



# Fullerton College

## Self-study for Automotive Technology Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Fullerton College Automotive Technology Program provides career training and employment development to a diverse student population of approximately 640 students each academic year. The automotive program employs five full-time and two adjunct faculty members who provide an inclusive and supportive environment while delivering instruction in a broad range of automotive courses. Students can pursue career growth, certificates, associate degrees, and B.A. transfer requirements with our clearly defined educational pathways. Through this effort, The Fullerton College Automotive Technology Program supports the college mission of developing successful learners, responsible leaders, and engaged community members.

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### Section 2: Students

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#### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The automotive technology program has consistently served a broad range of demographic students with the largest being male Latino/a/x/e. Students from the native American ethnicity are underrepresented in our program and this reflects the larger underrepresentation in overall college enrollment data of Native Americans. The demographics for female enrollment have shown an increase since 2020/2021 with the highest percentage of female enrollment being 2024/2025. The percentage of Black students has also increased since 2020/2021 with the highest percentage being in the 2024/25 academic year.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Course enrollment has increased by approximately 50% since the 2020/2021 academic year. We attribute this increase in enrollment to changes in course scheduling that is beneficial to students and the recent renumbering of all automotive courses to 100 level and above. This renumbering included all courses being approved as CSU transferable.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

The department co-chairs request feedback from students concerning course scheduling and collaborate with department faculty to improve course scheduling in a way that can assist students obtain their educational goals. Regular review of enrollment trends ensures scheduling fits the needs of students and indicated by class seat count fill rates.

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## 2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Since 2020/2021 academic year, the automotive technology program has increased success rates by 18% across ethnic and gender categories. Total program awards have tripled since 2020/2021 academic year with the lowest award in an academic year being 21 total awards to the highest award total being 71 total awards in the 2024/2025 academic year. The AUTO 196 Automotive Internship course was reintroduced to the semester schedule, and it has facilitated many permanent employment positions for participating students.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

The “unknown” ethnic category is lower in success rates than the other ethnic groups. Without knowing the specifics of this student population, it can be difficult to make changes to the program that will help this student population.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

No, there is not an apparent disparity between the ethnic groups concerning degree and certificate completers.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

In general, most automotive students complete degree and program requirements in 3 or more years. This is due to unit count and required courses needed for an A.S. degree in Automotive Technology and the associated program certificates. To decrease the time needed to complete an automotive program and degree, discussion surrounding course offerings and required courses has ensued and adjustments were made using the Curricunet approval process. The improvements and revisions made in Curricunet reflect an outcome of higher total award completion rates for automotive students in the 2024/2025 academic year.

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## 2.3 Student Learning Outcomes

1. Describe your program’s processes and practices for defining, assessing, and analyzing

student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

CSLO's are assessed by each individual instructor teaching assigned courses. We used the former Elumen system and will adopt the new Rubric system this 2025/2026 academic year. Multiple assignments are used to capture the data to assess the CSLO's. The results are discussed during department meetings to substantiate methods and to discuss improvements as necessary. The Automotive Technology Department mapping PSLO's to CSLO's and ISLO's was also performed and completed since 2020/2021 academic year.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

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### **Section 3: Other Areas of Program Effectiveness**

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

The Automotive Technology Program completed a course renumbering project after recommendation by the automotive advisory committee. All automotive courses have been renumbered to 100 level and above with CSU Transfer approval. Curriculum was updated as well and, in some cases, course titles were revised.

Looking forward to industry trends, course development is currently underway to establish electric and hybrid vehicle courses in the automotive technology department. During the last Program Review, the automotive technology department was approved for facility expansion to house new classrooms needed for the electric and hybrid vehicle courses. However, the funding was not approved. The automotive department requests that the funding is planned for and approved for the expansion of the automotive technology building.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you

intentionally embed in coursework or elsewhere in your program.

The Automotive Department offers the AUTO 196 Automotive Internship Course where a student can enroll in a 2-unit, 3-unit, or 4-unit section. This course helps the student transition from the classroom to a career in the automotive industry.

The automotive department also collaborates with and invites Network Kinecton to enroll students in their job placement program. Both Auto 196 and Network Kinecton have been instrumental in transitioning our students from the classroom to the workforce.

The Study Abroad program on campus recently sponsored a European trip centered on manufacturing and automotive production. A Fullerton College automotive student participated in this study abroad opportunity and traveled to Europe to visit manufacturing and BMW production sites.

The Auto program regularly participates in and hosts career fairs with the California New Car Dealers Association and the Orange County Automobile Dealers Association. These career fairs introduce students to potential industry employers and often lead to interviews and hiring.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

The current trend in the automotive industry is electric and hybrid vehicles becoming more commonplace. Therefore, the automotive technology department will be required to offer courses in this automotive technology. The department will need to expand its facility to house the equipment, classrooms, and shop space needed to accommodate this advanced technology in its program.

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## Section 4: Faculty and Staff

### 4.1 Population and Demographics

- Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

The automotive program employs 5 fulltime faculty members of which 60% are Hispanic/Latino and 40% are identified as white. This is reflective and mirrors our

student population. One full-time instructor is bi-lingual in English and Spanish.

The program employs 2 adjunct faculty members of which one adjunct instructor is identified as female.

The classified support staff is our shop coordinator who identifies as Hispanic/Latino and is bi-lingual in English and Spanish.

Overall, the automotive department has an inclusive and diversified faculty and support staff.

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since Fall 2021, the automotive program has added one additional adjunct faculty member. This instructor identifies as female and has helped us achieve a strategic action plan of inclusiveness for all genders in this career path training program. Enrollment of female students has increased since the last program review.

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## **4.2 Staff Support and Professional Development**

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

The department faculty meet and discuss late work policies that are encouraging to a student rather than barriers to the successful completion of a course. The department faculty also discuss similar and consistent use of Canvas tools in each section to streamline the experience of a student regardless of the section or class they are enrolled in.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Discussions are productive with collaborative ideas being used by multiple faculty members.

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3. What additional areas of professional development could help your faculty and staff engage in

this work?

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## Section 5: Program Planning

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### 5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

Previous Strategic Action Plans:

FC Automotive Strategic Plan - Develop curriculum for new automotive courses and certificate programs in hybrid, electrical vehicle (EV) technology, and alternative fuel vehicles.

New course curriculum in hybrid, electrical vehicle (EV) technology, and alternative fuel vehicles has started and is now at various stages of Curriculum Committee approval.

FC Automotive Strategic Plan - Provide Spanish and other language translation devices, computer software, or interpreters to Fullerton college automotive students that identify themselves as English Language Learners.

Strategic plan was endorsed, but no funding was approved.

FC Automotive Strategic Plan - Expand existing automotive facility to house electric and hybrid vehicle courses and training.

Strategic plan was endorsed, but no funding was approved.

FC Automotive Strategic Plan - Hire a classified full-time laboratory assistant

Strategic plan was endorsed, but no funding was approved.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

During the last program review, our requests were approved, but the funding for them was not.

This negatively affects the automotive program as it can not obtain the facility expansion needed to implement the new courses in electric and hybrid vehicle technology as

recommended by the automotive advisory committee.

The request for a classified full-time lab assistant for the automotive program was also endorsed but funding was not approved. This negatively impacts the students as there is no staff available to assist the instructor in the evenings and on the weekend Saturday classes.

The automotive department requests the funding approval for a fulltime classified lab assistant and the planning for a future facility improvement to expand the automotive shop and classrooms.

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## SAPs

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### **Addition of an Full-time Classified Automotive Laboratory Assistant**

#### **Short Description:**

A full-time laboratory assistant to aid with various tasks and monitoring of the automotive tool room. The lab assistant will support existing and new program class offerings. The significant financial investment in student tools and equipment require a dedicated employee to monitor and track student use and return of these items. Clerical duties require the current shop coordinator to leave the automotive department during the day to take care of interdepartmental business and leaves the toolroom unattended and inaccessible. This slows down student projects and coursework and inhibits student progress and learning.

#### **Measurable Outcomes:**

The addition of a full-time lab assistant will support the students in their learning and success through the extra supervision in the lab during shop activities. The students will be able to keep moving on their assignments without slowing and waiting for prolonged time for support, questions, or tools required for their projects.

#### **College Goals:**

1.3 Night, weekend, online degree program; 3.2 Reduce equity gaps in degree/certificate completion

#### **SAP Phase:**

In Progress

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## Resource Requests

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### **Full-Time Automotive Lab Assistant**

**Enhancement:**

The automotive shop coordinator needs a fulltime laboratory assistant to aid with various tasks and monitoring of the automotive tool room. The significant financial investment in student tools and equipment require a dedicated employee to monitor and track student use and return of these items. Clerical duties require the current shop coordinator to leave the automotive department during the day to take care of interdepartmental business and leaves the toolroom unattended and inaccessible. This slows down student projects and coursework and inhibits student progress and learning.

**Personnel-Related:**

The automotive faculty propose hiring an Automotive Department lab Clerk to support existing and new program class offerings.

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

0

**Unit Cost:**

\$0.00

**TotalCost:**

\$0.00