**INSTITUTIONAL PROGRAM REVIEW 2009-10**

**Program Efficacy Phase, Spring, 2010**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

  Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals

  Aid in short-range planning and decision-making

  Improve performance, services, and programs

  Contribute to long-range planning

  Contribute information and recommendations to other college processes, as appropriate

  Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by March 22, 2010.

It is the writer’s responsibility to be sure the Committee receives the forms on time.

In response to campus wide feedback that program review be a more interactive process, the committee will pilot a program efficacy that includes a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The pilot will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process. More details on the pilot can be found in the attached file.

**Program Efficacy, Spring 2010**

Complete and attach this cover sheet as the first page of your report.

**Program Being Evaluated**

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| Diesel |

**Name of Department:**

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| --- |
| Diesel |

**Name of Division**

|  |
| --- |
| Applied Technology, Transportation and Culinary Arts |

**Name of Person Preparing this Report                                                  Extension**

|  |
| --- |
| Kevin Kammer |
| 8503 |

**Name of Department Members Consulted**

|  |
| --- |
| Dan Hook. |

**Name of Efficacy Team**

|  |
| --- |
| Sheri Lillard Ext. 8646; Celia Huston Ext. 8574 |

**Program Review Committee Representatives**

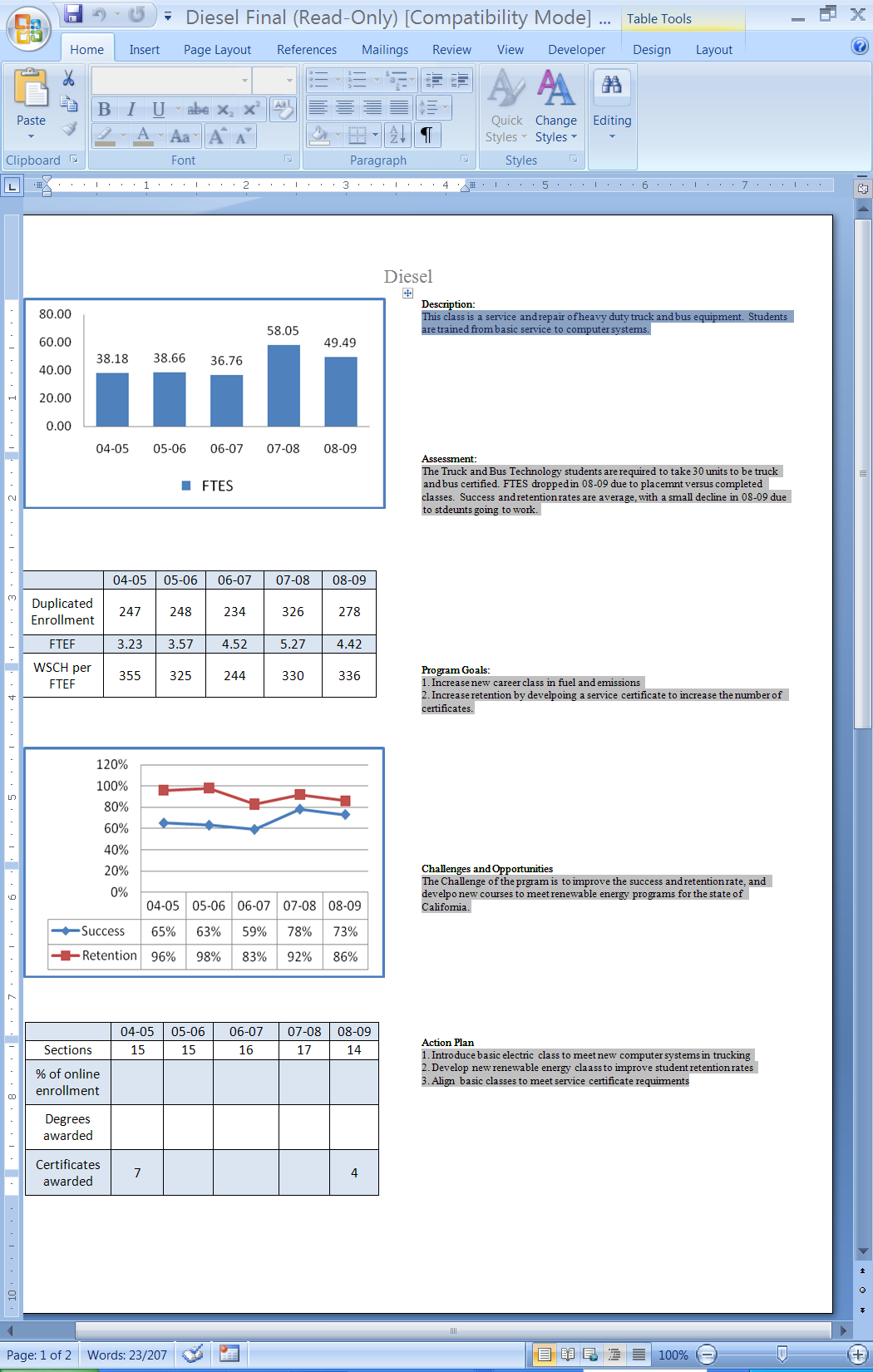
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| Guy Hinrichs; Richard Jaramillo |

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| --- | --- | --- |
| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department 3/4/2010 | March 22, 2010 | Click here to enter text. |
| Final draft sent to the dean | Click here to enter text. | Click here to enter text. |
| Report submitted to Program Review Team | Click here to enter text. | Click here to enter text. |
| Meeting with Review Team | Click here to enter text. | Click here to enter text. |

**Staffing**

List the number of full and part-time employees in your area.

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 1 | 0 | 0. |
| Faculty | 1 | 4 | 0. |
| Classified Staff | 0 | 0 | 0 |
| **Total** | 2 | 4 | 0 |



**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **Frequency** | **Dept. Pct.** | **Campus Pct.** |
| Female | 52 | 4.0% | 58.5% |
| Male | 1244 | 94.5% | 40.5% |
| \*Total | 1316 | 100.0% |  |

*\*Totals do not include respondents who did not identify gender.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Ethnicity** | **Frequency** | **Dept. Pct.** | **Campus Pct.** |
| Blank | 10 | .8% | 1.47% |
| Asian | 42 | 3.2% | 4.58% |
| Black | 238 | 18.1% | 22.03% |
| Filipino | 22 | 1.7% | 1.93% |
| Hispanic | 646 | 49.1% | 39.85% |
| Nat Amer | 26 | 2.0% | .99% |
| Other | 12 | .9% | 1.18% |
| Pac Islander | 0 | 0% | .75% |
| White | 264 | 20.1% | 24.55% |
| X-undeclared | 56 | 4.35 | 3.17% |
| Total | 1316 | 100.0% | 100.00% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Disability** | **Frequency** | **Dept. Pct.** | **Campus Pct.** |
| Non-Disabled | 1302 | 98.9% | 95.5% |
| Disabled | 14 | 1.1% | 4.5% |
| Total | 1316 | 100.0% | 100% |

Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

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| The Diesel Department population does reflect the college’s diversity as to race and economically disadvantaged students. The main difference is that we have more male students taking the classes. The diesel program lends itself mainly to males due to the heavy lifting and more physical strenuous requirements in the program. The department has pursed recruiting females to the program and have stated that there are many positions suitable for female occupation with little response. |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

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| The diesel classes are offered week days in the morning and evening to accommodate the working student’s schedule. This offering works well with all students and supports industry demands. |

**Part II: Questions Related to Strategic Initiative: Student Success**

Provide a brief analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program.

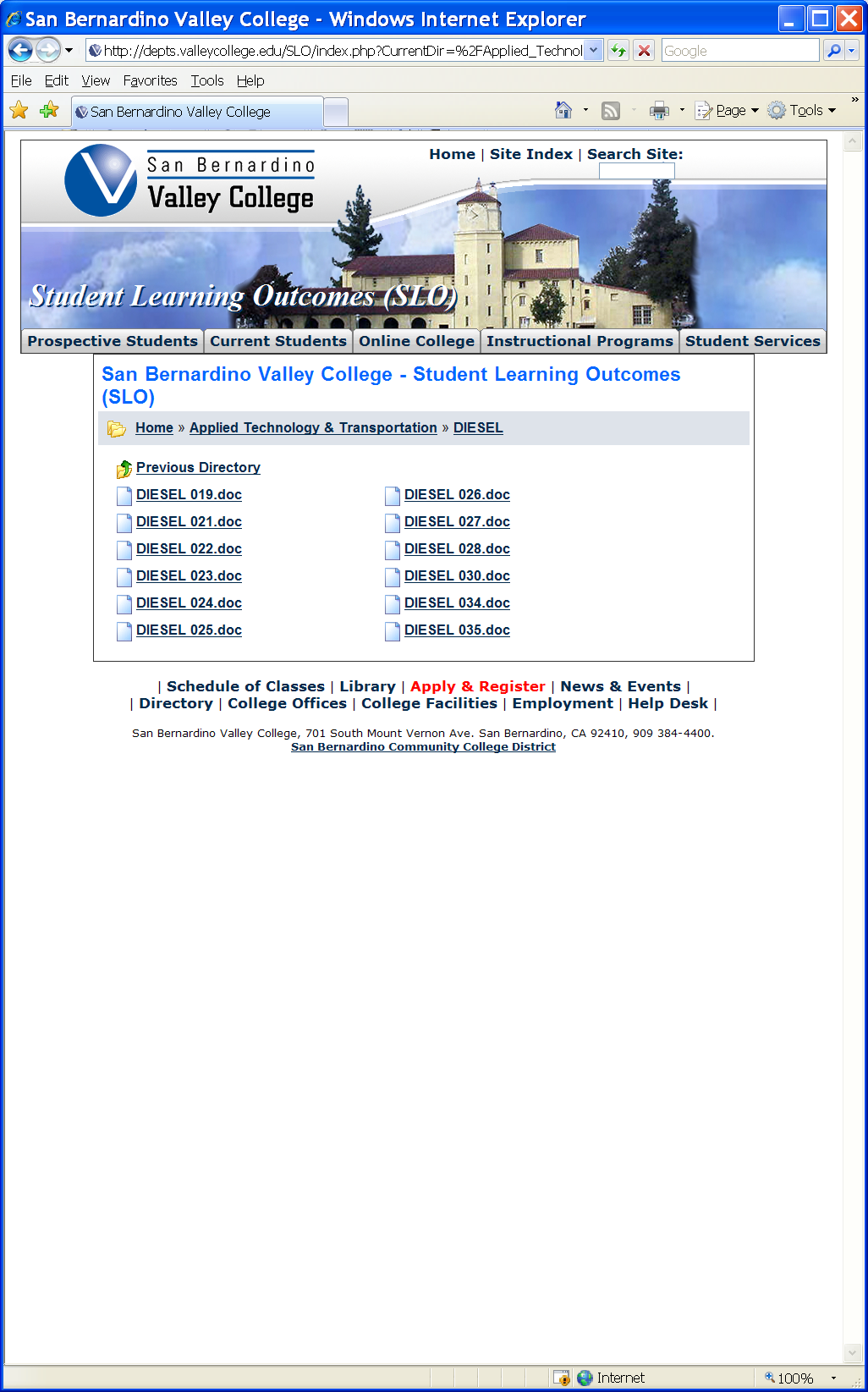
|  |
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| The data indicates that In the area of student success the program has seen a small but steady increase. This can be attributed to economic factors where the student faces financial issues and realizes the needs to succeed and makes additional effort. Another factor is that the instructors have learned to recognize at a early time period students that are at risk of failure and can undertake remedial action. |

**Supplemental Data**

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

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**Student Learning Outcomes**



**The list above shows the courses that have SLOs on file with the Office of Instruction.**

If you have courses for which SLOs have not been developed, explain why.  What are your plans to remedy this?

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| **All courses have SLO’s** |

**Attach your three-year plan for assessing SLOs.**

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

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**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

**Mission and Purpose**

What is the purpose of the program?

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| To provide the highest quality training and education to a broad diversity of students for employment in the industrial engine technology industry. This area of employment can include transportation, of-road, marine, stationary engines, and rail. |

How does this purpose relate to the college mission?

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| The Diesel department’s program mirrors the mission of the college’s in aiming for the same goals of diversity, quality and accomplishment |

**Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed.

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| Productivity numbers have been consistent over the past three years with steady improvement through data available dated 2009. Continued productivity increase can be accomplished with increases in added instructors and an increase in available work space.. |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Applied Technology, Transportation & Culinary Arts** | | | | |
| **Diesel** | | | | |
|  | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|  | DIESEL019 Truck and Bus Heavy-Duty Electrical Systems | Active | 11/10/2008 | 11/10/2014 |
|  | DIESEL020 Diesel Engines - Light Duty | Active | 01/26/2009 | 01/26/2015 |
|  | DIESEL020 Diesel Engines - Light Duty | Historical | 04/15/2002 | 04/15/2008 |
|  | DIESEL021 Diesel Engines - Heavy Duty | Historical | 04/15/2002 | 04/15/2008 |
|  | DIESEL021 Diesel Engines - Heavy Duty | Active | 12/04/2006 | 12/04/2012 |
|  | DIESEL022 Heavy-Duty Truck Brakes | Active | 12/04/2006 | 12/04/2012 |
|  | DIESEL022 Heavy-Duty Truck Brakes | Historical | 04/15/2002 | 04/15/2008 |
|  | DIESEL023 Heavy-Duty Truck Suspension and Steering | Historical | 04/15/2002 | 04/15/2008 |
|  | DIESEL023 Heavy-Duty Truck Suspension and Steering | Active | 12/04/2006 | 12/04/2012 |
|  | DIESEL024 Advanced Heavy Duty Diesel Engines | Historical | 11/15/2004 | 11/15/2010 |
|  | DIESEL024X3 Advanced Heavy-Duty Diesel Engines | Active | 11/10/2008 | 11/10/2014 |
|  | DIESEL025X3 Advanced Heavy-Duty Diesel Engines laboratory | Historical | 04/15/2000 | 04/15/2006 |
|  | DIESEL025X4 Advanced Heavy-Duty Diesel Engines Laboratory | Active | 12/11/2006 | 12/11/2012 |
|  | DIESEL026 Computer Controlled Diesel Engines | Historical | 11/15/2004 | 11/15/2010 |
|  | DIESEL026X3 Computer Controlled Diesel Engines | Active | 11/10/2008 | 11/10/2014 |
|  | DIESEL027X3 Computer Controlled Diesel Engines | Historical | 04/15/2000 | 04/15/2006 |
|  | DIESEL027X3 Computer Controlled Diesel Enging Laboratory | Active | 12/11/2006 | 12/11/2012 |
|  | DIESEL028 Heavy-Duty Truck Preventive Maintenance Service | Active | 12/04/2006 | 12/04/2012 |
|  | DIESEL028 Truck and Bus Preventive Maintenance Service | Historical | 04/15/2000 | 04/15/2006 |
|  | DIESEL030 Advance Heavy-Duty Truck Systems | Historical | 04/15/2002 | 04/15/2008 |
|  | DIESEL030 Advanced Heavy-Duty Truck Systems | Active | 12/04/2006 | 12/04/2012 |
|  | DIESEL034 Introduction to Heavy-Duty Compressed Natural Gas Vehicle Systems | Active | 11/15/2003 | 11/15/2009 |
|  | DIESEL034 Introduction to Heavy Duty Compressed Natural Gas Vehicle Systems | Historical | 11/15/2004 | 11/15/2010 |
|  | DIESEL035 Allison World Transmission | Historical | 11/15/2004 | 11/15/2010 |
|  | DIESEL035 Heavy-Duty Vehicle Automatic Transmissions | Active | 12/04/2006 | 12/04/2012 |

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

As of December 2009 all classes have met their review date and are in compliance

Articulation

|  |  |  |
| --- | --- | --- |
| List Courses above 100 where articulation is not occurring | With CSU | With UC |
| No 100 series classes are offered no articulation is required | n/a | n/a |
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Describe your plan to articulate these classes.

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| No articulation agreement is required |

Currency

Review the last college catalogue data given below.

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| **DIESEL**  DIVISION: Applied Technology,  Transportation and Culinary Arts  DIVISION DEAN: Gary Kelly, M.S.  FACULTY CHAIR: William Clarke, Ed.D.  Technical 108  (909) 384-8504  OTHER FACULTY: Daniel Hook, A.S.  DEPARTMENT SECRETARY: Amanda Moody  (909) 382-4079  DEPARTMENT OFFICE: 264 S. Leland Norton Way  Suite A120, San Bernardino  LIAISON COUNSELOR: Frank Dunn, M.A.  (909) 384-4404  Students working for certificates must have a basic  knowledge of arithmetic, reading and writing in order to  learn and work in the occupations they select.  **TRUCK AND BUS TECHNOLOGY**  **CERTIFICATE**  This certificate is designed to prepare students for entrylevel  positions repairing and maintaining diesel engines in  trucks, buses, locomotives, heavy vehicles, and mobile  heavy-duty equipment. Students working for certificates  must have a basic knowledge of arithmetic, reading and  writing in order to learn and work in the occupations they  select.  **REQUIRED COURSES: UNITS**  CIT 101 Introduction to Computer  Literacy  3  DIESEL 019 Truck and Bus Heavy-Duty  Electrical Systems  4  DIESEL 021 Diesel Engines - Heavy Duty 4  DIESEL 022 Heavy-Duty Truck Brakes 2  DIESEL 023 Heavy-Duty Truck Suspension  and Steering  2  DIESEL 024X3 Advanced Heavy-Duty Diesel  Engines  4  DIESEL 026X3 Computer Controlled Diesel  Engines  4  DIESEL 028 Heavy-Duty Truck Preventive  Maintenance Service  4  DIESEL 030 Advanced Heavy-Duty Truck  Systems  4  MATH 942 Arithmetic **or** 3  Eligibility for Math 952 as determined by the  SBVC assessment process  0 - 4  WELD023 Oxy-Acetylene Welding 3  WELD077X4 Continuous Wire Welding 1  **TOTAL UNITS: 35 - 39** | ***OF DIESEL*:**  **DIESEL 019**  **TRUCK AND BUS HEAVY-DUTY**  **ELECTRICAL SYSTEMS 4 UNITS**  ***PREREQUISITE: None.***  ***LECTURE: 3 contact hours per week and***  ***LABORATORY: 3 contact hours per week.***  This course covers basic principles of truck and bus  heavy-duty electricity and electronics systems. Detail  topics include batteries, charging, starting systems, and  the use of a digital multi-meter for analysis and diagnosis  of series, parallel, and series-parallel circuits.  *Associate Degree Applicable*  **DIESEL 020**  **DIESEL ENGINES – LIGHT DUTY 4 UNITS**  ***PREREQUISITE: None.***  ***LECTURE: 3 contact hours per week and***  ***LABORATORY: 3 contact hours per week.***  Theory and practical shop work in the repair, operation  and maintenance of light duty automotive diesel engines  and fuel injection systems. Course includes general  trouble-shooting and diagnostic testing. This course may  be used in preparation for the Automotive Service  Excellence (ASE) National Test.  *Associate Degree Applicable*  **DIESEL 021**  **DIESEL ENGINES-HEAVY DUTY 4 UNITS**  ***PREREQUISITE: None.***  ***LECTURE: 3 contact hours per week and***  ***LABORATORY: 3 contact hours per week.***  Theory and practical shop work in repair, operation, and  maintenance of heavy-duty industrial diesel engines and  fuel injection systems. Course includes general troubleshooting  and diagnostic testing. This course may be used  in preparation for the automotive Service Excellence  (ASE) National Test.  *Associate Degree Applicable*  **DIESEL 022**  **HEAVY-DUTY TRUCK BRAKES 2 UNITS**  ***PREREQUISITE: None.***  ***LECTURE: 1.5 contact hours per week and***  ***LABORATORY: 1.5 contact hours per week.***  Theory and practical shop work in the construction,  operation, and repair of heavy-duty truck brake systems  and components. Includes principles of hydraulic and  pneumatic brake systems, anti-lock, and computer  controlled braking systems used in today's modern heavyduty  diesel trucks and busses.  *Associate Degree Applicable* |
| **DIESEL 023**  **HEAVY-DUTY TRUCK SUSPENSION AND STEERING**  **2 UNITS**  ***PREREQUISITE: None.***  ***LECTURE: 1.5 contact hours per week and***  ***LABORATORY: 1.5 contact hours per week.***  Theory and practical shop work in the construction,  operation, and repair of heavy-duty truck suspension and  steering components. Includes principles of hydraulic and  pneumatic steering and suspension systems.  *Associate Degree Applicable*  **DIESEL 024x3**  **ADVANCED HEAVY-DUTY DIESEL ENGINES 4 UNITS**  ***PREREQUISITE: DIESEL 021.***  ***LECTURE: 3 contact hours per week and***  ***LABORATORY: 3 contact hours per week.***  This course covers theory and practical shop work in the  repair, operation, and maintenance of various heavy-duty  diesel engines. Topics include general troubleshooting  and diagnostic testing of engine components and systems  found in most engines from a variety of engine  manufacturers. This course is an advanced engine rebuild  class. This course may be taken three times. (*Formerly*  *DIESEL 024)*  *Associate Degree Applicable*  **COMPUTER CONTROLLED DIESEL ENGINES**  **4 UNITS**  ***PREREQUISITE: DIESEL 019.***  ***LECTURE: 3 contact hours per week and***  ***LABORATORY: 3 contact hours per week.***  This course covers theory and practical shop work in the  repair, operation, and maintenance of computer controlled  diesel engines. Topics include general troubleshooting  and diagnostics using assorted electronic and  computerized test equipment on operable computer  controlled diesel engines. This course may be taken three  times. *(Formerly DIESEL 026)*  *Associate Degree Applicable*  **DIESEL 028**  **HEAVY-DUTY TRUCK PREVENTIVE MAINTENANCE**  **SERVICE 4 UNITS**  ***PREREQUISITE: None.***  ***LECTURE: 3 contact hours per week and***  ***LABORATORY: 3 contact hours per week.***  Theory and practical shop work in maintenance and  preventive maintenance service of heavy-duty truck and  bus systems. Fundamentals of truck components and  systems are explained as students perform routine tasks.  Course is designed to provide students the needed skills  and knowledge to perform entry level labor tasks in the  heavy-duty truck service industry.  *Associate Degree Applicable* | **ADVANCED HEAVY-DUTY TRUCK SYSTEMS 4 UNITS**  ***PREREQUISITE: DIESEL 028.***  ***LECTURE: 3 contact hours per week and***  ***LABORATORY: 3 contact hours per week.***  Advanced level theory and practical shop work in  maintenance, air conditioning, ABS, computers, and  operations of the heavy-duty truck and bus systems.  Course is designed to provide students the needed skills  and knowledge to perform advanced level labor tasks in  the heavy-duty truck and bus service industry.  *Associate Degree Applicable*  **DIESEL 034**  **INTRODUCTION TO HEAVY-DUTY COMPRESSED**  **NATURAL GAS VEHICLE SYSTEMS 2 UNITS**  ***PREREQUISITE: DIESEL 026.***  ***LECTURE: 1.5 contact hours per week and***  ***LABORATORY: 1.5 contact hours per week.***  This course provides theory and hands-on experience in the  operation, service, inspection, and maintenance of  compressed natural gas (CNG) vehicle systems. This course  prepares students for the ASE Alternate Fuels Test (F-1).  *Associate Degree Applicable*  **DIESEL 035**  **HEAVY-DUTY VEHICLE AUTOMATIC**  **TRANSMISSIONS 2 UNITS**  ***PREREQUISITE: None***  ***LECTURE: 1.5 contact hours per week and***  ***LABORATORY: 1.5 contact hours per week.***  This course provides theory and hands on experience with  heavy and medium-duty automatic transmission operation,  construction, service and overhaul procedures. The  purpose of the class is to prepare the students to  successfully troubleshoot and repair heavy and mediumduty  transmissions.  *Associate Degree Applicable* |

Which courses are no longer being offered? (Include Course # and Title of the Course)

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| --- |
| Diesel 034 Introduction to Heavy Duty Compressed Natural Gas Vehicle systems will not be offered. There is no longer a demand for this technology training. |
| Several classes listed in the previous catalog excerpt do not have the course number listed. The office of instruction indicated that this is a typo error when the data transfer occurred. |
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**Planning**

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| The economic slow down that has affected our nation and our area in particular has started to reverse with employers seeking to rehire laid-off workforce and continue hiring with new employees. With this continued projected growth additional sections will need to be offered to meet the demand. The emissions and fuels technology will experience rapid growth in industry due to regulatory requirements. Planning needs to recognize this growth and develop appropriate offerings to meet the need. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| 90% of the students from this program are placed in the workforce. Local trucking companies have contributed over 1 million dollars in equipment and industry support.  The 028 & 030 Diesel service classes are a development of planning and input from our Diesel Advisory Committee. These classes are helping to meet specific needs in the local transportation industry. |

Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| According to district supplied data we issued certificates to a very small number of students. This number does not reflect certificates that were issued specifically for completion of specified 028 & 030 diesel service certificates. We also have a discontinuity with the total numbers of certificates that district has data indicating issuance compared to data that the program has concerning issued certificate numbers. With the space restriction on this program we have a very limited planning potential for additional programs and sections. The Diesel program continually needs qualified adjunct faculty. The program is also in need of a Technical Assistant to support the Tool room, as well as a additional full time instructor in the program. |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

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| --- |
| The Diesel program has developed and employed the latest technology available in the transportation industry for service and maintenance training in the classroom. This enables our graduates to enter the workforce with the latest technology training available. This technology is available due to a close affiliation with the members of our advisory committee who take a leadership role in our program meeting industry needs. The campus climate is being addressed by training our students to enter the workforce properly prepared and contribute to the community. |