

## Program Efficacy

2018 – 2019

### Program Being Evaluated

Diesel

### Name of Division

APPLIED TECHNOLOGY

### Name of Person Preparing this Report

Berchman Melancon

### Extension

4082

### Names of Department Members Consulted

Berchman Melancon

### Names of Reviewers

Raymond Carlos, Sandra Moore, Michael Mayne

Work Flow	Date Submitted
Initial meeting with department	1/30/2019
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 18

### Staffing

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

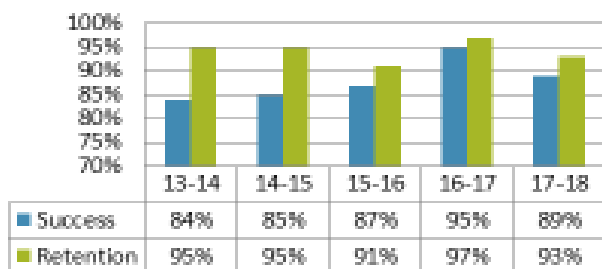
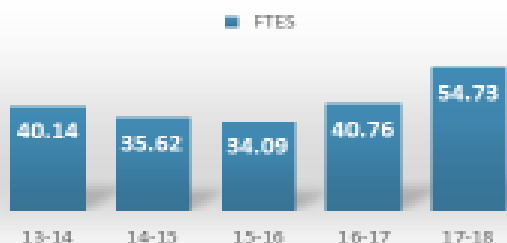
Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	0		
Faculty	1		2
Classified Staff	0		
<b>Total</b>	1		2

**Description:** (Provide an updated overview of your program/area. 225 Words Max)

**Description:** SBVC is the only public college in the Inland Empire/Desert Region that offers a diesel program, despite the expanding logistic industry in the region. The diesel classes are offered morning through evening to accommodate working students' schedules. A new Heavy/Medium Duty Diesel Technology Associates Degree Program, as well as new curriculum for compressed natural gas, have been recently added.

The diesel department has also completed its first year of concurrent enrollment with Pacific High School. There are several delays in signing high school students up in the program, but the demand is there for students to fill seats, and the process has been improving each semester

The diesel department maintains relations with the local industry to stay current on trends and regional needs. One current trend is diesel electric trucks, so the department is working with the electronics/electricity department to develop curriculum that will meet the needs of the industry and state approval.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	217	200	183	207	309
FTEF	3.94	4.63	4.29	3.97	5.49
WSCH per FTEF	305	231	239	308	299

	13-14	14-15	15-16	16-17	17-18
Sections	12	14	13	12	17
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	3
Certificates awarded	8	7	7	6	14

**Assessment:** (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

The students that attend the Heavy/Medium Duty Diesel Technology classes are required to take 30 units+ of lecture and lab training to achieve the certificate offered within the department. Success in 17-18 has a 6% decline. The Diesel department reviewed its internal data and have concluded that that 21 students accepted a W (withdrew) due to acquiring jobs during the pass 2 years. There were 12 students that failed courses within the past 2 years but have reentered the program in 2018. Retention in 2017 – 18 is down by 4% which is a direct reflection of the students withdrawing from classes to acquire jobs within the industry.

For the first time in the Diesel program the Diesel department has **3 AS Degrees** for the year 2017 – 18 and **14 Certificates** 2017 – 18. This is a great reflection of the improvements in the departments training program but students looking to achieve more success within themselves and training for employment and their careers.

**Progress from Last Year's Action Plan:** (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

The outside lab are is in need of cover about 70'x120'x20'. There has been no update on the discussions but will continue to communicate the importance of this upgrade with the VP, Administrative Services.

The Diesel department has implemented a stackable certificate to allow students that only want specialize training to complete the course and receive a certificate from the college. .

**SAOs/SLOs/PLOs:** (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

All of the department's SLOs were met with 80% or greater; therefore, there were no changes made to the evaluation process.

The use of the SLOs have directed the Diesel program to improve its training techniques and establish a better foundation of training for which the students would grasp information needed to support them in their quest for better education and job skills

The above 3 year report has been of great importance in creating a better program for the students that take the Diesel program.

Ex: The department included more components within the lecture classes to identify and have more understanding of what is being taught. After lectures moving to the lab, students can now relate to where the component is located and its function of why the component was installed onto the engine or vehicle.

The department has raised the level of expectations for students in 2016 - 2017 which has reflected in the lower % of students who met the SLO; this results in over 78% of the students meeting or exceeding the Program SLOs.

**Departmental/Program Goals:** (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

- Expand customized non-credit training for incumbent workers and students that would like to take the program but cannot afford the expense of the program.
- Encourage students to achieve newly created AS degree
- Broaden the Industry Advisory Board membership pool and with Advisory input expand training that meets the industries demands
- Create non-credit certificates
- Request to hire another full time faculty
- Cover for outside lab area, to protect 200000 worth of equipment and the students from elements of mother nature
- Add a building in unused lad area to add more sections of training

**Challenges & Opportunities:** (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

The challenges of the program are to develop new courses to meet renewable energy programs and hybrid programs that will align with other colleges within the area.

Newer teaching modules and tools are needed to keep up with the new standards for energy-efficient vehicles.

This includes renovation of the current facility to meet the program needs which would include adding a building to expand training opportunities. Additionally, a cover for the outside lab to protect the expensive equipment that students are using in the lab which is currently open to the environment. The cover would be an average of 70 ft. wide x 120 ft. long x 20 ft. high to include lights, fan and electrical outlets.

The Department is in need of hiring another full time instructor

**Action Plan:** (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Apply for Grants from AQMD, Edison, Southern Gas	Hoping to achieve funding to purchase/update equipment within the lec/lab area to continue growing our department	Working with the SBVC foundation in acquiring these grants.	FALL 2020
Create non credit courses	Going through curriculum and sent to State Chancellor Office for approval	Working with Curriculum to complete process	FALL 2019
Hire full time faculty	Hire full time faculty	Sent forms to program review for approval	FALL 2019
Request Cover outside lab area	Working with VP of Facility	Money and approval	Fall 2019

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

**Goal: SBVC will improve the application, registration, and enrollment procedures for all students.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demographics</b>	The program <b><u>does not provide</u></b> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	<p>The program <b><u>provides an analysis</u></b> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>The program <b><u>discusses the plans or activities</u></b> that are in place to recruit and retain underserved populations as appropriate.</p>	In addition to the meets criteria, the program's analysis and plan <b><u>demonstrates a need</u></b> for increased resources.
<b>Pattern of Service</b>	The program's pattern of service is <b><u>not related to the needs of students.</u></b>	<p>The <b><u>program provides</u></b> evidence that the pattern of service or instruction meets student needs.</p> <p>The program <b><u>discusses the plans or activities</u></b> that are in place to meet a broad range of needs.</p>	In addition to the meets criteria, the program <b><u>demonstrates that the pattern of service needs to be extended.</u></b>

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

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	Program: Diesel	Campus- wide
Asian	3.9%	4.8%
African-American	5.2%	12.4%
Hispanic	74.1%	65.3%
Native American	0.9%	0.2%
Pacific Islander	0.0%	0.2%
White	15.7%	13.2%
Unknown	0.2%	3.9%
Female	3.9%	57.5%
Male	96.1%	42.5%
Disability	2.7%	5.4%
Age 19 or Less	2.3%	22.5%
Age 20 to 24	38.5%	34.7%
Age 25 to 29	22.4%	17.7%
Age 30 to 34	15.1%	9.3%
Age 35 to 39	11.0%	5.5%
Age 40 to 49	8.5%	6.2%
Age 50+	2.3%	4.1%

**Demographics:**

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The program population qualify with the overall ethnic population of the college and provides good analysis of the demographics. The demographics show the department's percentages are higher in the areas of Hispanic, White, followed by Native American compared to college wide demographics. The Department is low in the areas of African American, Asian, and Pacific Islander. Male students are high compared to Campus wide demographic and Female students have decreased from 5.3% in 2016 to 3.9% in 2019.

The department plans on recruiting for these low areas by using students that represent the low areas to present and answer any questions or concerns about our program. The department is working on increasing the African American male students with help of local newspaper articles about the African Americans that are attending class. Data suggest that industry norms are reflected in the Diesel program population. Due to the physical requirements of the job there are many more males in the program than females. The program reflects the college demographics in terms of race/ethnicity. Females as an example are 3.9%, to help acquire more interest from females the department has partnered with organizations like AWA, (Automotive Women Alliance) <https://awafoundation.org/>.

The Heavy-Duty truck industry is a very male dominated industry. There are plans to recruit more females into the program by networking with other organizations that have that goal as their mission as well recruiting at community events. New department brochures are being developed and an emphasis will be placed on graphic representation of women in these occupations. The department is going to make presentations at the local high schools, booths and recruitment activities. The Department will also 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.

The Strategic Direction and Goal of the department establish and maintain partnerships with community organizations, K-12 systems and adult schools. The department also Maintains up-to-date curriculum that is relevant to community needs. These goals will help collect data from different areas and culture to help recruit and increase student demographics for all.

### **Pattern of Service:**

Describe how 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.

#### Hours of Operation/pattern of scheduling

Our classes are primarily taught in the early morning and late afternoon, (3:30 p.m. or 4:30 p.m.) and evenings (6:00 p.m.). The classes are taught with lecture and lab concurrently. Our students can work in the Diesel Technical field as Entry level technician during the day and still complete their certificate requirements within four semesters. A special class is scheduled during the fall and spring semesters to fulfill a memorandum of understanding (MOU) with the San Bernardino City Schools administration. Their plan is to bus high school students here for college classes in Diesel technology. Our department brochures contain a flowchart which shows the layout of courses in the proper order in which our students should enroll with the prerequisites having been met in the prior semester. For our third and fourth semester classes, the pattern alternate between Fall and Spring semesters to allow students that work different times of the day to attend class.

The Diesel program has rotated its schedule to allow those students that cannot attend classes during the daytime to attend them in the evening. (See Chart on the next page).

The Diesel Department runs surveys with the students that take the classes on scheduling and how it will benefit the students. This will insure classes will be filled and will also insure that the students will graduate with a Certificate within a timely manner.

The Diesel department has a Guided Pathway for students to follow. This was implemented in 2015. There are 2 prerequisite classes that must be completed before attending the advance classes. (See Chart below)

The Heavy-Duty Truck Department is now expanding its program to include electric Trucks. SBVC Heavy-Duty Truck department is the only college in California that was selected by Volvo Trucks and Freight liner to write the curriculum and give training to the community on electric truck vehicles. The department does not offer weekend classes at this time due to a shortage of instructor's.

In 2018 the Diesel department has updated the curriculum in every class. The curriculum has been aligned with National Automotive Technicians Education Foundation and Automotive Service Excellence. NATEF/ASE is an organization that is nationally recognized for Truck technicians. The student can receive:

Heavy/Medium Duty Diesel Technology Certificate

Heavy/Medium Duty Diesel Technology Non-Credit Certificate

Diesel Engine and Fuel Injection Technology

Diesel Engine and Fuel Injection Technology Non-credit Certificate

Heavy/Medium Duty Clean Vehicle Technology Certificate

Heavy/Medium Duty Clean Vehicle Technology Non-credit Certificate

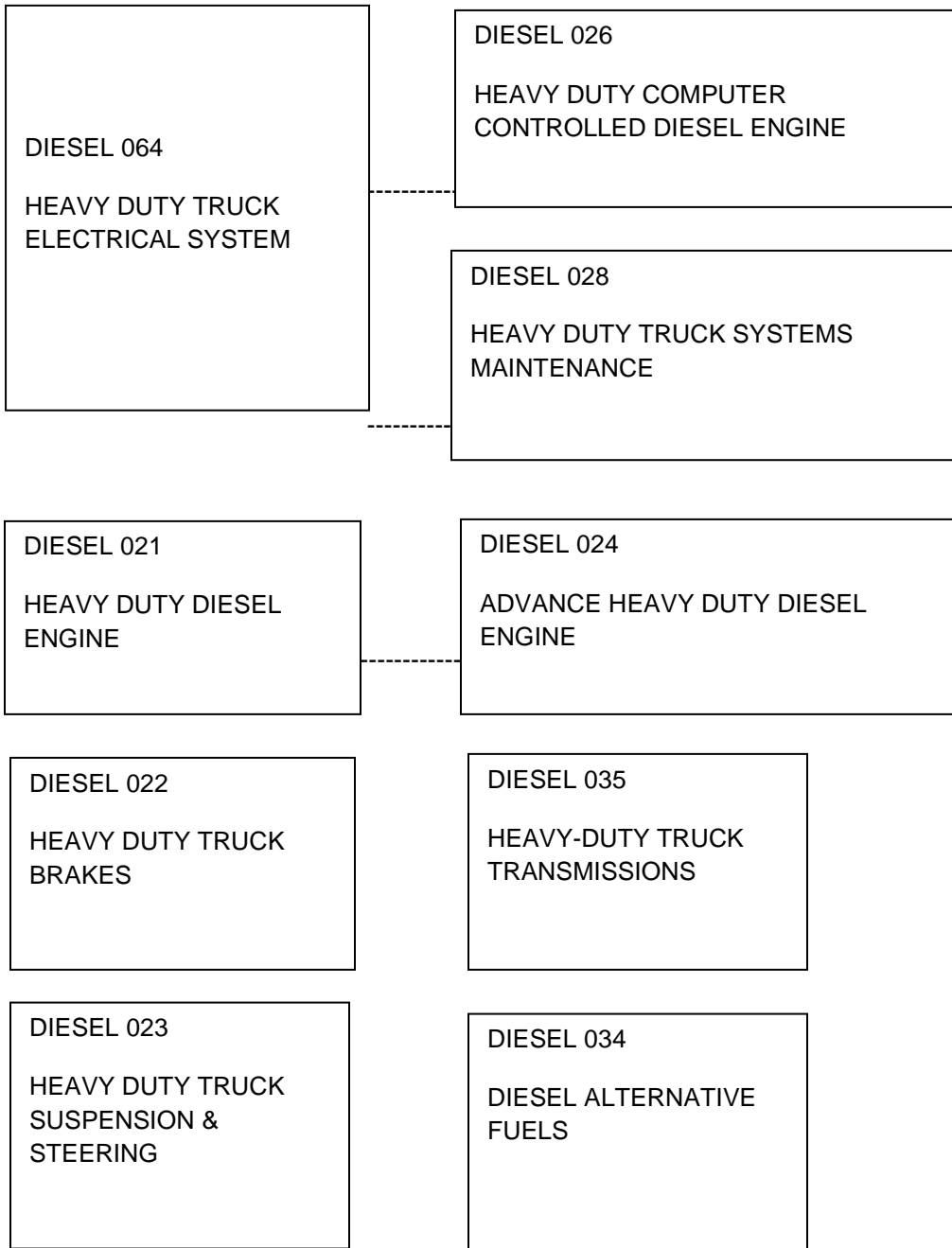
Heavy/Medium Duty Diesel Truck Technology A. S. Degree

SBVC is the only institution within the Inland Empire that is offering Certificate and Associates degree. Many Colleges like Long Beach and Rio Hondo and Victor Valley have closed their doors to Heavy-Duty Truck Technology training.

Classes to acquire Certificate		
<b>Required Courses:</b>		
DIESEL 064	Heavy-Duty Truck Electrical systems	4
DIESEL 021	Heavy-Duty Diesel Engines	4
DIESEL 022	Heavy-Duty Truck Brakes	4
DIESEL 023	Heavy-Duty Truck Suspension and Steering	4
DIESEL 024	Advanced Heavy-Duty Diesel Engines	4
DIESEL 026	Computer Controlled Diesel Engines	4
DIESEL 028	Heavy-Duty Truck Systems	4
DIESEL 034	Diesel Alternative Fuels	4
DIESEL 035	Heavy-Duty truck Transmissions	2

Complete General Education for the Heavy/Medium Duty Technology A.S. Degree





Strategic initiative

SBVC Heavy-Duty Truck department will improve enrollment for students by improving access to CTE Certificate, and other courses needed for graduation. Also, the department will continue establishing and maintaining partnerships with community organizations, K-12 systems, and adult schools.

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

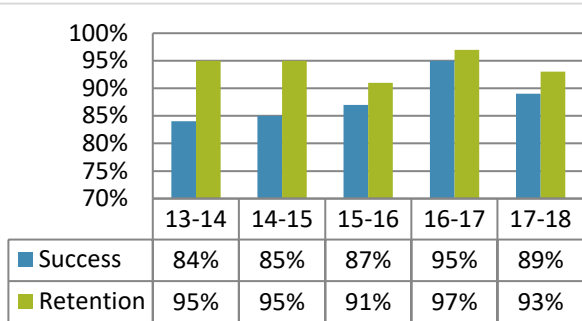
**Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Data/Analysis demonstrating achievement of instructional or service success</b>	Program <b><u>does not provide an adequate analysis</u></b> of the data provided with respect to relevant program data.	Program <b><u>provides an analysis</u></b> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <b><u>uses the achievement data</u></b> in concrete planning and <b><u>demonstrates</u></b> that it is prepared for growth.
<b>Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes</b>	Program <b><u>has not demonstrated</u></b> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b><u>missing or incomplete</u></b> .	Program <b><u>has demonstrated</u></b> that it has fully evaluated within a four-year cycle and is continuously assessing <b><u>all</u></b> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <b><u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u></b>

**Student Success:**

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 that address Success & Retention and Degrees and Certificates Awarded”)



	13-14	14-15	15-16	16-17	17-18
Sections	12	14	13	12	17
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	3
Certificates awarded	8	7	7	6	14

**Assessment:** (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

The students that attend the Heavy/Medium Duty Diesel Technology classes are required to take 30 units+ of lecture and lab training to achieve the certificate offered within the department. Success in 17-18 has a 6% decline. The Diesel department reviewed its internal data and have concluded that that 21 students accepted a W (withdrew) due to acquiring jobs during the past 2 years. There were 12 students that failed courses within the past 2 years but have reentered the program in 2018. The drop to 89% s success rate reflected in 17-18 reflects the understanding of oversize classes, the department expanded the classroom sizes for 2 sections and found students to not be engaged and seemed not interested because of not getting the one on one instruction. The department observation concluded the classes must be reduced to the normal size of 15 students to increase success. To accommodate more students the department is in the process of hiring another instructor to add more sections. Retention in 2017 – 18 is down by 4%, which is a direct reflection of the students withdrawing from classes to acquire jobs within the industry.

For the first time in the Diesel program the Diesel department has **3 students completed with an A.S. Degrees** for the year 2017 – 18 and **14 students complete with Certificates** 2017 – 18. This is a great reflection of the improvements in the departments training program for students looking to achieve more success within them and training for employment and their careers.

SBVC Heavy/Medium - Duty Truck Department increase course success, program success, access to employment, and transfer rates by enhancing student learning by maintain up-to-date curriculum that is relevant to community. Encourage greater full-time enrollment and using Student Learning Outcomes (SLOs) in an ongoing, systematic cycle of continuous quality improvement

### 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.

In comparison to other colleges within the Inland Empire, SBVC is the only public community college in the Inland Empire that teaches the complete Heavy-Duty Truck program which includes Electrical diagnose, Maintenance, Brakes, Suspension, Steering, Engine rebuild/repair, Diesel Fuel injection and emissions.

When all the Diesel courses are completed the student will receive a certificate for the course.

Students can take the ASE testing to acquire the ASE Master Certification for Trucks.

Students also test for the 609 certifications. The 609 certification is required to work on AC equipment.

Our local advisory committee has recommended that expand our Diesel courses to include sustainable “Green” technologies and Electric Truck by Fall 2020.

**(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.)** (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at [chuston@valley.edu](mailto:chuston@valley.edu) if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

### Student Learning Outcomes:

**Course SLOs/SAOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

All active courses have reached ongoing assessment of course SLOs and are evaluated with the three-year cycle.

Course to PLO map for ongoing assessment of PLOs

	<b>Truck and Bus Technology Certificate</b>	Diagnose and repair malfunctions in electrical systems and components	Disassemble, inspect and repair parts, which are reusable in a manner consistent with accepted trade practices and assemble a diesel engine in accordance with manufacturer instructions and specifications	Perform all necessary adjustments, demonstrate sequential steps taken in diagnosing heavy-duty truck brake systems and remove and replace components in a manner consistent with industry standards	Diagnose heavy-duty truck suspension and steering systems and remove and replace components in a manner consistent with industry standards	Diagnose the fuel system and tune-up problems using various electronic test equipment and remove and replace components in a manner consistent with industry standards	Perform routine servicing of heavy-duty vehicles by evaluating tire and other equipment conditions and successfully and safely removing and replacing tires and other equipment in a manner consistent with industry practices and safety standards	Troubleshoot a truck electrical system failure, diagnose the cause and correctly repair that failure in accordance with accepted industry standards
<b>CLASSES</b>								
DIESEL 064		X						X
DIESEL 021			X	X	X			
DIESEL 022				X	X			
DIESEL 023						X		
DIESEL 024			X			X		
DIESEL 026		X				X		X
DIESEL 028		X		X	X		X	X
Diesel 034								
DIESEL 035		X		X	X		X	X

Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs).

Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

Generate reports from the Cloud as necessary.

Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs).

The use of the SLOs have directed the Diesel program to improve its training techniques and establish a better foundation of training, for which the students would grasp information needed to support them in their quest for better education and job skills. As an example, the above 3-year report has been of great importance in creating a better program by comparing 18-week classes to 8 week classes. The department faculty and adjunct concluded that a steady 8 week course the students retain more material and understand components better then with the 18-week course.

Ex: The department included more components within the lecture classes to identify and have more understanding of what is being taught. After lectures moving to the lab, students can now relate to where the component is located and its function of why the component was installed onto the engine or vehicle.

The SLOs are given every semester in all sections.

### **Program Level Outcomes:**

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The Heavy-Duty Truck Department offers:

- Heavy/Medium Duty Diesel Technology Certificate
- Heavy/Medium Duty Diesel Technology Non-Credit Certificate
- Diesel Engine and Fuel Injection Technology
- Diesel Engine and Fuel Injection Technology Non-credit Certificate
- Heavy/Medium Duty Clean Vehicle Technology Certificate
- Heavy/Medium Duty Clean Vehicle Technology Non-credit Certificate
- Heavy/Medium Duty Diesel Truck Technology A. S. Degree

The program has defined PLOs that have ongoing assessment through alignment of course SLOs to program PLOs (see chart above). The program was last formally evaluated in Fall 2018.

Evaluation of PLOs have shown that students can read, but, do not relate the words to the actual components they are working on within the Lab throughout the program. The weakness in teaching the program is the students have reading comprehension and difficulty understanding the meaning behind words compared to actual lab work. The Heavy-Duty Truck department has taken several steps to improve student learning by focusing more on reading support. The department has contacted DSPS and added Kurzweil reading program for students with reading disabilities. The department plans to assess and evaluate PLOs again in 2020 to see how the change implemented for read support have impacted student success.

The Department has chosen 70% as passing for the SLO evaluation. 70% is the minimum statistical performance level that students can achieve on safety, lecture and lab areas of the course. The 70% statistical performance level is not the same as 70% of class points that equate to a letter grade. Courses are graded on a different numerical scale.

The Heavy-Duty Truck Department has completed all section SLO's. Progress is being made in the continuous cycle of student and program improvement from assessment information for implementation of changes needed to improve student learning.

The program has collected data for student learning outcomes for selected classes. Since the entire curriculum was revised in 2017 the department will collect more data for all the courses every semester.

The program has continued in updating SLO's that reflect more accurately the learning outcome of a specific class. This continuous improvement cycle is ongoing within the program.

DIESEL ON-GOING ASSESSMENT										
COURSE		GENERAL ED	NOT ASSESSED	ASSESSED	ONGOING	F16	S17	F17	S18	F18
DIESEL	064			X	X	X	X	X	X	X
DIESEL	021			X	X	X		X	X	X
DIESEL	022			X	X	X	X	X	X	X
DIESEL	023			X	X	X		X		X
DIESEL	024			X	X	X	X	X	X	
DIESEL	026			X	X	X	X	X	X	X
DIESEL	028			X	X		X		X	
DIESEL	034			X	X					X
DIESEL	035			X	X		X	X	X	X
TOTALS				9	9	6	6	7	7	7

Strategic initiative

SBVC Heavy-Duty Truck department will improve institutional effectiveness through a process of evaluation and continuous improvement. Also, the department will continue establishing and maintaining partnerships with community organizations, K-12 systems, and adult schools. Produce and present annual reports that assess student success and measure satisfaction with assessment and placement. Supporting Institutional Learning Outcomes: > 1, 2, 3, 4, 5

**Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate**

**Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Communication</b>	The program <b>does not identify</b> data that demonstrates communication with college and community.	The program <b>identifies</b> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <b>demonstrates</b> the ability to communicate more widely and effectively, <b>describes</b> plans for extending communication, and provides data or research that <b>demonstrates</b> the need for additional resources.
<b>Culture &amp; Climate</b>	The program <b>does not identify</b> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <b>identifies and describes</b> its impact on culture and climate. Program <b>addresses</b> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <b>demonstrates</b> the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.)

The Heavy-Duty Truck Department communicates its services, goals, and achievements through events like the car show put on by our **Regional Strong Work Force** held at Colton High schools last year. The event drew heavy crowds, and many were interested in the Heavy-Duty Truck program. Also, the department attended events at other high schools. Because of the Heavy-duty Truck program doing concurrent enrollment with Pacific High School, the school was awarded a 20-million-dollar bond measure to build a new building at the high school for the Heavy-Duty Truck Program. The focus for the building is going to be concurrent enrollment so 10, 11 and 12 graders can attend the CTE training and graduate with a Certificate and earn college credits along side of their High School Diploma. This will allow the students an opportunity of employment and continue his/her education toward a A.S. Degree or Bachelor Degrees..

Fall of last year, Van Nyes High School spent a day with our students. On this day the students were able to prepare themselves for the Skills USA National competition in New York. The reason that Van Nyes came to our facility is because SBVC has the newest technology to offer the industry. Next year there will be another car show within the Inland Empire and Van Nyes High School will return with several other high schools visiting our Heavy Duty Truck program.



Describe how your program seeks to enhance the culture and climate of the college.

Through our Heavy-Duty Truck advisory committee our partners communicate the importance of developing professional skills in our students. Passion, commitment, and identification with the students and companies that create the advisory group, have a very strong bond and commitment of the company, student / employee and SBVC. The department has Mutual needs that also relate to the college partners. The Department has several companies that are partners and each of them have donated components, trucks, engines, money, and input to create an atmosphere of success with the community. The SBVC Foundation and Heavy-Duty Truck Department applies for grants to purchase equipment needed in the classroom and lab. The department was just awarded a third grant from SoCal Gas. All three grants valued at total of **\$70,000.00**. The money was spent on new equipment for a NEW Compressed Natural Gas program that will educate the community on cleaner air. The transit systems within the state and all new school buses cannot install diesel engines in their vehicle any longer, The SBVC foundation and our department also applied for a Edison grant for **\$50,000.00**. SBVC was awarded the grant to purchase new electrical training equipment for the electric truck program. The SBVC Foundation and Heavy-Duty Truck department also applied for and was granted a 200,000.00 grant form Volvo Lights. SBVC Heavy-Duty Truck department is one of 2 colleges that was awarded this grant. SBVC will offer electric training in Fall 2020.

Describe one or more external/internal partnerships.

 **San Bernardino Valley College Partners of SBVC Diesel Program**

- Swift Transportation 
- Omni Trans 
- TEC Equipment 
- C.R. England 
- McLane Food Services 
- Penske 
- TCI Truck Rental and Leasing 
- Diesel Valley Power Systems 
- Ryder Truck 
- BNSF 
- Union Pacific 
- Velocity Truck Centers 

SBVC has 12 great partners that support our college and the community. Here is an example of 3 companies' donations.

TEC Equipment has donated a Volvo Truck, engine and transmission

Velocity Truck Centers and donated a Freightliner

Omni Trans has donated equipment

Each partner has hired many of our students and as a follow-up 6 months to a year later the comments are nothing but praise and satisfaction from our partners.

C.R. England is one of our partners that has added an Internship to their program for SBVC Diesel technicians. This internship allows the student to establish himself/herself within the company not only giving them a paying job but also insurance and the experience within the industry.

Adding these companies to the list of partners will establish the college as one of the premier facilities for hiring students within the Inland Empire.

## Donations

- The Diesel department has accepted donations from companies that represent the Advisory Committee
- These donations have a value of about 140,000 to the department
  - TEC (Tech of California) - Volvo Truck



- Velocity Truck Group - Freightliner Truck



What plans does your program have to further implement any of these initiatives?

- The SBVC Foundation and Heavy-Duty Truck department applied for and was granted a \$200,000.00 grant from Volvo Lights. SBVC Heavy-Duty Truck department is one of 2 colleges that was awarded this grant. SBVC will offer electric truck training.
- Expand customized non-credit training for incumbent workers and students that would like to take the program but cannot afford the expense of the program.
- Encourage students to achieve newly created AS degree
- Broaden the Industry Advisory Board membership pool and with Advisory input expand training that meets the industries demands
- Create non-credit certificates
- Request to hire another full time faculty in Fall 2020.

NOTE: The department is hoping to hire another '**Full time faculty**' because with the expansion of the program one person cannot teach all the classes and soon students will not be able to graduate within a reasonable time due to classes not being available.

**IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development**

**Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Professional Development</b>	The program <b>does not identify</b> currency in professional development activities.	Program <b>identifies current avenues</b> for professional development.	In addition to the meets criteria, the program shows that professional development has <b>impacted/expanded</b> the program and <b>demonstrates</b> that the program is positioning itself for growth.

**Professional Development:**

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Cummins industry offers our adjuncts and faculty free training for all engine products that are used in the lab.

Volvo Trucks also offers free factory training to our Adjuncts and faculty

Freightliner offers free factory training for our adjuncts and Faculty.

During the summer break the training is attended by me or anyone that wishes to attend.

During the year adjuncts and faculty attend group training supplied by Regional Strong Work Force program.

By attending these events offered we can set new goals to improve school performance the quality of classroom instruction and support the implementation of new initiatives

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

The department does not belong to any professional organizations because the department is short handed and does not have an extra minute of the day to attend many events.

In the future the department will join other organizations like the bus transit to expand the opportunities for students to acquire a job in the future.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

The ways the faculty and staff engage in professional growth are

Guided Pathways events

Great Teachers Retreat

Manufacturer training on new technology

SEMA events

**V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability**

**Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Mission/ Statement of Purpose</b>	The program <b><u>does not have</u></b> a mission/ statement of purpose, or it <b><u>does not clearly link</u></b> with the institutional mission.	The program <b><u>has</u></b> a mission/statement of purpose, and it <b><u>links</u></b> clearly with the institutional mission.	
<b>Productivity</b>	The data <b><u>does not show</u></b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <b><u>shows</u></b> the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
<b>Relevance, Currency, Articulation</b>	The program <b><u>does not provide</u></b> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.  <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program <b><u>provides</u></b> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses <b><u>have been articulated</u></b> or transfer with UC/CSU, or <b><u>plans are in place</u></b> to articulate appropriate courses.	In addition to the meets criteria, the program <b><u>discusses plans</u></b> to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

<b>Challenges</b>	The program <b>does not incorporate</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning that demonstrate the need for expansion.
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**Mission and Purpose:**

*San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.*

What is the mission statement or purpose of the program?

The Diesel Department mission is the same as the college mission. The college wants our diverse community of learners to succeed! SBVC provides our students a hands-on learning experience to accompany their ability to understand theory, the ability to think critically, and the capacity to apply that knowledge in a real-world setting.

- Diversity is the strength of our department.
  - The interaction with students of diverse groups enhances social development.
  - The interactions of the groups widen the social circle and prepare students for future career success.
  - The Diesel department feels that working within groups makes students think harder and increase their knowledge base.
  - Diversity within the group also promotes creative thinking and enhances self-awareness.
  - These are ideas that the department has found to be successful in helping students in their career goals.

How does this mission or purpose relate to the college mission?

The departments mission reflects and provide our diverse student population with:

- quality training, skills and knowledge necessary to succeed in business, industry, and their chosen professions in a multicultural society.
- idea that a quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- That we must hold ourselves and our students to the highest ethical and intellectual standards.
- That a well-educated populace is essential to the general welfare of the community.
- Students of many ethnic groups whether it be Man or Woman young or old, may discipline themselves to achieve higher goals in life.

**Productivity:**

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTEs; Enrollment; FTEF and WSCH per FTEF). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	217	200	183	207	309
FTEF	3.94	4.63	4.29	3.97	5.49
WSCH per FTEF	305	231	239	308	299

- The EMP data in terms of measures of FTES, Enrollment, FTEF and section counts seem to illustrate a slight increase in the program’s offerings. The decline in WSCH/FTEF is attributed to as effort by the H/MDT department to maintain a diversity of course offerings at different times of the day, and days of the week, while only slightly increasing the number of courses being offered. The WSCH/FTEF ratio in lecture are constrained due to the fire code regulations that limits the number of students in our classrooms
- The departments action plan from the 2-year review has added courses for noncredit classes awaiting approval through the State Chancellors Office. The addition of these non-credit classes will allow students to take classes at no cost and earn a Non-Credit Certificate of completion
- The department has successfully encouraged students to achieve newly created AS degree an continue their education by changing their Major to Business Degree and continue their goal toward a bachelor’s degree.
- The Department has broaden the Industry Advisory Board membership pool by adding companies like Pacific Railroad BNSF railroad, TEC of California (Volvo Mack) and Velocity Truck Group( Freightliner)

to its advisory committee. The Advisory committee is dedicated to the success of the Students at SBVC and the partnering program at Pacific High School.

- The department has updated training equipment to teach CNG (Compressed Natural Gas) has successfully been implemented for the Fall 2018 semester. The Southern Gas (\$50,000.00) grant that was acquired through the Diesel Foundation Department here at SBVC, allowed the purchase of 2 training modules for lab use in the CNG program. The Diesel / Transportation department also acquired from Velocity Truck Group (Freightliner) and Freightliner CNG powered truck (\$90,000.00) donation, which has all the latest technology attached, being used within the industry today. The CNG equipment and training modules extend the knowledge for the students when applying for jobs, not only in the Inland Empire, but anywhere in the USA.
- The addition of the new partners like C.R England Penske and TEC of California the advisory board members has major corporations within the industry supporting SBVC Diesel department. The department has received in 2017, from TEC (Tec Equipment of California) a Volvo Cascade Truck valued at \$50,000.00. The truck has all the latest technology that is used within the industry to cover training of GHG 14 and GHG 17 (Green House Gases) along with the SCR emission technology.
- The department has created stackable certifications to allow students that do not complete the AS Degree get recognition for classes taken and passed successfully. The documented certificate will allow students a better opportunity of employment within the industry. Also the certificate program will benefit those that are wanting to broaden their skills with the latest technology, whom are not needing the complete program, but will advance themselves within the industry they work.
- The Diesel Department has a very strong Con-current enrollment program.
- SBVC has partnered with Pacific High School. Pacific High School is the only high school in California with a Diesel Program in Southern California. The Diesel program through SBVC will give high school students starting their Sophomore year and opportunity to complete the program by their senior year and receive a Heavy/Medium Duty Truck Certification and a High School Diploma. Those students that wish to seek employment after high school this certificate will acknowledge their success and discipline in school and better their employment opportunities.



**Relevance and Currency, Articulation of Curriculum:**

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, ([mcopel@valleycollege.edu](mailto:mcopel@valleycollege.edu)) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)) for updated information.

<b>Applied Technology, Transportation &amp; Culinary Arts</b>				
<b>Diesel</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	DIESEL 021 Heavy-Duty Diesel Engines	Active	10/08/2018	10/08/2024
	DIESEL 022 Heavy-Duty Truck Brakes	Active	10/08/2018	10/08/2024
	DIESEL 023 Heavy-Duty Truck Suspension and Steering	Active	10/08/2018	10/08/2024
	DIESEL 024 Advanced Heavy-Duty Diesel Engines	Active	10/08/2018	10/08/2024
	DIESEL 026 Computer Controlled Diesel Engines	Active	10/08/2018	10/08/2024
	DIESEL 028 Heavy-Duty Truck Systems	Active	10/08/2018	10/08/2024
	DIESEL 034 Diesel Alternative Fuels	Active	10/08/2018	10/08/2024
	DIESEL 035 Heavy-Duty Vehicle Automatic Transmissions	Active	10/08/2018	10/08/2024
	DIESEL 064 Auto/Truck Electrical Systems	Active	10/08/2018	10/08/2024

	DIESEL 098 Diesel Work Experience	Active	09/24/2018	09/24/2024
	DIESEL 621 Heavy-Duty Diesel Engines	Active	10/08/2018	10/08/2024
	DIESEL 622 Heavy-Duty Truck Brakes	Active	10/08/2018	10/08/2024
	DIESEL 623 Heavy-Duty Truck Suspension and Steering	Active	10/08/2018	10/08/2024
	DIESEL 624 Advanced Heavy-Duty Diesel Engines	Active	10/08/2018	10/08/2024
	DIESEL 626 Computer Controlled Diesel Engines	Active	10/08/2018	10/08/2024
	DIESEL 628 Heavy-Duty Truck Systems	Active	10/08/2018	10/08/2024
	DIESEL 634 Diesel Alternative Fuels	Active	10/08/2018	10/08/2024
	DIESEL 635 Heavy-Duty Vehicle Automatic Transmissions	Active	10/08/2018	10/08/2024
	DIESEL 664 Auto/Truck Electrical Systems	Active	10/08/2018	10/08/2024
	DIESEL 019 Truck and Bus Heavy-Duty Electrical Systems	Historical		
	DIESEL 019 Heavy-Duty Truck Electrical Systems	Historical		
	DIESEL 020 Diesel Engines - Light Duty	Historical		
	DIESEL 020 Diesel Engines - Light Duty	Historical		
	DIESEL 020 Diesel Engines - Light Duty	Historical		
	DIESEL 021 Diesel Engines - Heavy Duty	Historical		
	DIESEL 021 Heavy-Duty Diesel Engines	Historical		
	DIESEL 021 Diesel Engines - Heavy Duty	Historical		
	DIESEL 021 Heavy-Duty Diesel Engines	Historical		
	DIESEL 022 Heavy-Duty Truck Brakes	Historical		
	DIESEL 022 Heavy-Duty Truck Brakes	Historical		
	DIESEL 022 Heavy-Duty Truck Brakes	Historical		
	DIESEL 022 Heavy-Duty Truck Brakes	Historical		
	DIESEL 023 Heavy-Duty Truck Suspension and Steering	Historical		
	DIESEL 023 Heavy-Duty Truck Suspension and Steering	Historical		
	DIESEL 023 Heavy-Duty Truck Suspension and Steering	Historical		
	DIESEL 023 Heavy-Duty Truck Suspension and Steering	Historical		

	DIESEL 024 Advanced Heavy-Duty Diesel Engines	Historical		
	DIESEL 024 Advanced Heavy Duty Diesel Engines	Historical		
	DIESEL 024 Advanced Heavy-Duty Diesel Engines	Historical		
	DIESEL 024X3 Advanced Heavy-Duty Diesel Engines	Historical		
	DIESEL 025X3 Advanced Heavy-Duty Diesel Engines laboratory	Historical		
	DIESEL 025X4 Advanced Heavy-Duty Diesel Engines Laboratory	Historical		
	DIESEL 026 Computer Controlled Diesel Engines	Historical		
	DIESEL 026 Computer Controlled Diesel Engines	Historical		
	DIESEL 026 Computer Controlled Diesel Engines	Historical		
	DIESEL 026X3 Computer Controlled Diesel Engines	Historical		
	DIESEL 027X3 Computer Controlled Diesel Engines	Historical		
	DIESEL 027X3 Computer Controlled Diesel Enging Laboratory	Historical		
	DIESEL 028 Heavy-Duty Truck Systems	Historical		
	DIESEL 028 Heavy-Duty Truck Systems	Historical		
	DIESEL 028 Truck and Bus Preventive Maintenance Service	Historical		
	DIESEL 028 Heavy-Duty Truck Preventive Maintenance Service	Historical		
	DIESEL 030 Advanced Heavy-Duty Truck Systems	Historical		
	DIESEL 030 Advance Heavy-Duty Truck Systems	Historical		
	DIESEL 030 Advanced Heavy-Duty Truck Systems	Historical		
	DIESEL 034 Introduction to Heavy-Duty Compressed Natural Gas Vehicle Systems	Historical		

	DIESEL 034 Introduction to Heavy-Duty Compressed Natural Gas Vehicle Systems	Historical		
	DIESEL 034 Diesel Alternative Fuels	Historical		
	DIESEL 034 Introduction to Heavy Duty Compressed Natural Gas Vehicle Systems	Historical		
	DIESEL 035 Heavy-Duty Vehicle Automatic Transmissions	Historical		
	DIESEL 035 Heavy-Duty Vehicle Automatic Transmissions	Historical		
	DIESEL 035 Allison World Transmission	Historical		
	DIESEL 035 Heavy-Duty Vehicle Automatic Transmissions	Historical		
	DIESEL 038 Heavy-Duty Diesel Emissions	Historical		
	DIESEL 038 Heavy-Duty Diesel Emissions	Historical		
	DIESEL 038 Heavy-Duty Diesel Emissions	Historical		
	DIESEL 038 Heavy-Duty Diesel Emissions	Historical		
	DIESEL 064 Auto/Truck Electrical Systems	Historical		
	DIESEL 064 Auto/Truck Electrical Systems	Historical		
	DIESEL 098 Diesel Work Experience	Historical		

**Articulation and Transfer**

List Courses above 100 where articulation or transfer is <b>not</b> 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.

The department is meeting with CSUSB in February 2019 to converse on (if possible) articulation and / or transfer classes that would be recognized by the University toward a bachelor's degree.

### **Currency**

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

The department is in the process of changing all the class names / titles from  
DIESEL to H/MDT (Heavy/Medium Duty Truck).

The reason we are changing the title DIESEL is to reflect more of the certificates and because changing the title will allow the department to apply for a variety grants that are available for Green Technology and electric vehicle.

If any courses are no longer offered, list them here. (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?

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)).

**Challenges:**

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?

The Challenges and opportunities that effect the Diesel department student enrollment and service utilization are the current facility is inadequate for the program needs.

Newer teaching modules and tooling are needed to keep up with the new (Green) Technology. As the department applies for grants and get accepted the funding will be used to purchase new teaching modules and equipment

The parking lot where students perform lab is unprotected and exposes students to the elements. The college is in the process of designing a new building that will accommodate the coverage of the equipment outside. The department is also hoping to find a grant that will pay for our present lab to be covered.

There is a lack of advertisement at the high school level and to the community level. The department has added marketing and advertising in the grant application so funding will be available if SBVC is chosen to receive the grants.

Grant money is great for meeting some of the department's needs. But it is sporadic and does not provide a reliable stream of funding for items that are needed as basic building blocks for a program.

The Action plan of the Diesel department includes.

The H/MDT department is awaiting grant money that has been approved for upgrading the training department with outstanding Green technology, tools and displays. 06/01/2019

The department is approved for \$25000.00 in grant money to purchase training modules or tools for the CNG classes 12/12/2018

The H/MDT department has requested SBVC planning department to tear down the existing unused buildings and replace them with new modern buildings that could be used for expansion of the Heavy/Medium Duty Transportation Department 6/01/2019

The H/MDT department is going to offer more certificates within the program to offer more opportunities for students to be completers. Fall 2019

This department has met with local High schools to cover curriculum that would account for students earning units toward coming to SBVC. Fall 2019

The Diesel department is doing concurrent enrollment with Pacific High School. Present

The Diesel department in 2016 has donated an engine to Pacific High School for which it is doing concurrent enrollment. Completed

Pacific High School within the San Bernardino City school District and is awarded grant money to purchase equipment to mirror the SBVC Diesel training. Completed

The FTES has increased with the off-site training from SBVC Diesel department. Present

The H/MDT department is now in conversations with other high schools in San Bernardino City school district, Rialto school district and Bloomington school district to expand its program. TBD

The H/MDT department has developed a new alternative fuel class which will be part of the 20-unit certificate that is needed to strengthen the diesel program. Fall 2019

The department has sent out letters to other manufactures expressing interest in teaching their product at SBVC H/MDT Completed

Concurrent Enrollment and Guided Pathways are challenges that need more understanding and being implemented within a timely manner. TBD

The department is taking applications for another full-time faculty. With the hiring of another full-time faculty it would allow our program to add more sections because of the shortage of adjunct instructors.

**VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities**

**Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Facilities</b>	The program <b><u>does not provide an evaluation</u></b> that addresses the sustainability of the physical environment for its programs.	Program <b><u>provides an evaluation</u></b> of the physical environment for its programs and <b><u>presents evidence</u></b> to support the evaluation.	In addition to the meets criteria, the program has <b><u>developed a plan</u></b> for obtaining or utilizing additional facilities for program growth.

**Facilities:**

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

The Department has no cover to protect the newly donated equipment with a value of about 300,000.00

The Alternative Fuel classes are held outside due to building not equipped for teaching Lab indoors.

Cover parking lot and newly donated equipment and students protected from the elements of mother nature

Working with other departments to acquire approval and funding for the 120'x60'x20' cover which will include lighting, electrical and proper ventilation

The department is also looking for other ways to fund this project by continually applying for grants and contacting our industry partners for assistance in building the cover.

### **VII: Previous Does Not Meets Categories**

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

**The program received all "meets" in its 2017 CTE Review.**