

I. Program Description

A. What is the primary mission of your program? (check all that apply)

- | | | | |
|-------------------------------------|------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> | Basic Skills | <input checked="" type="checkbox"/> | Cultural and Personal Enrichment |
| <input checked="" type="checkbox"/> | Transfer | <input type="checkbox"/> | Academic Support/Learning Resources |
| <input checked="" type="checkbox"/> | Career/Technical | | |

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm> (CTE programs also refer to the CTE Program Review Addenda report at: www.deanza.edu/gov/IPBT/resources.html; it will be posted by 3/14/11.)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1 # Certificates of Achievement |
| <input type="checkbox"/> | 32 # Certificate of Achievement-Advanced |
| <input type="checkbox"/> | 25 # AS, AA Degrees |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below.

a. How many people are served?

- | | | | |
|--------------------------|------------|--------------------------|---------|
| <input type="checkbox"/> | # Students | <input type="checkbox"/> | # Staff |
| <input type="checkbox"/> | # Faculty | | |

b. Number of employees associated with the program?

- | | | | |
|--------------------------|------------|--------------------------|---------------------|
| <input type="checkbox"/> | # Students | <input type="checkbox"/> | # Faculty |
| <input type="checkbox"/> | # Staff | <input type="checkbox"/> | # Part-Time Faculty |

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet" (refer to: <http://research.fhda.edu/programreview/programreview.htm>). Briefly, address student success data relative to your program by answering the items listed below:

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	Automotive Technology underrepresented populations declined from 25% in fiscal year 2008-2009 to 22% in fiscal year 2009-2010 (3% drop). College level underrepresented populations declined 26% to 20% for the same timeframe (6% drop). Although Automotive Technology underrepresented populations declined, the success rate was 82% and the retention rate was 92%. College level underrepresented population success rate was 69% with a retention rate of 87%. We continue to work with students on success strategies both in the classroom and financially.
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2 Trends related to closing the student equity gap relative to the college's stated goals: (refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16)

Explanation:	The equity gap between targeted at non-targeted populations in Automotive Technology increased by 1% as compared to fiscal year 2007-2008 (targeted success rate 82%, non-targeted success rate 88%). The equity gap between targeted and non-targeted populations, college level, increased 4% as compared to fiscal year 2007-2008 (targeted success rate 69%, non-targeted success rate 78%). We continue to focus on early individual student intervention to try and close the gap.
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- 3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

Explanation:	The automotive technology department will continue to focus on direct student intervention and counseling to reduce the equity gap.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	Overall enrollment in Automotive Technology declined from 2,354 in 2008-2009 to 2,155 in 2009-2010. This decline is because of our normal two year cycle of California smog update courses (courses only offered every two years) and the mandatory course reduction implemented by the college. College enrollment declined from 216,684 to 214,226 for the same time period.
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- B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	None
Explanation:	

- C. Based on the 2008 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

Explanation:	We are continuing to work towards increasing our female student enrollment numbers. We continue to be focused on increasing our targeted population enrollment numbers. The Automotive Technology Department still has the dream of developing an alternative transportation fuels technology program. All of this work is impacted by current budget conditions.
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- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, **please see:** www.deanza.edu/gov/IPBT/resources.html, "CTE Program Review Addenda", (will be available after 3/13/11).

Identify any significant trends that may affect your program relative to:

- 1) Curriculum Content;
- 2) Future plans for your program e.g. enrollment management plans.

No significant changes	
Impact:	Program growth
Explanation:	The growing need for an alternative transportation fuels technology program. This technology includes diesel, electric / solar fueling, compressed natural gas, and propane. Alternative transportation fuels technologies is a growing segment of the industry and training requirements will increase over the next five years.

E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

<input type="checkbox"/> No significant changes	
Impact:	Program growth
Explanation:	Our advisory committee continually reinforces the fact that our current training programs are up to date and providing the necessary training for our students to be successful. Alternative transportation fuels technologies is a growing segment of the industry and training requirements will increase over the next five years. The complexity of today's automobiles was unheard of 10 years ago. This complexity has increased the demand for automotive technology students to be able to communicate through reading, writing, and verbal communication at higher levels than ever before. The demand for literacy in automotive technology career fields is driven by the need for students to be able to write repair stories on work orders, read and comprehend complex automotive repair technical information systems, and communicate clearly with customers. The lack of basic skills severely impacts our student's ability to be successful by limiting their ability to comprehend complex technical service information and communication skills. Content area literacy in the automotive technology career field is more important today than it has ever been. Automotive technology content instructors teach literacy in classrooms every day.

III. Select IIIA or IIIB below: (Note instructions and materials for this section will be given at the March 11th and 16th workshops, see www.deanza.edu/slo "Closing the loop . . ." Contact SLO Coordinators: Mary Pape or Tono Ramirez for more information.

A. For programs whose PLOs primarily align to the ICCs: Attach the 2010-11 "PLO to ICC Matching" sheet(s) and "PLO Assessment Planning Calendar" sheet(s)

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

course-embedded surveys

Other, describe here: _____

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

NA 34 complete 21 in progress 45 to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

All faculty and staff are engaged in the SLO process.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "PLO to Strategic Initiative Matching" sheet(s) and "PLO Assessment Planning Calendar" sheet(s)

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input checked="" type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/> NA	<input checked="" type="checkbox"/> 34 complete	<input checked="" type="checkbox"/> 21 in progress	<input type="checkbox"/> to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

All faculty and staff are engaged in the SLO process.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

Department Summary

IV. Attach 2008 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

<input checked="" type="checkbox"/> 1 Rank	<input type="checkbox"/> replacement	<input checked="" type="checkbox"/> growth
Position:	Automotive Technology Instructor	
Department :	Automotive Technology	Contact Person, ext. Randy Bryant 8840

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

The U.S. Bureau of Labor predicts "People who enter diesel engine repair will find favorable opportunities, especially as the need to replace workers who retire increases over the next decade. Opportunities should be very good for people with strong technical skills and who complete formal training in diesel mechanics at community colleges or vocational schools". http://www.bls.gov/oco/ocos182.htm#outlook .
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2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

We would like to increase our job placement percentage to over 90 percent. Starting our alternative transportation fuels technology program with a diesel program makes sense because of the number of diesel vehicles on the road today. By equipping our students with diesel training we will enhance their ability to compete for jobs in the transportation industry.

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

Job placement, success rates, and retention rates.

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

1	Rank	<input type="checkbox"/> replacement	<input checked="" type="checkbox"/> growth
Item Description:		Automotive diesel training program.	
Cost Estimate :		110,000	Contact Person, ext. Randy Bryant 8840

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

The objective of our Light-Duty Diesel concentration is to provide students with the skills to work on light-duty consumer cars and trucks with diesel engines. Identify emission components and maintain all consumer diesel powered vehicles including automotive applications. Leading to advanced diesel troubleshooting and computer controlled engine management courses. This training will make our students more competitive in the job market.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

We would like to increase our job placement percentage to over 90 percent. Starting our alternative transportation fuels technology program with a diesel program makes sense because of the number of diesel vehicles on the road today. By equipping our students with diesel training we will enhance their ability to compete for jobs in the transportation industry.

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

Job placement , success rates, and retention rates.

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

<input type="text"/> Rank	<input type="text"/> replacement	<input type="text"/> growth
Position:		
Department :		Contact Person, ext.

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed) List 3 here, keep a prioritized list all items on hand.

<input type="text"/> Rank	<input type="text"/> replacement	<input type="text"/> growth
Item Description:		
Cost Estimate :		Contact Person, ext.

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

- 1 Additional factors:
- 2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:
- 3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:
- 4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below: