☑ ◀ Show All Possible Responses ▶

✷ **Response is required**

1. PROGRAM OVERVIEW

✷ **Program Title & Code**

Program Title

Automotive Technology
(Max chars: 100)

Program Code

945
(Max chars: 100)

✷ **1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

☐ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

☑ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

☐ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

☐ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

✷ **1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

The Automotive Technology Program fulfills the career technical emphasis within the college mission statement, addressing the needs of diverse populations. Goal 2: The program offers multiple completion pathways for students including a one-year "fast track" of courses that enable students to quickly and efficiently learn the skills and information needed to attain the General Automotive Certificate and to be prepared for a career within the industry. Goal 3: The program provides occupational training in automotive technology for those who wish to enter the field and for those already employed but who wish to update or upgrade their skills. Two degree and six certificates are currently offered in this program. Individual certificate programs allow technicians to specialize in higher-paying areas in the field as well as diversification, while degrees focus on either entry-level or master-level technical skills. The program is evaluated by the number of certificates and degrees earned; student performance to student learning outcomes, and job placement both during and after program completion.

PRIOR VIP GOALS STATUS/PROGRESS

✷ **1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).**

Goal #1: Increase student scores on industry recognized certification (ASE, MACS, Snap-on, etc.) or equivalent testing by at least 10%. - Ongoing, Access to industry certification for students has been greatly reduced due to the COVID-19 pandemic.

Goal #2: Build and strengthen Automotive Guided Pathways to decrease student completion time and increase student success. - Ongoing, A program Guided Pathways map has been developed for each of our degrees. Additional work is underway currently for guided pathways maps for the High School Dual Enrollment students and for MIDT ACC pathways.

Goal #3: Prepare students for inspection, diagnosis and repair of new technologies, such as renewable energy sources, electric, hybrid and alternative energy vehicles. - Ongoing, Significant program developments have been made in emerging technologies (such as hybrid and electric vehicles), but as the technology continues to adapt and evolve, additional work is still required.

Goal #4: Provide students the same learning environment at the Fontana High School site, making it equivalent to the learning environment at the Rancho Campus. Evaluate High School/District program support of college program for this goal. - Ongoing, The Fontana campus learning environment has been significantly updated. Some potential still remains for additional advanced technology programs.

OTHER RESOURCES REQUESTS

⬢ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

◉ Yes
◯ No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

Yes, we received Strong Workforce funding for program marketing and for an online lab enhancement program named Electude during the initial COVID-19 shutdowns. The marketing materials allowed the program to continue to promote our course offerings at community feeder schools to potential students. The Electude access allowed our program to use distance education friendly online tools to continue to operate the program in an atmosphere where face-to-face labs were not an option.

2. EVIDENCE--EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data (includes CTE data), and learning outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Please reference the Equity Data file to evaluate the following areas.

⬢ 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: **1** = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = No or Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by males		✔		
Number of enrollments by females	✔			
Success rate by males		✔		
Success rate by females	✔			
Retention rate by males			✔	
Retention rate by females		✔		

⬢ 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by African American		✔		
Number of enrollments by Asian		✔		
Number of enrollments by Caucasian		✔		
Number of enrollments by Hispanic		✔		
Number of enrollments by other race/ethnicity		✔		
Success rate by African American		✔		
Success rate by Asian			✔	
Success rate by Caucasian			✔	
	1	**2**	**3**	**4**
Success rate by Hispanic		✔		
Success rate by other race/ethnicity		✔		
Retention rate by African American			✔	
Retention rate by Caucasian		✔		
Retention rate by Asian	✔			
Retention rate by Hispanic	✔			
Retention rate by other race/ethnicity	✔			

⚙ 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by age group, 19 or younger		✔		
Number of enrollments by age group, 20-24		✔		
Number of enrollments by age group, 25-29		✔		
Number of enrollments by age group, 30-39		✔		
Number of enrollments by age group, 40-49	✔			
Number of enrollments by age group, 50 or older		✔		
Success rate by age group, 19 or younger		✔		
Success rate by age group, 20-24	✔			
	1	**2**	**3**	**4**
Success rate by age group, 25-29		✔		

	1	2	3	4
Success rate by age group, 30-39		✔		
Success rate by age group, 40-49	✔			
Success rate by age group, 50 or older				✔
Retention rate by age group, 19 or younger			✔	
Retention rate by age group, 20-24	✔			
Retention rate by age group, 25-29		✔		
Retention rate by age group, 30-39		✔		
Retention rate by age group, 40-49	✔			
Retention rate by age group, 50 or older				✔

⊠ 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by students with disabilities			✔	
Number of enrollments by first generation		✔		
Number of enrollments by economically disadvantage		✔		
Success rate by students with disabilities	✔			
Success rate by first generation			✔	
Success rate by economically disadvantage		✔		
Retention rate by students with disabilities	✔			
Retention rate by first generation			✔	
Retention rate by economically disadvantage			✔	

⊠ 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?

Response Legend: 1 = Increase 2 = Decrease 3 = No Change			
	1	2	3
Number of sections with zero-cost textbooks			✔

⊠ 2b. Considering the evidence provided, elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data that supports your answer.

If there is a disparity in equity, do not discuss responsive strategies in this section. This is addressed in the STRATEGIC PLANNING section (item 7d).

After a historic growth in 2013, the last three years has shown slight drops in student enrollment, most noticeably during the 2019-2020 academic year. COVID-19 class cancelations during the Spring 2020 semester are likely to be a consideration in these numbers. Hispanic enrollment continues to account for the bulk of the enrollment, reflecting the campus demographics in general. Non-traditional enrollment (females) has improved slightly in part due to our outreach efforts such career day's involvement, high school visits and departmental marketing tours as well as the introduction of an asynchronous online class format allowing for more flexibility. However, a large obstacle in further improving non-traditional enrollment is the fact that the area high school population, our main source of students, has few female participants in their auto programs. The introduction of online class formats has also proven to offer benefits and drawbacks in offering equitable opportunities for

students. Many students are taking advantage of a more flexible asynchronous online class format to take classes that they traditionally may not have been able to due to schedule conflicts. However, many students find themselves with challenges in the form of reliable internet sources or available electronic devices to use. Student retention rates are somewhat negatively affected when students gain or improve employment status prior to program completion and complete their learning through on-the-job training opportunities.

3. EVIDENCE--PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please reference the Program Data file to evaluate the following areas.

3a. Identify important PROGRAM developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = No or Insufficient Data Available					
	1	**2**	**3**	**4**	**5**
Overall Enrollment		✔			
Overall Retention			✔		
Overall Course Success		✔			
FTES			✔		
All ADT degrees awarded				✔	
All AA degrees awarded				✔	
All AS degrees awarded	✔				
All degrees awarded	✔				
	1	**2**	**3**	**4**	**5**
All Certificate Completion	✔				
Average units earned, ADT degree				✔	
Average units earned, AA degree				✔	
Average units earned, AS degree	✔				
Average units earned, all degrees	✔				
Average units earned by certificate(s)			✔		
Overall average # of semesters to award degree(s)					✔
Overall average # of semesters to award certificate(s)					✔

3b. Considering the evidence provided, explicitly identify specific program strengths and provide data/evidence that supports your answer.

This is an assessment of your program's health. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increase number of certificates/degrees).

Programs may provide additional information or data that has not been included in their IR files.

The number of degrees and certificates awarded has risen when compared to the data from six years ago, and has maintained the elevated level for three years now since the addition of the Fontana high school fast-track program. This was the expected and anticipated outcome of growing the program onto another campus. Degrees and certificates that require taking additional evening courses (such as the Master Automotive Technician A.S. Degree) still remain at a lower number primarily due to lack of space to offer the needed courses in a timely manner. Evening courses are impacted

with a large number of needed course offerings and limited space. While daytime courses fill greatly in part with students looking to build entry-level employable skills, evening courses fill greatly in part by students already employed looking to enhance current skills. Our "unit to certificate" rate was previously very low and we have continued to maintain that target, due in large part to the low unit certificates that our program offers.

✖ 3c. Considering the evidence provided, explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.

Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 7d).

Programs may provide additional information or data that has not been included in their IR files.

Student enrollment has dropped in the last two years, and somewhat drastically in the 2019-2020 academic year. The enrollment decline in 2020 can partially be attributed to the cancellation of numerous classes due to the COVID-19 pandemic in March of 2020. Student success rate has had a strange cyclical rise and fall every year since 2014. The reason for this pattern is unclear, but when reviewing the data together it would imply that the success rate decline is less severe than the data would initially show.

4. EVIDENCE--Career & Technical Education (CTE)

✖ 4a. Is this a CTE program?

If yes, proceed to questions 4b-4e. If no, skip to section 5.

⦿ Yes ○ No

Labor Market Information (LMI): Regional Job Outlook (If Applicable)

4b. Identify important CTE PROGRAM developments and trends.

Response Legend: **1** = Middle Skill **2** = Above Middle Skill		
	1	**2**
CTE: Projected Occupational Growth	✔	

4c. Please reflect on projected occupational growth. Are entry-level and median hourly earnings 10% below or 10% above regional living wages? Please explain and provide specific data that supports your answer.

This is an opportunity to discuss middle and above middle occupations and whether these occupations are projected to grow or decline.

Programs may provide additional information or data that has not been included in their IR files.

Median hourly wages, per regional LMI data, are about 4% below the regional living wage of $19.94 for the Automotive Service Technician and Mechanic position. It should be noted that the median wage increases to above the regional living wage with more specialized technician positions such as Hybrid vehicle technician or HVAC technician. Due in part to its classification as an essential and critical infrastructure occupation, employment demand for the Automotive Service Technician is expected to increase 4% through 2024, equating to over 6,000 jobs in the Inland Empire/Desert Region. With a statewide focus on a shift to hybrid and electric vehicles, Chaffey's program will be well suited to further expand our Electric vehicle course offerings in order to meet the growing regional need for highly trained technicians.

External Oversight: Advisory Committee Information (If applicable)
Programs that have an active advisory committee must complete this section.

4d. Does your program have an active Advisory Committee (whether on campus or external) that informs the direction and/or operations of the department? If "Yes" Advisory Committee meeting minutes within the LAST 6 MONTHS must be included as an attachment to this form.

● Yes   ○ No

4e.1 Has the Advisory Committee recommended changes to your program that align with a current or emerging industry?

○ Yes   ● No

4e.2 If yes, what are the recommendations?

N/A

5. External Oversight: External Regulations (If applicable)

External regulations apply to areas with outside accrediting agencies. If you DO NOT have external regulations, answer "no" on question 5a and skip 5b.

⊗ 5a. External Agency

Does the program have external regulations?

○ Yes   ● No

5b. External Agency Information

If yes, please provide the following information:
a) Name of Agency
b) Date of last review
c) Recommendations made
d) Any budgetary or institutional impacts from the recommendations
e) Progress on recommendations
f) Date of next review
*Note: more than one external agency can be added in the same field if needed.

N/A

6. EVIDENCE--LEARNING OUTCOMES

"Learning Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

⊗ 6a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.
If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

☑ Current COURSE LOs for every course have been entered into Taskstream's "Course Learning Outcomes (CLOs) Workspace" for each course.
☐ Current COURSE LOs have been mapped to Institutional Learning Outcomes into Taskstream's "Course Learning Outcomes (CLOs) Workspace."
☑ Current PROGRAM LOs have been entered into Taskstream's "Program Learning Outcomes (PLOs) Workspace."
☑ Current PROGRAM LOs have been mapped to Institutional Learning Outcomes in the "Program Learning Outcomes (PLOs) Workspace."
☑ Current PROGRAM LOs have been mapped to align courses to Program LOs (Curriculum Map) in Taskstream's "Program Learning Outcomes Workspace."

⊞ 6b. Have you uploaded a current Chronological Assessment Plan (CAP) into the "Program Learning Outcomes (PLOs) Workspace?"

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

- ⦿ Yes
- ○ No
- ○ Comment: [_____]

⊞ 6c. Three-year cycle

Do you evaluate all courses within the three-year period?

- ⦿ Yes
- ○ No
- ○ Other: [_____]

⊞ 6d. Are all COURSE LO assessment results from fall 2017 through fall 2020 entered into Taskstream?

- ⦿ Yes
- ○ No
- ○ Other: [_____]

ASSESSMENT REFLECTION

Look over your learning outcomes assessment results for the various COURSES in your program(s).

⊞ 6e. Based on learning outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE been met.

> Our program Safety Test continues to prove itself as an efficient way of establishing and reinforcing relevant safety and environmental criteria as it is required before taking part in any lab activities for each course taken. Student success rates in courses and assessment tests for course subject information areas continues to stay at a high rate. Increasing the use of ASE style test questions has proven to be a good source for increasing critical thinking and understanding while also preparing students for industry certification.

⊞ 6f. Based on learning outcomes assessment results, explicitly identify areas in which the program(s) can improve. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE NOT been met.

> Assessment results for course tasks have started to drop slightly since the programs inability to offer face-to-face lab activities over the past year due to COVID restrictions. Assessing students ability to complete repair and inspection tasks on vehicles has proven difficult without the ability to meet and train students on campus. As the program is allowed to return to campus for face-to-face labs, the assessment of student task mastery will be able to resume at a normal level once again. Some courses require the use of new vehicle technologies and equipment in order to assess properly given the fast rate at which new car technology advances in our industry. Some test additions or edits are required to make exams and quizzes current.

7. STRATEGIC PLANNING

⊞ 7a. Do you have any plans to modify a degree or certificate in your program?

- ☐ Yes

☑ No

⊗ 7b. Are you planning to initiate a new program?

☑ Yes
☐ No

OVERALL IMPROVEMENT

To help answer 7c and 7d, review the following subsections:

Subsection 2: EVIDENCE--Equity
Subsection 3: EVIDENCE--Program Data
Subsection 4: EVIDENCE--Learning Outcomes

⊗ 7c. Identify specific reasons for "why" improvement is needed. Use an evidence-based approach to support your answer.

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors,
budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

> Student enrollment is in a state of decline. The program has done an excellent job of creating new courses and certificate/degree options that are relevant to emerging technologies, but more work is still needed to make our program and its graduates competitive in the current market. Industry specific training in emerging technologies (such as Advanced Driver Assistance Systems/ADAS) is needed for faculty members. The program would also benefit from establishing more direct and intentional career or apprenticeship paths for students by leveraging our existing relationship with the career development and job development staff. The program has seen an influx of new students since the transition to online learning. Although the program must maintain a high level of hands-on training, it is also clear that a higher level of equity can be achieved for our student population by continuing to offer online courses where and when feasible for our student population.

⊗ 7d. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps. Explain your answer in order of priority; rank highest priority first, followed by second highest priority, and so on.

If there is a disparity in equity, the strategies for implementation should be included in the plan.

> Despite an expected shift to return to face to face instruction for our program, the program sees the value and equity in maintaining a level of online and hybrid offerings for the student population. The decision has been made to retain most of our Autotec-15 courses as online while offering one face to face as long as enrollment numbers can justify the decision. The program will also maintain hybrid course offerings with online lecture and face to face lab activities at an expected rate of 80/20 (face to face/online) for the remaining courses. This is expected to offer an equitable solution for students that can also facilitate a manageable growth to program enrollments.

> The program will implement new vehicle technology course material into existing courses where appropriate, which will offer students additional exposure and experience with emerging technologies. For example, the ADAS technology referenced previously is used in many advanced vehicle features that are becoming more common place such as adaptive cruise control, blind spot monitoring, lane keep assist, and autonomous vehicle operation. This content is appropriate to present in numerous courses currently offered by the program (advanced electrical, steering and suspension, general automotive technician A and B). The program will also add hydrogen fuel cell vehicle course material to the existing electric and hybrid vehicle course.

> The program will benefit greatly from the introduction of an apprenticeship program for students to further develop and hone their skills in a career environment while attending courses. Programs have been established and modeled within our region by Mount San Jacinto College and the foundation is laid for these connections to be developed throughout the region in partnership with LAUNCH apprenticeship network.

CURRICULUM IMPROVEMENT

As we move toward Guided Pathways, curriculum serves as a central catalyst for the movement. Reflect and provide information on questions 7e and 7f.

Information will be forwarded to the Curriculum Office. There is NO SCORING on curriculum improvement questions, 7e and 7f.

7e. How does (or will) your program incorporate experiential learning components into your curriculum?

7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?

Students are given assignments in class that require them to investigate repair techniques and/or steps, generate a diagnostic process, perform their diagnostic steps, and then asses the success of their determination/repair to see if the repair was performed in the most efficient way possible.
(Max chars: 5,000)

Our program's early courses address employment positions within the automotive industry, their salary scales, and typical strengths and requirements for the position. Faculty invite industry representatives or program alumni to share experiences from the industry with the students.
(Max chars: 5,000)

7g. Do you have any recommendations for a professional development workshop(s) that will help you or your program execute future plans?

Type N/A in the response field if you are not making any recommendations for professional development.
Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

Professional development workshops about incorporating soft skills and/or apprenticeship models could benefit the faculty of our program.

8. VIP GOALS

8a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

1. Prepare students for inspection, diagnosis and repair of new technologies, such as electric, hybrid, and hydrogen fuel cell vehicles as well as Advanced Driver Assist Systems (ADAS).

2. Build and strengthen Automotive Guided Pathways to decrease student completion time and increase student success, retention, and degree/certificate attainment rates.

3. Increase student scores on industry recognized certification exams (ASE, MACS, Snap-on, etc.) or equivalent testing by at least 10%.

Due to the character count limit restrictions, additional information can be found HERE for our 2021 VIP Goals.

8b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
☑ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
☐ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
☑ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
☑ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

8c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals
VIP Goal 2--Rationale and how it aligns with the Chaffey Goals
VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal #1: The automotive industry is constantly evolving to include a myriad of new vehicle platforms and systems that students need to be prepared to diagnose and repair in order for students to advance in the industry. Through logical pathways students must have experience to current vehicle technologies. This will require instructor training and support required to teach in these areas. This will increase opportunities for higher paying, expanding automotive industry job opportunities by addressing the industry's major effect toward a reduced carbon footprint and the transition to autonomous vehicles through current vehicle platforms. The goal aligns to Chaffey Goal #1 by offering course material and subject matter that assures a complete knowledge of skills that are required to be successful in the industry, Goals #3 and #6 by ensuring that course content is relevant to the needs of the employment opportunities available, and Chaffey Goal #7 as faculty will have opportunities to attend industry leading workshops in advancing technologies.

VIP Goal #2: The purpose of this goal is to continue to develop and maintain pathways that help students complete their goals quicker. This will happen by further developing our CPL (Credit for Prior Learning) offerings and guidelines, articulation agreements, dual-enrollment, work-based learning, and apprenticeship opportunities. The goal aligns to Chaffey Goals #1 and #2 by ensuring the quickest and most equitable path possible to completion for students and Goals #3 and #6 by keeping the program pathways and guidelines relevant and concurrent to the needs of the industry.

VIP Goal #3: The purpose of this goal is to increase student success. Achievement of this goal will better-prepare students to fulfill projected regional job opportunities as identified in the Automotive Technology Needs Assessment. In addition, equipment upgrades are necessary in order to maintain industry standards and ensure students are working on the latest equipment available in the field (per advisory committee recommendations).The goal aligns to Chaffey Goal #1 by offering students opportunities to gain certifications and resources that will afford them opportunities for more substantial employment and higher income wages, and Chaffey Goals #3 and #6 as certifications are offered that are relevant and worthwhile to the students future employment goals.