

INSTITUTIONAL PROGRAM REVIEW 2014 – 2015

Program Efficacy Phase: Instruction

DUE: April 13, 2015

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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

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. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** 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 work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy 2014 – 2015

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

Program Being Evaluated

Diesel Program

Name of Division

Applied Technology

Name of Person Preparing this Report

Berchman Kent Melancon

Extension

4082

Names of Department Members Consulted

Albert Maniaol

Name of Reviewers

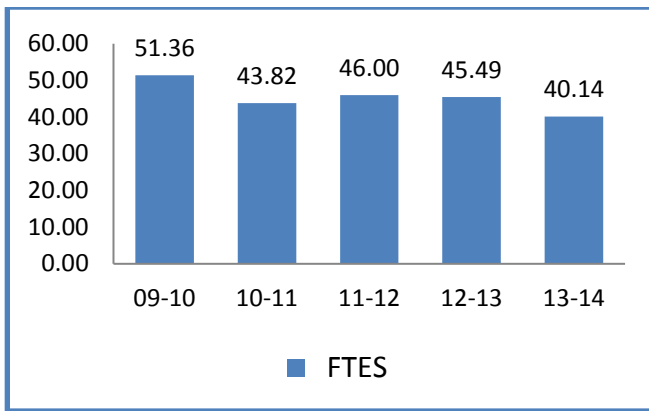
Romana Pires, Melinda Moneymaker, Denise Knight

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	2/6/2015	
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
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	2		
Faculty	1		
Classified Staff	0	0	3
Total	3	0	3



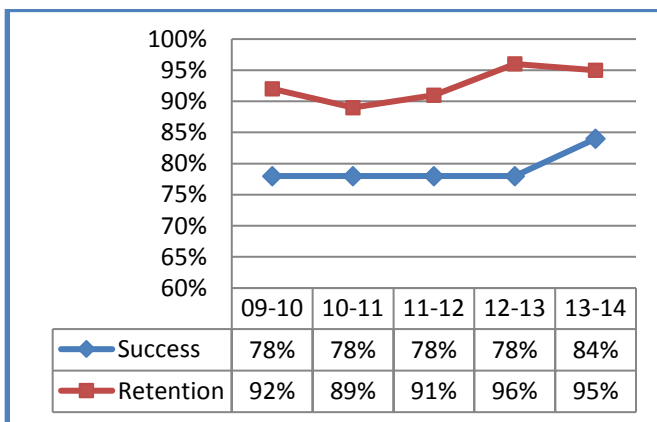
Description:

An Associate degree program has been added to the certificate program. The AS Degree is in Sacramento being reviewed for approval. The curriculum is aligned with National Automotive Technicians Foundation (NATEF). SBVC is the only public college in the area that offers a Diesel program in the Inland Empire Desert Region. Logistics is one of the 5 sectors that is targeted for work force development by Vice Chancellor Van Ton Quinlivan. The trucking industry in the Inland Empire is expanding with the growth of logistic industry and warehouses.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	330	245	240	274	217
FTEF	4.42	3.74	3.4	3.9	3.94
WSCH per FTEF	349	352	405	350	305

Assessment:

- From 09-10 to present 12-13 the student enrollment has increased and decreased by about 14%. It is believed that this is because as jobs increased in the IE the enrollment have decreased. 13-14 jobs have increased within the IE area and this is shown in the FTES by a substantial decrease from 350 in 12-13 to 305 in 13-14.
- From 09-10 to 11-12 the success rate has maintained a steady percentage of students. In 12-13 and 13-14 the success rate has increased around 6% while there is a 1% decrease in the retention rate.
- The efficiency will still be an issue because in order to comply with the fire code requirements due to the size of the building the classroom will be limited. The department is hoping the old uninhabited buildings will be removed from the property and new classrooms will be installed so the Diesel program can grow into the Hybrid and electric vehicle training.
- The number of seats in the class limits the growth of the program
- WSCH/FTEF will continue to be low as class enrollment cannot be increased without violating fire codes occupancy limit.
- Certificate awarded have increased by 50% within one year. Students understand that graduating means jobs.



Department Goals:

- Bring the classroom and labs facility to minimally acceptable standards for an instructional facility.
- Update the facility to standards which include lighting, tooling and outdoor lab coverage to protect from the elements.
- Expand customized not-for-credit training for incumbent workers.
- Encourage students to achieve newly created AS degree.
- Broaden the Industry Advisory Board membership pool.
- Purchase adequate number of tools to allow optimal hands on training for all students
- Update training equipment to teach 2014-16 GHG14 emission standards for Diesel program

	09-10	10-11	11-12	12-13	13-14
Sections	16	12	12	14	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	13	10	2	4	8

Challenges & Opportunities:

- The current facility is inadequate for the program needs; class cap of 19 makes it inefficient
- The breakroom and the meeting room were repurposed as classrooms without any modifications.
- Newer teaching modules and tools are needed to keep up with the new emission standards for trucks.
- The parking lot where students perform lab is unprotected to students.
-

Action Plan:

- In the process of collecting new NATEF records for review by NATEF representatives on the program that is offered in fall 2013.
- Continue to request the budget to adequately meet the basic minimum facility requirements.
- Prepare for NATEF accreditation
- Renovate the current facility to meet the program needs which would include better lighting and acoustics in the classrooms as well as lab. Also add 2 new buildings on the property after the old uninhabitable buildings are torn down and new ones installed.
- Increase the number of certificates awarded in the Diesel program

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.

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	Program: Diesel	Campus-wide
Asian	3.1%	5.2%
African-American	14.8%	14.2%
Hispanic	64.6%	59.2%
Native American	0.5%	0.3%
Pacific Islander	0.0%	0.4%
White	15.8%	16.8%
Unknown	1.2%	3.9%
Female	5.3%	54.8%
Male	94.7%	45.1%
Disability	5.3%	5.7%
Age Min:	18	14
Age Max:	68	84
Age Mean:	31	29

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 program population is in line 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 African American, Hispanic, Native American. Whites and Disabled Students are within 1% of the college demographics. The Department is low in the areas of Asian, Pacific Islander, and Female and 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 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, but it is radically different in terms of gender. Only 5.3 of the students are female. The Diesel 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 going to make presentations at the local high schools, booths and recruitment activities at the Annual 66 Rendezvous along with other groups. 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.

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.

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.). 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).

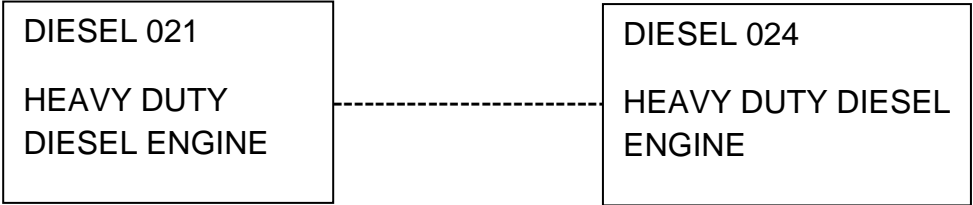
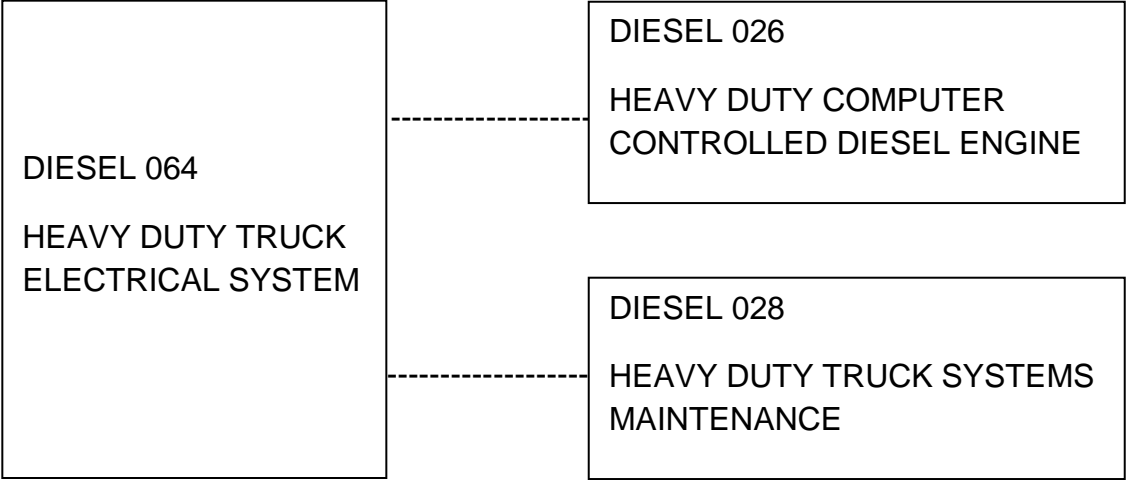
The Diesel Department runs surveys with the students that take the classes on scheduling and how it will benefit the students. This will insure classes will be filled, and will also insure that the students will graduate with a Certificate within a timely manner.

The Diesel department has a career path for students to follow. This was implemented in 2013. There are 2 prerequisite classes that must be completed before attending the advance classes. There is no test out of these classes at this time. (See Chart below)

In 2013 the Diesel department has updated the curriculum in every class. The curriculum has been aligned with National Automotive Technicians Education Foundation. NATEF is an organization that is nationally recognized. The Diesel department is in the process of becoming NATEF certified.

The student can receive Certificate of Heavy/Medium Duty Diesel Technology and use this documentation to apply for a career job. The Diesel Department is in the process of adding an Associate of Heavy/Medium Duty Diesel Technology to strengthen the documentation for students when applying for a job. The Associated Degree is waiting for CCC State Chancellor's Office to approve the curriculum. SBVC is the only institution that is still open within the Inland Empire that is offering a Certificate and Associates degree. Many Colleges like Long Beach and Rio Hondo have closed their doors to Diesel Technology training.

Certificate of Heavy/Medium Duty Diesel Technology		
Required Courses:		
CIT 101	Introduction to Computer Literacy	3
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
English 015		4
Math 942		4
	Required Courses:	39



DIESEL 022
HEAVY DUTY
TRUCK BRAKES

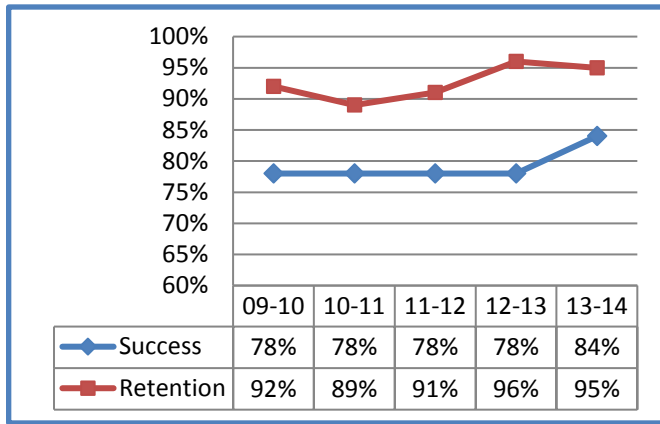
DIESEL 023
HEAVY DUTY
TRUCK
SUSPENSION &
STEERING

MATH 942

ENGLISH 015

CIT 101

Part II: Questions Related to Strategic Initiative: Student Success



	09-10	10-11	11-12	12-13	13-14
Sections	16	12	12	14	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	13	10	2	4	8

Shown here is an Education Plan for completion for the courses necessary to achieve the Heavy/Medium Duty Diesel Technology Certificate. Courses are taught in the morning, afternoon evenings. The cost per college unit is currently \$48.00 and classes begin the month of August to December for Fall Classes. January to May for Spring classes.

Enrollment and Completer Projections

Enrollment and Completer Projections		
	<u>Enrollment</u>	<u>Completers</u>
2014	274	8

Final (not census) enrollment data for all required existing courses for the last two years

CB01: Course Department Number	CB02: Course Title	2010/11		2011/12		2012/13	
		Annual Sections	Annual Enrollment Total	Annual Sections	Annual Enrollment Total	Annual Sections	Annual Enrollment Total
DIESEL 064 (DIESEL 019)	Heavy-Duty Truck Electrical Systems	30	26	26	26	Not offered in 2013	
DIESEL 021	Heavy-Duty Diesel Engines	49	44	47	44	45	44
DIESEL 022	Heavy-Duty Truck Brakes	24	24	26	23	24	25
DIESEL 023	Heavy-	24	23	26	23	20	18

	Duty Truck Suspension and Steering						
DIESEL 024	Advanced Heavy-Duty Diesel Engines	26	26	20	21	32	31
DIESEL 026	Computer Controlled Diesel Engines	15	15	15	14	22	22
DIESEL 028	Heavy-Duty Truck Systems	33	29	44	38	38	36

The information above is the history of students that have signed up for the Diesel courses from 2010/11 to 2012/13.

In 2011/12 the number of student getting the Diesel Certificate dropped significantly. At that time the program was moved from the San Bernardino Airport to the south side of the SBVC campus in a facility that was originally designed to house Maintenance Department. This move did not bode well for the program as no modification was made to the Maintenance Department Building to make suitable to house classrooms and laboratory. Then in March 2012 the only fulltime faculty retired suddenly in the middle of the semester. No new fulltime faculty was hired till January 2013. This left the program in a limbo with no one available to guide and steward it. The division office is located on north side of campus so there is no direct oversight from the division dean or support of division easily available for the program. The tool-room does not have any classified support.

In spite of all these limitations, the program is slowly recovering since a fulltime tenure track faculty was hired in fall 2013. The curriculum was revamped and is now aligned with NATEF. This is an industry recognized certificate and is more rigorous than the previous certificate thus it is more difficult to achieve. Students are slowly getting used to the requirements and the numbers of certificates awarded are increasing, albeit slowly.

During the move and the absence of fulltime faculty, several major pieces of training modules and many tools vanished. These are slowly being replaced with grant money and donations. This process of re-building has been hard on the program.

Assessment:

The students who come to the program are not well prepared but are very motivated so they stay in the program.

Success rate is much lower than retention rate. We believe that the success rate would improve if there was support of a tool-room staff to help in setting up the laboratory and to provide assistance to the faculty. Faculty is not only responsible for teaching the lab but also for keeping track of expensive tools and ensuring that each student is working with the large heavy equipment in a safe manner. All the services like tutoring center, library, etc. are located away from the department. The department is really isolated which does not lead to students getting support services.

In fall 2013 the curriculum was modified to add some pre-requisites. Then 2014 we found that success rates have improved. One year data is not sufficient to forecast a trend but we hope that the pre-requisite will help in continuing the higher success rate in the courses. There was a small drop in retention rate, in the last year and we attribute it to the improvement in economy. Some students found employment and decided to leave school.

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.

The information of the Job market

(resource: State of California January 23, 2015) EMPLOYMENT DEVELOPMENT DEPARTMENT, Labor Market Information Division Contact: Frances Gines, 1325 Spruce St., Ste 100 (951) 955-3204, Riverside, CA 92507)

The trade, transportation, and utilities industry sector was boosted by seasonal jobs growth In retail trade (up 2,000 jobs), adding a total of 3,900 jobs. Transportation and Warehousing added 1,400 jobs and wholesale trade added an additional 500 jobs to the sector.

In comparison to other colleges within the Inland Empire, We are the only public community college in the Inland Empire that teaches the complete Diesel 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 certification. 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.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. **(INSERT SLO COURSE GRID)**

See [Strategic Goal 2.11](#)

All active courses have reached ongoing assessment of course SLOs and are evaluated with the three-year cycle. DIESEL 038 has not been offered since Spring 2013 which in prior to the collection of assessment data on a semester basis. DIESEL 038 will be offered again..... and assessment results will be report every semester with evaluation taking place within three years. DIESEL 064 was previous DIESEL 019 and when looked at jointly ongoing assessment has been taking place since Fall 2013.

Course to PLO map for ongoing assessment of PLOs.

	Truck and Bus Technology Certificate							
	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	
CLASSES								
DIESEL 019 / 064	X							X
DIESEL 021		X	X	X				
DIESEL 022			X	X				
DIESEL 023					X			
DIESEL 024x3		X			X			

DIESEL 026x3		X				X		X
DIESEL 028		X		X	X		X	X

Below is the link to all SLOs for the DIESEL Department for you to review

https://doclib.sbccd.org/index.php?CurrentDir=%2FSBVC%2FInstruction%2FSLO%2FApplied_Technology_and_Transportation%2FDIESEL%2F

FALL 2013 SLO

Grade for each SLO	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student Total Score for Students	Total Percent for each SLO	Total Percentage of all SLOs								
SLO #1	100	100	60	80	100	40	60	60	80	680	76%	62%								
SLO #2	40	60	60	40	40	40	60	40	420	47%										
SLO #3	100	100	60	80	20	80	40	40	580	64%										
DIESEL 024 FALL 2013 SLO PERFORMANCE																				
Grade for each SLO	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student #10	Student #11	Student #12	Student #13	Student #14	Student #15	Total Score for Students	Total Percent for each SLO	Total Percentage of all SLOs		
SLO #1	100	96	82	84	82	82	87	82	82	84	80	91	82	89	93	1296	86%	62%		
SLO #2	63	38	41	59	47	41	19	38	34	59	47	38	50	41	38	650	43%			
SLO #3	71	57	71	57	100	57	43	71	43	43	57	43	29	57	43	843	56%			
DIESEL 021 FALL 2013 SLO PERFORMANCE																				
Grade for each SLO	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student #10	Student #11	Student #12	Student #13	Student #14	Student #15	Total Score for Students	Total Percent for each SLO	Total Percentage of all SLOs		
SLO #1	80	80	100	100	100	80	80	100	80	60	80	80	100	1120		86%	68%			
SLO #2	80	60	40	40	20	40	20	40	20	60	0	20	60	520		40%				
SLO #3	80	80	100	100	80	60	60	40	100	100	40	60	80	1000		77%				
DIESEL 019 FALL 2013 SLO PERFORMANCE																				
Grade for each SLO	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student #10	Student #11	Student #12	Student #13	Student #14	Student #15	Student #16	Student #17	Student #18	Total Score for each SLO	Total Percent for each SLO
SLO #1	80	80	60	100	60	80	100	80	100	100	100	100	100	60	60	80	100	60	1500	83%
SLO #2	60	40	60	80	40	40	60	80	40	20	60	80	40	20	60	40	80	20	920	51%
SLO #3	20	80	20	80	60	40	60	20	20	80	20	80	20	40	60	20	80	20	820	46%
DIESEL 028 FALL 2013 SLO PERFORMANCE																				
Grade for each SLO	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student Total Score for Students	Total Percent for each SLO	Total Percentage of all SLOs								
SLO #1	80	80	80	60	100	80	80	80	80	720	80%	67%								
SLO #2	40	20	80	80	80	60	60	60	20	500	56%									
SLO #3	60	100	60	80	60	80	60	40	580	64%										
DIESEL 022 FALL 2013 SLO PERFORMANCE																				
Grade for each SLO	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student #10	Student #11	Student #12	Student #13	Student #14	Student Total Score for Students	Total Percent for each SLO	Total Percentage of all SLOs			
SLO #1	100	100	100	80	80	100	60	80	100	100	80	60	80	80	1200	86%	60%			
SLO #2	80	80	60	100	40	60	60	40	40	20	40	60	40	20	740	53%				
SLO #3	80	60	60	20	60	20	40	60	20	40	40	20	20	40	580	41%				

SPRING 2014 SLOs

Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Stude nt #16	Score for each SLO	Total Percentage of all SLOs			
SLO #1	80	80	100	80	80	80	60	60	60	60	60	60	60	60	60	100	1140	71%			
SLO #2	80	100	80	60	100	100	80	100	80	100	80	100	80	80	100	100	1380	86%			
SLO #3	80	80	80	80	100	80	50	80	40	80	100	100	100	60	80	90	1260	79%			
DIESEL 024 SPRING 2014 SLO PERF																					
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Score for each SLO	Total Percentage of all SLOs				
SLO #1	20	40	40	60	60	80	100	40	40	0	48%										
SLO #2	80	0	100	0	80	100	100	60	20	80	62%										
SLO #3	40	60	80	20	20	60	100	80	60	60	58%										
DIESEL 021 SPRING 2014 SLO PERF																					
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Score for each SLO	Total Percentage of all SLOs				
SLO #1	80	80	100	100	100	100	100	80	100	100	94%										
SLO #2	40	40	20	20	60	20	40	60	20	60	36%										
SLO #3	60	60	100	80	60	40	80	80	60	680	68%										
DIESEL 019 SPRING 2014 SLO PERF																					
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Stude nt #16	Stude nt #17	Stude nt #18	Total Score for all SLOs	Total Percentage of all SLOs	
SLO #1	60	80	80	60	80	100	40	40	100	60	100	80	100	100	100	100	100	1380	86%		
SLO #2	60	60	60	60	80	80	60	80	80	40	80	100	100	80	80	60	80	1240	78%		
SLO #3	40	40	20	20	20	20	20	40	80	60	80	80	80	80	40	40	20	780	49%		
DIESEL 028 SPRING 2014 SLO PERF																					
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Score for each SLO	Total Percentage of all SLOs				
SLO #1	80	100	100	60	100	100	80	80	60	80	100	100	100	100	0	760	84%				
SLO #2	80	40	40	60	80	80	60	80	80	80	60	60	80	80	0	600	67%				
SLO #3	40	80	60	60	100	100	100	80	80	80	40	60	40	20	0	700	78%				
DIESEL 023 SPRING 2014 SLO PERF																					
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Stude nt #16	Stude nt #17	Stude nt #18	Total Score for all SLOs	Total Percentage of all SLOs	
SLO #1	60	40	100	80	80	60	40	60	100	100	80	60	40	60	80	60	60	40	60	1220	61%
SLO #2	80	100	60	40	60	60	40	80	80	100	80	100	60	80	80	60	80	80	60	1340	67%
SLO #3	60	60	60	60	80	80	80	60	100	60	80	60	40	60	20	40	40	40	20	1040	52%

FALL 2014 SLOs

DIESEL 026 FALL 2014 SLO PERFORMANCE																											
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Stude nt #16	Stude nt #17	Stude nt #18	Total Score for all SLOs	Total Percent for each							
SLO #1	100	100	80	100	100	80	100	80	80	80	80	80	80	100	100	100	80	100	1600	89%							
SLO #2	80	80	80	80	80	40	80	60	100	60	60	80	60	60	60	60	60	60	1280	71%							
SLO #3	100	80	100	100	80	60	60	60	80	60	80	40	40	60	60	80	60	40	1240	69%							
																					223%		76%				
DIESEL 024 FALL 2014 SLO PERFOR																											
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Total Score for all SLOs	Total Percent for each										
SLO #1	100	100	100	100	60	80	100	100	100	80	0	0	0	0	0	920	92%										
SLO #2	80	100	80	80	80	100	100	100	100	100	0	0	0	0	0	920	92%										
SLO #3	100	100	100	100	100	80	100	80	100	80	0	0	0	0	0	940	94%										
																	278%		99%								
DIESEL 021 FALL 2014 SLO PERFOR																											
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Stude nt #16	Stude nt #17	Stude nt #18	Total Score for all SLOs	Total Percent for each							
SLO #1	40	100	100	100	80	100	100	80	100	80	80	80	80	100	100	100	80	0	1400	96%							
SLO #2	100	100	100	100	40	80	100	20	20	100	80	100	60	80	80	80	20	0	1160	73%							
SLO #3	80	100	100	80	80	60	80	60	80	100	80	100	100	100	80	40	0	0	1320	83%							
																					243%		81%				
DIESEL 064 FALL 2014 SLO PERFOR																											
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Total Score for all SLOs	Total Percent for each										
SLO #1	80	40	80	80	80	80	80	100	80	100	80	80	80	80	80	700	78%										
SLO #2	100	60	80	80	60	60	100	100	80	100	80	80	80	80	720	80%											
SLO #3	80	40	80	40	40	60	100	100	80	80	80	80	80	620	620	69%											
																	227%		76%								
DIESEL 028 FALL 2014 SLO PERFOR																											
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Total Score for all SLOs	Total Percent for each										
SLO #1	80	100	80	100	80	80	100	100	100	80	80	80	80	80	80	720	90%										
SLO #2	40	80	40	100	100	80	80	80	80	80	80	80	80	80	80	620	78%										
SLO #3	20	100	20	100	60	80	40	60	60	60	60	60	60	480	480	60%											
																	0.6667		76%								
DIESEL 023 FALL 2014 SLO PERFOR																											
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Stude nt #16	Stude nt #17	Stude nt #18	Total Score for all SLOs	Total Percent for each							
SLO #1	100	100	100	100	80	100	80	100	60	60	60	80	100	100	100	100	100	80	1360	85%							
SLO #2	100	80	100	80	100	100	100	100	80	60	40	80	80	80	80	80	80	80	1280	79%							
SLO #3	80	100	40	80	80	40	40	100	20	0	40	100	40	40	40	40	40	880	55%								
																					219%		85%				
DIESEL 022 FALL 2014 SLO PERFOR																											
Grade for each SLO	Stude nt #1	Stude nt #2	Stude nt #3	Stude nt #4	Stude nt #5	Stude nt #6	Stude nt #7	Stude nt #8	Stude nt #9	Stude nt #10	Stude nt #11	Stude nt #12	Stude nt #13	Stude nt #14	Stude nt #15	Stude nt #16	Stude nt #17	Stude nt #18	Total Score for all SLOs	Total Percent for each							
SLO #1	100	100	100	100	100	100	100	100	100	100	0	0	0	0	0	0	0	0	880	88%							
SLO #2	100	100	100	100	100	100	100	100	100	100	0	0	0	0	0	0	0	0	880	88%							
SLO #3	100	100	100	60	60	40	60	80	60	40	0	0	0	0	0	0	0	0	700	70%							
																					89%		89%				

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.
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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 Diesel Certificate is designed to prepare students for entry-level positions for the repair and maintenance of diesel engines in trucks, locomotives, heavy vehicles, and mobile heavy-duty equipment.

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. Our students do very well because SBVC 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. The department has plans to increase the number of women coming into our Diesel programs by attending career day activities at area middle schools to speak to those female students and show them that women can be technicians and engineers. The department has posters, brochures, and DVD presentations that prepared to pass to many of the High Schools in the area.

How does this purpose relate to the college mission?

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 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.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	330	245	240	274	217
FTEF	4.42	3.74	3.4	3.9	3.94
WSCH per FTEF	349	352	405	350	305

Analysis of the productivity data shows that the Diesel program has maintained steady enrollment and provides the training needed by the students. By giving more personal attention to detailed training it gives the students the experience needed to apply themselves at companies when hired.

In the past 5 years, the FTES have decrease from 09-10 to 10-11, 8% and the increase in FTES from 11-12 to 12-13 is up 3%. There was a very slight decrease (only 5%) in the 13-14 academic years. These fluctuations are result of economy picking up and going down. As the jobs increase the students leave schooling /education to go work. As the jobs decrease the students come to educate themselves and prepare for the future.

The classrooms have been averaging 8 to 15 students.

Weekly Student Contact Hours (WSCH) is above the college average as lab equipment has been updated to the latest technology. The purchase of new Air Conditioning service machines, new Cummins training modules, and 4 new rolling toolboxes with enough tools to supply 4 groups of 5 students that work within the lab area to perform hands on training.

The electrical class has been updated with new test components so students will have the ability to build electrical circuits and test the circuits as per industry standards.

The donation of 7, 2004 Freightliners, has made it possible for the Diesel department to create 4 training modules used for Brake and Suspension classes and have 3 Trucks used in the

Maintenance class. There is no time for students to be standing around watching one person perform a task on a training module any longer.

The Perkins fund has been very helpful in purchasing the latest up to date equipment and tooling for students to acquire the latest information within the industry. The Diesel department is partnering with local businesses that are also on the Advisory board. The partnership with local businesses is very important for the existence of the program. When Perkins funding has ended the Department will look toward these partnerships for additional support to continue training at the College.

Relevance and Currency, Articulation of Curriculum

The courses in the chart below have been review and approved 12/06/12

Applied Technology, Transportation & Culinary Arts				
Diesel				
	Course	Status	Last Content Review	Next Review Date
	DIESEL021 Heavy-Duty Diesel Engines	Active	12/06/2012	12/06/2018
	DIESEL022 Heavy-Duty Truck Brakes	Active	12/06/2012	12/06/2018
	DIESEL023 Heavy-Duty Truck Suspension and Steering	Active	12/06/2012	12/06/2018
	DIESEL024 Advanced Heavy-Duty Diesel Engines	Active	12/06/2012	12/06/2018
	DIESEL025X4 Advanced Heavy-Duty Diesel Engines Laboratory	Active	12/11/2006	12/11/2012
	DIESEL026 Computer Controlled Diesel Engines	Active	12/06/2012	12/06/2018
	DIESEL027X3 Computer Controlled Diesel Engine Laboratory	Active	12/11/2006	12/11/2012
	DIESEL028 Heavy-Duty Truck Systems	Active	12/06/2012	12/06/2018
	DIESEL035 Heavy-Duty Vehicle Automatic Transmissions	Active	12/06/2012	12/06/2018
	DIESEL038 Heavy-Duty Diesel Emissions	Active	12/06/2012	12/06/2018
	DIESEL064 Auto/Truck Electrical Systems	Active	10/15/2013	10/15/2019
	DIESEL026 Computer Controlled Diesel Engines	Pending	12/06/2012	12/06/2018
	DIESEL028 Heavy-Duty Truck Systems	Pending	12/06/2012	12/06/2018
	DIESEL064 Auto/Truck Electrical Systems	Pending	10/15/2013	10/15/2019

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 <u>identifies and describes</u> 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 trend in the Diesel Engine is that it is beginning to share a lot of its technology with the Auto Engine. For example the electrical systems for both Auto and Diesel are almost identical. Fuel Injection system and emission systems are very similar. If the Diesel Program was located adjacent or in the vicinity of the Auto Program (which is much larger), it would benefit due to the close synergy between the two area. Student would be attracted to the program if they were exposed to the Diesel Program. Even many of the equipment could be shared by the two programs.

Just like Auto and Diesel is also going with the hybrid technology. Currently on campus we do not have any hybrid program. If both the programs were in one area it would help bring hybrid technology to the campus.

SBVC initiated new construction and landscaping after the discovery of the earthquake fault under the campus in 1997. At the same time, demographic changes have transformed the

ethnic character of the campus. Demographic forecasts project a 10 percent population increase in SBVC's service area, while high school graduation rates are projected to decline over the next 10 years. These demographic factors will present the campus with new enrollment challenges.(SBVC 2014 Accreditation Report)

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

The building was a maintenance department building that was modified into a classroom.

The break room and the meeting room were turned into a class rooms with no modifications.

The lighting in the classroom is below acceptable and the acoustics is terrible.

Newer teaching modules and tooling are needed to keep up with the new (Green) Technology.

The parking lot where students perform lab is unprotected and exposes students to the elements.

The building is only allowed 20 total people in each classroom.

There is a lack of advertisement at the high school level and also to the community level.

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 Diesel department is awaiting grant money that has been approved for upgrading the training department with outstanding Green technology, tools and displays.

The department is approved for \$56000.00 in grant money to purchase training modules for the hybrid classes

The Diesel department has requested SBVC planning department to tear down the existing unused buildings and replace them with new modern buildings.

The Diesel department is going to offer more certificates within the program.

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

The plan is to articulate with the local High schools. There is no articulation with any high school at this time.

The advisory committee input for the diesel department:

1. Mr. Klenski of Dalton truck stated that SBVC should consider developing a Truck Drivers training program as we grow and expand the program. There is a shortage of drivers who are willing to work long hours which do not typically start at 8 and end at 5. There was a discussion about the difference in working styles of the Gen X, Y and baby boom generation.
2. There is need to re-invigorate the Transportation Council by getting new members. Mike Siebert of Apex Logistics mentioned that several new companies have moved in this area. He mentioned Dependable Highways and several other companies' names.. Those new companies need to be contacted to get input and develop the program. The current members will help recruit new members for the committee. Terry, Mike and Alan attend the DMA meetings and it is good place to recruit more members.

Accomplishments and Strengths

Our Diesel program offers one Certificate at this time. SBVC Diesel / Transportation department is awaiting approval from CCC State Chancellor's Office to approve the curriculum for the Associate degree.

Certificate requirements are evaluated and driven by our Diesel advisory committee.

SBVC is one of only two community colleges in all of the Inland Empire Southern California that offers a complete Truck program covering all aspects of the truck.

The Diesel instructor was nominated Teacher of the Year for the Inland Empire.

The curriculum for all the Diesel classes has been updated to accommodate the new technology within the industry.

The Heavy/Medium Duty Certificate has been revised and approved by the IE/Desert Regional Consortium. The month of December 2014 the Certificate program was approved by the CCC State Chancellor's Office.

The Diesel department has just submitted to the State Chancellors Office for approval a new Associated Degree

The Department has purchased the Cummins training module with the SCR emission attached to strengthen the reason students need to come to SBVC Diesel for a Certificate or AS degree.

The Cummins training module is a functioning engine and newest exhaust system that will allow more hands on repairs with actual diagnostic of trucks within the lab area.

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

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

The departments Strategic initiatives of technology has benefited from the purchase of a 2013 Cummins training module which is used to demonstrate the newest technology in greenhouse gases and provide and strengthen the knowledge of students that are applying for jobs across the country.

Technology

. We use PowerPoint presentations developed by our faculty along with other sources. All of our lecture/lab classrooms have TV monitors and dual VHS and DVD players. We have purchased new training modules for the Diesel 064 electrical class. These training modules used in the Diesel 064 Electrical class allow student to build and test circuits, and allow the use of diagnostic flow charts to fix problems efficiently.

The Diesel Program does have a section on the SBVC site. Select the link below to review the site.

<http://www.valleycollege.edu/academic-career-programs/degrees-certificates/diesel>

This site includes information about the Instructors at SBVC, a link for Career Outlook where a person can review the salary and labor market information and a link where you can request the information about the Diesel courses available.

Campus Climate

We hope to increase the appeal of the Diesel program by showing the “Green” technology we’re supporting here at SBVC. Our classrooms have been converted to lecture/labs rather than just labs to give the students the feel of a working environment. We would like the college to place solar panels above the campus parking lots. The solar panels would shield the cars from the sunlight (like a carport) and generate massive amounts of FREE energy that the college could use or sell back to the utility company.

Partnerships

We prepare our students for the work force under the advisement of our advisory committee and the employment needs as reflected by the NATEF Diesel Curriculum Committee, and the Employment Development Department (EDD) of California. We also have an agreement with the Rush Enterprise for a tour of the shop to show our students what that job entails. LA Freightliner, Tec of California, Johnson Machinery and Colton Truck Repair are a few of several companies that are interested in our students as they graduate. We are in the process of developing a Memorandum of Understanding (MOU) with these companies to act as their training site. This is a win-win situation.

The advisory committee input for the diesel department:

3. Mr. Klenski of Dalton truck stated that SBVC should consider developing a Truck Drivers training program as we grow and expand the program. There is a shortage of drivers who are willing to work long hours which do not typically start at 8 and end at 5. There was a discussion about the difference in working styles of the Gen X, Y and baby boom generation.
4. There is need to re-invigorate the Transportation Council by getting new members. Mike Siebert mentioned that several new companies have moved in this area. He mentioned Dependable Highways and several others. Those new companies need to be contacted to get input and develop the program. The current members will help recruit new members for the committee. Terry, Mike and Alan attend the DMA meetings and it is good place to recruit more members.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

In Efficacy report in 2010 the DIESEL department has no does not meet categories.