

Automotive Technology

Section 1: Program Information

Catalog Description

Automotive Technology (Auto) is a career technical program and provides the theoretical background and practical experience necessary to gain entry-level employment and/or advancement in the Automotive technology industry as career-ready practitioners. The program has a contract with Toyota Motor North America (TMNA) that provides students with vehicles & training aides, curricular assets, diagnostic equipment, and a dealer network that helps with job placement. The program offers courses that lead to an associate degree in Automotive Technology as well as to certificates of achievement in Automotive Service, Diagnosis, and Repair—Master Technician; Automotive Service, Diagnosis, and Repair—Toyota/Lexus Technician; Automotive Service, Diagnosis, and Repair—Undercar/Drivetrain Specialist; Automotive Service, Diagnosis, and Repair—Underhood Specialist; and Maintenance and Light Repair. Electrified vehicle training is also available and is required for students completing the Toyota T-TEN program. (Revised, 6/26/2025)

Note: The certificate listing above is valid through the 2024 – 2025 academic year. Effective with the 2025 – 2026 academic year, new certificates have been approved as follows: Automotive Fundamentals, Automobile Service, Automobile Diagnostic Technician, Toyota / Lexus Technician. The “Maintenance and Light Repair” program is being replaced with the “Automotive Service and Repair” program, consisting of: Automotive Basic Service & Repair, Automotive Undercar Service & Repair, Automotive Underhood Service & Repair, Automotive General Service & Repair.

Faculty/Staff

List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year.

*Dave Brown, full-time faculty (lead author, program review)

*Priscilla Englert, full-time faculty

*Greg Lipp, full-time faculty

Mariano Rubio, full-time faculty

Spencer Boldt, full-time faculty

Jeremy Clark, full-time faculty (transitioned to administration, 12/2024)

Brett Caballero, adjunct faculty

Jose Reyes, adjunct faculty

Adolfo Terriquez, adjunct faculty

Matthew Reuteler, adjunct faculty

Robert Kosha, adjunct faculty

Arturo Zacarias, adjunct faculty

Allan Weaver, lab technician

Angie Alvarez, administrative assistant

Terry Adams, CTE programs supervisor

Section 2: Mission

Citrus College Mission Statement

“Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.”

How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

The Automotive Technology program at Citrus College has a long track record of success producing career-ready technicians for the Automotive field, as validated by a number of measures: Course retention and success rates, certificate achievement, associate-degree completion, transfer, as well as students and alumni achieving marked success in the field with long tenures as practitioners and with demonstrated career advancement and mobility. The program emphasizes not only discipline-specific instruction but also critical thinking, the applied use of basic skills, including extensive reading, writing, and computational analysis, and industry and community awareness through weighted analysis of vehicle and consumer needs.

The program supports, encourages, and promotes diversity, equity, inclusion, and accessibility as fundamental values through the use of targeted recruiting of non-traditional students (primarily females and returning students) in addition to inclusive practices in the classroom and laboratory setting along with striving to meet accessibility standards in all electronically distributed media and course content. What's more, the program emphasizes community awareness and sensitivity through targeted instruction of Automotive maintenance and repair needs with an emphasis on necessary preventative maintenance and prioritized remediation/repair recommendations. Since customers of Auto-repair facilities may be of limited means, being able to distinguish between must-do repairs and those that can wait is critical.

Section 3: Course Curriculum

Curriculum Table

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?
- Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?
- Formats (modality type, course length, evening/weekend, noncredit, etc.)
- Are there any limitations preventing timely progress toward educational goal attainment?

Courses in Auto Core (Auto Master Technician and T-TEN Certificates)

| Course Number | Currency (COR review date) | Industry Alignment | Format / Modality | Limitations ³ |
|---------------|----------------------------|---|--|--|
| Auto 101 | 2/01/2025 | Gateway (prerequisite for all subsequent courses) | In-person, classroom & laboratory | Varying success rates among instructors. Too many students entered into Toyota database (T-TEN Online). |
| Auto 151 | 03/07/2025 | A1 ¹ , TIC201A ² (previously 151 ²) | | Maximum 26 students per semester based on space, workstation, and equipment limitations. Cannot run more than one section of course for the same reason. |
| Auto 156 | 03/11/2025 | A6 ¹ , TIC206A ² , TIC206B ² (previously 623 ² & 652 ²) | | Varying success rates among instructors. Class LHE is too high for adjunct. Course curriculum & deliverables need to be updated. |
| Auto 166 | 10/05/2022 | A6 ¹ , 673 ² | | Course content limited by six-week intersession scheduling and material intended for Auto 156 that must be incorporated. |

Footnotes:

1. ASE Education Foundation (ASE-EF) and / or ASE technician certification area of alignment
2. Embedded Toyota technician training course
3. Limitations based, in part, on ASE Education Foundation accreditation report and T-TEN re-certification report

Courses in Auto Core (Auto Master Technician and T-TEN Certificates, continued)

| Course Number | Currency (COR review date) | Industry Alignment | Format / Modality | Limitations ³ |
|-------------------|----------------------------|---|--|---|
| Auto 154 | 10/05/2022 | A4 ¹ , A5 ¹ , 453 ² , 553 ² | In-person, classroom & laboratory | Unit-count and hours per week are excessive. May benefit from being split into two courses based on ASE and Toyota content. |
| Auto 167 | 02/24/2021 | A7 ¹ , 752 ² | | Course deliverables and vehicle bugs need to be updated. |
| Auto 163 | 03/02/2021 | A3 ¹ , 302 ² , 351 ² | | Manual-transmission equipped vehicles are a diminishing portion of the product portfolio for Toyota and other manufacturers. |
| Auto 168 | 02/01/2025 | A8 ¹ , 852 ² , 874 ² | | Course curriculum & deliverables need to be updated. Unit-count and hours per week are excessive. May benefit from being split into two courses. |
| Auto 172 | 02/27/2021 | A2 ¹ , 274 ² | | None |
| Auto 281 | 02/01/2025 | Based on specific needs of technicians entering Toyota dealerships | | Course deliverables need to be updated. |
| Auto 282 | 02/01/2025 | A6 ¹ , L3 ¹ , TIC209A ² , TIC309A ² | | Dedicated lab space needed. Need vehicle bugs installed. |
| Auto 230 A – D | 02/24/2021 | Cooperative Work Experience | Remote lecture and job-site based. Instructor visitation required. | None. Needs integration of Toyota T-PORT (technician portfolio) tracking where applicable. Recommended to have specific requirement for work experience entry-point in program progression. |

Footnotes:

1. ASE Education Foundation (ASE-EF) and / or ASE technician certification area of alignment
2. Embedded Toyota technician training course
3. Limitations based, in part, on ASE Education Foundation accreditation report and T-TEN re-certification report

Courses in Maintenance and Light Repair

| Course Number | Currency (COR review date) | Industry Alignment | Format / Modality | Limitations |
|-------------------------|----------------------------|--|-----------------------------------|---|
| Auto 140a | 06/26/2025 | Aligned with general Auto advisory recommendations to cover 80% of fast-moving (most commonly sold) services | In-person, classroom & laboratory | Might better be replaced by Auto 101. |
| Auto 141 | 11/05/24 | | | Only taught by adjunct faculty. Courses are intended for students with only evening availability (primarily returning students). Limited time. Not accredited by ASE or Toyota. |
| Auto 144 | 02/01/2025 | | | |
| Auto 145, 146, 147, 148 | 12/20/2024 | | | |
| Auto 149 | 02/01/2025 | | | Course has not been offered in greater than 6 years. |

Courses in the High-Performance Institute (HPI)

| Course Number | Currency (COR review date) | Industry Alignment | Format / Modality | Limitations |
|------------------------------|----------------------------|--|-----------------------------------|--|
| Auto 291, 295, 296, 297, 299 | 02/01/2025 | Aligned with Automotive Engine Rebuilders Association (AERA), high performance engine builders, race teams | In-person, classroom & laboratory | Limited demand. Courses repeatedly offered and cancelled. Need more effective marketing, publicity, and review of prerequisites. |

Other Courses

| Course Number | Currency (COR review date) | Industry Alignment | Format / Modality | Limitations |
|---------------|----------------------------|--|-------------------------------------|---|
| Auto 100 | 02/01/2025 | None | In person, classroom and laboratory | For non-majors. Elective course. Personal enrichment, transferrable. |
| Auto 190, 283 | 02/01/2025 | Alternative Fuels | | Courses have never been offered since written (COVID, loss of instructors). |
| Auto 191 | 06/02/2023 | Emissions Testing (Inspection & Maintenance) | | Only one available instructor on staff. |

Section 4: Student Success Data

Power BI Dashboard

<https://app.powerbi.com/view?r=eyJrIjoibW1NmRkOGQ0OTIiMC00NzZlThmNjctNWM1YTE4ZTA1MzM3IiwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWwLTdhYTcxNTIyMGZkYyIsImMiOiZ9>

Review and write about the data on student success, retention, degrees, certificates, and transfer.

- How does your program compare with college-wide data?
- Compare performances within your program to those of the collegewide data.
- Write about any notable equity gaps in performance.
- What potential obstacles or barriers do students face?
- What opportunities are available to address these barriers?

Disclaimer: Data analysis assisted by AI (Google Gemini) and carefully reviewed and edited by the Auto faculty.

Success Rates By Ethnicity (Fall 2023)

| Ethnicity | College-Wide Enrollment | College-Wide Success | Auto Enrollment | Auto Success |
|-------------------------|-------------------------|----------------------|-----------------|--------------|
| African American | 1,038 | 64% | 6 | 100% |
| Native American | 60 | 65% | 1 | 100% |
| Asian American | 2,862 | 84% | 14 | 100% |
| Latino American | 18,027 | 72% | 125 | 81% |
| Pacific Island American | 58 | 88% | NA | NA |
| Two or More | 1,039 | 78% | 9 | 67% |
| Unknown | NA | 75% | 1 | NA |
| White | 4,140 | 79% | 28 | 86% |
| Totals: | 27,224 | | 184 | |

Comparison of Auto Program with College-Wide Data (Ethnicity):

- The Auto program generally demonstrates significantly higher success rates across most ethnic groups compared to the college-wide average.
 - For **African American, Native American, and Asian American** students, the Auto program achieved a 100% success rate, which is substantially higher than the college-wide rates of 64%, 65%, and 84% respectively.
 - **Latino American** students in the Auto program had an 81% success rate, a 9 percentage point increase compared to the college-wide 72%.
 - **White** students in Auto also showed a higher success rate at 86% compared to the college-wide 79%.
- The group categorized as "Two or More" races shows a lower success rate in Auto (67%) compared to the college-wide average (78%), indicating a potential area for attention within the program for this specific group.

- Data for Pacific Island American and Unknown ethnicities in the Auto program is not available (NA).

Notable Equity Gaps (Ethnicity):

- **College-Wide:** There are notable equity gaps in college-wide success rates. For instance, **African American** students have a college-wide success rate of 64%, which is the lowest among reported ethnic groups and significantly lower than the **Asian American** (84%) and **White** (79%) success rates. **Latino American** students also show a lower success rate at 72% compared to Asian American and White students.
- **Within Auto Program:** While Auto generally performs very well, the lower success rate for students identifying as "Two or More" (67%) compared to other groups within Auto (which mostly show 81-100% success) is an equity gap that warrants further investigation. This 67% is also lower than the college-wide average for this group (78%).

Success Rates By Age (Fall 2023)

| Age | College-Wide Enrollment | College-Wide Success | Auto Enrollment | Auto Success |
|----------------|-------------------------|----------------------|-----------------|--------------|
| 19 and Younger | 5,663 | 77% | 28 | 96% |
| 20-24 | 14,237 | 74% | 109 | 97% |
| 25-49 | 7,227 | 73% | 45 | 96% |
| 50 and Older | 464 | NA | 2 | 100% |
| Totals: | 27,591 | | 184 | |

Comparison of Auto Program with College-Wide Data (Age):

- The Auto program consistently shows significantly higher success rates across all age groups compared to the college-wide averages.
 - Students aged **19 and Younger** in Auto achieved a 96% success rate, compared to 77% college wide.
 - Students aged **20-24** in Auto had a 97% success rate, notably higher than the 74% college wide.
 - Students aged **25-49** in Auto achieved 96% success, compared to 73% college wide.
 - The two students aged **50 and Older** in the Auto program achieved a 100% success rate.

Notable Equity Gaps (Age):

- **College-Wide:** College-wide success rates show a slight decline with increasing age (from 77% for 19 and Younger to 73% for 25-49), though the differences are not as stark as those seen in ethnicity data. Data for "50 and Older" college-wide success is not available.

- **Within Auto Program:** The Auto program demonstrates strong and consistent success rates (96-100%) across all age groups, suggesting minimal equity gaps related to age within the program itself.

Success Rates By Gender (Fall 2023)

| Gender | College-Wide Enrollment | College-Wide Success | Auto Enrollment | Auto Success |
|----------------|-------------------------|----------------------|-----------------|--------------|
| Male | 12,393 | 74% | 159 | 95% |
| Female | 14,437 | 74% | 22 | 97% |
| Unknown | 761 | 78% | 3 | 100% |
| Totals: | 27,591 | | 184 | |

Comparison of Auto Program with College-Wide Data (Gender):

Similar to the other categories, the Auto program significantly outperforms college-wide success rates for both male and female students.

- **Male** students in Auto had a 95% success rate, compared to 74% college wide.
- **Female** students in Auto achieved 97% success, compared to 74% college wide.
- Students with **Unknown** gender in Auto also had a 100% success rate, higher than the 78% college wide.

Notable Equity Gaps (Gender):

- **College-Wide:** College-wide success rates for Male and Female students are identical at 74%. Students with "Unknown" gender have a slightly higher success rate at 78%. There aren't significant equity gaps by gender at the college-wide level based on this data.
- **Within Auto Program:** The Auto program shows very high success rates for both male (95%) and female (97%) students, with a slightly higher success rate for females. The difference is minimal and does not indicate a significant equity gap.

Summary of Findings on Student Success:

- **Overall Program Performance:** The Auto program demonstrates exceptionally high student success rates across all demographic categories (ethnicity, age, gender) for which data is available, consistently outperforming the college-wide averages by a substantial margin. This suggests that students in the Auto program are highly successful in their coursework.
- **Areas of Strength:** The Auto program appears to be particularly effective in promoting success for African American, Native American, and Asian American students, achieving 100% success rates for these groups in Fall 2023.
- **Potential Equity Gaps within Auto:** The main equity gap identified within the Auto program is for students identifying as "Two or More" races, whose success rate (67%) is notably lower than other groups within the program and also lower than the college-wide average for that group.
- **College-Wide Equity Gaps:** Significant college-wide equity gaps persist, particularly for African American and Latino American students, who have lower success rates compared to Asian American and White students. The Auto program's success with these groups indicates potential best practices that could be scaled or adapted college-wide.

Potential Obstacles or Barriers and Opportunities

Based on these success rates, especially the college-wide gaps and the Auto program's success, we can infer some potential obstacles and opportunities:

Potential Obstacles/Barriers Students Face (Especially College-Wide):

- **Academic Preparedness:** Lower success rates for some groups college-wide might indicate varying levels of academic preparation upon entry or challenges with foundational coursework.
- **Lack of Targeted Support:** Certain student populations might not be receiving adequate targeted academic, financial, or social support at the college-wide level to overcome common hurdles.
- **Financial Pressures:** Students, particularly those from underrepresented or lower socioeconomic backgrounds, often face financial burdens that can impact their ability to focus on studies, leading to lower success rates.
- **Sense of Belonging/Cultural Relevance:** Gaps by ethnicity can sometimes point to issues related to a sense of belonging, culturally relevant pedagogy, or a lack of representation in faculty/staff.
- **Program Demands:** For the "Two or More" group within Auto, there might be specific program demands or unaddressed needs that lead to a slightly lower success rate compared to others in that highly successful program.

Opportunities to Address These Barriers:

- **Scaling Auto Best Practices:** Investigate the specific pedagogical approaches, support structures, and community aspects within the Auto program that contribute to its high success rates. Identify elements that can be adopted or adapted college-wide, especially for underrepresented groups.
- **Targeted Academic Interventions:** Implement enhanced tutoring, supplemental instruction, and academic coaching for gateway courses, with a focus on groups exhibiting lower college-wide success rates.
- **Enhanced Advising and Mentorship:** Provide culturally responsive advising and mentorship programs that connect students with faculty or peer mentors who understand their unique challenges.
- **Financial Aid and Emergency Support:** Increase awareness of and access to financial aid, scholarships, and emergency funds to alleviate financial pressures that can impede academic progress.
- **Inclusive Pedagogy and Curriculum Review:** Promote professional development for faculty on inclusive teaching practices and review curricula to ensure cultural relevance and accessibility for all student populations.
- **Addressing Specific Gaps in Auto:** For the "Two or More" group in the Auto program, conduct qualitative research (e.g., student surveys, focus groups) to understand the specific challenges they may face and develop targeted interventions. This analysis highlights the exceptional performance of the Auto program in student success and provides clear areas where college-wide strategies could be improved to address existing equity gaps.

Retention Rates by Ethnicity (Fall 2023)

| Ethnicity | College-Wide Enrollment | College-Wide Retention | Auto Enrollment | Auto Retention |
|-------------------------|-------------------------|------------------------|-----------------|----------------|
| African American | 1,038 | 86% | 6 | 100% |
| Native American | 60 | 86% | 1 | 100% |
| Asian American | 2,862 | 94% | 14 | 100% |
| Latino American | 18,027 | 91% | 125 | 98% |
| Pacific Island American | 58 | 97% | NA | NA |
| Two or More | 1,039 | 92% | 9 | 89% |
| Unknown | NA | 87% | 1 | 100% |
| White | 4,140 | 92% | 28 | 89% |
| Totals: | 27,224 | | 184 | |

Comparison of Auto Program with College-Wide Data (Ethnicity):

- The Auto program generally demonstrates superior retention rates compared to the college-wide averages for most ethnic groups.
 - **African American, Native American, and Asian American** students in the Auto program all achieved a 100% retention rate, significantly surpassing the college-wide rates of 86%, 86%, and 94%, respectively.
 - **Latino American** students in Auto had a 98% retention rate, which is 7 percentage points higher than the college-wide rate of 91%.
 - The single "Unknown" ethnicity student in Auto also had a 100% retention rate, compared to the college-wide 87%.
- Conversely, students identifying as **"Two or More"** races in Auto had an 89% retention rate, which is 3 percentage points lower than the college-wide average of 92% for this group.
- Similarly, **White** students in Auto had an 89% retention rate, also 3 percentage points lower than the college-wide average of 92%.
- Data for Pacific Island American students in the Auto program is not available (NA).

Notable Equity Gaps (Ethnicity):

- **College-Wide:** There are notable equity gaps in college-wide retention. **African American and Native American** students exhibit the lowest retention rates at 86%, marking an 8-percentage point difference when compared to Asian American students (94%) and an 11-percentage point difference from Pacific Island American students (97%).
- **Within Auto Program:** While Auto generally shows very high retention, the program exhibits slight dips for **"Two or More"** (89%) and **White** (89%) students when compared to the 100% retention seen in other ethnic groups within Auto. This indicates potential areas for further support for these specific groups within the program.

Retention Rates by Age (Fall 2023)

| Age | College-Wide Enrollment | College-Wide Retention | Auto Enrollment | Auto Retention |
|----------------|-------------------------|------------------------|-----------------|----------------|
| 19 and Younger | 5,663 | 77% | 28 | 100% |
| 20-24 | 14,237 | 74% | 109 | 89% |
| 25-49 | 7,227 | 73% | 45 | 80% |
| 50 and Older | 464 | NA | 2 | 100% |
| Totals: | 27,591 | | 184 | |

Comparison of Auto Program with College-Wide Data (Age):

- The Auto program consistently demonstrates higher retention rates across all age groups compared to the college-wide averages.
 - Students aged **19 and Younger** in Auto achieved a 100% retention rate, significantly higher than the 77% college wide.
 - Students aged **20-24** in Auto had an 89% retention rate, a notable improvement over the 74% college wide.
 - Students aged **25-49** in Auto retained at 80%, surpassing the 73% college-wide rate.
 - The two students aged **50 and Older** in the Auto program achieved a 100% retention rate.

Notable Equity Gaps (Age):

- **College-Wide:** College-wide retention rates generally decline with increasing age, with a 4-percentage point difference between the "19 and Younger" group (77%) and the "25-49" group (73%). Data for "50 and Older" college-wide retention is not available.
- **Within Auto Program:** While overall high, retention rates within Auto show a slight decrease for older student cohorts. The **19 and Younger** and **50 and Older** groups in Auto have 100% retention, while the **20-24** group is at 89% and the **25-49** group is at 80%. This suggests that older students, while still performing better than college-wide peers, might face distinct challenges in retention within the Auto program compared to their younger counterparts.

Retention Rates by Gender (Fall 2023)

| Gender | College-Wide Enrollment | College-Wide Retention | Auto Enrollment | Auto Retention |
|----------------|-------------------------|------------------------|-----------------|----------------|
| Male | 12,393 | 91% | 159 | 95% |
| Female | 14,437 | 91% | 22 | 96% |
| Unknown | 761 | 90% | 3 | 100% |
| Totals: | 27,591 | | 184 | |

Comparison of Auto Program with College-Wide Data (Gender):

The Auto program's retention rates for both male and female students are higher than the college-wide averages.

- **Male** students in Auto had a 95% retention rate, 4 percentage points higher than the 91% college-wide.
- **Female** students in Auto achieved a 96% retention rate, 5 percentage points higher than the 91% college-wide.
- Students with **Unknown** gender in Auto had a 100% retention rate, compared to 90% college-wide.

Notable Equity Gaps (Gender):

- **College-Wide:** There are no significant equity gaps by gender at the college-wide level, with both male and female students retaining at 91%.
- **Within Auto Program:** The Auto program shows consistently high retention rates for both male (95%) and female (96%) students, with no significant equity gap observed.

Summary of Findings on Retention:

- **Overall Program Performance:** The Auto program demonstrates excellent student retention, generally outperforming the college-wide averages across almost all demographic categories. This indicates that students who enroll in the Auto program are more likely to persist in their studies compared to the general student population.
- **Areas of Strength:** The Auto program shows particularly strong retention for African American, Native American, and Asian American students, achieving 100% retention for these groups. It also excels in retaining younger students (19 and Younger) and older students (50 and Older), both at 100%.
- **Potential Equity Gaps within Auto:** While overall high, the Auto program has slightly lower retention rates for students identifying as "**Two or More**" races (89%) and **White** students (89%) compared to other ethnic groups within Auto that reach 100%. Additionally, retention rates for **older age groups (20-24 at 89% and 25-49 at 80%)** within Auto are lower than the youngest and oldest cohorts (100%), suggesting that working-age students might face different retention challenges even within this high-performing program.
- **College-Wide Equity Gaps:** College-wide, African American and Native American students have noticeably lower retention rates (86%) compared to Asian American (94%) and Pacific Island American (97%) students. The Auto program's success with African American and Native American students suggests that its strategies could be valuable for broader college implementation.

Potential Obstacles/Barriers Students Face (Retention):

- **Financial Strain:** For students, especially older ones (25-49), the demands of work and family responsibilities often compete with academic pursuits, leading to withdrawal.
- **Lack of Targeted Support for At-Risk Groups:** College-wide data shows ethnic disparities, suggesting that specific support mechanisms might be missing for African American and Native American students to help them persist.
- **Program Fit/Clarity of Pathway:** Some students might withdraw due to a lack of clarity about their academic path, career goals, or if the program doesn't align with their expectations.
- **Personal and Life Events:** Unforeseen personal crises, health issues, or family emergencies can disproportionately affect some student populations, leading to temporary or permanent withdrawal.
- **Engagement and Belonging:** A lack of connection to the college community or the program can lead to feelings of isolation and a higher likelihood of not returning.

Opportunities to Address These Barriers:

- **Enhanced Retention Strategies:** Identify the specific strategies employed by the Auto program that contribute to its high retention. This could include proactive advising, cohort-based learning, strong faculty-student relationships, or specific student support services.
- **Targeted Outreach and Early Alert:** Implement and strengthen early alert systems college-wide, focusing on students from groups with lower retention (e.g., African American, Native American). Proactive outreach to these students can provide timely support.
- **Flexible Program Delivery and Support:** For older students (25-49) within Auto and college-wide, explore more flexible scheduling options, hybrid/online formats, and support services tailored to working adults (e.g., evening advising, childcare resources, career services that align with their immediate needs).
- **Community Building and Mentorship:** Develop robust mentoring programs (peer, faculty, alumni) to foster a sense of belonging, especially for underrepresented groups. Create opportunities for students to connect within their programs and the broader college community.
- **Financial Literacy and Support:** Offer financial literacy workshops and ensure students are fully aware of all available financial aid options, including emergency grants, which can be critical for retention.
- **Career and Transfer Advising:** Strengthen career and transfer advising from early stages to ensure students understand their post-completion pathways and see the value in persisting.

This retention analysis complements the student success data, further emphasizing the Auto program's effectiveness while highlighting areas for targeted improvement both within Auto and across the wider college.

AS Degree Rates by Ethnicity (2023-2024)

| Ethnicity | College-Wide Enrollment | College-Wide AS Degree | Degree % | Auto Enrollment | Auto AS Degree | Auto AS Degree % |
|-------------------------|-------------------------|------------------------|----------|-----------------|----------------|------------------|
| African American | 1,038 | 86 | 8.29% | 6 | 0 | |
| Native American | 60 | 1 | 1.43% | 1 | 0 | |
| Asian American | 2,862 | 115 | 4.02% | 14 | 0 | |
| Latino American | 18,027 | 779 | 4.32% | 125 | 10 | 8.00% |
| Pacific Island American | 58 | NA | | NA | 0 | |
| Two or More | 1,039 | 49 | 4.72% | 9 | 0 | |
| Uknown | NA | 8 | NA | 1 | 0 | |
| White | 4,140 | 168 | 4.06% | 28 | 2 | 7.14% |
| Totals: | 27,224 | 1,206 | 4.43% | 184 | 12 | 6.52% |

Comparison of Auto Program with College-Wide Data (Ethnicity):

- Overall, the Auto program's AS Degree attainment rate (6.52% for total enrollment - derived from previous output total) is higher than the college-wide average (4.43% for total enrollment - derived from previous output total).
- For **Latino American** students, the Auto program shows a significantly higher AS degree attainment rate of 8.00% compared to the college-wide 4.32%. This is a positive outcome for this large demographic.
- For **White** students, the Auto program also exhibits a higher degree rate at 7.14% compared to the college-wide 4.06%.
- However, for **African American, Native American, Asian American, and Two or More** students, the Auto program recorded a 0% AS degree attainment rate, with no degrees awarded to students from these groups during 2023-2024. This is a significant concern, especially when compared to the college-wide rates for these groups (African American 8.29%, Native American 1.43%, Asian American 4.02%, Two or More 4.72%).
- Data for Pacific Island American and Unknown ethnicities in the Auto program had 0 degrees awarded, with NA for enrollment or percentage in some cases.

Notable Equity Gaps (Ethnicity):

- College-Wide:** A significant equity gap exists for **Native American** students college-wide, with the lowest AS degree attainment rate at 1.43%. Conversely, **African American** students have the highest college-wide degree rate at 8.29%, which is notably higher than other ethnic groups.
- Within Auto Program:** There is a very pronounced equity gap within the Auto program concerning AS degree attainment. **African American, Native American, Asian American,**

and **Two or More** students, despite being enrolled, did not receive any AS degrees in 2023-2024. This contrasts sharply with Latino American (8.00%) and White (7.14%) students, who did attain degrees. This indicates a critical need to investigate and address why students from these other ethnic backgrounds are not completing AS degrees within the Auto program.

AS Degree Rates by Age (2023-2024)

| Age | College-Wide Enrollment | College-Wide AS Degree | | Auto Enrollment | Auto AS Degree | Auto AS Degree % |
|----------------|-------------------------|------------------------|-------|-----------------|----------------|------------------|
| 19 and Younger | 5,663 | 4 | 0.07% | 28 | 0 | |
| 20-24 | 14,237 | 622 | 4.37% | 109 | 6 | 5.50% |
| 25-49 | 7,227 | 552 | 7.64% | 45 | 6 | 13.33% |
| 50 and Older | 464 | 28 | 6.03% | 2 | 0 | |
| Totals: | 27,591 | 1,206 | 4.37% | 184 | 12 | 6.52% |

Comparison of Auto Program with College-Wide Data (Age):

- For the **20-24 and 25-49 age groups**, the Auto program shows higher AS degree attainment rates (5.50% and 13.33% respectively) compared to the college-wide rates (4.37% and 7.64%). The 25-49 age group in Auto shows particularly strong degree completion.
- For students aged **19 and Younger** and **50 and Older**, the Auto program did not award any AS degrees (0%), whereas the college-wide rates for these groups were 0.07% and 6.03% respectively. This is a concerning finding for these specific age demographics within the Auto program.

Notable Equity Gaps (Age):

- **College-Wide:** The college-wide data shows that **19 and Younger** students have a very low AS degree attainment rate (0.07%), while students aged **25-49** have the highest (7.64%). This suggests that younger students are less likely to obtain an AS degree in their initial years, which is typical as they progress through programs.
- **Within Auto Program:** A significant equity gap by age exists within the Auto program. While the 20-24 and 25-49 age groups show good degree completion, the **19 and Younger** and **50 and Older** groups in Auto have a 0% AS degree attainment rate. This indicates that the program is not serving these age demographics effectively in terms of AS degree completion during this period.

AS Degree Rates by Gender (2023-2024)

| Gender | College-Wide Enrollment | College-Wide AS Degree | | Auto Enrollment | Auto AS Degree | Auto AS Degree % |
|----------------|-------------------------|------------------------|-------|-----------------|----------------|------------------|
| Male | 12,393 | 575 | 4.64% | 159 | 11 | |
| Female | 14,437 | 624 | 4.32% | 22 | 1 | |
| Unknown | 761 | 7 | 0.92% | 3 | 0 | |
| Totals: | 27,591 | 1,206 | 4.37% | 184 | 12 | 6.52% |

Comparison of Auto Program with College-Wide Data (Gender):

- **Male** students in the Auto program show a higher AS degree attainment rate of 6.92% compared to the college-wide 4.64%.
- For **Female** students, the Auto program's rate of 4.55% is slightly higher than the college-wide rate of 4.32%.
- Students with **Unknown** gender in Auto had a 0% AS degree attainment rate, compared to 0.92% college-wide.

Notable Equity Gaps (Gender):

- **College-Wide:** College-wide, Male students have a slightly higher AS degree attainment rate (4.64%) than Female students (4.32%). Students with "Unknown" gender have a notably lower rate at 0.92%.
- **Within Auto Program:** While Male students in Auto show a strong degree rate, Female students in Auto have a lower degree rate (4.55%) compared to males (6.92%) within the program. While still slightly higher than the college-wide female rate, this suggests a small equity gap within the Auto program itself. Students with "Unknown" gender in Auto also show a 0% attainment rate.

Summary of Findings on AS Degree Attainment:

- **Overall Program Performance:** The Auto program has a higher overall AS degree attainment rate than the college average. It performs particularly well for **Latino American** and **White** students, and for students in the **20-24 and 25-49 age groups**, and for **Male** students.
- **Critical Equity Gaps within Auto Program:** The most concerning finding is the **0% AS degree attainment rate for African American, Native American, Asian American, Two or More, 19 and Younger, 50 and Older, and Unknown gender** students within the Auto program during 2023-2024. Despite these groups being enrolled, no degrees were awarded. This is a severe equity gap that demands immediate attention. This contrasts sharply with the success and retention data, where Auto generally outperformed the college. This suggests that students from these groups, while successful in courses and retained, may not be completing the AS degree specifically, potentially due to pathway issues, credential goals, or other unidentified barriers.
- **College-Wide Equity Gaps:** College-wide, Native American students show a significantly lower degree attainment rate.

Potential Obstacles or Barriers and Opportunities

The stark contrast between the Auto program's high student success and retention rates and the very low or zero AS degree attainment for several demographic groups within the program points to specific obstacles related to degree completion.

Potential Obstacles/Barriers Students Face

- **Program Pathway Clarity:** Students, particularly from the groups with 0% AS degree attainment in Auto, might not be clear on the specific requirements for the AS degree, or they might be pursuing other credentials (e.g., certificates) or transfer goals that don't culminate in an AS degree at the college.
- **Credential Goals Mismatch:** Students' initial educational goals (e.g., skill building, immediate employment after certificate) might not align with completing an AS degree.
- **Advising Effectiveness:** Advising processes might not be adequately guiding students towards AS degree completion, especially for specific demographic or age groups.
- **Course Sequencing/Availability:** Difficulties in accessing or completing specific courses required for the AS degree could be a barrier.
- **Financial Aid Incentives:** Financial aid structures might not sufficiently incentivize AS degree completion over other shorter-term credentials or simply taking courses.
- **Data Reporting Limitations:** It's possible some students completed degrees but are not reflected due to timing or data reporting nuances (though this would be a system issue, not a student barrier).

Opportunities to Address These Barriers (AS Degree Focused):

- **Review Program Pathways and Advising:** Conduct a thorough review of the AS degree pathway in Auto. Ensure that academic advising proactively guides all students towards degree completion if that is their goal, and clarifies alternative pathways (e.g., certificates, transfer).
- **Targeted Outreach and Goal Setting:** Implement targeted outreach to students from underrepresented groups (e.g., African American, Native American, Asian American, Two or More) and age groups (19 and Younger, 50 and Older) enrolled in Auto. Discuss their credential goals, ensure they understand AS degree requirements, and provide support to achieve those goals.
- **Data-Driven Advising Tools:** Develop or enhance advising tools that track student progress towards specific credentials and flag students who are close to completion but might not be aware of all requirements.
- **Financial Aid Awareness for Degree Completion:** Promote financial aid opportunities specifically tied to degree completion.
- **Course Scheduling and Availability:** Ensure that required AS degree courses are offered in flexible formats and at times that accommodate diverse student schedules, particularly older working students.
- **Student Feedback:** Conduct surveys or focus groups with students from groups with low AS degree attainment in Auto to understand their specific goals, challenges, and perceptions of degree completion.

- **Program Review and Outcomes Assessment:** Incorporate AS degree completion rates for all demographic groups as a key metric in ongoing Auto program review and assessment processes, with clear targets for improvement in identified gap areas.

This analysis of AS degree rates reveals a significant area for improvement within the Auto program, especially concerning equity in degree attainment across various demographic groups, despite strong performance in success and retention. **While most students do not enter the Auto program seeking an AS degree, there are opportunities with the proper coaching and advisement.**

Overall, the Auto program performs very well, awarding AS degrees at a rate above the campus-wide average while achieving outstanding Certificate and Skill Award rates with **65 certificates** issued in 2023 – 2024 and **eight (8) skill awards** issued in the same period.

End of AI enhanced section

Continued, next page.

[Links to Guided Pathways](#) and [DEIA+](#)

Section 5: Program-Level Student Learning Outcome Assessment

Program Learning Outcomes

Automotive Technology Program SLO 1

Acquire skills pertinent to industry level national certification exams in the transportation industry.

The Auto program is accredited by the ASE Education Foundation and is a certified Toyota training partner. Student ASE test results are tracked and reported to Toyota with Citrus students often being among the highest achieving among Toyota affiliated schools in the United States.

Automotive Technology Program SLO 2

Exit the program with a personal/professional commitment to uphold the high standards and uplift the integrity of the Automotive industry.

While this is an aspirational SLO that is difficult to quantify, there are numerous examples over many years of high achieving students who excel in the automotive field. Some have returned to Citrus to teach, others serve on the Advisory Council for the Auto program, and still others have moved on to dealership leadership positions, as well as regional national level corporate positions with Toyota, Lexus, or other manufacturers.

Automotive Technology Program SLO 3

Utilize knowledge acquired in the Automotive Technology program to maximize employment potential in the industry through successful completion of course level outcomes.

The job placement rate for successful program completers at Citrus College is near 100%. What's more, advisory council feedback indicates Citrus students are among the best prepared in the local area.

Past Recommendations and Goals

Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

The Auto program is an inviting, challenging, and rewarding place to study. Students are both challenged and nurtured to bring out their best performance. All of the instructors in Auto are industry experts in their own right, having studied automotive technology at the highest levels, maintained industry currency and credentials, and having been practitioners themselves.

The data analysis on the preceding pages supports these assessments. Student achievement is at a very high level within the Auto program, both during and after students' attendance at Citrus College. The Citrus Auto Advisory is among the strongest on campus as well as among sister institutions.

Overall Weaknesses: In what ways does your program need to improve?

The Auto program is overly reliant on the individual, above-and-beyond efforts of faculty. Administrative involvement is non-existent and has been that way for more than 20 years. The program faculty meet every week to discuss both long-term and just-in-time issues and, despite a revolving door of Academic Deans assigned to the program, none has been willing to participate in such meetings regularly. Advisory meetings are held 4 times a year. The Deans do not attend, except sometimes to say hello briefly and then leave. Issues identified and validated by the advisory council, which is a very active group of industry professionals and alumni, and the potential solutions suggested, are met with opposition from Administration on a consistent basis. The Administration at Citrus College, with regard to the Auto program, is at best an absentee. More often, they present just one more barrier to be overcome is the pursuit of excellence.

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

The Auto program has a demonstrated track record of inclusiveness and high achievement among all identified groups of students, as validated by the data on the foregoing pages. Part of the recipe for that success has been inter-departmental cooperation amongst representatives from financial aid, DSPS, EOPS, and counseling generally. "Intrusive Counseling" is utilized to both check-in on students' program progress and to give students the tools necessary to track their own progress. CTE Counselors, which the Administration has been reluctant to provide, make themselves available for scheduled class visits and both scheduled and drop-in appointments to see students individually. Auto program instructors both encourage and require students to visit with counselors regularly.

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

As identified in the recent ASE re-accreditation report dated 6/24/2025, a number of program improvements need to be undertaken. (Follow up at next scheduled re-accreditation.)

- Research needs to be conducted regarding OSHA-compliant tools and equipment in areas where there has been regulatory change (e.g. blow guns with exhaust vents and / or pressure limiters).
- Additional industry-standard equipment is needed in key areas (e.g. digital tire air pressure gauges).
- Dedicated and adequate space for electrified vehicle training and advanced driver assist systems (ADAS) needs to be identified and obtained.
- The program needs greater administrative support, including but not limited to Administrator participation in Advisories and clerical support for meeting logistics and note taking (minutes). Further, development of and support for a tracking system for program alumni needs to be undertaken with the goal of tracking students who both remain within the Auto industry and those who transition elsewhere.
- Available program funding sources need to be identified at the beginning of and throughout each academic year for faculty review.
- Add current students to Advisory as a regular and repeating practice.

As identified in the recent Toyota re-certification report dated 6/24/2025, numerous remedial actions need to be undertaken. (Follow at scheduled meeting, 10/22/2025)

- Instructors need to achieve and maintain Toyota certification in all five available areas (Engines, Drivetrain, Chassis, Electrical, and Electrified Powertrains). The District needs to support instructors by providing for release from duties to attend training without loss of instructional time for students. Substitutes need to be provided whenever possible.
- Curriculum deliverables (for T-TEN) need to be aligned with the Universal Curriculum packages made available to all members of the T-TEN Instructor Community.
- Auto 101 needs to be updated to prescribed labsheet formatting and to include other instructional planning, presentation, resource, labsheet, and assessment assets organized according to T-TEN NIC file structure, etc.
- Auto 281 curriculum needs to be updated. Sharing with the T-TEN Instructor Community is encouraged.
- “Blended cohort” issues need to be addressed.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

- Instructor training: Minimum training requirements from both ASE and Toyota need to be undertaken with regularity and the District needs to support instructors by providing for release from duties to attend training without loss of instructional time for students. Substitutes need to be provided whenever possible.
- The combined resources of the AUTO and MTRK programs are currently down by two full-time faculty. A current adjunct faculty member, Matthew Reuteler, is due to come on full time starting Fall 2025. This will leave the resources short by one full-time faculty member. Ideally, hiring of an additional faculty member should be prioritized.
- The AUTO and MTRK programs currently share one instructional lab aide. At least one additional full-time hire is needed to manage a facility as complex as this one. Further, to assist with the substitute issue identified above, the existing lab aide should be promoted to Lab Tech III to allow for at least brief periods of student supervision.
- On-going curricular enhancements and equipment needs should be identified consistent with past practice utilizing advisory committees and sub-committees thereof.
- The classroom furniture in TE 102 – 105 needs to be replaced in full. The current desks/tables/chairs are in a state of disrepair and are an embarrassment.
- Care needs to be taken in the assignment of classes and labs in an attempt to prevent class/space overlap and to prevent courses being offered in classrooms that are far away from the needed equipment and instructional aids.