

PROGRAM REVIEW Fall 2017

Program: Automotive

Division: CATSS

Date: 8/15/2017

Writer(s): Brian Hagopian

SLO/SAO Point-Person: Brian Hagopian

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/b59nCy>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

More available jobs for students. Labor market exploding at an exponential rate. Not able to fill local jobs.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>Change of faculty workload to include noncredit/contract teaching and classified staff duties for F hour load. College would like to cancel the GM contract. This means a loss of all current year cars and 75% of the equipment and tools used for many LPC classes. Possible internship programs with students and local dealers. All Curriculum/AS/Certs have been updated New Service Consultant class written, Possible AS and Certs coming, waiting on Advisory board.</p>	Mark an X next to each area that is addressed in your response.																												
	Definitions of terms: https://goo.gl/23jrxt																												
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	addressed in Question H.
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C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>Replacing aging equipment,- none Gaining/replacing storage space. – none Gaining more shop space. – none Purchasing new equipment to support growing technology needs in industry. – one piece for Hybrid training More space for teaching and shop space for both the college program and other contracts current and future - none</p>	Mark an X next to each area that is addressed in your response.
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>Aging college equipment almost useless, depending on GM contract supplies more and more to supplement program needs. Because of teaching load issues, no time for professional development, this effect students by not having an instructor who has the latest technology to teach. Depending on the Auto club, students to have high school outreach. This takes time away from class.</p>	Mark an X next to each area that is addressed in your response.
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Lack of time to complete processes. No coordinator pay or time set aside for program coordination, which includes outreach to high schools, attending program development seminars and training, and building better relationships with local shops. Not knowing what management wants, constant mixed signals. Creation of an attitude of disenfranchisement with current faculty because of so many missed opportunities and being told no repeatedly.</p>	Mark an X next to each area that is addressed in your response.	
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>Figuring out what the college really wants. Partnerships with industry that are recession proof or trying to gain more students from an area that is already being served to all of its potential. Possibly the downsizing of the Auto department more or the possibility of building a stronger program by outreaching to outlying areas. Coordinator to attend multiple training sessions outside of LPC.</p>	Mark an X next to each area that is addressed in your response.	
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>Construction of new building. Gaining new equipment and tools.</p>	Mark an X next to each area that is addressed in your response.	
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Yes, but waiting for new building. No sense in spending money foolishly on something that will be torn down in 5 years.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

We are career-technical. We provide training and retraining for automotive students and industry.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___x___no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

It is hard to teach and have students succeed when your aging equipment breaks or is not up to par with industry standards.

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: AUTO
Text of the CSLO, SAO, or PSLO: Apply safety precautions in shop lab exercises.
Describe the quantitative or qualitative results: 100% pass rate
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Continue the course. Student safety must be constantly evaluated and is expected to be at 100%. As long as the department can keep 100% we are on the right track
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? Students are learning how safety can be important and are learning to own their own safety habits.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: AUTO
Text of CSLO/PSLO/SAO: Upon completion of AUTO A1, the student should be able to apply engine repair safety precautions.
This CSLO needs to be evaluated to see how much equipment will be needed in the future. It is not just about safety, but also availability of equipment to the students.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

No

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

Section Three: CTE Updates (CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

The COECCC projects **annual openings of 680** between 2014 and 2017. The Centers of Excellence Community College Consortia reports there are an average of **1027 Automotive Technology program completers* per year** from 2011 to 2015 **yielding a deficit of 347 per year for this occupation**. Of the 1,027 total completers reported, 117 earned an AA degree and 55 earned 30-60 units. Looking at the supply/demand numbers using these two figures, the overall numbers change dramatically. Rather than a deficient, there is a demand of 508.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Yes and No. Yes for guidance of curriculum. We have not yet started NATEF, the college needs to let us know the direction of the GM contract. No reason to start NATEF if GM leaves we lose 75% of the equipment and tools in the program. In addition to the last point, NATEF work is extra and faculty expect to be compensated at a rate of 30 CAH for NATEF work to become certified and 15 CAH per recertification. We are waiting on management.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

Our enrollments and completers are on par. They are even. Compared to other EB schools we have 56% lower enrollments and 28% less completers. This is also true for Bay Area and State numbers. Our enrollments might be less than other schools but our completer rate is 25% higher. One of the issues of enrollments is the white collar area the school is in. We have a 93% fill rate in our classes, there are no more students for us to recruit.

C2. Does your program meet or exceed the regional and state medians for students gaining employment in their field of study? If not, what program improvements may be made to increase this metric?

Yes we exceed it. And have raised the bar by 10% out of the last three academic years. We are at 83% the closest is the entire bay area at 74%

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Yes, see above

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Exceed. EB, Bay Area and State average 69-77%. LPC Automotive 144%

Issue. We have constantly improved the program and all the metrics and have come to a point where this growth will stop. It is impossible to expect any more from the program especially with the challenges we face. Lack of budget, lack of coordination time, lack of support for recruiting, lack of new partnerships, loss of vision because of the above and constant management changes and being a third class citizen on campus.