

AUTOMOTIVE TECHNOLOGY REPORTING FALL 2018 TO SPRING 2020

1. PURPOSE OF THE PROGRAM

- a. Describe the program, its mission, and target population.

“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

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.

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

In the past two years there have been significant changes in the Automotive Technology Program. The AUT program has purchased Electric vehicles through Strong Workforce funding, is going to be developing Electric Vehicle courses, Electric Charging Stations have been purchased with Strong Workforce Funding, and ASE certification testing is being developed and implemented.

2. DEMAND FOR THE PROGRAM

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

Demand for the AUT program is evidenced through the consistent enrollment of students through face-to-face enrollment of community and concurrently enrolled high school students, and correspondence and distance education modalities. The demand for the AUT programs is also evidenced through the Advisory Committee Group membership, attendance, feedback, and input provided each year.

- Employment for the automotive technology occupational group is expecting to increase 7% between 2017 and 2022 in the Inland Empire/Desert Region. 7,724 job openings will be available over the five-year timeframe.
- The median wage for each of the occupations in the automotive technology occupational group is above the MIT Living Wage estimate of \$12.30 per hour for a single adult living in the Inland Empire/Desert Region.
- There appears to be an opportunity for program growth based on the average annual number of program completions for the selected community college programs (213 average annual community college credentials, 885 credentials from other educational institutions, 1,098 total average annual credentials) and the annual job openings for the automotive technology occupational group in the local region (1,545 annual job openings).

Exhibit 1: Five-year projections for the automotive technology occupational group in the Inland Empire/Desert Region

Region	2017 Jobs	5-Yr % Change (New Jobs)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Inland Empire/Desert	13,418	7%	7,724	1,545	19%

Source: EMSI 2018.3

In 2017, there were 13,418 automotive technology occupational group jobs in the Inland Empire/Desert Region. Across the region, employment related to the automotive technology occupational group is expected to increase by 7% through 2022. Employers in the region will need to hire 7,724 workers during the five-year timeframe to fill new jobs and to backfill jobs that workers are permanently leaving (includes retirements). Appendix A, Table 1 shows the projected job growth, wages, education, training, and work experience for each of the occupations in this group. (Source Centers of Excellence, Labor Market Data, Retrieved 10/8/2020.)

3. QUALITY OF THIS PROGRAM

What is the quality of this program? Is it of the highest quality, adequately meeting student needs, or needing significant improvement? List core indicators, student learning outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, and equipment as evidence to support your answer.

Through analysis of the SLOs identified for the courses offered during this reporting period, students have demonstrated understanding, success, and application of the SLOs identified for these courses.

All courses in the AUT Department have SLOs identified for each course and program. In addition, each course has its SLOs assessed on a regular basis as identified by Palo Verde College’s Instruction Office.

Regular Division meetings are held with each Professional Technologies Department to discuss SLO data and its impact on student success.

The AUT Department has demonstrated success in all SLOs identified within the AUT program. Rigorous and relevant SLOs have been identified, developed, assessed, and implemented within the AUT Department. Continued emphasis will be placed on the collection, implementation, and assessment of SLOs within the AUT Department.

The Palo Verde College AUT Department has met or exceeded all 34 Core Indicator areas addressed in Perkins I-C funding during the 2018-2020 program review update cycle.

During this Program Review Cycle, students have earned certificates and degrees in the AUT field, even though Covid-19 impacted courses, starting Feb. 17, 2020.

Perkins, LOT, Strong Workforce, and General budget funding continues to support the AUT program allowing equipment and supplies to be purchased.

4. EXTERNAL ISSUES

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 80-90% 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, Transfer 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 costs for transporting the high school students is paid by Palo Verde College. Continued support for transportation will be needed.

During the 2019-2020 academic year, the CIS Full-Time Faculty member designed an academic calendar which aligned closer to the Unified School District's calendar. The 2021-2022 academic calendar is currently being developed by the full-time CIS faculty member. Having a similar calendar to PVUSD was an area of importance for Palo Verde High School, as they were understaffed and unable to handle student course coverage during days where the PVC and PVHS calendars differed. Dialog regarding PVC's Calendar and the PV Unified School District Calendar will need to continue being addressed.

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. Presently this position was removed, and an Academic Advisor is currently being funded, attempting to do the duties of the previous position. There should be a significant cost savings

to the Perkins grant as the previous full-time counselor position was funded through Perkins and CTE Transitions. We expect to now have a larger budget for each of the applicable CTE programs identified in the grant. Having someone whose sole focus is on the registration, retention, success, and job/career training for these students is vital to the goals of each department in the Professional Technologies Division and to continued Perkins funding.

Through Perkins, Strong Workforce, LOT funding, the AUT department can grow and flourish. Perkins funding has allowed new equipment, technologies, tools, and supplies to be purchased for AUT programs, supporting the goals of the AUT department and the goal of the grants. With new programs added to the Perkins grant, the budget will decrease.

5. REVENUE AND EXPENSES

- a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

AUT			
Term	FTEs		
2018FA	41.33		
2019SP	39.33	1 FTEs=	\$4564.83
2019SU	3.90		
2019FA	63.53	200.09 FTEs=	\$913,376.83
2020SP	52.00		
	200.09		

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

Row Labels	Source	Budgeted	Expended
2018-2019			
Overload Salaries	OVL/Overload	\$0.00	\$26,428.50
Overload Benefits	OVL/Overload	\$0.00	\$5,127.14
Supplies	LOT/Lottery	\$4,984.02	\$4,984.02
	VEA/Vatea Funds	\$4,096.68	\$4,096.68
Benefits	AUT	\$19,745.00	\$20,085.23
	BCT	\$0.00	\$40.27
	NDL/Needles	\$0.00	\$1,862.62
Books/Mags/Instruct	AUT	\$3,452.00	\$3,452.00
	LOT/Lottery	\$3,500.00	\$3,500.00
Contracts	AUT	\$498.00	\$689.85
	VEA/Vatea Funds	\$975.00	\$975.00
Copying/Printing	VEA/Vatea Funds	\$49.29	\$49.29
	LOT/Lottery	\$0.02	\$0.02
Equipment	VEA/Vatea Funds	\$5,777.47	\$5,777.47
Salaries	AUT	\$91,988.00	\$100,788.00
	NDL/Needles	\$0.00	\$19,976.40
Student Workers	AUT	\$0.00	\$6,434.00
	BCT	\$0.00	\$2,479.25
Transportation	AUT	\$5,000.00	\$7,211.80
2019-2020			
Overload Salaries	OVL/Overload	\$29,818.90	\$29,818.90
Overload Benefits	OVL/Overload	\$6,018.71	\$6,018.71
Supplies	LOT/Lottery	\$5,485.08	\$5,485.08
	VEA/Vatea Funds	\$5,947.99	\$5,947.99
Benefits	AUT	\$21,962.97	\$21,962.97
	NDL/Needles	\$1,939.77	\$1,939.77
Books/Mags/Instruct	LOT/Lottery	\$8,485.08	\$8,485.08
Copying/Printing	VEA/Vatea Funds	\$123.43	\$123.43
Equipment	VEA/Vatea Funds	\$3,428.58	\$3,428.58
Salaries	AUT	\$106,613.32	\$106,613.32
	NDL/Needles	\$20,831.94	\$20,831.94
Student Workers	AUT	\$4,919.50	\$4,919.50
Transportation	AUT	\$3,945.00	\$3,945.00

- c. State the dollar value of in-kind contributions of time and/or resources the preceding two academic years.

N/A

6. TWO YEAR PLAN

List recommendations, project future trends, personnel and equipment need, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

The AUT department will continue to need student workers to support the program. It is important to have the assistance of these positions as well as offering critical job experience opportunities for students pursuing degrees and certificates in the AUT field. The AUT department will seek funding for these positions on an ongoing basis.

The AUT Department also receives specialized funding such as Perkins I-C, CTE Transitions, Strong Workforce, Lottery, and General Budget. It is critical to CTE programs to have financial support as there are additional expenses associated with CTE programs. The AUT department will continue being involved in Perkins funding.

The AUT Department will also continue pursuing high school enrollment. The lead AUT faculty knows the importance of offering these courses to local high school students. Continued funding for transportation of these students will be needed. The CTE faculty in CIS, AUT, WEL, and BCT offer courses 5 days a week to students. This is not the traditional college faculty work schedule. The instructors in these departments know the value of offering these courses to these students as many of them attend Palo Verde College upon graduation from high school with a Certificate or more already completed. The AUT department will continue pursuing high school enrollment and encourage administration to support the transportation costs associated with this endeavor.

ADDITIONAL DATA

STUDENT SUCCESSFUL COMPLETION & RETENTION

AUT	2018
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Completion	2018FA	2019SP
AUT-100	92%	97%
AUT-101	94%	-
AUT-102	91%	100%
AUT-103	90%	100%
AUT-107	-	-
AUT-108	-	-
AUT-109	-	-
AUT-110	91%	89%
AUT-111	94%	100%
AUT-200	-	95%
WEL-102	94%	93%

AUT	2018
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Completion	Corr.	F2F	Online
AUT-100	-	95%	-
AUT-101	-	94%	-
AUT-102	-	93%	-
AUT-103	-	93%	-
AUT-107	-	-	-
AUT-108	-	-	-
AUT-109	-	-	-
AUT-110	-	90%	-
AUT-111	-	97%	-
AUT-200	-	95%	-
WEL-102	-	94%	-

AUT	2019
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Completion	2019FA	2020SP
AUT-100	82%	100%
AUT-101	91%	-
AUT-102	78%	92%
AUT-103	67%	88%
AUT-107	-	-
AUT-108	77%	-
AUT-109	-	-
AUT-110	98%	100%
AUT-111	96%	-
AUT-200	-	96%
WEL-102	87%	100%

AUT	2019
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Completion	Corr.	F2F	Online
AUT-100	-	90%	-
AUT-101	-	91%	-
AUT-102	-	87%	-
AUT-103	-	80%	-
AUT-107	-	-	-
AUT-108	77%	-	-
AUT-109	-	-	-
AUT-110	-	99%	-
AUT-111	-	96%	-
AUT-200	-	96%	-
WEL-102	-	96%	-

AUT	2018
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Retention	2018FA	2019SP
AUT-100	100%	100%
AUT-101	100%	-
AUT-102	100%	100%
AUT-103	100%	100%
AUT-107	-	-
AUT-108	-	-
AUT-109	-	-
AUT-110	100%	100%
AUT-111	100%	100%
AUT-200	-	100%
WEL-102	100%	93%

AUT	2018
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Retention	Corr.	F2F	Online
AUT-100	-	100%	-
AUT-101	-	100%	-
AUT-102	-	100%	-
AUT-103	-	100%	-
AUT-107	-	-	-
AUT-108	-	-	-
AUT-109	-	-	-
AUT-110	-	100%	-
AUT-111	-	100%	-
AUT-200	-	100%	-
WEL-102	-	97%	-

AUT	2019
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Retention	2019FA	2020SP
AUT-100	96%	100%
AUT-101	98%	-
AUT-102	94%	97%
AUT-103	95%	97%
AUT-107	-	-
AUT-108	86%	-
AUT-109	-	-
AUT-110	100%	100%
AUT-111	100%	-
AUT-200	-	96%
WEL-102	93%	100%

AUT	2019
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Retention	Corr.	F2F	Online
AUT-100	-	98%	-
AUT-101	-	98%	-
AUT-102	-	96%	-
AUT-103	-	96%	-
AUT-107	-	-	-
AUT-108	86%	-	-
AUT-109	-	-	-
AUT-110	-	100%	-
AUT-111	-	100%	-
AUT-200	-	96%	-
WEL-102	-	98%	-

ENROLLMENT TRENDS

AUT	2018
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Enrollment	2018FA	2019SP
AUT-100	12	29
AUT-101	32	-
AUT-102	35	11
AUT-103	20	10
AUT-107	-	-
AUT-108	-	-
AUT-109	-	-
AUT-110	11	19
AUT-111	18	11
AUT-200	-	21
WEL-102	18	15

AUT	2018
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Enrollment	Corr.	F2F	Online
AUT-100	-	41	-
AUT-101	-	32	-
AUT-102	-	46	-
AUT-103	-	30	-
AUT-107	-	-	-
AUT-108	-	-	-
AUT-109	-	-	-
AUT-110	-	30	-
AUT-111	-	29	-
AUT-200	-	21	-
WEL-102	-	33	-

AUT	2019
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Enrollment	2019FA	2020SP
AUT-100	28	21
AUT-101	47	-
AUT-102	18	37
AUT-103	21	34
AUT-107	-	-
AUT-108	22	-
AUT-109	-	-
AUT-110	47	22
AUT-111	27	-
AUT-200	-	24
WEL-102	15	33

AUT	2019
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Enrollment	Corr.	F2F	Online
AUT-100	-	49	-
AUT-101	-	47	-
AUT-102	-	55	-
AUT-103	-	55	-
AUT-107	-	-	-
AUT-108	22	-	-
AUT-109	-	-	-
AUT-110	-	69	-
AUT-111	-	27	-
AUT-200	-	24	-
WEL-102	-	48	-

PROGRAM AWARDS

Name of Award	2016-17	2017-18	2018-19	2019-20
AA, Automotive Technology	1	1	1	-
Automotive Technology, Cert of Achievement	7	11	4	17
Automotive Technology, Cert of Career Prep	12	12	3	-