

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Automotive Technology **Academic Year** 2025/26

1. Has your program mission or primary function changed in the last year?

No. We continue to be the only provider of Automotive Technology at this level in the region.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

We continue to expand our concurrent enrollment offerings with AT 303 now available at Lompoc High School.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, but maintaining the schedule has been a challenge due to the unforeseen impact of concurrent enrollment and a lack of faculty available to teach daytime courses.

4. Were there any staffing changes?

We were able to fill the lab assistant open position. The other change has been the retirement of Mike Johnson at Lompoc HS. He had been a key to our concurrent enrollment offerings and SkillsUSA efforts. Luckily, he is being replaced by Michael Ayala who has taught part time for us for the last decade, and we expect that this key relationship will remain strong.

5. What were your program successes in your area of focus last year?

Last year our area of focus was Innovative Scheduling core topic. The predicted negative impact of a large number of incoming concurrent enrollment students on advanced level course enrollments continues with almost every advanced course full within days of registration opening. The priority enrolment issue has improved with students who are on schedule with their SEPs having access to priority registration but what we have realized is that those high unit level students are not being made aware of their first opportunity to register with priority registration.

The identified solution of a demand predicting software solution has not materialized and there is no word on when Ad Astra will be implemented.

We continue to be the leader in CTE concurrent offerings, in FTES in the AHC Industrial Technology department and we won the state SkillsUSA Automotive Service Technology competition again this year (4th year in a row).

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

Students are meeting or exceeding the assessments in the PLOs that we are focused on: Program Learning Outcome: "Demonstrate the ability to communicate effectively verbally and in writing with customers, co-workers and the employer" improved from 22 percentage points below benchmark to 30 percentage points above benchmark in one year

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The record keeping on learning outcomes needs to be more deliberate and comprehensive. This includes cleaning up the SPOL and CORE versions so that they are in agreements.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

Our student, Eric Ruiz, won the state SkillsUSA Automotive Service Technology competition again this year (4th year in a row) and will compete in Atlanta in June in the SkillsUSA National competition.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

We are beginning the process of becoming accredited through Automotive Service Excellence foundation:

"ASE Education Foundation

The ASE Education Foundation (Formerly NATEF) was founded in 1983 as a non-profit, independent organization with a single mission: To evaluate entry-level technician training programs against standards developed by the automotive industry and recommend qualifying programs for certification (accreditation) by ASE, the National Institute for Automotive Service Excellence. The accreditation process has resulted in accredited automotive training programs in all fifty states

at the secondary and post-secondary levels. The ASE Education Foundation also evaluates the providers of in-service technician training programs under a program called ASE Accredited Training Providers.”

This will provide program guidance on standardized classroom curriculum, laboratory work and equipment for the program as well as providing outside advisory structure.

<https://www.aseeducationfoundation.org/schools/accreditation-benefits/>

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

We do not have DE courses at this time.

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

According to the last data (2023) we are meeting regional labor demand. I have requested more current labor market data from the South Central Coast Regional Consortium and expect that data within the next 2 week.

- b. How does the program address needs that are not met by similar programs?

We are the most advanced and comprehensive Auto Tech program in Santa Barbara and San Luis Obispo counties.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

The program successfully produces income increases for completers and those that finish more than 12 units on the order of 115% or more with 70% employed in the field or closely related fields. <https://datavista.cccco.edu/>

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes.

e. Have recommendations from the previous report been addressed?

Past Initiatives/Resource Requests

22/23 - Increase Outside Certification Opportunities for ASE Students. Yes – Cuesta College now offers ASE Testing access.

22/23 - Auto Tech Coordinator Position. Yes – As part of the Toyota Tecs Elite effort.

23/24 - Suspension and Alignment Equipment Update. No – status is unknown.

24/25 - Hazardous material storage. No – Status is unknown.

24/25 - Electric Circuit Trainers. No – Status is unknown.

24/25 – Cylinder Hone. No – Status is unknown.

24/25 - Demand Based Scheduling Application. No - We are waiting for institutional level solutions in demand forecasting to be implemented (AdAstra).

As you can see there are multiple resource requests related to our yearly planning and Core Topic responses from previous years that we were told were approved but not funded or purchased. We are still in need of these items and are seeking clarification on where these requests are in the resource allocation process. Not knowing the status is very frustrating since we do not know if we should re-apply for these items or wait for final approval/funding.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	AT YP1: ASE/NATEF Accreditation
Planning years:	2026/27 through 2027-2028
Description: Automotive Service Excellence foundation offers accreditation for Auto Tech programs. The benefits are a recognition by employers of the high standards of the program and increased opportunities for our students. Equipment needs to be up to the ASE standards in quality and quantity and the cost of certification needs to be paid by the school to ASE and related contractors. The costs include: Tire rack \$1300, https://www.northerntool.com/products/mobile-tire-display-rack-2-tier-heavy-duty-include-signage-7102923	

Chemical cabinet \$2000

[30 Gallon Aerosol Can Safety Cabinet, Manual Close Eagle YPI77X Eagle.pdf](#)

ASE Fees and Accreditation Team site visit expenses \$6000 (est)

<https://www.tn.gov/content/dam/tn/education/ccte/cte/ASEAccredOnePager.pdf>

What college plans are associated with this Objective? (Please select from the list below):

[Ed Master Plan](#) [Student Equity Plan](#) [Guided Pathways](#) AB 705/1705

Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.

Title V

Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

Time and unit count to completion, enrollment timeline data (priority, waitlist, add/drop behavior), Headcount trends, Initial interest / application data and Concurrent Enrollment as a percentage of enrollment in the program.

The Automotive Technology program is 90% Male, 80% Hispanic and 77% under 20 to 24 years old.

The AT programs efficiency (FTES/FTEF) is 18.1 while the school is 12.4 and the IT Department as a whole is 15.5 indicating that the course offerings are filling and at between 80 and 90%. Student time to completion and unit count to first degree are lower than lower now than at any point in the last 4 years.

<https://www.hancockcollege.edu/ie/Program%20Review%20Awards.php>

For week ending 5/29/26 – 282 seats for Fall 26 available total in Auto Tech with 8 remaining (3%). 45% of students were eligible for Group 1 priority registration. 52% of them are eligible due to LAP or 23% of all students.

For Fall 2026 this was the inflow into AT 100 entry level courses: April 23 thru April 28th -15 students (24%) – This was the Group 1 priority registration. Between April 30th to May 8th every one of the other seats was filled. For AT 323 in Fall 26 (no pre-requisite) : April 23 thru April

28th -18 students (92%) – This was the Group 1 priority registration. By April 30th every other seat was filled. AT 313 with AT 100 as the prerequisite is the same situation.

There are more than 100 students on wait lists for Fall classes at the end of the Spring semester. None of the above data includes concurrent enrollment.

https://www.hancockcollege.edu/ie/regreport_fall.php

Concurrent enrollment students account for approximately 15% of program FTES; however, the registration and enrollment analyses presented above exclude concurrent enrollment students in order to evaluate traditional student demand patterns.

<https://www.hancockcollege.edu/ie/Program%20Review%20Enrollment.php>

Conclusions:

Program demand substantially exceeds available capacity as evidenced by near-full enrollment, large waitlists, and advanced courses filling within days of registration opening.

Despite this, the time to completion and units to achieve a degree are lower now than they have been in the last 3 years.

Equity in priority registration has improved but students may be incentivized to seek out programs that will improve their priority registration status (LAP).

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

We may see a decrease in persistence and completions based on student frustration with not being able to stay on their Educational Plan.

College accommodation will help students demonstrate knowledge and skills, but the workplace is not required to recreate the educational environment. Students should be actively developing strategies that allow them to perform independently in real work settings.

3. What are your plans for change or *innovation*?

We will continue to seek part time faculty who are able to teach either day or night classes while still offering our “dual track” (Day or Night) full schedule. (See Resource Request Below)

We will explore other modalities and schedules to maximize the offerings given the available time and space.

Aside from the issues surrounding enrollments we will continue to increase the rigor and efficacy of the laboratory portion of our courses to respond to advancements in AI and knowledge retrieval automation.

4. How will you *measure* the results of your plans to determine if they are successful?

We should see a decrease in waitlisted students and maintain the positive trend in the time to completion metric.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
Discipline faculty and advisory committee members.
2. Are there specific recommendations regarding the core topic responses from the validation team?
Aside from minor editing, there were no changes to the response or conclusions.


Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	AT CT1: Faculty Recruitment
Planning years:	2026/27
Description:	
Identify potential PT faculty and any barriers to recruitment including schedule, compensation, working conditions or other factors. Research various external initiatives to address this specific issue concentrating on any successful efforts. If possible formulate a plan for our program to implement successful recruitment and retention of part time faculty who have the ability to teach classes during traditional working hours. Expenses might be minor costs such as meeting expenses (meals or travel). \$100-\$500	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
 Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
 Title V

Program Review Signature Page:



Patrick McGuire (May 29, 2026 11:15:58 PDT)
Program Review Lead

May 29, 2026
Date

Thomas Lamica

Program Dean

May 30, 2026
Date



Vice President, Academic Affairs

Jun 15, 2026
Date











AT Program Review 2025-26_enrollment&efficiency

Final Audit Report

2026-06-15

Created:	2026-05-29
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAOoewvAIDapku9GCG8Ex6mZD2oc5AJDu8

"AT Program Review 2025-26_enrollment&efficiency" History

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