

## **Program Review, Analysis, and Planning**

Department Name: Automotive Technology

### Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

Due to safety requirements, enrollment in automotive classes will consistently be lower than college wide. Other factors that have contributed to a lower than average FTES/FTEF average include adding one full time instructor to the current full time faculty pool and a state-wide decline in enrollment starting in academic year 2016-2017.

In addition, we found that while enrollment is low, efficiency has increased. We attribute this to fewer students taking more classes and less classes offered per semester. While our numbers show we are on a decline, our completion rate is improving.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

Enrollment decline is being experienced college-wide due to an upswing in the economy. This is the largest factor that has affected our program. Cancelling evening classes is a result of the trend of low enrollment in evening classes. In addition, classes have been cancelled due to an inability to find qualified adjunct faculty.

To address these issues we continue to have evening classes on the schedule. Faculty is reaching out to potential part-time faculty at outreach events where multiple colleges and automotive professional are in attendance, such has the Orange County Automotive Dealers Association (OCADA) High School Automotive Competition and the California Automotive Teacher's (CAT) Conference.

Automotive Faculty has increased outreach to local high schools, participating in college events such as CTE Career Days, Open house events. Automotive faculty are also developing curriculum to increase offering through Smog certification programs and enhanced non-credit lube, and tire certification programs, as well as multiple stackable certificates.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

Increasing inventory of basic hand tools, laptop computers, and equipment was implemented to address issues with economically disadvantaged students. In reviewing

data we determined that there was a 4% increase in success of economically disadvantaged students. We feel that while this was to target a specific group, all student populations benefitted.

Partnering with the Assistance league afforded us to also increase tool inventory which we determined has positively affected Veterans (25% increase in success) and Foster Youth (15% increase in success).

As a department, we are moving toward implementing Snap-On Certification programs which will address skills in using automotive service equipment, precision measuring, and torque. Instructors are trained to deliver curriculum and students earn certificates through NC3, an independent testing facility.

Faculty is also working on developing enhanced non-credit curriculum, offered at no cost, which can lead directly to Bureau of Automotive Repair (BAR) certification and employment.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

The automotive department success/retention rate is consistently high than the college's success/retention rate. We feel that attributing factors include faculty's high engagement and rapport with students. We serve a niche community with students who know what their career goals are.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

Historically, Non-Traditional students are lower than other groups with respect to enrollment, retention and success. To address the deficit, faculty have and continue to seek out strategies to increase success for this demographic. Currently a majority of automotive faculty will be attending the i-WITTS Conference, scheduled for the end of April, 2019. This complements past training and outreach events attended by automotive faculty such as Perkins Grant writing training.

During hiring processes, we have sought out qualified female instructors and worked to develop marketing material targeting non-traditional students such as the recent Talent-Ed video highlighting our program.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

At this time, the automotive department offers two certificates and two AA degrees. For the 2018-2019 year our certificates and degree output has increased. To further increase our completion rate, we are developing new programs such as a smog certificate. In addition we are in the process of developing stackable certificates which will include a larger choice of elective classes that will lead to more certificate pathways. Adding more potential certificates will allow for more completions.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)  
Students who transfer from our program to a 4 year institution typically enter engineering and business programs. At this time the only local Bachelor's degree program for Automotive Technology is at Rio Hondo College. While we have not had students take advantage of this program, it is open to transfer.
8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)  
Yes. A bi-annual review is completed regularly.
9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)  
Since the implementation of TracDat, many instructors had difficulty using the system. We believe this correlates to the decline starting in 2015. Some faculty have assessments completed on the word document form. These faculty members are working to input their SLO's into the system. Department Co-chairs are working on implementing hard due dates for end of the semester checklist that includes ASE Education foundation evidence binders, grade submission, and SLO assessments.
10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?  
Each year, we review them within the department and at advisory meetings. We are in the process of formally reviewing all outlines to meet Automotive Advisory requirements and ASE Education Foundation Requirements.

## Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

- Facilities Renovation and expansion  
To address shop appearance, the automotive department contracted to paint the facility. All classroom technology was updated through the college wide initiative. Tools, benches and equipment were consolidated to make more open workspaces.
- Increase budget for repairs, leases, and equipment needs  
Automotive faculty collaborated to determine the total cost of operation for the Automotive Department. The proposed budget was submitted and is awaiting feedback.
- Acquire all necessary equipment necessary to expand Honda course offering to all areas of instruction within the PACT program  
GWC has become a fully certified Honda PACT School. All tools and equipment needed to teach all areas of the Honda curriculum have been acquired and implemented.
- Implement an electronic inventory control system  
This year the Automotive Department implemented a barcode scanning system to control inventory management of resources and tools, which has led to an improved tracking of all GWC automotive inventory and fewer lost resources. Also, tool check out efficiency has increased allowing for staff to focus on other responsibilities.

## PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Increase available certificates to include stackable certificates of specialization and achievement
- Increase number of courses offered per academic year
- Develop policies regarding use of vehicles, resources, and facilities
- Create an outreach package which includes literature and media
- Continue to renovate and beautify the Automotive Facility
- Efficiently schedule classes to best use all lab space and classrooms.

- Expand electronic inventory control system to all lab space
- Expanded vehicle inventory, special tools inventory, vehicle system trainers.  
Replace outdated shop equipment such as hoists and air compressors.
- Acquire equipment and necessary resources to reinstate our BAR certification and smog program.

### Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><b>Goal 1:</b></p> <p>Increase available certificates to include stackable certificates of specialization and achievement</p>	<p>Number of certificates rewarded.</p>	<p>Review and develop curriculum and certificate pathways that will allow efficient completion by students.</p>	<input type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p>Counseling support</p> <p>Administrative support</p>
<p><b>Goal 2:</b></p> <p>Develop policies regarding use of vehicles, resources, and facilities</p>	<p>Less vehicle and equipment damage and repairs</p>	<p>Review current policies. Develop and implement a policy "handbook"</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Adequate funding for expansion of TC Max tool inventory system</p> <p>Administrative support</p>
<p><b>Goal 3:</b></p> <p>Expanded vehicle inventory, special tools inventory, vehicle system trainers. Replace outdated shop equipment such as hoists and air compressors.</p>	<p>Increase in student enrollment and retention specifically nontraditional and economically disadvantaged populations.</p>	<p>Assess existing equipment and develop a plan to replace outdated and damaged items as well as increase inventory of high demand tools and equipment</p>	<input type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Adequate funding to address recognized equipment needs</p>

**Golden West College  
Program Review  
Signatures Page**

Date: %/1/2019

Program/Department Name: Automotive Technology

Department Lead/Manager: Michael Russell, John Kasabian/Chris Whiteside, Dean

I have read/participated in the preceding report and accept the report as an accurate portrayal of the current status of the program/department.

(mark (X) as a signature and type names)

Max Brinkman-Marheine

John Kasabian

Michael Russell

James Hulbert

Bryan Kramer

