



“We Strive to Guarantee Quality and Excellence”

Palau Community College is an accessible comprehensive public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

**T1 - Instructional Programs
(Academic Degree & Certificate Programs)**

Three Year Program Review

Degree / Certificate Program

Automotive Mechanics Technology

Period of Three-Year Review

Fall 2016 to Summer 2019

Program Review Completed By:

Name	Title	Signature	Date
Nobby Enano	Automotive Instructor		1/31/2020

Program Review Certified By:

Name	Title	Signature	Date
Deikola Olikong	Dean of Academic Affairs		1/31/2020

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher		01/31/2020

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.



Instructions for completing Program Review:

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section. Examples are in **green**, remove when you start writing.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
4. Required supporting documents must be included during submission.

Appendix A: CLOs – PLOs – ILOs Mapping (e-copy only)

Appendix B: Most Updated & Approved Outlines within this cycle (e-copy only)

Appendix C: Most Updated Program Modification with PLOs within this cycle (e-copy only)

Appendix D: FAMED grid of all course assessment data within review cycle
(e-copy only)

5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

I. Academic Degree Program Purpose (Program Description) and Relationship to the College Mission

1. State the purpose of this academic degree program below.

The Automotive Mechanics Technology program is an Associate Applied Science Program that prepares the students to work and advance as automotive technicians and parts counter salespersons. We aim to enrich people's lives by providing the workforce needed by the automotive industries and to help the students to earn the most updated knowledge and skills necessary for servicing all types of automobiles and helping to realize their dreams and passion for adapting the concept of our automotive technology today.

2. How is the academic degree program supporting the overall mission of the College?

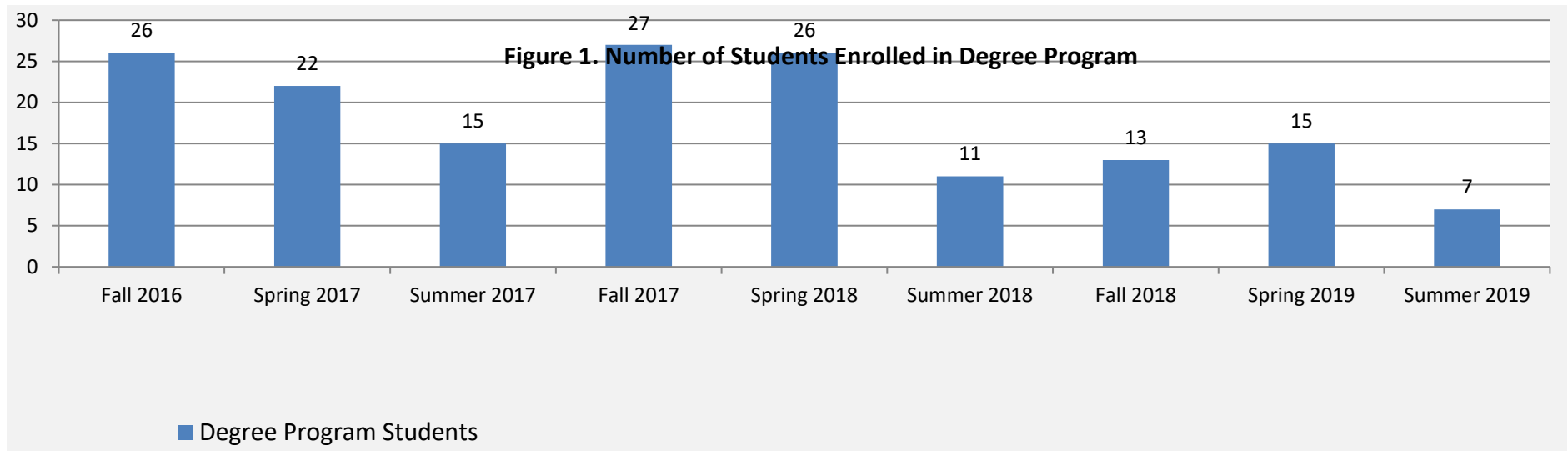
The Automotive Mechanics Technology Program is an Associate Applied Science Degree Program. This program provides classroom instruction and hands-on training to produce students with technical knowledge, skills, and proper work habits/attitudes necessary for employment in the automotive industry. The program supports the college's mission by helping the students develop their excellence and meet their technical, academic, social, and economic needs. Technically, many jobs or careers are waiting for the students who succeeded in the program. They can be a Parts counter salesperson, Service advisors, Car salesman, auto Insurance agents, Driver Mechanic, Service Technicians, Car painters, Car quality controllers, Vehicle bodybuilders, Car specialists, Automotive instructors, and many more. With this in mind, Automotive instructors and the PCC administration are working together to fulfill and complete our mission with quality and dignity.

3. Provide a brief history of this academic degree program below. Include the updates of major changes and accomplishments since the last review.

Compared to the last review, we successfully increased the percentage of students who passed the course by 8%, but the rate of graduates who completed the program has risen to 50%. One of the factors that we consider is the curriculum updates that we made in the last 2016 fall semester. We added one new course to help the students be more engaged in servicing computer-controlled components of engine systems, traction control, drive train system, and automotive air-conditioning systems. And the college is very supportive of buying new pieces of equipment like scanners, power tools, and fresh supplies to support us in our journey of helping the students to succeed in learning automotive technology. And also, two new classrooms were added, and the shop was renovated to provide a conducive learning environment during lectures and laboratory. Work stations are now established to help the students identify their level of competencies.

II. Program Data

Degree Program Students – Number of Students Enrolled in this Degree Program



Provide summary of Figure 1 including its trends analysis.

The enrollment in the 2016 fall semester to the 2018 spring semester is the result of the continuous effort of career guidance and the extensive effort of the program to advertise during Career and Technical Education (CTE) Awareness week. This strategy is so expensive, and we're hoping to find some strategies to help us maintain a good number of our enrolments every semester. For now, we are dependent on career guidance and the CTE awareness program. We have plans to offer a 10-hours free training course to the students who are qualified to enroll in Automotive Technology program. The intention is to advertise the program and awaken their interest in automotive technology.

Program Courses Data
(Course Completion Data of Program Students in each Program Course)

You may insert more rows as needed

Table 1a. Course Completion of Program Courses (Fall)

FA 2016					FA 2017					FA 2018				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
AM101	11	1	0	12	AM101	9	0	0	9	AM101	7	0	0	7
AM111	12	1	0	13	AM111	10	0	0	10	AM111	7	0	0	7
AM112	11	1	0	12	AM112	9	0	0	9	AM112	9	0	0	9
AM113	13	1	0	14	AM113	17	0	0	17	AM113	6	0	0	6
AM213	11	0	0	11	AM214	11	0	0	11	AM214	5	0	0	5
AM214	11	0	0	11	AM215	10	0	0	10	AM215	5	0	0	5
AM215	9	0	0	9	AM216	11	0	0	11	AM216	4	0	0	4
					AM228	2	0	0	2	AM228	1	0	0	1

Table 1b. Course Completion of Program Courses (Spring)

SP 2017					SP 2018					SP 2019				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
AM124	12	0	0	12	AM124	11	0	0	11	AM124	8	0	0	8
AM125	11	1	0	12	AM125	11	0	0	11	AM125	9	0	0	9
AM126	10	1	0	11	AM126	10	0	0	10	AM126	9	0	0	9
AM225	10	0	0	10	AM225	10	0	0	10	AM225	11	0	0	11
AM226	10	0	0	10	AM226	10	0	0	10	AM226	2	0	0	2
AM227	10	0	0	10	AM227	11	0	0	11	AM227	3	0	0	3
AM228	1	0	0	1	AM228	4	0	0	4	AM228	2	0	0	2

Table 1c. Course Completion of Program Courses (Summer)

SU 2017					SU 2018					SU 2019				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
AM228	7	0	0	7	AM228	8	0	0	8	AM228	4	0	0	4

Provide summary of Tables 1a, 1b & 1c including its trends analysis.

Comparing the number of enrollments from the school year 2016 – 2017, 2017 – 2018, and 2018 – 2019. The school year 2016 – 2017, 2017 – 2018 had a good number of enrollments but declined in the school year 2018 - 2019. Amazingly, the percentage of students who passed the course was excellent in 2017 and 2018, and we can see the same trend in the spring to spring semester, summer to summer, and school year to the school year basis. The school year 2018-2019 enrollment is the worst, but the percentage of students who passed is 100%.

Program Courses Data
Course Completion Data of ALL Students in each Program Course
(Does not apply for LA and SD Programs)

You may insert more rows as needed

Table 2a. Course Completion of Program Courses (Fall)

FA 2016					FA 2017					FA 2018				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
AM101	11	1	0	12	AM101	9	0	0	9	AM101	7	0	0	7
AM111	14	1	0	15	AM111	10	0	0	10	AM111	8	0	0	8
AM112	13	1	0	14	AM112	9	0	0	9	AM112	9	0	0	9
AM113	14	1	0	15	AM113	17	0	1	18	AM113	6	0	0	6
AM213	17	0	0	17	AM213	6	0	0	6	AM214	5	0	0	5
AM214	12	0	0	12	AM214	11	0	0	11	AM215	5	0	0	5
AM215	10	0	0	10	AM215	10	0	0	10	AM216	4	0	0	4
					AM216	11	0	0	11	AM228	1	0	0	1
					AM228	2	0	0	2					

Table 2b. Course Completion of Program Courses (Spring)

SP 2017					SP 2018					SP 2019				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
AM124	12	0	0	12	AM124	11	0	0	11	AM124	9	0	1	11
AM125	11	1	0	12	AM125	11	0	0	11	AM125	11	0	1	12
AM126	10	1	0	11	AM126	10	0	0	10	AM126	2	0	1	3
AM225	11	0	0	11	AM225	10	0	0	10	AM225	5	0	0	5
AM226	11	0	0	11	AM226	10	0	0	10	AM226	4	0	0	4
AM227	11	0	0	11	AM227	11	0	0	11	AM227	5	0	0	5
AM228	1	0	0	1	AM228	4	0	0	4	AM228	2	0	0	2

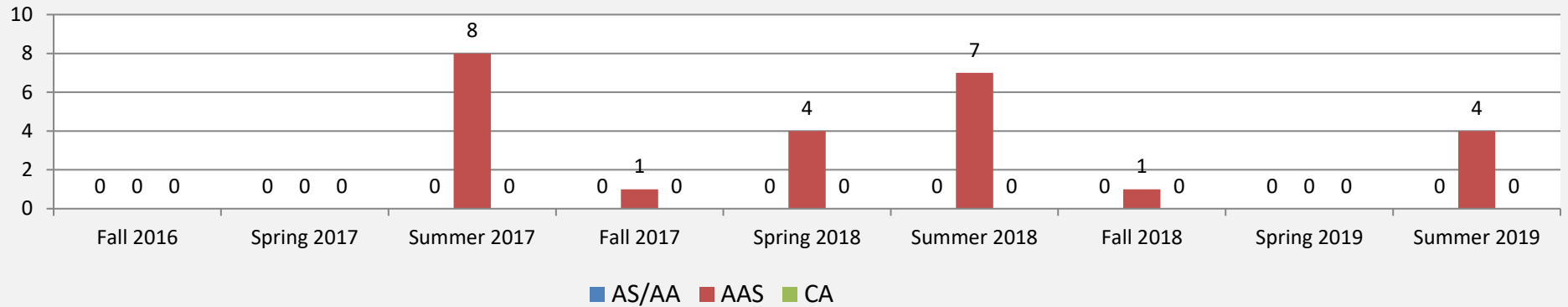
Table 2c. Course Completion of Program Courses (Summer)

SU 2017					SU 2018					SU 2019				
<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled	<u>Course</u>	Passed	Failed	Withdraw	Enrolled
AM228	7	0	0	7	AM228	8	0	0	8	AM228	4	0	0	4

Provide summary of Tables 2a, 2b & 2c including its trends analysis.

Table 2a shows that there are a lot of students taking AM213 in the 2016 fall semester not majoring in Automotive Mechanics Technology; this is because the students from Refrigeration and Air-conditioning program are also taking the said course. But in the 2017 fall semester, AM213 was replaced with AM216; We intentionally created AM216 to help the students learn how to service the mechanical, electrical, and computer-controlled components of car air-conditioning systems and comfort heating systems. Table 2a shows the highest enrollment number, and table 2b shows a 9.5 percent reduction in enrollment. And table 2c shows 100% of students enrolled in the 2019 summer. Meaning, students who enrolled in AM226 in the 2019 spring semester are the same students who enrolled in summer 2019.

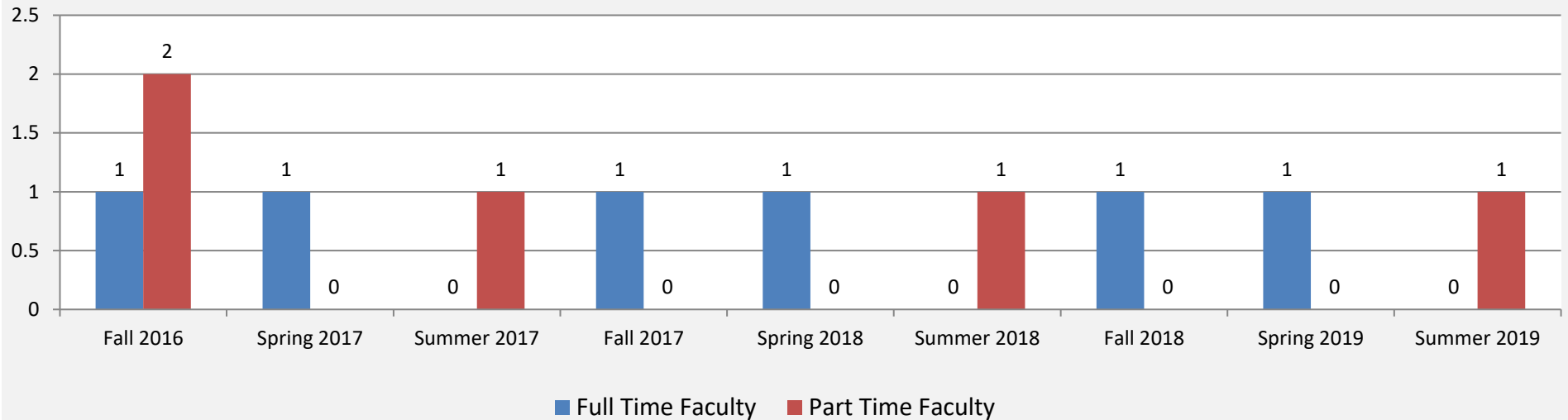
Figure 2. Number of Graduates



Provide summary of Figure 2 including its trends analysis.

The data shows that the number of graduates doesn't match the number of students who succeeded in the second-year level. In our observation, the students are in a hurry to pursue their careers and forget to complete their internships. This means that this program must find a way to increase the percentage of graduates. And this program review will support the next curriculum update in finding a way or solution to solve this problem.

Figure 3. Faculty Head Count



Provide summary of Figure 3 including its trends analysis.

The data shows that two part-time faculty and one full-time faculty run the Automotive Mechanics Technology program in the 2016 fall semester. But in the 2017 spring semester, we updated the program curriculum and trained the program instructor to make sure he could handle all the courses offered in the program. Only one full-time instructor runs the program during the spring and fall semesters of 2017, 2018, and 2019. And the Dean of Academic Affairs supervised the students who undergo internships in the summer. Using the systemic approach, we reduce the number of part-time faculty and thus lower the program operating costs and, at the same time, increase the quality of teaching and solve the delayed submission of grades and course assessments.

III. Student Learning and Curriculum

School Year	How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
Fall 2016 – Spring 2017	14	100%	Update all AM courses.	100%
Fall 2017 – Spring 2018	14	100%	AM216 new course proposed in Fall 2017	100%
Fall 2018 – Spring 2019	14	100%	none	100%

Provide a Summary of Student Learning and Curriculum in the box below. The summary should include reasons for course revisions and course proposals. If any course and/or the degree or the certificate program went through the validity process, include the information here.

The AM213 was originally from Air-conditioning and Refrigeration Technology Program. The CLOs in AM213 are intentionally made for the students in Air-conditioning and Refrigeration technology Program and not for Automotive Mechanics Technology Program. In Fall 2017, the AM216 was created to address the students' needs in servicing car air-conditioning and comfort heating systems. The college also purchased a new scanner to help students diagnose Engine, ABS, Traction control, Air-conditioning system, and Transmission problems.

IV. Course Assessment Data

Year 1: School Year: Fall 2016 – Spring 2017 and Summer 2017

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2016	AM101	CLO#1-PLO#1, 2, 3, and 4 -ILO 1 and 3 CLO#2-PLO#1, 2, 3, and 4 -ILO 1 and 3 CLO#3-PLO#1, 2, 3, and 4 -ILO 1 and 3 CLO#4-PLO#1, 2, 3, and 4 -ILO 1 and 3 CLO#5-PLO#1, 2, 3, and 4 -ILO1 and 3	CLO 1: 83.3% of students assessed performed at the proficiency level. CLO 2: 83.3% of students assessed performed at the proficiency level. CLO 3: 83.3% of students assessed performed at the proficiency level. CLO 4: 83.3% of students assessed performed at the proficiency level. CLO 5: 83.3% of students assessed performed at the proficiency level.
Fall 2016	AM111	CLO#1-PLO#1 and 3- ILO#1 and 3 CLO#2-PLO#1 and 3- ILO#1 and 3 CLO#3-PLO#1 and 3- ILO#1 and 3 CLO#4-PLO#1 and 3- ILO#1 and 3	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 43% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 64% of students assessed performed at the proficiency level.

		CLO#5-PLO#1 and 3-ILO#1 and 3	CLO 5: 45% of students assessed performed at the proficiency level.
Fall 2016	AM112	CLO#1-PLO#1 and 3-ILO#1 and 3 CLO#2-PLO#1 and 3-ILO#1 and 3 CLO#3-PLO#1 and 3-ILO#1 and 3 CLO#4-PLO#1 and 3-ILO#1 and 3 CLO#5-PLO#1 and 3-ILO#1 and 3	CLO 1: 77% of students assessed performed at the proficiency level. CLO 2: 92% of students assessed performed at the proficiency level. CLO 3: 77% of students assessed performed at the proficiency level. CLO 4: 69% of students assessed performed at the proficiency level. CLO 5: 77% of students assessed performed at the proficiency level.
Fall 2016	AM113	CLO#1-PLO#1 and 3-ILO#1 and 3 CLO#2-PLO#1 and 3-ILO#1 and 3 CLO#3-PLO#1 and 3-ILO#1 and 3 CLO#4-PLO#1 and 3-ILO#1 and 3 CLO#5-PLO#1 and 3-ILO#1 and 3 CLO#6-PLO#1 and 3-ILO#1 and 3	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 50% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.
Fall 2016	AM213	CLO#1-PLO#3 -ILO #1,2,3, and 4 CLO#2-PLO#3 -ILO #1,2,3, and 4 CLO#3-PLO#3 -ILO#1,2,3, and 4 CLO#4-PLO#3 -ILO #1,2,3, and 4 CLO#5-PLO#3 -ILO#1,2,3, and 4 CLO#6-PLO#3 -ILO#1,2,3, and 4	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Fall 2016	AM214	CLO#1-PLO#1 and 3-ILO#1 and 3 CLO#2-PLO#1 and 3-ILO#1 and 3 CLO#3-PLO#1 and 3-ILO#1 and 3 CLO#4-PLO#1 and 3-ILO#1 and 3 CLO#5-PLO#1 and 3-ILO#1 and 3	CLO 1: 83% of students assessed performed at the proficiency level. CLO 2: 50% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 50% of students assessed performed at the proficiency level. CLO 5: 50% of students assessed performed at the proficiency level.

Fall 2016	AM215	<p>CLO#1-PLO#1 and 2-ILO#1 and 3</p> <p>CLO#2-PLO#1 and 2-ILO#1 and 3</p> <p>CLO#3-PLO#1 and 2-ILO#1 and 3</p> <p>CLO#4-PLO#1 and 2-ILO#1 and 3</p> <p>CLO#5-PLO#1 and 2-ILO#1 and 3</p>	<p>CLO 1: 90% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 100% of students assessed performed at the proficiency level.</p> <p>CLO 4: 100% of students assessed performed at the proficiency level.</p> <p>CLO 5: 100% of students assessed performed at the proficiency level.</p>
Spring 2017	AM124	<p>CLO#1-PLO#2-ILO 1, 3, 5, and 6</p> <p>CLO#2-PLO#2-ILO 1, 3, 5, and 6</p> <p>CLO#3-PLO#2-ILO 1, 3, 5, and 6</p> <p>CLO#4-PLO#2-ILO 1, 3, 5, and 6</p> <p>CLO#5-PLO#2-ILO1, 3, 5, and 6</p> <p>CLO#6-PLO#2-ILO1, 3, 5, and 6</p>	<p>CLO 1: 90% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 100% of students assessed performed at the proficiency level.</p> <p>CLO 4: 100% of students assessed performed at the proficiency level.</p> <p>CLO 5: 90% of students assessed performed at the proficiency level.</p>
Spring 2017	AM125	<p>CLO#1-PLO1, 2, 3, & 4 - ILO 1, 3, 5, and 6</p> <p>CLO#2-PLO1 & 2-ILO 1, 3, 5, and 6</p> <p>CLO#3-PLO#1-ILO #1, 3, 5, and 6</p> <p>CLO#4-PLO#1-ILO 1, 3, 5, and 6</p> <p>CLO#5-PLO#1,2,3, and 4 -ILO1, 3, 5, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 90% of students assessed performed at the proficiency level.</p> <p>CLO 4: 100% of students assessed performed at the proficiency level.</p> <p>CLO 5: 90% of students assessed performed at the proficiency level.</p>
Spring 2017	AM126	<p>CLO#1-PLO1-ILO 1, 3, 5, and 6</p> <p>CLO#2-PLO1-ILO 1, 3, 5, and 6</p> <p>CLO#3-PLO1-ILO 1, 3, 5, and 6</p> <p>CLO#4-PLO1-ILO 1, 3, 5, and 6</p> <p>CLO#5-PLO1-ILO1, 3, 5, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 89% of students assessed performed at the proficiency level.</p> <p>CLO 4: 78% of students assessed performed at the proficiency level.</p> <p>CLO 5: 67% of students assessed performed at the proficiency level.</p>
Spring 2017	AM225	<p>CLO#1 -PLO#1, 2, 3, and 4 -ILO 1, 3, 5, and 6</p> <p>CLO#2 -PLO#1 -ILO 1, 3, 5, and 6</p>	<p>CLO 1: 90% of students assessed performed at the proficiency level.</p> <p>CLO 2: 90% of students assessed performed at the proficiency level.</p>

		<p>CLO#3-PLO#1, 2, 3, and 4 -ILO#1, 3, 5, and 6</p> <p>CLO#4-PLO#1, 2, and 3-ILO#1, 3, 5, and 6</p> <p>CLO#5 -PLO#1 -ILO1, 3, 5, and 6</p>	<p>CLO 3: 80% of students assessed performed at the proficiency level.</p> <p>CLO 4: 90% of students assessed performed at the proficiency level.</p> <p>CLO 5: 90% of students assessed performed at the proficiency level.</p>
Spring 2017	AM226	<p>CLO#1 -PLO#1 & 2 -ILO#1, 3, 5, and 6</p> <p>CLO#2 -PLO#1 & 2 -ILO 1, 3, 5, and 6</p> <p>CLO#3 -PLO#1 & 2 -ILO 1, 3, 5, and 6</p> <p>CLO#4 -PLO#1 & 2 -ILO 1, 3, 5, and 6</p> <p>CLO#5 -PLO#1 & 2 -ILO1, 3, 5, and 6</p>	<p>CLO 1: 90% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 80% of students assessed performed at the proficiency level.</p> <p>CLO 4: 90% of students assessed performed at the proficiency level.</p> <p>CLO 5: 90% of students assessed performed at the proficiency level.</p>
Spring 2017	AM227	<p>CLO#1 -PLO#4 -ILO 1, 3, 5, and 6</p> <p>CLO#2 -PLO#4 -ILO 1, 3, 5, and 6</p> <p>CLO#3 -PLO#4 -ILO 1, 3, 5, and 6</p> <p>CLO#4 -PLO#4 -ILO 1, 3, 5, and 6</p> <p>CLO#5 -PLO#4 -ILO1, 3, 5, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 100% of students assessed performed at the proficiency level.</p> <p>CLO 4: 890% of students assessed performed at the proficiency level.</p> <p>CLO 5: 100% of students assessed performed at the proficiency level.</p>
Summer 2017	AM228	<p>CLO#1-PLO#1, 2, 3, and 4 -ILO #1, 3, 5, and 6</p> <p>CLO#2-PLO#1, 2, 3, and 4 -ILO #1, 3, 5, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p>

Year 2: School Year: Fall 2017 – Spring 2018 and Summer 2018

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2017	AM101	<p>CLO#1-PLO#1, 2, 3, and 4 -ILO 1 and 3</p> <p>CLO#2-PLO#1, 2, 3, and 4 -ILO 1 and 3</p> <p>CLO#3-PLO#1, 2, 3, and 4 -ILO 1 and 3</p> <p>CLO#4-PLO#1, 2, 3, and 4 -ILO 1 and 3</p> <p>CLO#5-PLO#1, 2, 3, and 4 -ILO 1 and 3</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 100% of students assessed performed at the proficiency level.</p> <p>CLO 4: 81.82% of students assessed performed at the proficiency level.</p> <p>CLO 5: 72.73% of students assessed performed at the proficiency level.</p>

		CLO#6-PLO#1, 2, 3, and 4 - ILO 1 and 3	
Fall 2017	AM111	CLO#1-PLO#1-ILO#1, 3, and 6 CLO#2-PLO#1-ILO#1, 3, and 6 CLO#3-PLO#1-ILO#1, 3, and 6 CLO#4-PLO#1-ILO#1, 3, and 6 CLO#5-PLO#1-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 81.82% of students assessed performed at the proficiency level. CLO 5: 72.73% of students assessed performed at the proficiency level.
Fall 2017	AM112	CLO#1-PLO#3-ILO#1, 3, and 6 CLO#2-PLO#3-ILO#1, 3, and 6 CLO#3-PLO#3-ILO#1, 3, and 6 CLO#4-PLO#3-ILO#1, 3, and 6 CLO#5-PLO#3-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 81.82% of students assessed performed at the proficiency level. CLO 5: 72.73% of students assessed performed at the proficiency level.
Fall 2017	AM113	CLO#1-PLO#3, 4-ILO#1, 3, and 6 CLO#2-PLO#3, 4-ILO#1, 3, and 6 CLO#3-PLO#3, 4-ILO#1, 3, and 6 CLO#4-PLO#3, 4-ILO#1, 3, and 6 CLO#5-PLO#3, 4-ILO#1, 3, and 6 CLO#6-PLO#3, 4-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 90% of students assessed performed at the proficiency level. CLO 5: 90% of students assessed performed at the proficiency level. CLO 6: 80% of students assessed performed at the proficiency level.
Fall 2017	AM214	CLO#1-PLO#3, 4-ILO#1, 3, and 6 CLO#2-PLO#3, 4-ILO#1, 3, and 6 CLO#3-PLO#3, 4-ILO#1, 3, and 6 CLO#4-PLO#3, 4-ILO#1, 3, and 6 CLO#5-PLO#3, 4-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 90.91% of students assessed performed at the proficiency level. CLO 3: 81.82% of students assessed performed at the proficiency level. CLO 4: 81.82% of students assessed performed at the proficiency level. CLO 5: 81.82% of students assessed performed at the proficiency level.
Fall 2017	AM215	CLO#1-PLO#2-ILO#1, 3, and 6 CLO#2-PLO#2-ILO#1, 3, and 6	CLO 1: 90% of students assessed performed at the proficiency level. CLO 2: 80% of students assessed performed at the proficiency level.

		<p>CLO#3-PLO#2-ILO#1, 3, and 6 CLO#4-PLO#2-ILO#1, 3, and 6 CLO#5-PLO#2-ILO#1, 3, and 6</p>	<p>CLO 3: 90% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.</p>
Fall 2017	AM216	<p>CLO#1-PLO#3, 4-ILO#1, 3, and 6 CLO#2-PLO#3, 4-ILO#1, 3, and 6 CLO#3-PLO#3, 4-ILO#1, 3, and 6 CLO#4-PLO#3, 4-ILO#1, 3, and 6 CLO#5-PLO#3, 4-ILO#1, 3, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 81.82% of students assessed performed at the proficiency level. CLO 5: 72.73% of students assessed performed at the proficiency level.</p>
Spring 2018	AM124	<p>CLO#1-PLO#2-ILO#1, 3, and 6 CLO#2-PLO#2-ILO#1, 3, and 6 CLO#3-PLO#2-ILO#1, 3, and 6 CLO#4-PLO#2-ILO#1, 3, and 6 CLO#5-PLO#2-ILO#1, 3, and 6 CLO#6-PLO#2-ILO#1, 3, and 6</p>	<p>CLO 1: 80% of students assessed performed at the proficiency level. CLO 2: 70% of students assessed performed at the proficiency level. CLO 3: 80% of students assessed performed at the proficiency level. CLO 4: 70% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level. CLO 6: 100% of students assessed performed at the proficiency level.</p>
Spring 2018	AM125	<p>CLO#1-PLO#1, 3-ILO#1, 3, and 6 CLO#2-PLO#1, 3-ILO#1, 3, and 6 CLO#3-PLO#1, 3-ILO#1, 3, and 6 CLO#4-PLO#1, 3-ILO#1, 3, and 6 CLO#5-PLO#1, 3-ILO#1, 3, and 6</p>	<p>CLO 1: 60% of students assessed performed at the proficiency level. CLO 2: 70% of students assessed performed at the proficiency level. CLO 3: 80% of students assessed performed at the proficiency level. CLO 4: 80% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.</p>
Spring 2018	AM126	<p>CLO#1-PLO#3-ILO#1, 3, and 6 CLO#2-PLO#3-ILO#1, 3, and 6 CLO#3-PLO#3-ILO#1, 3, and 6 CLO#4-PLO#3-ILO#1, 3, and 6 CLO#5-PLO#3-ILO#1, 3, and 6</p>	<p>CLO 1: 50% of students assessed performed at the proficiency level. CLO 2: 80% of students assessed performed at the proficiency level. CLO 3: 80% of students assessed performed at the proficiency level. CLO 4: 80% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.</p>

Spring 2018	AM225	CLO#1-PLO#3, 4-ILO#1, 3, and 6 CLO#2-PLO#3, 4-ILO#1, 3, and 6 CLO#3-PLO#3, 4-ILO#1, 3, and 6 CLO#4-PLO#3, 4-ILO#1, 3, and 6 CLO#5-PLO#3, 4-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 90% of students assessed performed at the proficiency level. CLO 3: 90% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.
Spring 2018	AM226	CLO#1-PLO#2, 3-ILO#1, 3, and 6 CLO#2-PLO#2, 3-ILO#1, 3, and 6 CLO#3-PLO#2, 3-ILO#1, 3, and 6 CLO#4-PLO#2, 3-ILO#1, 3, and 6 CLO#5-PLO#2, 3-ILO#1, 3, and 6	CLO 1: 50% of students assessed performed at the proficiency level. CLO 2: 70% of students assessed performed at the proficiency level. CLO 3: 80% of students assessed performed at the proficiency level. CLO 4: 90% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.
Spring 2018	AM227	CLO#1-PLO#1, 2, and 3 - ILO 1, 3 and 6 CLO#2-PLO#1, 2, and 3 - ILO 1, 3 and 6 CLO#3-PLO#1, 2, and 3 - ILO 1, 3 and 6 CLO#4-PLO#1, 2, and 3 - ILO 1, 3 and 6 CLO#5-PLO#1, 2, and 3 - ILO 1, 3 and 6	CLO 1: 80% of students assessed performed at the proficiency level. CLO 2: 90% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 90% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.
Summer 2018	AM228	CLO#1-PLO#1, 2, 3, and 4 - ILO #1, 3, 4, and 6 CLO#2-PLO#1, 2, 3, and 4 - ILO #1, 3, 4, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.

Year 3: School Year: Fall 2018 – Spring 2019 and Summer 2019

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2018	AM101	CLO#1-PLO#1, 2, 3, and 4 - ILO 1 and 3 CLO#2-PLO#1, 2, 3, and 4 - ILO 1 and 3 CLO#3-PLO#1, 2, 3, and 4 - ILO 1 and 3	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.

		<p>CLO#4-PLO#1, 2, 3, and 4 - ILO 1 and 3</p> <p>CLO#5-PLO#1, 2, 3, and 4 - ILO 1 and 3</p> <p>CLO#6-PLO#1, 2, 3, and 4 - ILO 1 and 3</p>	<p>CLO 4: 100% of students assessed performed at the proficiency level.</p> <p>CLO 5: 100% of students assessed performed at the proficiency level.</p>
Fall 2018	AM111	<p>CLO#1-PLO#1-ILO#1, 3, and 6</p> <p>CLO#2-PLO#1-ILO#1, 3, and 6</p> <p>CLO#3-PLO#1-ILO#1, 3, and 6</p> <p>CLO#4-PLO#1-ILO#1, 3, and 6</p> <p>CLO#5-PLO#1-ILO#1, 3, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 100% of students assessed performed at the proficiency level.</p> <p>CLO 4: 100% of students assessed performed at the proficiency level.</p> <p>CLO 5: 100% of students assessed performed at the proficiency level.</p>
Fall 2018	AM112	<p>CLO#1-PLO#3-ILO#1, 3, and 6</p> <p>CLO#2-PLO#3-ILO#1, 3, and 6</p> <p>CLO#3-PLO#3-ILO#1, 3, and 6</p> <p>CLO#4-PLO#3-ILO#1, 3, and 6</p> <p>CLO#5-PLO#3-ILO#1, 3, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 87.5% of students assessed performed at the proficiency level.</p> <p>CLO 4: 75% of students assessed performed at the proficiency level.</p> <p>CLO 5: 100% of students assessed performed at the proficiency level.</p>
Fall 2018	AM113	<p>CLO#1-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#2-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#3-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#4-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#5-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#6-PLO#3, 4-ILO#1, 3, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 100% of students assessed performed at the proficiency level.</p> <p>CLO 4: 100% of students assessed performed at the proficiency level.</p> <p>CLO 5: 100% of students assessed performed at the proficiency level.</p> <p>CLO 6: 100% of students assessed performed at the proficiency level.</p>
Fall 2018	AM214	<p>CLO#1-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#2-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#3-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#4-PLO#3, 4-ILO#1, 3, and 6</p> <p>CLO#5-PLO#3, 4-ILO#1, 3, and 6</p>	<p>CLO 1: 100% of students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of students assessed performed at the proficiency level.</p> <p>CLO 3: 100% of students assessed performed at the proficiency level.</p> <p>CLO 4: 50% of students assessed performed at the proficiency level.</p> <p>CLO 5: 100% of students assessed performed at the proficiency level.</p>

Fall 2018	AM215	CLO#1-PLO#2-ILO#1, 3, and 6 CLO#2-PLO#2-ILO#1, 3, and 6 CLO#3-PLO#2-ILO#1, 3, and 6 CLO#4-PLO#2-ILO#1, 3, and 6 CLO#5-PLO#2-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Fall 2018	AM216	CLO#1-PLO#3, 4-ILO#1, 3, and 6 CLO#2-PLO#3, 4-ILO#1, 3, and 6 CLO#3-PLO#3, 4-ILO#1, 3, and 6 CLO#4-PLO#3, 4-ILO#1, 3, and 6 CLO#5-PLO#3, 4-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Spring 2019	AM124	CLO#1-PLO#2-ILO#1, 3, and 6 CLO#2-PLO#2-ILO#1, 3, and 6 CLO#3-PLO#2-ILO#1, 3, and 6 CLO#4-PLO#2-ILO#1, 3, and 6 CLO#5-PLO#2-ILO#1, 3, and 6 CLO#6-PLO#2-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Spring 2019	AM125	CLO#1-PLO#1, 3-ILO#1, 3, and 6 CLO#2-PLO#1, 3-ILO#1, 3, and 6 CLO#3-PLO#1, 3-ILO#1, 3, and 6 CLO#4-PLO#1, 3-ILO#1, 3, and 6 CLO#5-PLO#1, 3-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Spring 2019	AM126	CLO#1-PLO#3-ILO#1, 3, and 6 CLO#2-PLO#3-ILO#1, 3, and 6 CLO#3-PLO#3-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.

		CLO#4-PLO#3-ILO#1, 3, and 6 CLO#5-PLO#3-ILO#1, 3, and 6	CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Spring 2019	AM225	CLO#1-PLO#3, 4-ILO#1, 3, and 6 CLO#2-PLO#3, 4-ILO#1, 3, and 6 CLO#3-PLO#3, 4-ILO#1, 3, and 6 CLO#4-PLO#3, 4-ILO#1, 3, and 6 CLO#5-PLO#3, 4-ILO#1, 3, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 80% of students assessed performed at the proficiency level. CLO 3: 90% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.
Spring 2019	AM226	CLO#1-PLO#2, 3-ILO#1, 3, and 6 CLO#2-PLO#2, 3-ILO#1, 3, and 6 CLO#3-PLO#2, 3-ILO#1, 3, and 6 CLO#4-PLO#2, 3-ILO#1, 3, and 6 CLO#5-PLO#2, 3-ILO#1, 3, and 6	CLO 1: 50% of students assessed performed at the proficiency level. CLO 2: 70% of students assessed performed at the proficiency level. CLO 3: 80% of students assessed performed at the proficiency level. CLO 4: 90% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.
Spring 2019	AM227	CLO#1-PLO#1, 2, and 3 - ILO 1, 3 and 6 CLO#2-PLO#1, 2, and 3 - ILO 1, 3 and 6 CLO#3-PLO#1, 2, and 3 - ILO 1, 3 and 6 CLO#4-PLO#1, 2, and 3 - ILO 1, 3 and 6 CLO#5-PLO#1, 2, and 3 - ILO 1, 3 and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 90% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 90% of students assessed performed at the proficiency level. CLO 5: 80% of students assessed performed at the proficiency level.
Summer 2019	AM228	CLO#1-PLO#1, 2, 3, and 4 - ILO #1, 3, 4, and 6 CLO#2-PLO#1, 2, 3, and 4 - ILO #1, 3, 4, and 6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level.

Provide Summary of Course Assessment Data with analysis results in the box below. The summary should include how assessment results have led to improvement of course and program learning outcomes, student learning, and student achievement.

Comparing this data to the last review, it is very obvious that more students reached satisfactory and exemplary levels. The AT113 enhances the AT program to improve students' foundation in dealing with automotive electricity and electronics application. Above all, the administration's support motivates us to help more of our students to succeed. We believe this data will be used for the

following cycle review to expect more students to reach the exemplary level. Initially, we plan to create a block section that will lead the students to finish one PLO every semester. This means the knowledge and skills they earned in 1st PLO will help them succeed in the next PLO and thus increase the success rate in each CLO of each course of AT program.

V. Program Learning Outcomes (PLOs) Assessment

Program Learning Outcomes Assessment Results

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments
S.Y 2016-17	PLO #1	AM-101 – clo #1- 83.3% AM-101 – clo #2- 83.3% AM-101 – clo #3- 83.3% AM-101 – clo #4- 83.3% AM- 101 – clo #5- 83.3% AM-111 – clo #1- 100% AM-111 – clo #2- 43% AM-111 – clo #3- 100% AM-111 – clo #4- 64% AM- 111 – clo #5- 45% AM-112 – clo #1- 77% AM-112 – clo #2- 92% AM-112 – clo #3- 77% AM-112 – clo #4- 69% AM- 112 – clo #5- 77% AM-113 – clo #1- 100% AM-113 – clo #2- 100% AM-113 – clo #3- 100% AM-113 – clo #4- 50% AM- 113 – clo #5- 80% AM- 113 – clo #6- 69% AM-125 – clo #1- 100% AM-125 – clo #2- 100% AM-125 – clo #3- 90% AM-125 – clo #4- 100% AM- 125 – clo #5- 90% AM-126 – clo #1- 100% AM-126 – clo #2- 100% AM-126 – clo #3- 89% AM-126 – clo #4- 78% AM- 126 – clo #5- 67% AM-214 – clo #1- 83% AM-214 – clo #2- 50% AM-214 – clo #3- 100% AM-214 – clo #4- 50% AM-214 – clo #5- 50%	83% of students assessed performed at the proficiency level. The expected outcome of 70% was met. AM program will continue to offer program courses as they are, continue to assess the program courses, and make any changes when needed. Changes and implementation will continue to be based on course assessment results and data.

		<p>AM-215 – clo #1- 90%</p> <p>AM-215 – clo #2- 100%</p> <p>AM-215 – clo #3- 100%</p> <p>AM-215 – clo #4- 100%</p> <p>AM- 215 – clo #5- 100%</p> <p>AM-225 – clo #1- 90%</p> <p>AM-225 – clo #2- 90%</p> <p>AM-225 – clo #3- 80%</p> <p>AM-225 – clo #4- 90%</p> <p>AM- 225 – clo #5- 90%</p> <p>AM-226 – clo #1- 90%</p> <p>AM-226 – clo #2- 100%</p> <p>AM-226 – clo #3- 80%</p> <p>AM-226 – clo #4- 90%</p> <p>AM- 226 – clo #5- 90%</p> <p>AM-228 – clo #2- 100%</p>	
S.Y 2017-18	PLO #2	<p>AM-101 – clo #1- 100%</p> <p>AM-101 – clo #2- 100%</p> <p>AM-101 – clo #3- 100%</p> <p>AM-101 – clo #4- 81.82%</p> <p>AM- 101 – clo #5-72.73%</p> <p>AM-124 – clo #1- 80%</p> <p>AM-124 – clo #2- 70%</p> <p>AM-124 – clo #3- 80%</p> <p>AM-124 – clo #4- 70%</p> <p>AM- 124 – clo #5- 100%</p> <p>AM- 124 – clo #6- 100%</p> <p>AM-215 – clo #1- 90%</p> <p>AM-215 – clo #2- 80%</p> <p>AM-215 – clo #3- 90%</p> <p>AM-215 – clo #4- 100%</p> <p>AM- 215 – clo #5- 100%</p> <p>AM-226 – clo #1- 50%</p> <p>AM-226 – clo #2- 70%</p> <p>AM-226 – clo #3- 80%</p> <p>AM-226 – clo #4- 90%</p> <p>AM- 226 – clo #5- 80%</p> <p>AM-227 – clo #1- 80%</p> <p>AM-227 – clo #2- 90%</p> <p>AM-227 – clo #3- 100%</p> <p>AM-227 – clo #4- 90%</p> <p>AM- 227 – clo #5- 80%</p> <p>AM-228 – clo #2- 100%</p>	85.35% of students assessed performed at the proficiency level. The expected outcome of 70% was met. AM program will continue to offer program courses as they are, continue to assess the program courses, and make any changes when needed. Changes and implementation will continue to be based on course assessment results and data.
S.Y 2017-18	PLO #3	<p>AM-101 – clo #1- 100%</p> <p>AM-101 – clo #2- 100%</p> <p>AM-101 – clo #3- 100%</p>	85.77% of students assessed performed at the proficiency level. The expected outcome of 70% was met. AM program will continue to offer

	<p>AM-101 – clo #4- 81.82% AM- 101 – clo #5- 72.73% AM-112 – clo #1- 100% AM-112 – clo #2- 100% AM-112 – clo #3- 100% AM-112 – clo #4- 81.82% AM- 112 – clo #5- 72.73% AM-113 – clo #1- 100% AM-113 – clo #2- 100% AM-113 – clo #3- 100% AM-113 – clo #4- 90% AM- 113 – clo #5- 90% AM- 113 – clo #5- 90% AM- 113 – clo #6- 80% AM-125 – clo #1- 60% AM-125 – clo #2- 70% AM-125 – clo #3- 80% AM-125 – clo #4- 80% AM- 125 – clo #5- 80% AM-126 – clo #1- 50% AM-126 – clo #2- 80% AM-126 – clo #3- 80% AM-126 – clo #4- 80% AM- 126 – clo #5- 80% AM-214 – clo #1- 100% AM-214 – clo #2- 90.91% AM-214 – clo #3- 81.82% AM-214 – clo #4- 81.82% AM-214 – clo #5- 81.82% AM-216 – clo #1- 100% AM-216 – clo #2- 100% AM-216 – clo #3- 100% AM-216 – clo #4- 81.82% AM- 216 – clo #5- 72.73% AM-225 – clo #1- 100% AM-225 – clo #2- 90% AM-225 – clo #3- 90% AM-225 – clo #4- 100% AM- 225 – clo #5- 80% AM-226 – clo #1- 50% AM-226 – clo #2- 70% AM-226 – clo #3- 80% AM-226 – clo #4- 90% AM- 226 – clo #5- 80% AM-227 – clo #1- 80% AM-227 – clo #2- 90% AM-227 – clo #3- 100% AM-227 – clo #4- 90%</p>	<p>program courses as they are, continue to assess the program courses, and make any changes when needed. Changes and implementation will continue to be based on course assessment results and data.</p>
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		AM- 227 – clo #5- 80% AM-228 – clo #2- 100%	
S.Y 2018-19	PLO #4	AM-101 – clo #1- 100% AM-101 – clo #2- 100% AM-101 – clo #3- 100% AM-101 – clo #4- 100% AM- 101 – clo #5- 100% AM-113 – clo #1- 100% AM-113 – clo #4- 100% AM- 113 – clo #5- 100% AM- 113 – clo #6- 100% AM-214 – clo #1- 100% AM-214 – clo #2- 100% AM-214 – clo #3- 100% AM-214 – clo #4- 50% AM-214 – clo #5- 100% AM-216 – clo #1- 100% AM-216 – clo #2- 100% AM-216 – clo #3- 100% AM-216 – clo #4- 100% AM- 216 – clo #5- 100% AM-225 – clo #1- 100% AM-225 – clo #2- 80% AM-225 – clo #3- 90% AM-225 – clo #4- 100% AM- 225 – clo #5- 80% AM228 – clo #2- 100%	95.8% of students assessed performed at the proficiency level. The expected outcome of 70% was met. AM program will continue to offer program courses as they are, continue to assess the program courses, and make any changes when needed. Changes and implementation will continue to be based on course assessment results and data.

Provide a Summary of Program Learning Outcomes Assessments and analysis results in the box below. The summary should include an analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of the program’s student learning and student achievement.

Comparing the PLO assessment from the last review (Fall 2012 to Summer 2016) shows that PLO #1 is 76.8%, PLO #2 is 81.9%, PLO #3 is 72.9%, and the PLO #4 is 67.3%. While on this review, the PLO #1 is 83%, PLO #2 is 85.35%, PLO #3 is 85.77%, and PLO #4 is 95.8%. The previous AM program review (Fall 2012 to Summer 2016) recommends a revision of program courses before the spring semester of 2017 will help improve the students' knowledge, and skills in servicing cars at the exemplary level, for this will accommodate technical and technology updates on most modern cars equipped with electronic devices and computer-controlled car components. And we successfully implemented the revision and update last 2017 fall semester. And data shows that the students are more proficient than in the previous program review. This means the modification helps guide the students to succeed. And now, we are planning to make a program modification to create a block section that will help the students feel a sense of success every semester and thus motivate them to continue and complete their studies, which will increase the number of our graduates every year. I believe that if we can successfully implement this before the fall semester of 2020, we can help the students to take an ASE certification or national certificate to prove their worth in the automotive industry.

VI. Evaluation of Previous Program Review Action Plan(s)

Indicate the status of the previous program review action plans below. (Include all previous action plans.) Indicate the cycle and years of the previous program review.

Cycle: 4	Years: Fall 2016 to Summer 2019
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Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
Update program courses	Completed	Fall 2017
Purchase car scanner	Completed	Fall 2017
Make more mock-ups for car electrical	Completed	Spring 2017

Provide a Summary of the Evaluation of Previous Program Review Action Plans and analysis results in the box below. The summary should include what measurable outcomes were achieved due to the actions completed; were the completed action plans led to improvement of student learning and student achievement; provide a detailed explanation of action plans that are ongoing and plans that are incomplete.

We are motivated to update program courses, for there is a lot of new automotive technology that the students should learn. The program courses update was submitted to CPC last spring 2016 and approved in the same semester. The car scanners are essential for the students to learn to help them diagnose car problems. Since the college administration is very supportive of us, purchasing the item is not hard. The work study students are tasked to make their mock-ups; to increase their knowledge and skills in servicing electrical and electronic components. So we completed the issues from the last program review within the period.

VII. Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
Convert the program to a block section.	<ul style="list-style-type: none"> * This will help the students to master the required skills quickly because there is a series of studies to complete one PLO. * A certificate of completion is attainable every semester. 	<ul style="list-style-type: none"> * Computer wheel alignment. * Car lifter * Pneumatic tire changer * Computer wheel balancer * Car scanner that is able to reflash PCM. 	S.Y 2020 - 21

Develop AM online course.	* This will help the students learn without interruption if the pandemic worsens continuously on the Island or when the student cannot attend class because of essential matters that make them not attend their class.	* Hire a computer literate faculty to work on the online class.	S.Y 2020 – 21
Purchase the equipment listed above.	This will help the students to be motivated to finish their studies.	Get the quotation and give it to the Dean of Academic Affairs.	S.Y 2021 – 22

Provide a Summary of Action Plans in the box below. The summary should include program major strengths; program needs and any recommendations for improvements based on assessment results, data, and/or other college major plans. The summary needs to indicate overall program needs that may require financial support from the institution.

We are motivated to update program courses, for there is a lot of new automotive technology that the students should learn. The program courses update was submitted to CPC last spring 2015 and approved in the same semester and the implementation started in fall 2016. The car scanners are essential for the students to learn to help them diagnose car problems. Since the college administration supports us, purchasing the item is not hard. The work study students are tasked to make their mock-ups; to increase their knowledge and skills in servicing electrical and electronic components. So, we completed the issues from the last program review within the period.

VIII. Resource Requests

Itemize resource request below.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel	Hire an additional qualified full-time AM faculty with at least a bachelor's degree in Automotive Technology or a related field.	At least \$16,000 per year.	The college should hire another qualified full-time AM faculty to cater to the potential customers. It is a must for this program to increase the number of enrollment and to create an online class, for this is a new trend of our technology today. Currently, the AM program has only one full-time AM faculty, and as a result, the faculty is overloaded every semester.
Facilities	Just maintain what we have	none	None
Equipment	Computer wheel alignment	\$8,000	This will help the students to diagnose computer-controlled components of the

			vehicle or reflash the computer control unit.
	Car lifter	\$12,000	This will help the student see the vehicles' under-chassis and power train components.
	Computer wheel balancer	\$3,000	This will help the student to understand the concept of tire servicing.
	Tire changer	\$4,000	This will help the student to understand the concept of tire servicing.
	Car scanner that can reflash	\$5,000	This will help the students to diagnose computer-controlled components of the vehicle and reflash the computer control unit.
Supplies	Consumable materials, tools, and office supplies.	\$4,000	There are seven courses offered every fall semester and six every spring semester in this program. These courses need materials during the laboratory to help the students learn the importance of servicing vehicles.
Software	Update scanners	\$500 per year	Scanners are required to be updated every year to diagnose car problems accurately.
Training	Professional development and training in AM-related topics. Professional development needed is in the areas of car computer control systems, CVT transmission, and electric cars.	At least \$3,000 per participant per training.	To ensure that AM faculty is up to date with the latest technology of automotive today. And in turn, students are exposed to such knowledge and skills.
Other	Offer 10-hours of free training every summer to recruit more students to go into the AM field.	At least \$300 in every training for the snacks of every participant.	To encourage more students to go into the Automotive technology field.
Total	All resource requests.	Approximately \$80,000 for 3 years (until the next AM program review).	

Provide a Summary of Resource Requests in the box below. The summary should connect the resources requested to course, program, and institutional learning outcomes assessment results and/or any other college major plans.

The Automotive Technology Program is directed to comply with the mission and vision statement of the college. We have only one full-time faculty instructor to handle the program, and therefore we are struggling to create an online class that will help the students learn without interruption to their studies. For now, the AT program facilities are all good; all we have to do is maintain them properly. The equipment listed above that we need to purchase will encourage the students to pursue their careers, for there are a lot of opportunities waiting for them to help them succeed and explore their excellence. The automotive supplies now are costly, but this will not hinder us from helping the students pursue these tons of opportunities in the automotive industry. If possible, the AT faculty will be sent to training every year to update their knowledge, skills, and the new technologies available in the automotive industry, which will lead to more success for our students. Hoping the 10-hour free training will be granted to help us invite potential students to enroll in the AT program and possibly increase our enrollment every semester.

Do not forget to include all your required evidence. Required evidence is listed on page 2 of this template.