

CTE Full Review

PALO VERDE COLLEGE

AUTOMOTIVE TECHNOLOGIES REPORTING FALL 2014 TO SPRING 2018

1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.” PVC Mission Statement 01/2016

- a. Describe the purpose of program and its mission.

The purpose of the Automotive Technology Program is to provide students with the necessary skills to work in an ever-expanding field. To this end, the Automotive Technology Program provides students with basic, entry-level skills, professional development opportunities for working technicians, and certification and degree options.

Program courses are available to students enrolled in AUT certificate and degree programs, as well as other College programs and certificates. AUT courses are also available to others seeking to acquire or upgrade automotive literacy skills for personal or career reasons. The AUT department also works collaboratively with Palo Verde High School to offer courses in the AUT field to qualified high school students during their traditional school day through concurrent enrollment.

The mission of the program is to promote rigorous curriculum and instruction, focusing on the technological components of automotive systems as well as the complete identification and diagnosis of automotive systems leading to certificate and degree completion and employment.

Associate of Science (Occupational) Automotive:

The Associate of Science in Automotive Technology is a two-year course of study designed to prepare students intending either to continue study at a technical school, or to enter the workforce.

Certificate in Automotive Technology:

The certificate in Automotive Technology is an 18 unit course of study designed to prepare students with the theory and practical skills necessary for entry-level employment as automotive technicians. Students will learn the operation, maintenance, and repair of all

types of vehicles.

Certificate of Preparation in Automotive Technology:

The Certificate of Preparation in Automotive Technology is a 9 unit course of study designed to prepare students with the theory needed to pursue additional education in Automotive Technology. This certificate was designed for the correspondence education modality in mind and currently is being pursued by many incarcerated students.

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

The Automotive Technology Program at Palo Verde College has made significant changes since the last two year update and full review of its program. The Automotive Program now offers a certificate of preparation through correspondence modality in Automotive Technology. Students who were unable to attend “Brick and Mortar” courses at Palo Verde College, as well as incarcerated students were able to pursue entry level theory based course leading to a certificate in Automotive Technology. Recently, the CDCR has removed all AUT CTE courses from being offered at their institutions. This has drastically affected all AUT CTE programs that offer Certificate and Degree programs to incarcerated students.

The AUT instructor also has been a part of Perkins I-C Funding, CTE Transitions funding, and Strong Workforce Funding. Strong Workforce funding has led to a new AUT program at Needles H.S. as well the purchase of equipment and supplies needed in order to have an industry leading program.

- c. How does the program support the College Mission?

The program supports the overall mission of the College by providing high quality programming in a particular vocational area. AUT courses provide an opportunity for lifelong learning in that they offer the opportunity for professional development and certification to working technicians. In addition, the Automotive Technology Program offers training that is career oriented and supports the mission “Palo Verde College provide an exemplary learning environment with high quality educational programs and services. It promotes student success, lifelong learning and community development. Our goal is to create better futures for our students and our community.”

2. POPULATION(S) SERVED

- a. Describe the populations served by the program, identifying special populations, if any.

The Automotive program is open to all interested Palo Verde High School and Palo Verde College District students. Until this review it was also available for students enrolling in

correspondence education including incarcerated students. During the day, the program serves both high school students and adult students, while during the evening; the program serves primarily adult students.

The Automotive Technology program serves two important and special populations. First, the program offers credit courses to high school students who have an interest in vocational education, whether they see Palo Verde College's program as preparatory or terminal. The opportunity to gain automotive skills for entry into the workforce or as part of a certificate program is not provided in the community through other agencies. Second, the program provides continuing education to working technicians. That training is not offered in the community through other agencies. In these two cases, the College serves an unmet community need.

- b. Describe other populations that should be served by the program and identify plans for serving them in the future.

While the Automotive program does serve students of varying needs and interest, the program could enroll a greater number of working, adult students. Faculty identify that this population is currently underserved. The Automotive Program will continue to attempt to serve incarcerated students through the new courses and certificates designed for these students. The AUT program plans to begin offering to incarcerated students at prisons that are not ran by the CDCR.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

- a. Describe progress in achieving each goal outlined in the previous CTE Update, providing evidence documenting such achievements.
 - **Continue offering concurrent enrollment courses:** During this program review cycle, the AUT program has increased the number of courses available to concurrently enrolled students. In addition, the AUT program now allows High School Sophomores to enroll in the courses.
 - **Continue offering transportation to concurrently enrolled students:** Bussing is still provided by PVC for concurrently enrolled students.
 - **Need for continued funding:** The AUT program continues to be funded by various sources such as Perkins I-C and Strong Workforce.
- b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.

N/A

4. DEMAND FOR THE PROGRAM

Is the demand for the program high, adequate, or low? Support your answer with labor market data, advisory input, etc.

Regional Labor Market Data Assessment: Desert/Inland Empire Region 2016

SOC	SOC Title	2015 Jobs	5-Yr Change	5-Yr % Change	Annual Replacements	Annual Openings
49-9071	Maintenance and Repair Workers, General	13,051	1,248	10%	368	618
49-3023	Automotive Service Technicians and Mechanics	10,907	764	7%	309	462
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	4,317	491	11%	80	179
49-1011	First Line Supervisors of Mechanics, Installers and Repairers	4,041	335	8%	86	153
49-9041	Industrial Machinery Mechanics	2,337	272	12%	67	122

**Regional Labor Market Assessment: Desert/Inland Empire Region. Michael Goss. Centers of Excellence. September 2016*

Data Sources

Labor market and educational supply data compiled in this report covers the Inland Empire region. Data were drawn from external sources, including the Economic Modeling Specialists, Inc., the California Community Colleges Chancellor's Office Management Information Systems Data Mart, and the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). Below is summary of the data sources found in this study.

The demand for the program continues as evidenced by the labor market demand in our region. In addition, the continued strong enrollment both by PVC students and PVHS students demonstrates how this program is in high demand. As there are more vehicles on the road each year, people trained in the AUT trade will continue to be a demand.

5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

- a. Cite relevant legislation, Chancellor's Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

The Palo Verde College AUT Department offers most of its AUT courses during the Palo Verde High School traditional school day. Students at PVHS can take college courses concurrently during their school day at no cost. These high school students typically make up 60-80% of the enrollment in these courses. For this reason, PVC will need to continue marketing their programs to PVHS students and parents through events such as Career Day, Financial Aid events at PVHS Campus, and through other community events. Having a good working relationship with the Unified School District Administration and at the local high schools is vital to the success of this task. Transportation is typically paid for by Palo Verde College.

Continued support for transportation will be needed. Dialog regarding PVC's Calendar and the PV Unified School District Calendar will need to continue being addressed. Currently the

acting CTE Coordinator/Professional Technologies Division Chair has created an academic calendar which better addresses the needs and vision of each of the concurrent enrollment programs at Palo Verde College. Support from PVC Administration and PVHS Administration has already occurred. The goal is to get CTA support and implement the new academic calendar beginning Fall 2019.

- b. List and comment on the major strengths of the program.

The Major strengths of the department are as follows:

- Strong Workforce Funding leading to the implementation of an AUT program at Needles HS as well as the purchase of Electric Vehicles for the AUT program at PVC.
- Automotive faculty are flexible and adaptable, looking for opportunities to design and offer classes to meet student, community, and employee needs.
- Automotive faculty has a record of carefully sequencing program courses, ensuring that entering students can complete the program according to a reasonable timeline.
- Automotive Technology courses are directed toward the Automotive Technology Certificate and Degree and meet ASE standards.
- Course Outlines are updated on a regular basis to meet the industry and ASE standards.
- Course SLOs have been designed, implemented and assessed for all AUT courses.
- Having a dedicated full-time CTE counselor has been vital to the success of these tasks. Continued funding of this dedicated position is vital to all CTE programs offering concurrent instruction to local high school students.

- c. List and comment on the major weaknesses of the program.

N/A

6. CURRICULUM HISTORY

- a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

AUT 090 (Has not been offered in the last 8 semesters)
AUT 091
AUT 092
AUT 100
AUT 101
AUT 102
AUT 103
AUT 107
AUT 108
AUT 109
AUT 110
AUT 111
AUT 200

- b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

AUT 090, 091, & 092 were courses that were designed to support stock car racing and race preparation at the I-10 Speedway. Once the I-10 Speedway closed demand for these programs ceased. These courses are currently in the process of being inactivated.

7. COURSE SCHEDULING AND AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

During the time of this program review, the AUT program offered courses in the face-to-face modality and correspondence education modality. Through offering a variety of courses at different times or through various modalities students were able to benefit from what the AUT program at Palo Verde College offers. All of the AUT courses have been designed to be offered within the 2 year program cycle with many courses being offered each term or each year. This allows students to enter the AUT program at any time and still be able to complete their program of study within a 2 year time period.

Time will tell what the outcomes are for losing AUT correspondence education through the California Department of Corrections. Now community students and students looking for a course in AUT throughout the state in the correspondence modality will potentially not be able to complete the course or programs affected by this change due to lack of enrollment. Discussions and remediation plans are already being discussed for how the AUT Department will address these changes. Academic Senate, Curriculum Committee, and the Instruction Office all play a role in the future of these courses.

8. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 Automotive Technology A.S. Degree				
<i>Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences, and self-development in preparation for an occupation, and possible transfer to a four-year institution.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
AUT 100	N/A	76	71	N/A
AUT 101	N/A	87	88	N/A
AUT 200	N/A	92	92	N/A
Average % of Successful Students by Year	N/A	85	83.7	N/A

Average Percentage Program Learning Outcome #2 Automotive Technology A.S. Degree				
<i>Acquired knowledge and skills in AUT 200, demonstrating the proper procedure and techniques for diagnosing and rebuilding engines.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
AUT 100	N/A	100	100	N/A
AUT 111	N/A	100	100	N/A
AUT 200	N/A	75	78	N/A
Average % of Successful Students by Year	N/A	91.7	92.7	N/A

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes Automotive Technology A.S. Degree				
PROGRAM LEARNING OUTCOME	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
PLO #1	N/A	85	83.7	N/A
PLO #2	N/A	91.7	92.7	N/A
Average % of Successful Students by Year	N/A	88.35	88.2	N/A

Average Percentage Program Learning Outcome #1 Automotive Technology Certificate of Achievement				
<i>Acquired fundamental understanding of the principles and practices of automotive technology.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
AUT 101	N/A	87	82	N/A
AUT 102	N/A	76	80	N/A
AUT 110	N/A	100	94	N/A
Average % of Successful Students by Year	N/A	87.7	85.3	N/A

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes Automotive Technology Certificate of Achievement				
PROGRAM LEARNING OUTCOME	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
PLO #1	N/A	87.7	85.3	N/A
Average % of Successful Students by Year	N/A	87.7	85.3	N/A

Average Percentage Program Learning Outcome #1 Automotive Fabrication Certificate of Career Preparation				
<i>Acquired fundamental understanding of the rules an regulations of sanctioned stock car racing, safety, fabrication, and suspension setup.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
AUT 090		N/A	N/A	N/A
AUT 091	72	N/A	N/A	N/A
AUT 092	75	N/A	N/A	N/A
Average % of Successful Students by Year	73.5	N/A	N/A	N/A

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes Automotive Fabrication Certificate of Career Preparation				
PROGRAM LEARNING OUTCOME	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
PLO #1	73.5	N/A	N/A	N/A
Average % of Successful Students by Year	73.5	N/A	N/A	N/A

Average Percentage Program Learning Outcome #1 Automotive Technology Certificate of Career Preparation				
<i>Students will be able to demonstrate basic automotive safety practices, complete automotive procedures, and complete assignments pertaining to the automotive industry. Students will also have knowledge in the theory and operation of automotive electrical systems, the eight step diagnostic procedure, and the automotive transmission system.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
AUT 107	100	N/A	N/A	N/A
AUT 108	N/A	88	N/A	N/A
AUT 109	N/A	83	N/A	N/A
Average % of Successful Students by Year	100	85.5	N/A	N/A

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes Automotive Technology Certificate of Career Preparation				
PROGRAM LEARNING OUTCOME	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
PLO #1	100	85.5	N/A	N/A
Average % of Successful Students by Year	100	85.5	N/A	N/A

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
AUT Tech A.S. Degree	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AUT Tech. Cert. of Ach.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AUT Fab. Cert. of Prep.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AUT Tech. Cert. of Prep.	#1	AUT 107, AUT 108, & AUT 109	Decrease of 14.5%.	Continue to provide the students will challenging and real world lessons while providing meaningful	Progress Reports. Continue with same lessons.	High Success Rate in future course offerings	Fall 2014

				feedback on projects and lessons.			
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- a. List courses for which CLOs have not been assessed. Provide an explanation why assessment of these CLOs have not been performed.

The AUT Fabrication Certificate of Preparation stopped being offered due to closure of the I-10 Speedway. Currently these courses are being inactivated.

- b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

N/A

- c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

SLO assessment tools are measuring their intended SLO accurately. The AUT program will continue to use the same tools to measure SLOs.

- d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

We have found that through maintaining high quality programs that promote rigor, critical thinking, and independent inquiry into the AUT field that students have consistently met the goals set through the measureable SLOs identified for each course.

- e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

N/A

9. COURSE CURRENCY

- a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Date
AUT-090	12/10/2013
AUT-091	12/10/2013
AUT-092	12/10/2013
AUT-100	12/09/2014
AUT-101	12/09/2014
AUT-102	12/09/2014
AUT-103	12/09/2014
AUT-107	01/19/2016
AUT-108	01/19/2016
AUT-109	01/19/2016
AUT-110	12/09/2014
AUT-111	12/09/2014
AUT-200	12/09/2014
WEL-102	12/09/2014

- b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

AUT 090, 091, & 092 are being inactivated during the 2018-2019 academic year due to loss of enrollment when the I-10 Speedway closed. Other courses will be updated when they are no longer current.

10. PROGRAM AND COURSE COVERAGE

- a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
AUT-090	*Not Offered During this Time Period		
AUT-091	X		
AUT-092	X		
AUT-100	X		
AUT-101	X		
AUT-102	X		
AUT-103	X		
AUT-107	X		
AUT-108	X		
AUT-109	X		
AUT-110	X		
AUT-111	X		
AUT-200	X		

WEL-102	x		
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- b. Explain how effectively the program is served with the current coverage.

The program is effectively served by the current full-time instructor. In the event that course demand increases on the Needles H.S. campus, additional adjunct instructors may become needed.

- c. Describe plans to correct deficiencies, if any, in course and program coverage.

N/A

11. PROFESSIONAL DEVELOPMENT

- a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.

During the time addressed in this program review the full-time AUT instructor was involved in various professional development activities. These activities included involvement in Flex Days, Institute Days, Curriculum Committee, Academic Senate, and CTA. Some specific trainings included Keenan Sexual Harassment Training, CPR/First Aid, E-lumen Training, Universal Technical Institute in-service, and various meetings and presentations at the local unified school district. In addition, the full-time AUT instructor was involved in Electric Vehicle training through the Strong Workforce Grant.

- b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

N/A

12. STUDENT SUCCESSFUL COMPLETION & RETENTION

*Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP*

- a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

The Current Institutional Set Standard is: 70.1

Year	2014
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Completion	2014FA	2015SP
AUT-090	-	-
AUT-091	-	100%
AUT-092	89%	-
AUT-100	86%	-
AUT-101	65%	-
AUT-102	-	92%
AUT-103	-	86%
AUT-107	79%	-
AUT-108	-	-
AUT-109	-	56%
AUT-110	87%	-
AUT-111	82%	-
AUT-200	-	89%
WEL-102	88%	71%

Year	2014
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Completion	Correspondence	Face to Face	Online
AUT-090	-	-	-
AUT-091	-	100%	-
AUT-092	-	89%	-
AUT-100	-	86%	-
AUT-101	-	65%	-
AUT-102	-	92%	-
AUT-103	-	86%	-
AUT-107	79%	-	-
AUT-108	-	-	-
AUT-109	56%	-	-
AUT-110	-	87%	-
AUT-111	-	82%	-
AUT-200	-	89%	-
WEL-102	-	78%	-

Year	2015
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Completion	2015FA	2016SP
AUT-090	-	-
AUT-091	-	-
AUT-092	-	-
AUT-100	96%	-
AUT-101	95%	-
AUT-102	-	91%
AUT-103	-	95%
AUT-107	-	-
AUT-108	64%	29%
AUT-109	51%	24%
AUT-110	100%	-
AUT-111	94%	-
AUT-200	-	80%
WEL-102	-	84%

Year	2015
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Completion	Correspondence	Face to Face	Online
AUT-090	-	-	-
AUT-091	-	-	-
AUT-092	-	-	-
AUT-100	-	96%	-
AUT-101	-	95%	-
AUT-102	-	91%	-
AUT-103	-	95%	-
AUT-107	-	-	-
AUT-108	49%	-	-
AUT-109	39%	-	-
AUT-110	-	100%	-
AUT-111	-	94%	-
AUT-200	-	80%	-
WEL-102	-	84%	-

Year	2016
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Completion	2016FA	2017SP
AUT-090	-	-
AUT-091	-	-
AUT-092	-	-
AUT-100	85%	-
AUT-101	92%	-
AUT-102	-	90%
AUT-103	-	94%
AUT-107	71%	81%
AUT-108	78%	70%
AUT-109	-	73%
AUT-110	94%	-
AUT-111	95%	-
AUT-200	-	68%
WEL-102	82%	76%

Year	2016
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Completion	Correspondence	Face to Face	Online
AUT-090	-	-	-
AUT-091	-	-	-
AUT-092	-	-	-
AUT-100	-	85%	-
AUT-101	-	92%	-
AUT-102	-	90%	-
AUT-103	-	94%	-
AUT-107	76%	-	-
AUT-108	74%	-	-
AUT-109	73%	-	-
AUT-110	-	94%	-
AUT-111	-	95%	-
AUT-200	-	68%	-
WEL-102	-	79%	-

Year	2017
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Completion	2017FA	2018SP
AUT-090	-	-
AUT-091	-	-
AUT-092	-	-
AUT-100	87%	-
AUT-101	85%	-
AUT-102	-	76%
AUT-103	-	87%
AUT-107	83%	81%
AUT-108	75%	92%
AUT-109	-	96%
AUT-110	85%	-
AUT-111	88%	-
AUT-200	-	77%
WEL-102	-	95%

Year	2017
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Completion	Correspondence	Face to Face	Online
AUT-090	-	-	-
AUT-091	-	-	-
AUT-092	-	-	-
AUT-100	-	87%	-
AUT-101	-	85%	-
AUT-102	-	76%	-
AUT-103	-	87%	-
AUT-107	82%	-	-
AUT-108	84%	-	-
AUT-109	96%	-	-
AUT-110	-	85%	-
AUT-111	-	88%	-
AUT-200	-	77%	-
WEL-102	-	95%	-

- b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

Year	2014
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Retention	2014FA	2015SP
AUT-090	-	-
AUT-091	-	100%
AUT-092	89%	-
AUT-100	90%	-
AUT-101	85%	-
AUT-102	-	92%
AUT-103	-	93%
AUT-107	87%	-
AUT-108	-	-
AUT-109	-	85%
AUT-110	93%	-
AUT-111	88%	-
AUT-200	-	94%
WEL-102	94%	92%

Year	2014
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Retention	Correspondence	Face to Face	Online
AUT-090	-	-	-
AUT-091	-	100%	-
AUT-092	-	89%	-
AUT-100	-	90%	-
AUT-101	-	85%	-
AUT-102	-	92%	-
AUT-103	-	93%	-
AUT-107	87%	-	-
AUT-108	-	-	-
AUT-109	85%	-	-
AUT-110	-	93%	-
AUT-111	-	88%	-
AUT-200	-	94%	-
WEL-102	-	93%	-

Year	2015
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Retention	2015FA	2016SP
AUT-090	-	-
AUT-091	-	-
AUT-092	-	-
AUT-100	100%	-
AUT-101	100%	-
AUT-102	-	100%
AUT-103	-	100%
AUT-107	-	-
AUT-108	84%	65%
AUT-109	79%	47%
AUT-110	100%	-
AUT-111	100%	-
AUT-200	-	93%
WEL-102	-	100%

Year	2015
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Retention	Correspondence	Face to Face	Online
AUT-090	-	-	-
AUT-091	-	-	-
AUT-092	-	-	-
AUT-100	-	100%	-
AUT-101	-	100%	-
AUT-102	-	100%	-
AUT-103	-	100%	-
AUT-107	-	-	-
AUT-108	76%	-	-
AUT-109	65%	-	-
AUT-110	-	100%	-
AUT-111	-	100%	-
AUT-200	-	93%	-
WEL-102	-	100%	-