipment, equipment funding, training materials, and of course new vehicles. The various automobile manufacturers and their participating dealers sponsor 2-year associate degree programs at postsecondary schools across the nation. ASE (NATEF) certification is a nationally recognized standard for programs offered by high schools, postsecondary trade schools, technical institutes, and community colleges that train automobile service technicians. Some automotive manufactures provide NATEF-certified instruction programs with service equipment and current-model cars and trucks on which students can practice new skills and learn the latest automotive technology. While NATEF certification is voluntary, it does signify that the program meets uniform standards for instructional facilities, equipment, staff credentials and curriculum. To ensure that programs keep up with ever-changing technology, repair techniques, and ASE standards, the certified programs are subjected to periodic compliance reviews and mandatory recertification, as are the ASE standards themselves. As stated in the Occupational Outlook Handbook, in 2011 about 1740 high schools and postsecondary national automotive service technician programs had been certified by ASE/NATEF/CASE.

This certification process is estimated to take between 1 1/2 to 2 years to complete. The total number of hours is estimated to be 800-1200 if completed by at least a two-person team with an additional person to serve as the administrative assistant. At this time the department is working on a program to review our current status and estimate the funding needed to become NATEF or CASE certified. We would then ask for our industry partners and school administration to become involved in completing the certification process. We would also ask for direct financial support to our staff for the additional hours this would take over and above our staff regular work load.

A major factor in our obtaining program certification will be the ATAS renovation project. This is estimated to start sometime in 2013. It is estimated that this building process will force the automotive department to move out of our building for at least two years. It is not known at this time what affect this will have on our courses, student enrollment and the future of the automotive department. In November 2011 meetings will start to evaluate the options and create a plan for the automotive department to move to a possible off site location. It is requested that all of the automotive faculty and our industry partners share input in this planning process. This input will provide guidance to the district for the future of

the automotive technology department at Saddleback College. We ask the administration to look hard at all options which could include the possibility of building a new automotive technology building. This may in fact be the best monetary decision the Board of Trustees and our admiration could recommend. This statement is based on the early cost estimates of three to four million dollars to complete the off-site move and related expenses that would be incurred by closing the automotive technology department on campus and moving it off site. We ask that our administration, staff and important industry partners meet to discuss this very important project. A clear plan is important to the survival of the automotive technology department. The automotive technology students now and in the future depend on the automotive technology program at Saddleback College.

Section II: Review Report

A. Faculty and Staff

Faculty and Staff

As of fall 2011, the automotive department consists of:

- Two full-time faculty
- Seven part-time instructors
- Two part-time lab technicians
- One Dean (administrator)

All of our faculty and staff have significant professional backgrounds, which is one of the department's strengths. The part time faculty includes full time working professionals and retired educators. Our two lab technicians work a total of 58 hours per week. This is a major weakness in our program. Due to the lab component of our courses we need a lab technician present during all of our classes. Our classes are offered morning, afternoon and in the evening. We would ask for a full time senior lab technician and a part time lab technician. The part time lab technician would be requested to work 29 hours per week. We hope that the administration will see the need to keep our students safe by providing a properly staffed lab area.

B. Curriculum and Instruction

Our program currently offers courses in over 24 different areas of automotive

technology. Two new alternative propulsion courses were submitted in fall 2011 for approval to the Curriculum Committee. This will bring the total to 26 different courses covering the latest automotive technology.

At this time these courses make up four certificate programs: Automotive Engine Performance Specialist; General Automotive Technician; Automotive Engine Service Specialist; Automotive Chassis Specialist.

Automotive Engine Performance Specialist Certificate Program (engine performance and electrical): Associate degree, Certificate, Transfer (26.5-28.5) Credit Courses: Certificate requirements: Auto — 100, 101, 102, 103, 109, 200, 201, 205, and 207. SELECT 1-3 UNITS FROM THESE RESTRICTED ELECTIVES: Auto 108, 189/289, 202, 220, 226, 227, 228, 229, 240, CWE 180.

General Automotive Technician Certificate Program (all automotive operating systems): Associate degree, Certificate, Transfer (34.5-39) Credit Courses: Certificate requirements: Auto — 100, 101, 102, 103, 104A, 104B, 105, 106A, 106B and 207. SELECT .5-5 UNITS FROM THESE RESTRICTED ELECTIVES: Auto 107, 108, 109, 200, 201, 202, 204A, 204B, 205, 220, 226, 227, 228, 229, 240, CWE 180.

Automotive Engine Service Specialist Certificate Program (automotive machinist): Associate degree, Certificate, Transfer (28.5-33) Credit Courses: Certificate requirements: Auto — 100, 102, 103, 104A, 104B, 204A, 204B and 207. SELECT .5-5 UNITS FROM THESE RESTRICTED ELECTIVES: Auto 108, 109, 189/289, 205, 220, 226, 227, 228, 229, 240, CWE 180.

Automotive Chassis Specialist Certificate Program (under-car emphasis): Associate degree, Certificate, Transfer (27.5-32) Credit Courses: Auto — 100, 101, 105, 106A, 106B, 107, 108, 201, and 207. SELECT .5-5 UNITS FROM THESE RESTRICTED ELECTIVES: Auto 109, 205, 220, 189/289, 226, 227, 228, 229, 240, CWE 180.

Associate Degree in the Arts: completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualify the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

- Note: At this time there is a proposal for a new Alternative Fuel Technician certification to be created. The current plan is to have this new certificate program in place in late 2012 or early 2013 to meet industry demand.

C. Student Success

In conjunction with this program review, department faculty is further developing

Student Learning Outcomes (SLO) for each course of instruction. The data collected from the assessment of the SLO-based instruction will allow faculty to explore correlations and success rates for specific competency attainment, thus being able to better measure and document objective indicators of student success and competency. We currently have used pre-tests and post-tests specific to each course, focusing on specific ASE type questions that cover NATEF/CASE rubric, concepts and vocabulary. Please see the attached student success and retention summary in the appendices.

Gender breakdown for all courses offerings over the past five years has continued to improve. As indicated in our statistics we have normally two to five female students each semester. This continues to improve throughout our entire course selection. We plan to continue and improve our marketing plan to attract female students into our program.

Ethnicity patterns over this period show that the diversity represented is, on average, comparable with the campus and surrounding community diversity, throughout all departmental course data. (14% Hispanic, 19% Asian ancestry, 1% African American, 58% White, and 8% unknown)

Average class size has remained nearly constant over the review period. Total census enrollment varies slightly and shows increases as more sections are offered. Our current department enrollment has increased by over 4% per year. Our fill rate is excellent and retention continues to improve in all our course offerings.

Getting students ready for the workplace is an important goal for this department. Additionally, many students have indicated that they are taking classes to acquire and upgrade job skills and earn certificates. Referring to the summary chart below, our certificate rate has increased during the past four years. This chart shows our success with achieving our goals: to train students to enter the workplace, and/or to upgrade their workplace skills, and/or to transfer to a four-year college or university.

To establish new relationships to engage our students and our local Industry partners we have become a member of the Southern California Regional Transit Training Consortium (SCRTTC). This new membership will allow us to train our local industry partners employees and our current students with the latest transit technology. This includes gasoline, hydrogen, electric and hybrid vehicles.

During the past two years we have also focused on student success by organizing the first local Southern California National Technical Honor Society membership on campus for all CTE students. This honor society will provide the opportunity to students to become a member of a nationally recognized organization. This organization provides scholarships and a wealth of support for

student success in all levels of education.

The automotive technology department is also a proud supporter of the Orange County Automotive Dealers automotive technology competition. This yearly competition brings our local high schools together with education and industry. Saddleback College auto tech has provided the written test to the local high school students to qualify for the "hands on" technical troubleshooting contest. Teams are made up of two students who upon winning the Southern California contest are sent all expenses paid to New York to the New York Auto Show to compete with the best high school student technicians in the country. The winning team is awarded over \$50,000.00 in scholarship funding, equipment and tools.

Graduates from our program have also routinely step directly into careers as automotive technicians and other automotive related positions with Orange County companies like Hyundai Motor America, Kia Motor America, The Tuttle-Click Group, The Capistrano Family Group, The Weslow Group, The Select Auto Group, Lexus of Mission Viejo and Mercedes of Laguna Niguel. These are just a few of our new car dealership industry partners. Successes like these help raise the profile of our department and our college in both the public and academic arenas.

D. Facilities, Technical Infrastructure, and Resources

The Automotive technology department has 2 instructional classrooms/labs rooms (TAS Funding for instructional supplies and equipment comes from the departments instructional supply budgets. The ATAS Division, as well as the college equipment and technology committees, provides funds (in a competitive process) for purchase of major resources. Items that have not been awarded are sometimes covered by our Perkins/VTEA awards and or possible CTE grant funding. These awards in the past have provided us with the necessary resources to improve our program content, tools and equipment. We need the administration support with funding for us to stay current as the automotive technology constantly changes. We must have the current software, equipment, tools and resources to support our cutting edge program.

Technology utilized by the department includes: 14 Dell laptop computers, 1 department network computer, 1 scanner/printer/slide copier, 1 network printer, computer projection equipment, 2 Symposium flat screen monitors and 2 ELMO 3D projectors. This equipment is used in both of our classrooms, student lab area and the main automotive lab. There are currently multiple major software programs being utilized for instruction: Mitchell-on-Demand, Alldata, Prosis, ESP, Microsoft Explorer and Microsoft Office. At this time Saddlebacks Technology Committee funds our major yearly software licenses (Mitchell, Prosis, ESP and Alldata). Without this support we would be unable to meet industry standards

due to the high cost of yearly subscriptions. This direct cost to support our technical infrastructure exceeds \$10,500.00 per year. We ask that administration continues to support these critical software needs. Without this support the automotive technology department will not be able to educate students in all of our courses.

Section III: Needs Assessment

A. Human Resource Needs

The percentages of classroom hours assigned to full-time and associate faculty are 75% and 25%, respectively (Spring 2010). The two full-time instructors currently accept overload. One full time instructor has department chair duties.

We currently meet the campus goal of 75% full time and 25% part time hours. To expand our department and add additional courses as requested by our advisory committee requires that new part time instructors be added to expand our department course offerings. We need the support of the administration to supply the necessary funding and extra course FTE.

In order for the program to maintain its current level of offerings and to approach a 75%-25% split, it will be necessary to keep at least two full-time instructors. To address the additional NATEF/CASE requirements It is projected that we will need at least one additional full time instructor. NATEF/CASE requires additional student contact hours and our curriculum will need to address these requirements. We will need additional support lab technical support staff to be present during our courses. The two lab assistants will need to support our student sin staff in the lab and in the classroom. This will require one full time and one part time lab assistant. As this time we have two part time lab technicians at 29 hours each per week.

The total number of required course hours will present necessary changes in our staffing, both instructional and classified. These projected changes will be addressed in our NATEF/CASE proposal report to our Dean and administration.

As in most departments, our part time faculties come from a variety of backgrounds. They could be employed technicians, retired teachers and or teach high school or at multiple colleges in addition to their commitment to Saddleback College. While their contributions have been invaluable over the past years, the level of commitment cannot be the same as that of a full time faculty member committed to the success of the students at Saddleback and to the department and division's mission statement.

In examining our requirements for classified staff we have established an immediate need. This need will have direct Impact on our future NATEF/CASE certification as well. As indicated In this section we need a full time senior lab technician during the day at 40 hours per week as well as a part time lab technician at 29 hours per week for our additional course support. We offer courses Monday through Saturday. It is detrimental to student lab safety, computer lab security, and shop equipment security and safe operation by not

meeting these two requests. We would ask for these requests to be implemented immediately and supported by the administration. This will allow the automotive technology department to meet our industry partners needs and keep our department at the cutting edge in the automotive technical training arena.

The future NATEF/CASE certification of the Automotive Technology program is predicated on the addition of at least one additional full time faculty member and our classified support staff changes. This will hopefully enable us to meet minimum NATEF/CASE standards and to advance our program to its full potential. We have indicated a request a full time senior lab assistant at 40 hours per week and a part time lab assistant at a minimum of 30 hours per week. This would replace our current two part time staff members at 29 hours each per week. This current schedule does not meet our safety, security or current student contact lab requirements.

B. Instructional Needs

In the past four years we've eliminated outdated courses, revised course curriculum, incorporated newer technologies, and created new courses to better serve our students. There are still course additions and adjustments to be made, including the creation of more advanced sections of courses such as alternative propulsion courses such as hybrid, electric vehicle, Plug-in Hybrid, electrical equipment use, evaporative system diagnostics, and computer area network (CAN) diagnostics just to name a few. Because technology within the automotive industry is changing so rapidly we must be very flexible and innovative in our approach to automotive course instruction. One goal is to provide industry professionals to offer advanced technology training to our faculty and staff. These activities been done over the past four years by utilizing Perkins/VTEA funding or by CTE grant funding. This professional development has been done on campus or by having our instructors attend current conferences or training. These activities offer direct courses that address the current technology changes within the automotive industry. These activities help meet the needs of our faculty regarding the rapid technology changes affecting technicians who service and repair all makes and model year vehicles. We would like to incorporate guest speakers from within the automotive industry to provide training for our instructors. We would now like to ask for support and funding from the administration for these very important activities.

C. Research Needs

In addition to SLOs, the department conducts course, textbook, and faculty review surveys with all students in each course at the end of the semester. We also use web based industry surveys to gather information from our industry partners on our student training. This information helps us gauge the effectiveness of a

particular course, as well as gives us information about possible future courses students might be interested in. We have also sent out surveys to our industry partners asking them what they would like our students to know to successfully join their companies as entry level technicians, service bay consultants, or management staff. This survey also included specific questions regarding our student's subject matter learning objectives. This information will help us plan our course curriculum objectives for the future. Please see the results of our student and industry surveys in our appendices. Our advisory committee members provide a great resource for our future program course offerings, curriculum development and equipment needs. At this time our May 2011 survey instrument shows that we are meeting and in most areas exceeding our industry and student expectations.

D. Technical, Equipment and Other Resource Needs

We are continually faced with the challenge of being able to offer industry-current curriculum, equipment, tools and instruction. While traditional automotive concepts remain the same, vehicle technology is rapidly changing. With the advent of hybrid vehicles, Plug-in Hybrid, hydrogen fuel cells, plug-in electric vehicles, just to name a few examples; technology is changing almost every month. This compels us to stay as current as possible both with automotive computer system advances, alternative fuel vehicles and the emerging technology that we will see in the next few years. This will require a substantial investment in our facility training, equipment and staff. We need to increase our basic department budget to meet the current support that our classrooms, students and shop need. We would ask for a 30% increase in our yearly operating budget. Our department budget has remained stagnant for more than the last four years. It does not meet our minimum needs. This increase would provide the necessary supplies, shop maintenance and monthly expenses that are required to keep our program at the highest standards. Our goal is to give students the best educational experience and provide them the opportunity to enter the workforce with current and valuable workplace skills. To help meet these goals the automotive technology department seeks the continued support and help of the South Orange County Community College District to maintain and renovate our equipment, tools and facilities.

E. Facilities Needs

At this time we have been informed that the renovation of the TAS building has been approved. The first step in this process has begun with the hiring of GKK architects. This company is scheduled to provide the planning process for the renovation and the scheduled move of the automotive technology department. The move of the automotive technology department to an off-site location has the possibility of destroying our current program. This move must be made with the

least disruption to our students, staff and program. Our equipment, tools and technology is very expensive and some items cannot exist in storage. Our equipment is very expensive and must be handled with the greatest of care and planning. Our hope is to examine all the other options for this building and possibly come up with other solutions so that our program is not affected in a negative way. Our plan is to involve our industry partners in the planning and moving stage once we have a written plan from GKK architects.

Our department is slowly rebuilding from the inside out. We would request the TAS building section of the automotive technology department be examined and a master plan made to renovate the exterior and interior of all buildings. The exterior needs to be repainted including the automotive department lab inside and out along with the outside buildings. This would also include the repair or replacement of the metal fence; gate and metal rod iron fencing that encloses three small sections of the lab area. This is in very poor condition and poses a student safety hazard. These areas are visible when entering or working in the lab area. We are proud of our department and would like to address this visual hardship. We wish to present a professional appearance and without this maintenance this is not possible. This building maintenance has not been done since the building was built over 21 years ago. The automotive lab area parking lot is in need of repair, resurfacing and restriping. This has become a safety issue. We also would request some type of parking lot covered roof area in the lab for our new shop lab vehicles to protect them from the weather. Our industry partners have commented on the current condition of our new shop training vehicles. To protect the condition of the vehicles they need a cover from the elements. Our industry partners expect us to take care of the new vehicles that are donated to support our student success. We would ask for financial support for this project from the administration. One possibility is to attach solar panels that would be mounted on top of the roof to help offset the electrical cost for the ATAS building. We hope that the administration will address these requests immediately for our student and staff safety.

F. Marketing and Outreach Needs

The department participates in campus-sponsored events such as family night, senior day, student welcome day, etc. We also send out mailers to the over 40 local Orange County high school campuses in South Orange County. These mailers include class offerings, times and dates of instruction. We also provide fliers to our industry partners for their technicians that need BAR certified update courses, advanced technical training or just a course on a subject area need. We also participate in articulation agreements with our local high schools. Some high schools still offer automotive technology as part of their current curriculum. Some do not. Articulated high school students who meet the requirements enroll in our program which provides students with college credit for our Auto 100 Automotive Fundamentals course. Members of our staff support our local high schools by

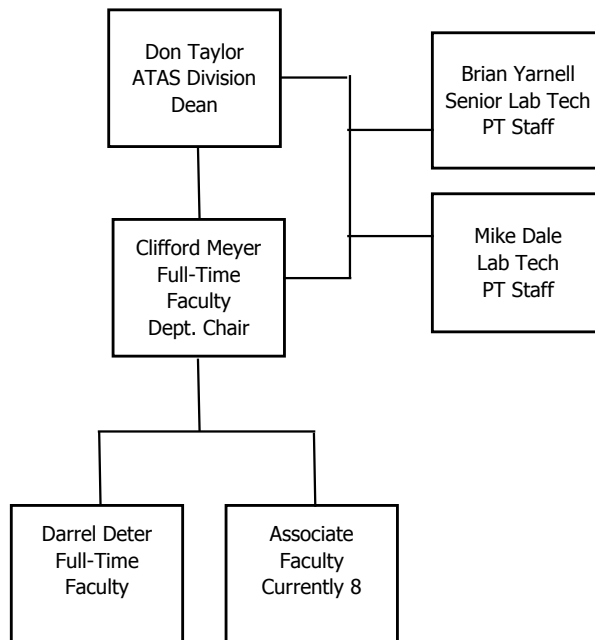
being members of their automotive advisory committee. Further outreach activities to high schools would be beneficial, as well as better utilization of campus marketing venues. At this time we accomplish these outreach and marketing programs by using Perkins funding. We would ask that the administration provide additional funds for our outreach efforts.

Section IV: Appendices

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. Program Level - SLO Assessment Data**
- D. Data Sets**

A. Program Organizational Chart

Saddleback College Advanced Technology & Applied Science Division Automotive Technology Organization Chart



B. Five Year Staffing Chart

Employee Type		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
PART-TIME	Anderson, Vicky	1					
	Bashor, Bob	1	1				
	Bell, Ron	1					
	Boswell, Glen					1	
	Cinar, Renee		1	1	1	1	1
	Clark, Danyel		1	1	1	1	1
	Demmon, Robert	1	1	1	1	1	1
	Dhillon, Raj						1
	Gibbon, Kevin				1		
	Moir, Casey			1	1	1	1
	Pollizzi, Vincent						1
	Welch, Kenneth	1	1	1	1	1	1
	Yarnall, Brian	1		1			
	Total	6	5	6	6	6	7
Total	6	5	6	6	6	7	

C. Program Level - SLO Assessment Data

AUTOMOTIVE TECHNOLOGY May 2011

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>Saddleback College Mission: Vocational Certificates of Achievement and Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions (Vocational and Occupational Education).</p> <p>Automotive Technology Goal:</p> <p>To prepare students to be employed in the automotive industries by providing high-quality courses and certificate programs that allow students to complete their educational goals.</p>	<p>1. Graduates of the Automotive Technology Program will be successfully employed in the local industry.</p>	<p>1. 70% of the responding graduates of the Automotive Technology Program will report employment in the field on the Graduating Student Survey administered at the time of certificate completion. We administered questions to students who were filing for certificates of completion and or graduating.</p>	<p>1. 97% of responding students are employed in the automotive field. These results are from fall 2010 and spring 2011 semesters.</p>	<p>1. Even though we have met our objective, we will continue to monitor our students' placement with local industry partners. Our current goal is to increase the number of students in CWE co-operative work experience training with our local industry partners.</p>

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
	<p>2. Graduates of the Automotive Technology Program will have industry specific skills.</p>	<p>2. In each course students will complete course level SLO's to assess ASE certification in a specific skill area. 80% of the students will score a passing grade of "C" in all skill areas.</p>	<p>2. During the 2010 – 2011 school year imbedded student level objectives in the exams or during lab activities were calculated. Seven hundred eighty students completed the course level SLO's in all classes. Of those students 73% scored a "C" or higher.</p>	<p>2. The results of the embedded questions did not meet the expected outcomes. The department has met to evaluate our course materials and assess instruction that needs to be augmented. All courses will give additional testing during the semester to evaluate student learning. Lecture and lab activities will be adjusted to meet the student learning outcomes.</p>

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
	<p>3. Employers of the Automotive Technology Program students in the South Orange County area will be satisfied with the education received by their employees.</p>	<p>3. 90% of the respondents to an Employer Survey conducted every 2 years by the Automotive Technology department will respond that they are satisfied and would continue to employ current students and graduates of our program.</p>	<p>3. Industry partners were surveyed in May 2011. Survey results indicate that 100% of our local industry partners are very satisfied with our students.</p>	<p>3. In addition to meeting our objectives, the survey results indicate a major demand for entry level technicians in the South Orange County area.</p> <p>The auto tech department advisory committee is made up of local industry partners. We will continue to meet at least two times each year to review current employee and industry trends. We will continue to place our students with our industry partners.</p>

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
	<p>4. Students will be prepared for gainful employment in the automotive industry as an automotive technician.</p>	<p>4. 90% of the respondents to the student survey conducted will respond that the auto tech department prepared them to continue their education or for gainful employment.</p>	<p>4. 81% of the 108 student respondents indicated that we prepared them to work as an automotive technician.</p>	<p>4. The results of this survey will be used to improve the education process in the classroom and lab.</p>

**Automotive Technology
Program Review Data Set
October 2011**

Automotive Technology Program Review Data Set

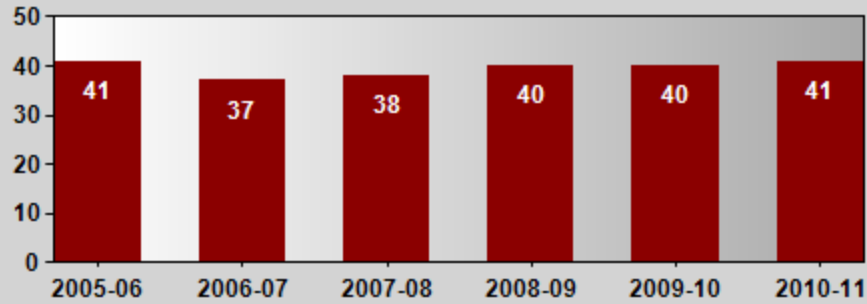
The following pages include:

- 1. Course Section Count**
- 2. C1 & End of Term Headcount**
- 3. Overview of Courses, Grades, Success/Retention**
- 4. Course Grades, Success/Retention**
- 5. Automotive Technology Program Students' Duplicated Headcount**
 - a. Gender**
 - b. Zip Code**
 - c. Age Groups**
 - d. Ethnicity**
 - e. Educational Goal**
- 6. Certificates Awarded**

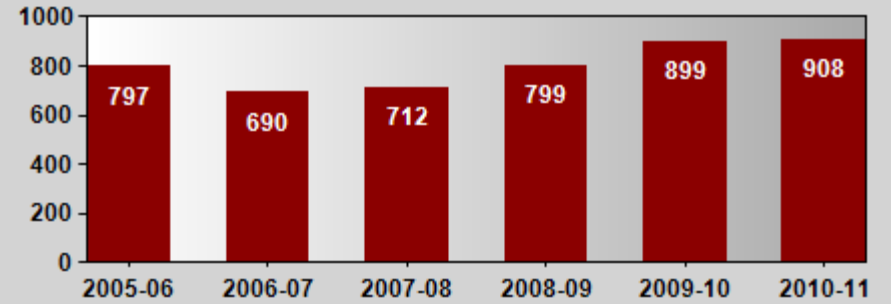
**Data Source: SOCCCD Management Information System (MIS) Data
Warehouse October 2011**

**Prepared by Denice Inciong, Research and Planning Analyst, Saddleback
College**

Section Counts (D-G Tickets Excluded)



Enrollment Counts (Section Census)



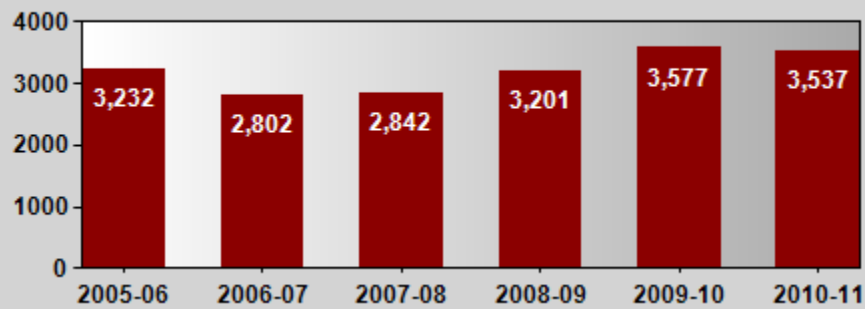
Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	11	9	10	11	12	13
AUTO 101	3	2	2	2	2	2
AUTO 102	2	1	1	1	1	1
AUTO 103	1	1	1	1	1	1
AUTO 104 A	1	2	1	1	1	1
AUTO 104 B	1	2	1	1	1	1
AUTO 105	1	1	1	1	1	1
AUTO 106 A	2	1	1	1	1	1
AUTO 106 B	1	1	1	1	1	1
AUTO 107	1	1	1	1	1	1
AUTO 108	2	1	2	1	1	1
AUTO 109	2	1	1	1	1	1
AUTO 189	1	1	2	3		
AUTO 200			1	1	1	1
AUTO 201			1	1	1	1
AUTO 202			1	1	1	

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	261	201	247	281	321	330
AUTO 101	78	46	52	53	45	51
AUTO 102	48	23	21	25	31	30
AUTO 103	31	24	27	27	30	27
AUTO 104 A	26	43	22	25	25	23
AUTO 104 B	23	30	20	23	21	19
AUTO 105	20	22	24	23	24	22
AUTO 106 A	47	25	30	28	29	28
AUTO 106 B	24	24	26	25	27	29
AUTO 107	21	22	16	19	23	22
AUTO 108	29	16	33	8	22	24
AUTO 109	37	17	11	8	18	14
AUTO 189	16	15	29	64		
AUTO 200			9	4	17	20
AUTO 201			18	15	23	19
AUTO 202			16	7	20	

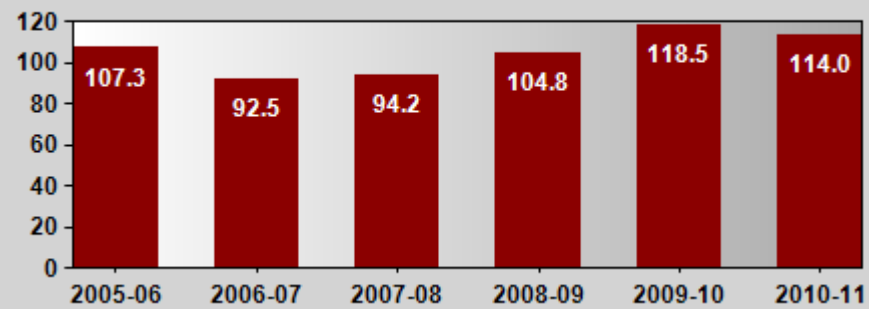
AUTO 204	2	2	2	2	2	2
AUTO 205	3	4	2	1	1	2
AUTO 207		2	2	1	2	2
AUTO 220		2	2	2	2	1
AUTO 226					2	1
AUTO 227						1
AUTO 228					1	1
AUTO 229						1
AUTO 289		1		3	1	1
AVIA 110	3					
CWE 168	2	1	2			
CWE 169	2	1				
CWE 180				2	2	2
Total Sections	41	37	38	40	40	41

AUTO 204	35	23	36	37	32	31
AUTO 205	48	71	27	21	23	50
AUTO 207		43	24	15	45	45
AUTO 220		29	23	26	37	18
AUTO 226					39	24
AUTO 227						14
AUTO 228					24	21
AUTO 229						24
AUTO 289		16		64	23	22
AVIA 110	53					
CWE 168			1			
CWE 169						
CWE 180				1		1
Total Enrollments	797	690	712	799	899	908

Weekly Student Contact Hours (Section Census)



FT Equivalent Students (Section Census)



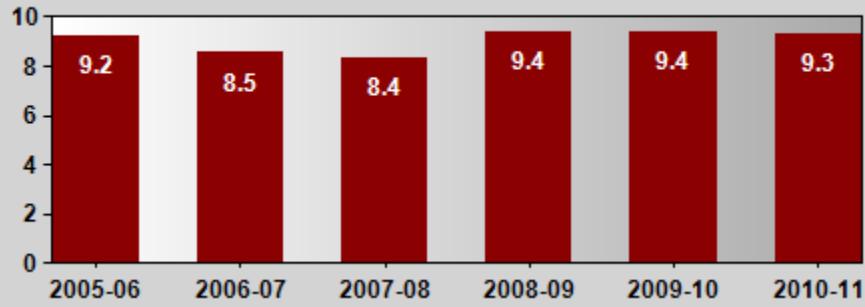
Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	1,044	804	988	1,124	1,284	1,320
AUTO 101	312	184	208	212	180	204
AUTO 102	192	92	84	100	124	120
AUTO 103	124	96	108	108	120	108
AUTO 104 A	208	344	176	200	200	184
AUTO 104 B	184	240	160	184	168	152
AUTO 105	80	88	96	92	96	88
AUTO 106 A	188	100	120	112	116	112
AUTO 106 B	96	96	104	100	108	116
AUTO 107	84	88	64	76	92	88
AUTO 108	116	64	132	32	88	96
AUTO 109	148	68	66	48	108	84
AUTO 189	32	30	29	104		
AUTO 200			18	8	34	40
AUTO 201			72	60	92	76

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	34.4	26.8	32.9	37.4	42.7	40.1
AUTO 101	10.4	6.1	6.9	7.1	6	6.8
AUTO 102	6.4	3.1	2.8	3.3	4.1	4
AUTO 103	4.1	3.2	3.6	3.6	4	3.6
AUTO 104 A	6.9	11	5.9	6.7	6.7	6.1
AUTO 104 B	6.1	7.7	5.3	6.1	5.6	5.1
AUTO 105	2.7	2.9	3.2	3.1	3.2	2.9
AUTO 106 A	6.3	3.3	4	3.7	3.9	3.7
AUTO 106 B	3.2	3.2	3.5	3.3	3.6	3.9
AUTO 107	2.8	2.9	2.1	2.5	3.1	2.9
AUTO 108	3.9	2.1	4.3	1.1	2.9	3.2
AUTO 109	4.9	2.3	2.2	1.6	3.6	2.8
AUTO 189	1.2	1	.9	3.4		
AUTO 200			.5	.2	1.2	1.6
AUTO 201			2.4	2	3.1	2.5

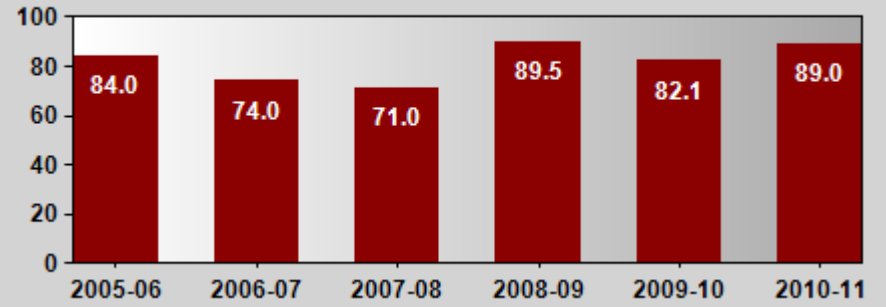
AUTO 202			64	28	80	
AUTO 204	140	92	144	148	128	124
AUTO 205	72	107	41	32	35	75
AUTO 207		129	72	45	135	135
AUTO 220		116	92	104	148	72
AUTO 226					78	48
AUTO 227						42
AUTO 228					48	42
AUTO 229						96
AUTO 289		64		280	115	110
AVIA 110	212					
CWE 168			5			
CWE 169						
CWE 180				5		5
Total WSCH	3,232	2,802	2,842	3,201	3,577	3,537

AUTO 202			2.1	.9	2.7	
AUTO 204	4.7	3.1	4.8	4.9	4.3	4.1
AUTO 205	2.3	3.4	1.3		1.1	2.4
AUTO 207		4.3	2.4	1.5	4.5	4.5
AUTO 220		3.9	3.1	3.5	4.9	2.4
AUTO 226					2.5	1.7
AUTO 227						1.4
AUTO 228					1.5	1.5
AUTO 229						3.2
AUTO 289		2.1		8.8	3.3	3.4
AVIA 110	7.1					
CWE 168						
CWE 169						
CWE 180						
Total FTES	107.3	92.5	94.2	104.8	118.5	114.0

FT Equivalent Faculty



Non-Contract Hours (OSH)



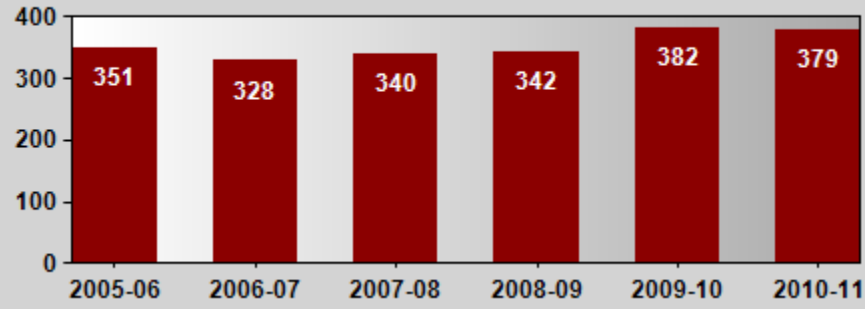
Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	2.86	2.34	2.6	2.86	3.12	3.38
AUTO 101	.72	.48	.48	.48	.48	.48
AUTO 102	.48	.24	.24	.24	.24	.24
AUTO 103	.24	.24	.24	.24	.24	.24
AUTO 104 A	.48	.96	.2	.48	.48	.48
AUTO 104 B	.48	.74	.48	.48	.48	.24
AUTO 105	.24	.24	.24	.24	.24	.24
AUTO 106 A	.52	.2	.26	.26	.26	.26
AUTO 106 B	.26	.26	.26	.26	.26	.26
AUTO 107	.24	.24	.24	.24	.24	.24
AUTO 108	.48	.24	.48	.24	.24	.24
AUTO 109	.54	.27	.38	.38	.38	.38
AUTO 189	.12	.12	.12	.31		
AUTO 200			.12	.12	.12	.12
AUTO 201			.24	.24	.24	.24

Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	32	26	29	35	37	41
AUTO 101			4	2	2	2
AUTO 102	4	2				
AUTO 103		2	2		2	2
AUTO 104 A	6	13			5	5
AUTO 104 B	6	9	5	5		
AUTO 105	4	4	4	4	4	4
AUTO 106 A	2		1			1
AUTO 106 B	1			1	1	
AUTO 107	4	4	4	4	4	4
AUTO 108	4	2	6	4	2	
AUTO 109			2	6	1	2
AUTO 189	1		2	5		
AUTO 200					2	2

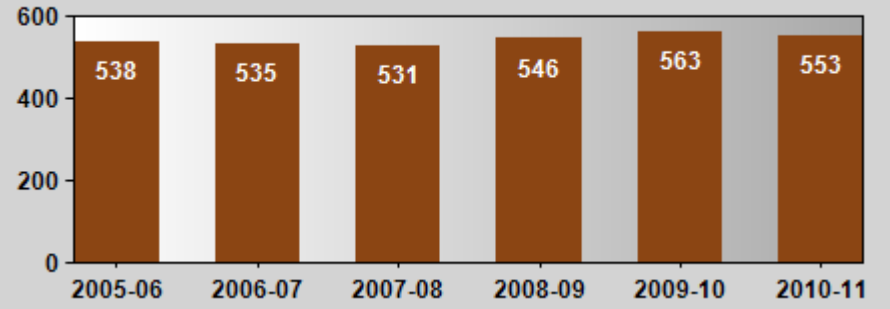
AUTO 202			.24	.24	.24	
AUTO 204	.48	.48	.48	.48	.48	.48
AUTO 205	.27	.36	.18	.09	.09	.18
AUTO 207		.4	.4	.2	.4	.4
AUTO 220		.48	.48	.48	.48	.24
AUTO 226					.26	.13
AUTO 227						.2
AUTO 228					.12	.12
AUTO 229						.25
AUTO 289		.24		.8	.28	.28
AVIA 110	.81					
CWE 168						
CWE 169						
CWE 180						
Total FTEF	9.22	8.53	8.36	9.36	9.37	9.32

AUTO 201						2	4
AUTO 202				2			
AUTO 204	4	4	2	6	2	4	4
AUTO 205	4	5		2			3
AUTO 207		3	6	3	6	6	6
AUTO 220			2			4	
AUTO 226						2	
AUTO 227							
AUTO 228						1	
AUTO 229							4
AUTO 289				13	5	5	5
AVIA 110	12						
CWE 168							
CWE 169							
CWE 180							
Total OSH	84	74	71	90	82	82	89

Productivity (WSCH / FTEF)



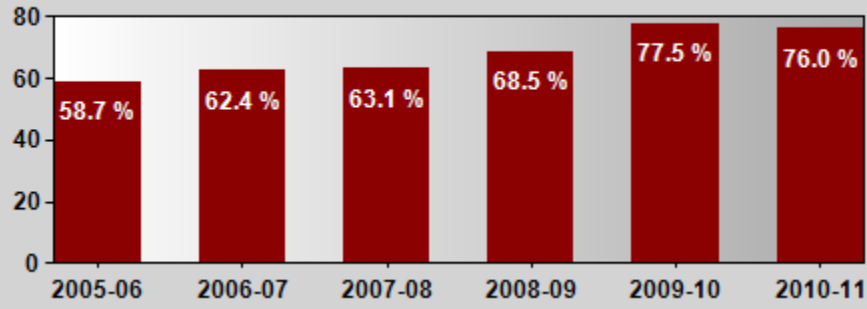
Productivity for Saddleback College



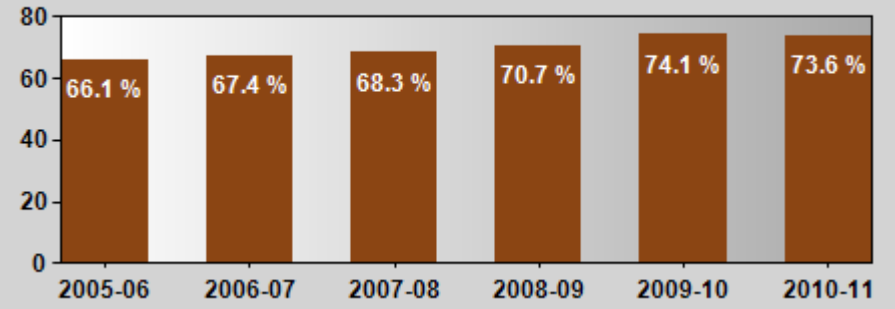
Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	365	344	380	393	412	391
AUTO 101	433	383	433	442	375	425
AUTO 102	400	383	350	417	517	500
AUTO 103	517	400	450	450	500	450
AUTO 104 A	433	358	880	417	417	383
AUTO 104 B	383	324	333	383	350	633
AUTO 105	333	367	400	383	400	367
AUTO 106 A	362	500	462	431	446	431
AUTO 106 B	369	369	400	385	415	446
AUTO 107	350	367	267	317	383	367
AUTO 108	242	267	275	133	367	400
AUTO 109	274	252	174	126	284	221
AUTO 189	267	250	242	334		
AUTO 200			150	67	283	333
AUTO 201			300	250	383	317
AUTO 202			267	117	333	

AUTO 204	292	192	300	308	267	258
AUTO 205	267	296	225	350	383	417
AUTO 207		323	180	225	338	338
AUTO 220		242	192	217	308	300
AUTO 226					300	369
AUTO 227						210
AUTO 228					400	350
AUTO 229						384
AUTO 289		267		350	411	393
AVIA 110	262					
CWE 168						
CWE 169						
CWE 180						
Productivity	351	328	340	342	382	379

Course Fill Rates at Section Census



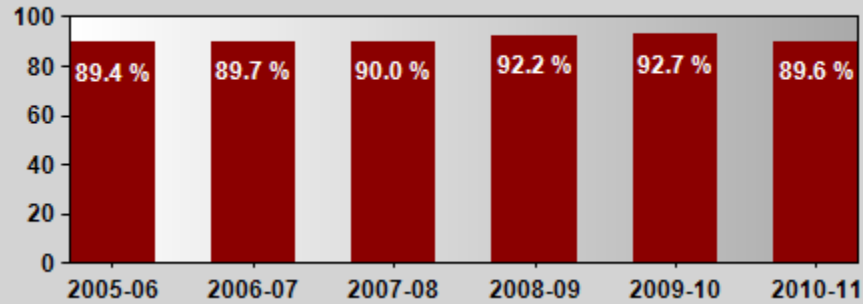
Course Fill Rates for Saddleback College



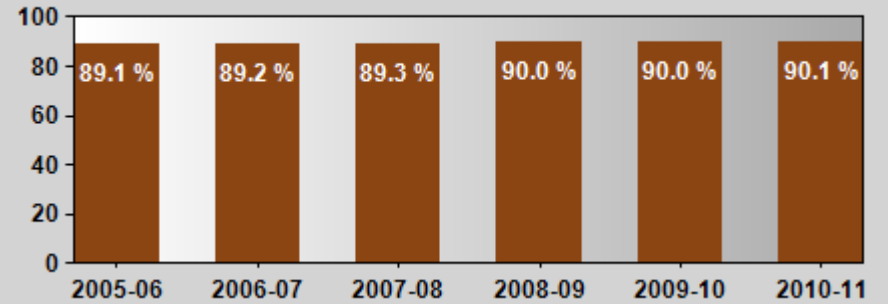
Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	84.7	79.8	88.2	91.2	95.5	90.7
AUTO 101	57.8	51.1	57.8	58.9	50	56.7
AUTO 102	53.3	51.1	46.7	55.6	68.9	66.7
AUTO 103	68.9	53.3	60	108	120	108
AUTO 104 A	130	107.5	110	125	125	115
AUTO 104 B	115	75	100	115	105	95
AUTO 105	44.4	48.9	53.3	51.1	53.3	48.9
AUTO 106 A	97.9	104.2	125	116.7	120.8	116.7
AUTO 106 B	120	120	130	125	135	145
AUTO 107	46.7	48.9	35.6	42.2	51.1	48.9
AUTO 108	58	64	66	32	88	96
AUTO 109	77.1	70.8	45.8	33.3	75	58.3
AUTO 189	53.3	50	58	75.3		
AUTO 200			36	16	68	80
AUTO 201			72	60	92	76
AUTO 202			64	28	80	

AUTO 204	72.9	47.9	75	77.1	66.7	64.6
AUTO 205	53.3	59.2	45	70	76.7	83.3
AUTO 207		86	48	60	90	90
AUTO 220		60.4	47.9	54.2	77.1	75
AUTO 226					78	96
AUTO 227						56
AUTO 228					96	84
AUTO 229						96
AUTO 289		64		85.3	92	88
AVIA 110	39.3					
CWE 168			1.1			
CWE 169						
CWE 180				1.1		1.1
Course Fill Rates	58.7	62.4	63.1	68.5	77.5	76.0

Retention Rates



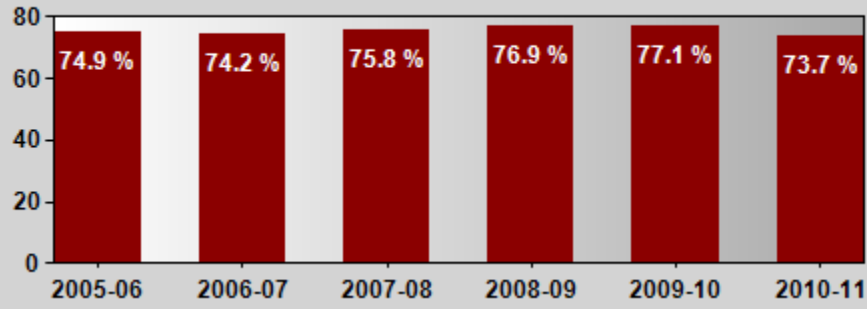
Retention Rates for Saddleback College



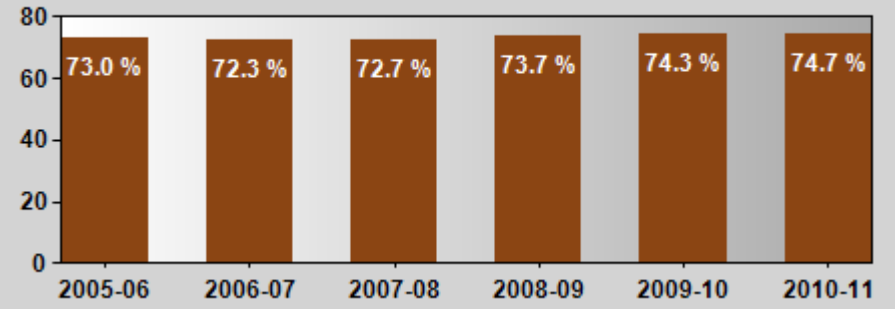
Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	85.3	87.4	90.3	89.6	92.4	88
AUTO 101	93.5	93.5	89.8	94.1	85.7	87.8
AUTO 102	84.4	82.6	100	96	100	93.1
AUTO 103	100	95.5	92.6	96.3	100	85.2
AUTO 104 A	92.3	94.9	95.5	100	100	91.3
AUTO 104 B	100	100	95	95.7	95.2	100
AUTO 105	94.4	90.5	77.3	91.3	91.7	90.9
AUTO 106 A	80	87.5	93.3	100	96.6	92.9
AUTO 106 B	95.7	87	96	96	96.3	93.1
AUTO 107	90.5	100	87.5	77.8	87	81.8
AUTO 108	96.4	75	90.6	100	85	95.7
AUTO 109	100	100	80	100	87.5	100
AUTO 189	100	100	91.7	92.4		
AUTO 200			81.8	100	100	94.7
AUTO 201			88.9	100	90.9	83.3
AUTO 202			82.4	100	87.5	

AUTO 204	94.1	95.5	97.2	91.7	96.8	86.2
AUTO 205	85.2	91.8	92.3	90.5	96	96
AUTO 207		69	73.9	84.6	86.4	81.8
AUTO 220		93.1	81.8	96	88.6	75
AUTO 226					94.9	94.7
AUTO 227						83.3
AUTO 228					100	90.5
AUTO 229						100
AUTO 289		93.8		88.9	85.7	95.2
AVIA 110	83.7					
CWE 168			100			
CWE 180				100		100
Retention Rate	89.4	89.7	90.0	92.2	92.7	89.6

Success Rates

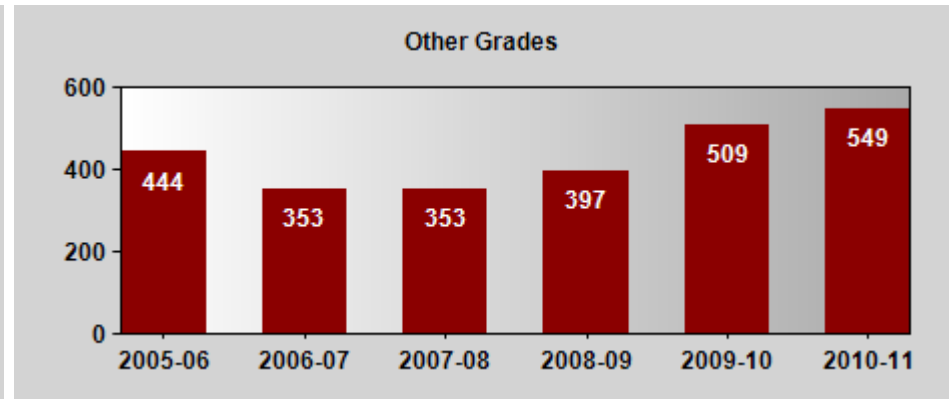
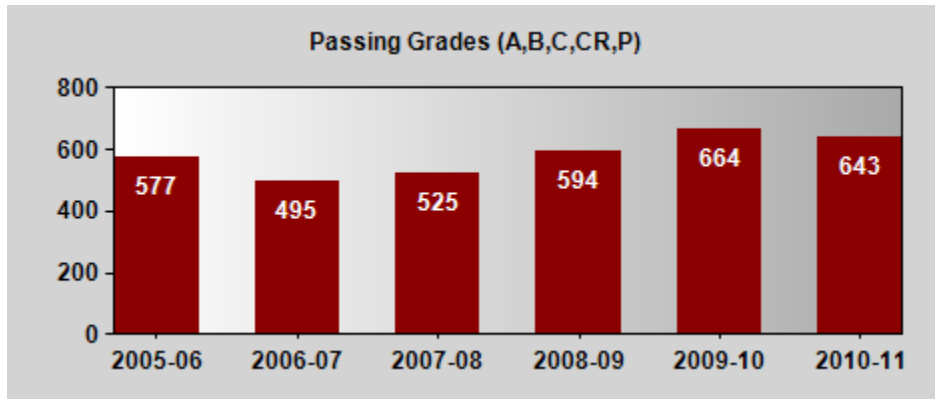


Success Rates for Saddleback College



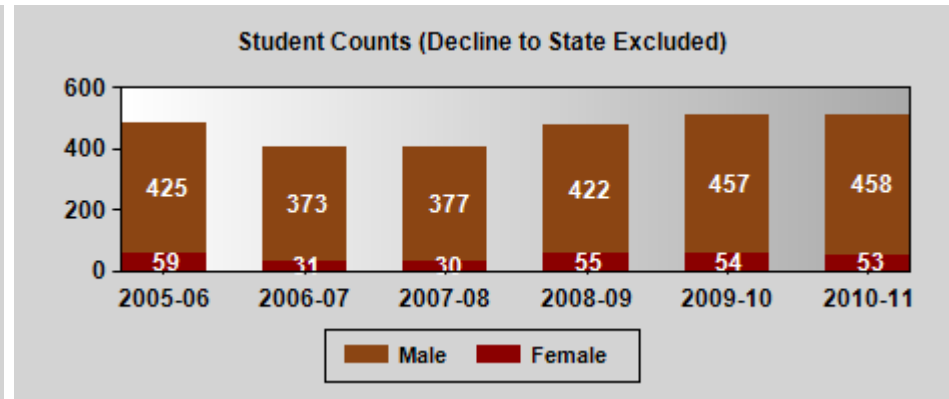
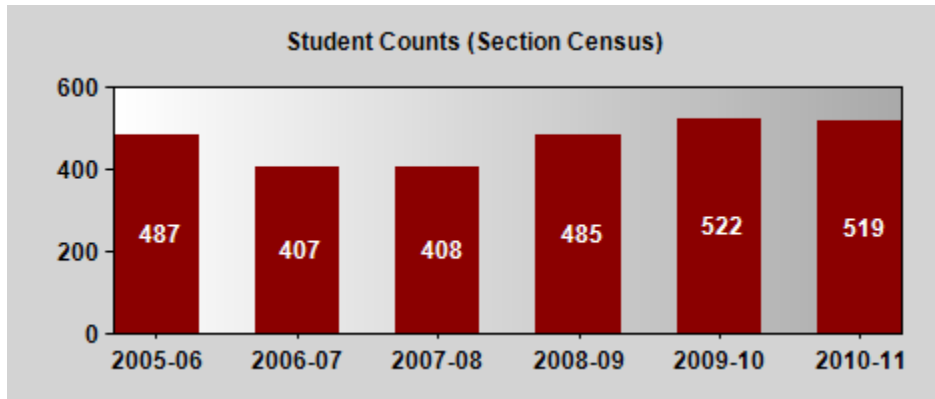
Course ID	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
AUTO 100	69.4	68.4	74.2	73.1	70.6	65.5
AUTO 101	83.1	80.4	79.6	74.5	76.2	79.6
AUTO 102	71.1	60.9	90.0	92.0	83.3	82.8
AUTO 103	96.7	86.4	66.7	74.1	86.7	74.1
AUTO 104 A	88.5	92.3	86.4	96.0	91.7	73.9
AUTO 104 B	95.7	96.7	85.0	82.6	90.5	66.7
AUTO 105	61.1	71.4	54.5	87.0	87.5	86.4
AUTO 106 A	66.7	58.3	73.3	65.4	75.9	85.7
AUTO 106 B	78.3	65.2	84.0	64.0	81.5	82.8
AUTO 107	76.2	80.0	75.0	61.1	78.3	77.3
AUTO 108	92.9	75.0	84.4	75.0	70.0	87.0
AUTO 109	89.2	62.5	80.0	71.4	81.3	92.3
AUTO 189	86.7	100.0	83.3	90.9	0.0	0.0
AUTO 200	0.0	0.0	81.8	71.4	88.2	78.9
AUTO 201	0.0	0.0	72.2	92.9	90.9	83.3
AUTO 202	0.0	0.0	64.7	100.0	81.3	0.0

AUTO 204	76.5	95.5	83.3	80.6	87.1	86.2
AUTO 205	81.5	90.4	92.3	81.0	96.0	96.0
AUTO 207	0.0	42.9	43.5	46.2	65.9	45.5
AUTO 220	0.0	65.5	63.6	76.0	77.1	56.3
AUTO 226	0.0	0.0	0.0	0.0	74.4	68.4
AUTO 227	0.0	0.0	0.0	0.0	0.0	58.3
AUTO 228	0.0	0.0	0.0	0.0	72.7	81.0
AUTO 229	0.0	0.0	0.0	0.0	0.0	79.2
AUTO 289	0.0	56.3	0.0	74.6	76.2	90.5
AVIA 110	40.8	0.0	0.0	0.0	0.0	0.0
CWE 168	0.0	0.0	85.7	0.0	0.0	0.0
CWE 180	0.0	0.0	0.0	100.0	0.0	100.0
Success Rate	74.9	74.2	75.8	76.9	77.1	73.7



Passing Grades	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
A	203	191	173	210	250	259
B	241	201	212	227	243	228
C	119	89	128	147	153	140
CR	14	14	12	10		
P					18	16
Total	577	495	525	594	664	643

Other Grades	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
D	40	30	40	41	43	40
DR	251	181	185	219	312	319
F	69	72	58	74	88	98
NC	2	1	1	3		
NP					3	1
W	82	69	69	60	63	91
Total	444	353	353	397	509	549



Age Group	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1. Below 18	22	20	22	22	18	13
2. 18-21	258	219	226	279	309	311
3. 22-29	97	74	70	89	108	110
4. 30-39	44	33	37	32	32	32
5. 40-49	43	36	30	25	22	19
6. 50-59	13	18	19	24	24	18
7. Over 59	10	7	4	14	9	16
Total Students	487	407	408	485	522	519

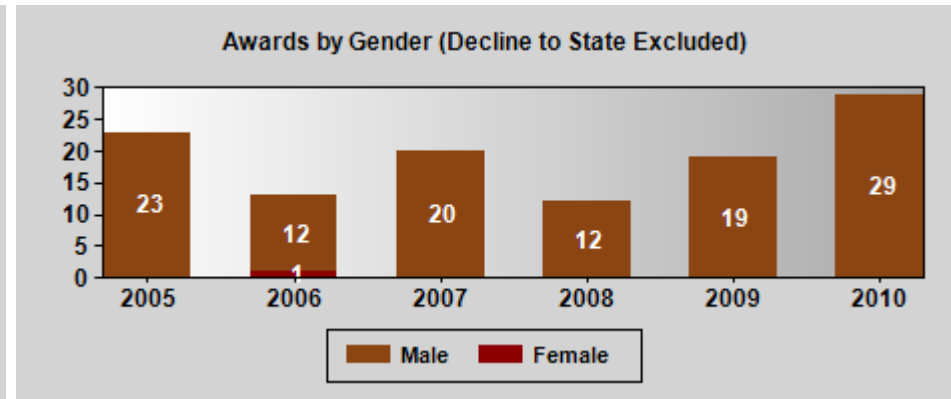
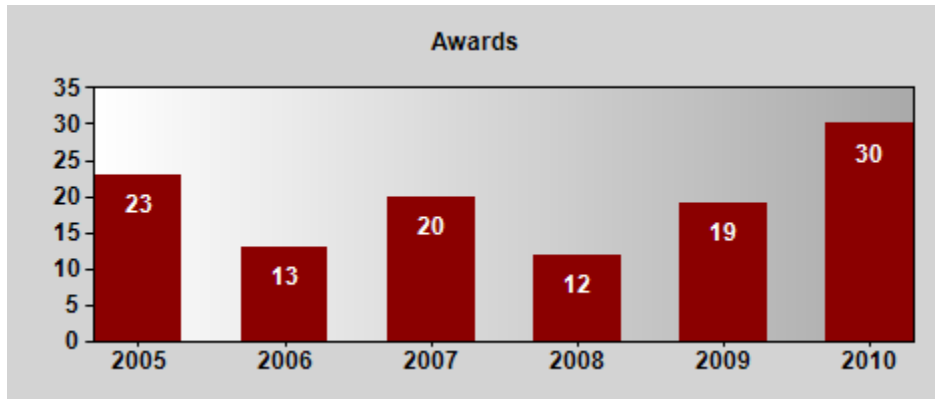
Student Counts by Ethnicity

Ethnicity	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
White, Non-Hispanic	228	193	195	266	281	289
Mexican, Chicano, Mexican-American	51	66	73	63	66	79
Decline to state	99	71	59	55	44	27
Mixed Ethnicity	21	10	11	22	42	53
Other Hispanic	10	6	11	15	19	13
Filipino	13	7	8	15	9	9
Vietnamese	8	7	8	3	8	7
Chinese	6	8	7	4	8	3
South American	7	7	5	2	8	3
American Indian, Alaskan Native	7	6	3	4	7	4
Korean	6	5	4	5	3	5
Black, African-American	3	3	3	6	5	7
Central American	3	8	3	4	4	4
Other Non-White	5	3	7	5	3	2
Other Asian	2	3	2	8	7	2
Japanese	3	1	2	5		5
Middle Eastern	8	1	2		2	1
Indian Sub-Continent	5		3	1	1	3
Other Pacific Islander		1	1	1	2	2
Pacific Islander; Hawaiian	2	1	1		1	

Pacific Islander; Guamanian				1	1	
Pacific Islander; Samoan					1	
Cambodian						1
Total Students	487	407	408	485	522	519

Student Counts by Educational Goal

Educational Goal	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Obtain a Bachelor's degree after Assoc.	98	78	84	117	144	135
Undecided on goal	70	69	78	84	89	85
Prepare for a new career	87	49	41	34	42	43
Obtain a voc certificate w/o transfer	24	28	35	36	44	38
Personal Development	55	20	27	29	24	18
Advance in current job/career	28	35	30	31	23	25
Obtain a Bachelor's degree w/o Assoc.	19	23	18	34	29	31
Discover/develop career interests	25	26	26	20	21	17
Obtain two-year voc. degree w/o transfer	19	12	20	25	20	22
Obtain a voc certificate and transfer	28	20	15	18	20	11
Maintain license	14	16	7	23	24	21
Improve basic skills	9	22	20	18	16	20
Obtain a non-voc degree w/o transfer	5	4	3	9	13	24
Complete credits for HS diploma or GED	6	4	4	5	7	6
4 yr col std taking crs to meet 4 yr requirements				2	6	23
		1				
Total Students	487	407	408	485	522	519



Awards by Age Group	2005	2006	2007	2008	2009	2010
2.18-21	9	3	6	7	1	6
3.22-29	12	9	7	5	13	12
4.30-39	1		3			7
5.40-49	1	1	3		4	1
6.50-59			1		1	1
7.Over 59						3
Total Awards	23	13	20	12	19	30

Awards by Major	2005	2006	2007	2008	2009	2010
AUTOMOTIVE CHASSIS SPECIALIST	6	3	4	1	4	5
Automotive Engine Performance Specialist			4	4	2	2
AUTOMOTIVE ENGINE SERVICE SPECIALIST	6	2	8	3	6	7
AUTOMOTIVE TUNE-UP SPECIALIST	5	5				

GENERAL AUTOMOTIVE MECHANIC		3				
General Automotive Technician	6		4	4	7	16
Total Awards	23	13	20	12	19	30
Award Type	2005	2006	2007	2008	2009	2010
Associate in Arts	1	1		1	1	4
Associate in Science		1	2	3	1	3
Certificate of Achievement	22	11	18	8	17	23
Total Awards	23	13	20	12	19	30

Employee Type		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
PART-TIME	Anderson, Vicky	1					
	Bashor, Bob	1	1				
	Bell, Ron	1					
	Boswell, Glen					1	
	Cinar, Renee		1	1	1	1	1
	Clark, Danyel		1	1	1	1	1
	Demmon, Robert	1	1	1	1	1	1
	Dhillon, Raj						1
	Gibbon, Kevin				1		
	Moir, Casey			1	1	1	1
	Pollizzi, Vincent						1
	Welch, Kenneth	1	1	1	1	1	1
	Yarnall, Brian	1		1			
	Total	6	5	6	6	6	7
Total	6	5	6	6	6	7	