INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Instruction

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.

Two or three committee members will be 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 embedded in the form. 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.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

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 piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process 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.

Program Efficacy
2012 – 2013

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

Program Being Evaluated

Automotive Technology

Name of Division

Applied Technology, Transportation, and Culinary Arts

Name of Person Preparing this Report   **Extension**

Richard Jaramillo

Names of Department Members Consulted

Guy Hinrichs, Mark Williams, Sonny Loera, Don Wilson

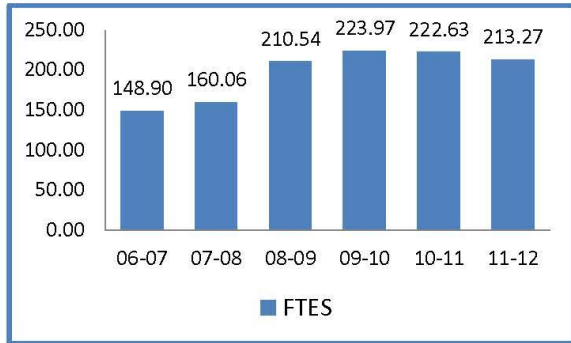**Name of Reviewers**

Todd Heibel and Joel Lamore

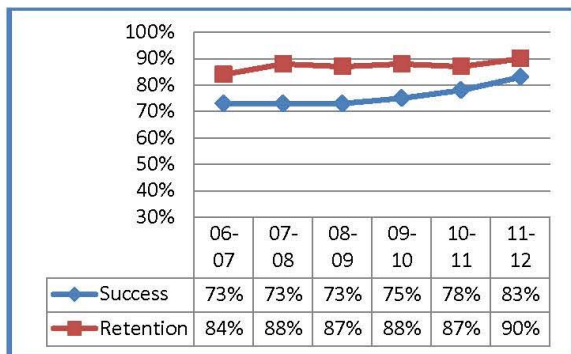| Work Flow	Due Date	Date Submitted
Date of initial meeting with department	2-28-13	
Final draft sent to the dean & committee		
Report submitted to Program Review Team	3-1-13	3-1-13
Meeting with Review Team	3-1-13	
Report submitted to Program Review co-chair		

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			
Faculty	5 Full Time	4 part time	
Classified Staff			
Total			

Automotive Technology - 2012

Description:

The Automotive Department provides training in Collision Repair, Mechanical Repair, and Smog Check Program. The program are certified by National Automotive Technicians Education Foundation (NATEF) and Inter-Industry Conference on Auto Collision Repair (I-CAR). Many of the students, the department serves are displaced workers, disadvantaged students, and special needs students The students are trained for higher wage jobs available in the local community.

FTES chart:

	06-07	07-08	08-09	09-10	10-11	11-12
FTES	148.90	160.06	210.54	223.97	222.63	213.27

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	491	560	738	873	931	863
FTEF	13	13.65	14.33	15.01	14.8	14.05
WSCH per FTEF	345	352	441	448	451	445

Assessment

- In the last six years both the success rate and retention rates have increased
- The number of sections and students were steadily increasing till the college cut backs in 20 reduced sections offered.
- The efficiency has been improving steadily to WSCH/FTEF of 445 are which is vergood because many classes are laboratory based.
- Number of certificate awarded has almost doubled in last two years though the number of sections have been reduced by 20%
-

Program Goals:

- Update the curriculum to include green technology such as electric, hybrid, and clean fuel cars
- Switch to waterborne from solvent based paint
- Update the curriculum to provide tier stackable certificates which start with basic skills and end in high skill credentials
- Update the laboratory and classroom facility to accommodate the new training modules and tools
- Seek internship opportunity for the students
- Broaden the advisory committee base.

Success / Retention chart:

	06-07	07-08	08-09	09-10	10-11	11-12
Success	73%	73%	73%	75%	78%	83%
Retention	84%	88%	87%	88%	87%	90%

Challenges and Opportunities:

- The lab space is limited and the facility is outdated.
- The program complexity is growing with green and emerging technology
- As technology changes rapidly, new tools and model cars have to be purchased during a time when budgets are shrinking
- Students work outdoors in collision repair because indoor space is not available in the division

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	43	46	48	50	43	40
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	2	3	1	3	3	0
Certificates awarded	25	13	33	27	21	53

Action Plan:

- Update the curriculum to offer stackable classes by fall 2014
- Update the curriculum to offer green technology by 2015
- Seek opportunities and apply for grants to implement green curriculum
- Train faculty in green and hybrid technology
- Update the laboratory and building to meet codes using existing college funds.
- Build relationship with Auto Manufacturer to obtain vehicle specific training.

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.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Automotive Technology	Demographics Fall 2009 – Fall 2012	Campus
4.7%	**Asian**	6.2%
21.4%	**African-American**	20.3%
53.0%	**Hispanic**	48.6%
1.4%	**Native American**	1.0%
0.5%	**Pacific Islander**	0.7%
18.1%	**White**	21.0%
0.8%	**Other/Unknown**	2.1%
11.9%	**Female**	54.6%
88.1%	**Male**	45.2%
11.7%	**Disability**	5.4%
Min: 16	**Age**	Min: 15
Max: 82		Max: 88
Avg: 28.44		Avg: 29.47

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?

The department does reflect the College population. The demographics show the departments percentages are higher in the areas of African American, Hispanic, Native American, Male and Disabled Students. The Department is low in the areas of Asian, Pacific Islander, White and Female. In these low areas the department has increase in percentage from 2009 and will continue on focusing the recruitment of low areas. The department plans on recruiting for these low areas by using students that represent the low areas to help and be able to answer any questions or concerns about our programs. The department helps promote in areas such as females by having females in industry as guess speakers to provide information about opportunities in industry. A perfect example would Be Valvoline Quick lube Corporation sent two females to recruit students for all areas of the corporation and focused on female recruitment and what opportunities they have for employment. The Department has increased by 11.2 percent and the Department believes it's due to the relationship with DSPS and the continued placement of hearing impaired students in our local industry. The Department will continue to attend career days at our local feeder high schools as well as career days for local middle schools and provides tours with students of all ages through our department, which will allow us to continue to recruit all areas and focus on low represented areas by highlighting their success.

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.

The department offers five certificates. Four of the certificates specialize in a specific area and the fifth is an entry-level certificate. The department offers day and evening classes with a rotating evening schedule, which provides the automotive students the opportunity to complete the certificates in a timely manor. The department offers morning classes, which end before noon, afternoon classes that begin at noon and evening classes which start at 6 pm. The department also offers classes on Friday and in the past prior to budget concerns we have had Saturday classes. The department along with the input from the advisory has created a entry level certificate named Basic Preventative Maintenance Certificate which allows the students from our local articulated high schools which provides training for one to two years with one additional year at SBVC they can achieve an entry level Basic Preventative Maintenance Certificate. The articulated feeder schools are CRY-ROP, San Bernardino City Schools, Rialto and Fontana city schools. This provides the students with the incentive of taking advantage of the articulated class and the opportunity to enter industry with in one year. The departments time schedule are in four hour block which start at 8am and 1 pm and course are 4 to five units so they can fit the day and evening schedule. The department has looked in to online and hybrid type of courses but with the lab component in each class the department needs explore this issue further to see how it benefits the students and industry. Over the past 10 years the department has made changes to the schedule and times the classes are offered and We believe this has provided more opportunity for all underserved populations to enroll in the Automotive Courses.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

The department has increased the success rate and retention rates over the past three years. The number of students and sections were increasing until 2011/2012 when the college cut back sections. The efficiency has been improving steadily to WSCH/FTEF of 445which is very good because all classes have a laboratory component. The number of certificates has doubled in the last year even though the number of sections has been reduced by 20 percent. The student success rate and retention is on the rise and with the recent changes in the division we now have support for expanding our programs to benefit the community and students to better prepare them for industry. The Department had a learning community with the reading department and one automotive course which has helped the automotive students in study and reading skills and now the department is looking to include all students into the community and is in the process of reorganizing the program so that all students have the opportunity to participate.

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.

Occupational Wages						[Top]
				Hourly by Percentile		
Area	Year	Period	Hourly Mean	25th	Median	75th
Riverside-San Bernardino-Ontario MSA	2012	1st Qtr	$19.54	$13.94	$18.68	$23.51

Data for San Bernardino County are not available. Data for Riverside-San Bernardino-Ontario MSA has been substituted.

Occupational Projections of Employment (also called "Outlook" or "Demand")						[Top]
Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
Riverside-San Bernardino-Ontario MSA	2010 - 2020	6,330	7,460	1,130	17.9	277

Data for San Bernardino County are not available. Data for Riverside-San Bernardino-Ontario MSA has been substituted.

The above labor market shows the San Bernardino County Data with projected average pay at $18.68 per hour and 277 annual job openings.

The San Bernardino Valley College program is NATEF certified (National Automotive Technical Education Foundation) and is held to high standards to retain certification. The program provides the students with the skill set to gain employment in local industry and the program is working to ensure all students complete a certificate before or while working. The department has made changes to certificates which provides the students with simple education plan on how to achieve each certificate in a timely manor.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See Strategic Initiative 5.1

Automotive SLO Assessment			
Course	**Status**	**Last SLO Assessment**	**Next Assessment Date**
AUTO020 Non-Structural Body Repair	Active	12/30/2012	12/30/2016
AUTO022 Non-Structural Collision Repair	Active	12/30/2012	12/30/2016
AUTO024 Structural Analysis and Damage Repair	Active	12/30/2012	12/30/2016
AUTO026 Auto Collision Refinishing	Active	12/30/2012	12/30/2016
AUTO050 Automotive Brakes	Active	12/30/2012	12/30/2016
AUTO051 Advanced Automotive Brakes	Active	12/30/2012	12/30/2016
AUTO052 Automotive Suspension and Steering	Active	12/30/2012	12/30/2016
AUTO053 Advanced Automotive Suspension and Steering	Active	12/30/2012	12/30/2016
AUTO056 Automotive Heating and Air Conditioning	Active	12/30/2012	12/30/2016
AUTO063 Emission Systems	Active	12/30/2012	12/30/2016
AUTO064 Automotive Electrical: Battery, Starting and Charging Systems	Active	12/30/2010	12/30/2016
AUTO065 Electrical Systems Diagnosis and Repair	Active	12/30/2011	12/30/2016

	AUTO066 ASE Alternative A-6, A-8, L-1 Prep or Certificate	Active	12/30/2011	12/30/2016
	AUTO067 Emission/Smog Check Technician Training	Active	12/30/2010	12/30/2016
	AUTO068 Engine Performance - Ignition Systems	Active	12/30/2010	12/30/2016
	AUTO069 Engine Performance - Fuel and Exhaust Systems	Active	12/30/2011	12/30/2016
	AUTO075X3 Automatic Transmissions Rear Wheel Drive	Active	12/30/2012	12/30/2016
	AUTO076X3 Automatic Transaxles Front Wheel Drive	Active	5/30/2012	12/30/2016
	AUTO077 Manual Transmissions and Transaxles	Active		12/30/2014
	AUTO084 General Automotive Technology	Active	12/30/2012	12/30/2016
	AUTO090X3 Engine Repair	Active	12/30/2012	12/30/2016
	AUTO048x3 Auto Collision Refinishing	Launched	12/30/2012	12/30/2016

All automotive courses have SLO's and all courses have been assessed. The department has come together and discussed data and made changes as necessary.

Automotive Certificate Assessment

	Course	Status	Last Content Review	Next Review Date
	Automotive Technician Certificate	Active		12/30/2013
	Automotive Tune Up Certificate	Active		12/30/2013
	Automotive Wheel Alignment and Brakes Certificate	Active		12/30/2013
	Automatic Transmission Certificate	Active		12/30/2013
	Basic Preventative Maintenance Certificate	Active		12/30/2013
	Basic Collision Certificate	Active		12/30/2013
	Advance Certificate	Active		12/30/2013

The Automotive Certificate SLO's are due to be Assessed by 12-30-2013

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLO's are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

The department uses the SLO process to assess what the students comprehend when they complete the course. The assessing of the students knowledge is achieved by evaluating written and practical test scores. The department reviews the results and discuss if any changes are necessary to course content or the SLO itself. Through faculty discussion some revisions have been made to course content to improve student comprehension and skills. One example of this is the student scores for the shop safety test. The department looked at the SLO and determined it was satisfactory, and then we looked at the content and made changes to update and reflect new technology. The student comprehension increased resulting in higher test scores. All courses are tied to both degrees and certificates.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The San Bernardino Valley College Automotive Department provides technical training and education to a diverse community of learners and provides the workforce for local industry.

How does this purpose relate to the college mission?

It relates to the college mission by providing education to a diverse community of learners.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The Automotive Department data shows with a reduction of FTES of 9.36 the WSCH per FTEF dropped 6 WSCH per FTEF. The Success and retention rates are at the highest since 2006/2007. The department has to follow the standards of the NATEF organizations which requires the students to complete a number of different task the department is constantly working towards updating tools and equipment which allows the students to complete all task with tools and equipment used in industry. The Department uses Perkins and general funds to continue the upgrades. The industry shows growth by 17.9 % between now and 2020. The annual average openings are projected to be 277 for our area. The department works with local employers like Goodyear who owns 8 stores in local area and Firestone, which has 6 stores in the local area plus independent owners and dealers who place our students once they complete our certificate. Valvoline is the department's newest partner who provides entry-level employment along with a certificate in Engine Oil. The students can use the certificate as part of their employment portfolio, which will help them gain employment. The department is looking into creating a partnership with local industry in the area of alternative fuels. The department is in process of educating the instructors in the areas to be prepared to make decisions on how best to meet the needs of industry and community.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

	Course	Status	Last Content Review	Next Review Date
	AUTO020 Non-Structural Body Repair	Active	04/20/2010	04/20/2016
	AUTO022 Non-Structural Collision Repair	Active	04/20/2010	04/20/2016
	AUTO024 Structural Analysis and Damage Repair	Active	04/20/2010	04/20/2016
	AUTO026 Auto Collision Refinishing	Active	04/20/2010	04/20/2016
	AUTO050 Automotive Brakes	Active	05/12/2008	05/12/2014
	AUTO051 Advanced Automotive Brakes	Active	05/12/2008	05/12/2014
	AUTO052 Automotive Suspension and Steering	Active	05/12/2008	05/12/2014
	AUTO053 Advanced Automotive Suspension and Steering	Active	05/12/2008	05/12/2014
	AUTO056 Automotive Heating and Air Conditioning	Active	04/26/2010	04/26/2016
	AUTO063 Emission Systems	Active	04/26/2010	04/26/2016
	AUTO064 Automotive Electrical: Battery, Starting and Charging Systems	Active	04/26/2010	04/26/2016
	AUTO065 Electrical Systems Diagnosis and Repair	Active	04/26/2010	04/26/2016
	AUTO066 ASE Alternative A-6, A-8, L-1 Prep	Active	11/09/2009	11/09/2015

|				
	or Certificate			
	AUTO067 Emission/Smog Check Technician Training	Active	04/02/2012	04/02/2018
	AUTO068 Engine Performance - Ignition Systems	Active	04/26/2010	04/26/2016
	AUTO069 Engine Performance - Fuel and Exhaust Systems	Active	04/26/2010	04/26/2016
	AUTO075X3 Automatic Transmissions Rear Wheel Drive	Active	11/24/2008	11/24/2014
	AUTO076X3 Automatic Transaxles Front Wheel Drive	Active	11/24/2008	11/24/2014
	AUTO077 Manual Transmissions and Transaxles	Active	11/24/2008	11/24/2014
	AUTO084 General Automotive Technology	Active	10/28/2008	10/28/2014
	AUTO090 Engine Repair	Active	04/15/2002	04/15/2008
	AUTO090X3 Engine Repair	Active	05/12/2008	05/12/2014
	AUTO098 Automotive-Diesel Technology Work Experience	Active	12/07/2009	12/07/2015
	AUTO048x3 Auto Collision Refinishing	Launched	10/28/2008	10/28/2014

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

The department is on track to review course content and has courses in process to remove the X3 from the title and review the content. The Auto 090 above should be deleted it is a repeat of a active course.

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.
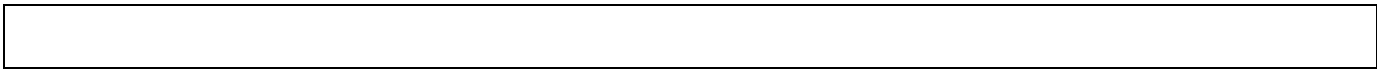
Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Catalog is up to date.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The trends in industry continue to be the introduction of alternative fuel vehicles that require new safety requirements and extensive electrical diagnosis and repair. The impact to the students is that with the change in technology the students have to have more science, reading and writing skills in order to grasp the new concepts. The program is continuing to plan for the new courses that need to be developed by improving all automotive students basic skills. The department started a learning community, which involved one auto class and tied it to a reading class using the auto textbook as course content for the reading course. The department is in process of reevaluating the community and will include all automotive students in the new community because of the improved skills from the initial community participants. The department's last advisory was on 4-20-12 and the next one will be completed before the end of this semester. The department is preparing for changes in course offerings by retraining instructors in alternative fuels and by changing course content to meet the changes in industry. When taking on new technologies the issue of space always comes to surface and with the current footprint of the department we are busting at the seams. The department will have to be creative when it comes to making changes in the offerings to accommodate the

new technologies especially now that the new technical building will probably never be built. The department is looking at offsite partners as well as restructuring current location. The program has added a certification from Valvoline Oil Company, which students can put in their portfolio when looking for employment. The Department is working towards turning green with the use of green technology in paint booth. The department has purchase the new paint booth but still is in need of equipping the booth with air movers to help dry the water base paints.

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. <u>In what way does your planning address accomplishments and strengths in the program?</u>

> The Department has made articulation agreements with all local feeder high schools and continues to attend career days to promote the college and the department. The department has participated in skill USA and has had gold medal winners in the collision area. The department has added a new partner with Valvoline, which provides our students with a certificate in Oil Technology upon successfully passing a written test. The Department is receiving training in the area of alternative fuels, which will prepare the department for creating partnerships with local community and industry. The Department has improved the labs with half car modules and updated equipment, which allows the students to work on the latest types of vehicles.

Challenges

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

> The departments planning addresses the trends by recognizing the need for a highly skilled technicians and our plan to help the students in basic skills is a good start in the right direction.
> The weakness in the program is the lack of space and the need for updated facility. The need is definitely there and we often are asked question why we have not offered training in the new technologies but they forget we still have to offer the current courses which are still in demand and the problem is that the industry has added to the existing technology and to develop training in these area's additional space is needed. The department is looking at partnering with local industry to provide needed training and have a possible offsite campus, which will help with the lack of space issue. The department will continue to recruit under served populations by using the faces of existing students to help in the areas that they represent.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The department is constantly upgrading technology in shop and classroom. With the change in industry its important that we not only teach the students the importance of technology but we show them how we use the current technology when we deliver course content. The department has purchased the latest technology in wheel tire balance as well as the latest tire mount and dismount machines for the students to use as part of their lab task. The department has purchased half car modules that allow the instructors to bug the systems and have the students perform the diagnosis and repair. The department has also purchased the latest scan-tool used in industry so the students can become familiar with the different tools used in industry. The department also uses E-Books, online curriculum and blackboard as part of class content. The students are trained on the computer based resource system and use this system as part of their everyday job task. The partnership we have with our local industry like Goodyear and Firestone and our new partners Omni Trans and Valvoline provide the student with employment opportunities and feedback on what's expected of them when interviewed or hired.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

The Demographics and the department has provided more information to better assess the data.