Name of Program	Division	Author(s)
Automotive	III	Brian Hagopian

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website.   The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
    - student learning and achievement
    - services for students
    - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

It is the primary purpose of the Las Positas College Automotive Department to deliver high quality up to date automotive technology training for the tri-valley. We foster growth and success in both students and the community at large. The automotive department augments

> and strengthens its mission by partnering with local businesses and schools to promote and exchange ideas regarding automotive service, and the needs of the automotive industry. Our goal is to make our students taxpayers in two years or less. Students attain this goal by taking as few as two classes or fulfilling the requirements of our two degrees or two certificates.

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The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

> The Automotive department's mission supports to the Las Positas College's mission by fostering growth and success in students and our community by preparing our students for a career in the automotive field. We support the community by providing Continuing Automotive Service Education, "CASE" the college trains and provides "job ready" service technicians, and also supports continued development for technicians already on the job. Our mission is guided by a dynamic advisory board which meets bi-annually. The Board consists of industry representatives along with local career technical school representatives. Based on this input we can constantly change and adapt our program to best serve our community and students. In short we support three parts of the mission statement directly; degree, career-technical, and retraining.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

    (Highlight the appropriate box to type in an X.)

    YES ☐   NO X☐

    If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

    (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
None	None needed at this time
Click here to enter text.	Click here to enter text.

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

    YES ☐   NO X☐

    If yes, please describe briefly what new curriculum is planned.

NO, current classes fulfill current technology; however technology changes quickly in automotive. This may change in six months!

B. New Initiatives (AY 2014-15)

   Are any new initiatives planned for the academic year 2014-15?
   (Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

   YES ☐   NO X☐

   If yes, please describe briefly what new initiatives are planned.

NONE

C. SLOs/SAOs

   1. Status of course SLOs/SAOs and assessments for AY 2011-12.

       (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
14	14	14

   2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

       (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Every semester, however that does not mean all auto classes, that means all classes offered have been assessed. Our classes rotate to try and offer all classes in 3-4 years

   3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
3	3	1

   4. Analysis of SLO/SAO data for AY 2011-12.
       (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

       a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> With or without SLO's our classes/program has always been assessed. Lecture points were always reinforced with lab activities. Lab activities have always been graded and assessed for success. Slo's has not helped this, only taken time out of our schedules to enter data we already knew about. We change lab activities midstream to help students grasp concepts, not after 6 months and SLO data has been entered. Concepts in automotive are mostly pass/fail. Either students are proficient or not, this means that we must change teaching styles/labs on the fly. We know that are students are gaining knowledge and are proficient because or gainful employment and lab activities performed.

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

> We were improving our classes before SLO's, we improve them now and have not learned anything new about our program other than what we have been doing has been very successful.

c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

> Eventually the lack of funding for our program will show up in employment trends for our students not in SLO's. Which it already has, we dropped from 92% to 82% employment of our students. Our program not receiving proper funding will mean our students are not trained to the standards the industry has asked for. This means our students will not be job ready and will not be hired, mission unfulfilled. The lack of funding means no tools and equipment, the lack of classes means our students cannot get the classes they need to become employed.

d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

> None

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

   a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> Head count has dropped because of cuts to sections; however we have kept total enrollments ups by taking on extra students and risking safety. Most of our students come to us directly out of high school, and looking at the percentage of their goals, have no idea where they are going to end up. Perkins data shows that 92% of our students are employed in the automotive field as of 2010 but this has dropped in 2011 to 82%. A direct result of the lack of class offerings because of cuts.

b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

> The data showed us nothing new. We have been cut to the bare minimum and changes to scheduling, course offerings have already been made. We can make no more, we do not have the available sections to do so. We have always outreached to high schools and career fairs, however because of the increase work load on us this has dried up in recent years, the lack of support for our program is showing.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, <u>briefly</u> explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

> We need more classes, more adjuncts and the support of our classified. Students are taking to long to finish the program or to even get classes so they can become employed. We have already removed three classes from the automotive rubric and are now down to the essentials of what students need to become job ready, as suggested by our advisory board.

2. Enrollment Management **(Instructional programs only)**

   a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

   > 4.85

   b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

No, the same. We had already been cut to no adjuncts and only full time instructors.

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

None, we will run the same amount of sections with only a slight change in FTEF because of the rotation of classes and how the classes are loaded. We will try and add up to two classes if given the chance. We have always followed a rotation of classes that allows the student to finish the program as quick as possible. This document is in the hand of the consolers and has changed several times in the last two years because of cuts. It has been stable for the last year and will be changed if a section is added back.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:
(http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
2.4	2.4	100

*   If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1	Welding, Horticulture. Unapproved time to Viticulture	40	12
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	1	SAME AS ABOVE	24	10
student assistants	1	Welding, auto, viticulture, enology, horticulture	18	10

*   full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES ☐   NO x

If No, briefly describe. Provide any data which support these needs.

The auto and welding departments believe we selected the best person for the job of lab technician IV, and that person was hired, and came on board. Once on board, the new hire worked extensively to clean, organize and repair the equipment in welding and auto labs. All was well for the first year or more. Starting sometime last academic year, our lab technician's job assignments took a dramatic turn. The technician now started to take on tasks in the Viticulture and Enology departments. The amount time, the volume of assignments and complexity of the tasks assigned in that area grew exponentially. This area was not part of the technician's scope of duties in the hiring process, there was no mention of Viticulture and Enology. The amount and frequency of the tasks became disruptive to the auto lab and class activities. The welding and auto departments now came under the Dean that also managed the Viticulture and Enology programs. This seemed to further complicate the tasks assigned to the Technician. It seemed the amount of tasks assigned in the Viticulture and Enology department began to grow again. This past summer, it appears from all accounts including the technician, a good portion of his efforts this summer was spent on Viticulture and Enology tasks. The auto lab is now beginning to feel and show the lack of attention and effort we thought we were going to get when the full time Technician IV was hired. The work of the technician is not to be questioned. He does outstanding work on whatever he does. The concern is over the lack of time left to attend what were to be his original scope of duties and tasks. I would estimate 25% of the technicians time is spent on welding, 25% on auto and the balance on viticulture and enology. A far cry from what the person was hired to do. In the best interest of the welding and auto programs, the Technician IV must return to the welding and auto task they were hired to perform. If the Viticulture and Enology programs need to level of support provided, at a loss to welding and automotive programs, they should pursue the pathway and justification of hiring a classified professional to do their tasks, not taking the resources from welding and automotive, without discussion or permission. The auto department has never relinquished, nor been asked if our resources can be dispatched out to another group other than welding.

It is imperative for the long term success of the auto program that the Technician IV position and tasks be restricted to the Welding and Auto departments only. Administrative support in this area is required for this to succeed. This section is in no way meant to harm another department or faculty member. This position was hired during an absolute hiring freeze because of safety concerns in the Automotive and Welding areas. When the position was hired, the hiring documents show 10% horticulture and that is the extent of time not spent in auto/welding. This time has grown significantly within the last six months and now safety and maintence of equipment in the auto area are suffering. If the college would like to turn a blind eye to this and not return our lab tech, while also supporting viticulture by hiring a desperately needed classified person for that department, then

> safety of students in the auto area will be compromised.

3. Are there Staff Development needs for the academic year 2014-15?

    YES x☐   NO ☐

    If yes, elaborate. Provide any data which support these needs.

> Need update training every year, and every year it is an out of pocket/personal time event. Training for automotive is offered at all times during the year but because of our busy schedules we never know what we have time for. It is usually too late to fill out the forms to get the development paid for, they are due at certain times and our development schedules do not work that way. Honestly we train ourselves for our students, the newer the technology we know the better we can prepare our students. Not getting paid for it is the last of our worries.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES X☐   NO ☐

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

> All of our scanners, software, Alldata need to be updated every year. If we are not in compliance the machines are out of date and useless for training our students for job readiness.

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES x☐   NO ☐

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

> Sandia. Has been on the list for years. A free building and use of millions of dollars of equipment, for free. Yet nothing has been done. Agreement with Hunter, free equipment and upkeep a value of $250K, for letting Hunter use a classroom for two weeks a quarter. Alldata must be purchased every year, M&O also uses this, and every computer has access to it as long as on campus. Basic hand tools, more space, another classroom would all make the program grow. A diagnostic and performance dynamometer which is used in all classes for testing fixes and running vehicles with problems to be able to bring the road to

the classroom. New technology needs, our equipment is old and outdated.

Our department needs more space, not only for the college classes but also so we may expand the outreach into the community. By having more space we can have more agreements with manufacturers, which will bring more money in, more tools, more cars, and more opportunities to the students.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

    YES X☐   NO ☐

    If yes, please briefly describe amount and general uses.

    $250.00, about useless. Cannot afford to buy any equipment or repair equipment.

2. Are there any **new** financial needs for the academic year 2014-15?
    (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

    YES x☐   NO ☐

    If yes, briefly describe. Provide any data which support these needs.

    A decent budget. Why is the money that the Automotive department makes from the agreements with General Motors, Kia, and the Referee redistributed to the college general fund. We could be self supported if the money we bring in was spent on our department, especially if all pending agreements were fulfilled.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

*   Internal or external impacts on program
*   (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
*   Other internal or external data *(data not discussed above)*

Non-accredited schools, Wyotech and UTI. They used high pressure sales people to take students and give them 18 months of training and 40K in debit. We need to advertise.

A brick wall between the program and the administration. Every time we have anything that is proposed the answer is always no, or they wait too long to do anything and the opportunity is lost. Examples, BMW, Chrysler, Midas, CAT, all lost.

Once something is taken away, we never get it back. Example, program budget, coordinator time, FTEF, space on campus, 3 containers for storage, one of them being GM. At this time my program review is now 2 weeks late, midterms have hit. Why is it late? Coordinate between GM, Smog, ACDelco, College, KIA, Referee, be a counselor for auto students, and teach classes, this is what we have time for. Add in anything else and everything backs ups. Asking for coordinator time is not something that would just be nice

to have. It is something that is needed our program has many facets to it that all need to have a person who knows them working with them. This will then help the students and the program as a whole work smoothly.

During the last round of cuts when we lost our last adjunct, he was hired by Chabot automotive and continues to work there. As we were being cut they were growing. As we are constantly losing budget they gain. Perkins money was recently taken away, yet Chabot automotive has on average over $100K a year, when we do happen to be offered it, it is maxed out at $5k. Where is the money and support?

We currently cannot find qualified adjuncts after losing what we had, which is why we have not, as of yet asked for any additional classes. *As of the time of editing we have found two people who could be adjuncts and will now be asking for more FTEF in Fall 2014. We are hopeful that we can return some classes into our rotation and reduce the time it take for students to complete the program from 3 to 4 years to 2/3.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
   (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

   All. There were none listed.

B   **Summarize objectives not accomplished since the program review update (2012) and why not.**
   (Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

   None. There were none listed.

C. **What are the objectives for the academic year 2014-15?**
   (Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

   None, until proper staffing and coordinator time is given.

D. **For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**
   (This brief summary should capture the effects on students and the program if the needs are met or unmet.)

   The program will eventually get to a point where industry standards approved by our advisory board are not met and we are not longer supply students who are prepared to an industry that desperately needs technicians. However, if things turn around, we will be able to do what our advisory board asks. No accomplishments are listed because faculty are tired of the constant walls put up by administration. The constant lack of getting

anything done has worn down our drive. Now we are just trying to keep status quo until something changes and people actually realize we are doing a good job making students automotive technicians, but could do a lot better with items listed in this program review.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective ‡	How will effectiveness be measured?	Category *	Resources needed	Committee
1	1	Gain co-coordinator time	all		Either it happens or it does not	human	ftef	
2	1	Gain a decent budget, become self supported, stop theft of money by general fund	all		Either it happens or it does not	Financial	budget	RAC
3	2	Performance/diagnostic dyno	all		Either it happens or does not	financial	budget	RAC
4	1	Annual cost paid for, soap, scanner updates, machine updates, any other.	all		Either it happens or does not	financial	budget	
5	3	Adjunct staff, get FTEF back up to where it was before cuts	all		Hire 2 adjuncts and return class rotation to where it was before cuts. This would	human	ftef	

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

				also reduce the time it takes students to go through the program from 3 to 4 years to 2/3 years!			

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.