

Program: Automotive Technology

Division: PATH

Writer(s): Brian Hagopian

SLO/SAO Point-Person: Brian Hagopian

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- *175% rise in enrollment*
- *Automotive Career fair with 10 dealers and 2 Manufacturer Representatives present*
- *Two Cat Etching events*
- *First run of P1 class – over enrolled*
- *First summer LAB session in 15 years – over enrolled*
- *Partnership with HDIM program*
- *Wrote ASE Accreditation Report*

2. Please describe your most important **challenges** in year 24-25.

- Keep momentum going
- Pass ASE Accreditation
- Building keeps breaking down

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- Safety, move to new building make sure safety standard in place for new building.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

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- Attend PD for full time and part-time faculty to keep up on fast changing technology and enrollment of underrepresented populations
- Follow guidelines of advisory and accreditation (ASE) to have more on-line labs. This is to acclimatize students with the growing trend of on-line learning from manufacturers and aftermarket companies making this a big part of their recommended/required training. We started this in the past but are being asked to increase time to support this goal of the industry.
- Complete rewrite/update of all curriculum and certs/AS. 5 year timeline.
- Keep new building from breaking down to support labs
- Somehow get missing infrastructure in new building installed. Example, air lines and electrical.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No: Yes
- Explanation/evidence: From LMI data, it shows that there are not enough jobs to go around in automotive. But the problem in the department is I do not have enough students to meet local demand. I have a constant stream of emails and phone calls from the industry for students to meet job demands. LMI data does show that most jobs in automotive are in the “technicians” category which is the industry LPC automotive supports. LMI also shows that “low-level” jobs such as oil changers and tire repairs are lagging while technologies are growing. This is a good thing for us because of the accreditation (ASE) and advisory having us concentrate on new technologies training as well as a blending of online labs with in-person labs.

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No: Yes
- Explanation/evidence: Chabot, DVC, Ohlone, Delta, MJC

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No: Yes and No (see below)
- Explanation/evidence: Core indicator One “Postsecondary Retention and Placement” 100% retention and placement.
- Core Indicator Two “Earned Postsecondary Credentials” Only 66.67% which is lower than state negotiated rate by 5.33% however report states the numbers are not statistically valid. Post secondary credentials are not being tracked from all sources. Only a few sources are being tracked. Suggest tracking of manufacturer credentials also. But we will still have the issue of validity.
- Core Indicator Three “Non-Traditional Program Enrollment” Females are non-traditional in automotive. We have 0%. This has been a trend for a long time. Females will take the intro class, and it ends their because they traditionally have different majors. The program coordinator has attended and continues to attend “Women in the industry” conferences and speaking engagements to improve this trend but has had no luck. We have no-barrier enrollment and speak on non-traditional enrollment at career fairs and any speaking engagements.
- Core Indicator Four “Employment” Not statistically valid and no data to see or evaluate.

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No: Yes

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- Explanation/evidence: <https://www.laspositascollege.edu/auto/advisory.php> (scroll to bottom of page)
This is also a big part of our accreditation (ASE)

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.