



Program Review

Golden West College

General Information

Important Information

Some people have expressed concerns about losing information after being logged off. There are some ways to avoid this.

- Please type your information into a Word document then paste the information here.
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Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? *

- Administrative
- Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services)
- Student Services

Who is your Dean/Supervisor?

- Robyn Brammer
- Joseph Dowling
- Rick Hicks
- Janet Houlihan
- Danny Johnson
- Claudia Lee
- Alice Martanegara
- Carla Martinez
- Alex Miranda
- Kay Nguyen
- Meredith Randall
- Christina Ryan Rodriguez
- Matthew Valerius
- Tim Vu
- Chris Whiteside

Are you the Department Chair? *

- Yes
- No
- Not applicable

Who is your Vice President? *

- Lee, Claudia
- Houlihan, Janet
- Randall, Meredith

If you experience any technical difficulties completing this form, please contact [Damien Jordan](#).

Program Review Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009-

Data Driven Decision Making

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).
Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

Important Update

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Program Information

Name of Program (Academic Programs should be listed per discipline)

Automotive Technology

Please provide a brief description and any significant change in your program since the last program review cycle.

Curriculum:

Since the last program review cycle, our department has successfully completed the creation of a new, non-credit smog certification program. With the creation of this program and the revision of the for-credit G145 smog class, we have reinstated our Bureau of Automotive Repair (BAR) accreditation.

Our credit program has revised 6 of our current course outlines of record, as we progress toward the revision of all automotive courses and programs through this program review cycle.

Over the last two years, the department has created a new program revision plan which will increase the diversity of certificate and AS offerings, provide multiple entry and exit points for skill builders, and stack-able certificates. Our new plan provides students with 4 Associate of Science degrees, and 14 Certificate of Achievements.

Industry Partnerships:

Since the last program review the automotive department has developed partnerships with Subaru, Volvo, and Hyundai. We have also partnered with Snap-On Tools and NC3 (a third party certification entity), to certify students with scan tool operation, precision tools.

What are your program's strengths?

Our program strengths stem from our accreditation with Automotive Service Excellence Education Foundation (ASEEF), renewed every 5 years, which set the standard for the curriculum we deliver. This accreditation is a requirement for access to resources and a fundamental requirement to partner with automotive manufacturers. Graduates from our program also have a higher value when seeking employment.

All full-time faculty and staff are ASE Certified Master Technicians. Our ASEEF accreditation requires that all instructors complete a minimum of 20 hours of technical training, annually. Faculty typically exceed this annual requirement.

The recent multi-point renovation of the automotive buildings has increased accessibility from the parking lot for students with disabilities, improved curb appeal/visibility from the street which gives our program more marketability of the program. In addition, our overall square footage allows for constant innovation by:

-Satisfying the space requirements of corporate partnerships like Honda, Subaru and Volvo.
-Creating flexible, innovative lab space with cutting-edge equipment that allows student to be well prepared for the industry.

-Allows to dedicate space for onsite partners such as the California State Smog Referee who is up to date with current changes to state Smog regulations.

We utilize grant funding to support our program. This allows us to fill in voids in equipment, maintenance, and instructional costs that our limited access to general funds does not support.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

The automotive program has identified a major challenge is growth. Within this challenge, we have identified the following areas that affect program growth.

Staffing: This year, our department has lost one full time faculty due to resignation. In addition, because of our technical and certification requirements, it is difficult to find qualified help for daytime courses. This limits our ability to grow during the most popular scheduling times.

Curriculum: At present time, we offer two AA degrees and two Certificates of Achievement. This curriculum design has left us with stand alone courses. Since there is limited incentive to take these classes, enrollment tends to be low. This continually leads to course cancellations and missed opportunities for students who were enrolled prior to cancellation. Limiting course offerings due to cancellations created difficulty for students to meet financial aid requirements.

Outreach materials: Providing automotive-specific materials would greatly improve outreach by GWC staff who host or attend outreach events. At this time, we do not have sufficient automotive specific outreach materials.

Technology support: The staffing issues that are affecting the Technology Services Department are impacting the entire college. The high demand for technology in our department requires students to use laptop computers and other technology during labs. COVID has compounded this problem due to social distance recommendations, limiting one student per laptop. We feel increasing staffing in the Technology department would benefit the entire college.

Vendor approval Process:

The GWC automotive department routinely has difficulty on-boarding vendors due to the current vendor approval process resulting in delays in repairs or equipment going without repair.

INSTRUCTIONAL PROGRAMS

Do any of the courses in your program have a CTE TOP code?

- Yes
 No

What was the date of your last advisory committee meeting? 09/16/2020

What type of awards does your program offer?

- Certificates
 AA/AS Degree

Associate Degree for Transfer

Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3-years ago	2-years ago	1-year ago
Certificates	* 32	* 24	* 9
Associate Degrees	* 20	* 31	* 12
Associate Degrees for Transfer	* 0	* 0	* 0

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).

In the years previous to COVID-19, the automotive department has been consistent in certificate production and steadily increasing AA degree awards. We feel our award output was directly affected by accommodations that were necessary to continue instruction. Such as transferring a 100% online instruction model. As we are returning to campus, we are expecting awards output to increase again. It is also noteworthy that although we do not have a link to an ADT, we consistently have students who are transferring to a 4 year institution.

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.

Please note: For programs with earned credit, please use FTESr/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

FTES/FTEF ratio from 3 years ago

* 27

FTES/FTEF ratio from 2 years ago

* 24

FTES/FTEF ratio from last year

* 17

Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency

Until the 2020-2021, enrollment has been trending up. From 16-17 to 19-20 Enrollment increased by 86 students (over 10%). 2020-2021's decrease in enrollment can be attributed to COVID-19. Increased enrollment in 2019-2020 was due to the addition of two night classes.

As we move out of the current COVID-19 accommodations, we will continue to add night time offerings. With Fall 2021, we had to adjust due to the sudden resignation of one full-time faculty member. This unanticipated change, caused us to take on more load and cancel classes. We are attempting to fill this void with part-time faculty. However, there is difficulty in finding qualified, part-time instructors that can teach at the required times.

Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?

The Automotive Department has purchased equipment that instructs in multiple languages, including Spanish and Vietnamese among others. Increased laptop inventory within the department, for students to access automotive software required for classes.

Faculty have attended Foster Youth, Special Populations (including non-traditional populations) training through Perkins, and Canvas Level 1 and 2 course work which promotes awareness of accessibility.

Faculty also participated in student recruitment through Orange County Automotive Dealer Association (OCADA) high school student competitions and outreach events on campus.

Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.

At the onset of COVID 19 in March of 2020, the automotive department experienced a dramatic increase in student attrition. Understanding that our students did not want to participate in a dominantly "hands-on" class through weekly Zoom meetings, we developed a plan that reduced the quantity of students in a room at a given time, but still allowed us to meet our accreditation obligations through course contact hours. Changes included implementation of a textbook that was more interactive with students, and developing curriculum that allowed for a hybrid delivery of the class. With the exception of EOPS/CARE, indicators for Success by Special Population Status have shown a positive increase. This has led to speculation within the department that the minor drop (4.3%) for this group could be related to access to technology, since part of the curriculum transferred to online.

Program Review Curriculum

After a thorough review of your courses, provided by CCI...

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?

- * Yes
 No

For classes where the date of revision is more than 6 or more years for a transfer-level-course or 3 or more years for a CTE course, revisions for all such classes to CCI are required within the next two academic years.

- I understand

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)

- * Yes
 No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

- * Yes
 No

CCI will be providing a list of all courses not successfully offered within 2 years. These classes should be suspended or retired through CCI prior to the next Program Review. If there are extenuating circumstances, please provide those here.

Auto G170
Auto G173
Auto G175

Do you have active courses that are not part of a degree or certificate?

- Yes
- No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Course(s)	Certificate(s)	Degree(s)
G181	Comprehensive Tech, HEV	Powertrain specialist, Engin
G181	Engine specialist, Maintena	
G170	HEV Maintenance Specialis	HEV Diagnostic Tech
G171	HEV Maintenance Specialis	HEV Diagnostic Tech
G173	HEV Maintenance Specialis	HEV Diagnostic Tech

Once we finalize the above, we will make multiple options available for faculty to complete.

How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)

We used SLOs to determine that a full online automotive class did not support the needs of the students. We found that student success was low during the fully online transition and that we needed to re-examine our method of delivery. Our solution was to transition to a hybrid model where the lecture content was online and labs were completed in person. We have found that our success rate jumped from 64.2% in 2019-20 to 80.3% 2020-21, which is consistent with years past.

Program Review Goals and Requests for Funding

Requests – if you are requesting any of the following, they **MUST** be addressed within your Department goals.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

Vision 2030 Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.

Goal 1: Increase certificate offering.
Status: In progress. Curriculum is in the process of being updated. Certificate framework has been completed, Labor market Data has been gathered by the Division Office, The program is on the 10/20/21 Automotive Advisory Agenda for approval.

Goal 2: Develop policies regarding use of vehicles, resources, and facilities
Status: Complete

Goal 3: Expanded vehicle inventory, special tools inventory, vehicle system trainers. Replace outdated shop equipment such as hoists and air compressors.
Status: In progress. Vehicle inventory has increase by four vehicles through our partnerships with Volvo, Subaru, and Hyundai. An electronic inventory database with a bar code scanner was added incorporated into the tool checkout procedure for students and faculty. Inventory of vehicle system trainers has been expanded to include HVAC, 4-wheel brakes, engine/drivetrain trainers, and the hybrid drive and charging simulator. Equipment replacement is continual, we are currently waiting to for the delivery of or replacement alignment system. We have replaced 1 in-ground hoist with and environmentally-friendly above ground hoist. Last Spring we had a replacement air compressor installed that supports the manufactures building.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Revise curriculum to increase certificate and degree output, incorporate stand alone classes into certificate/degree pathways, and create more pathways for students to earn awards.

What actions will the program take to accomplish this goal?

To accomplish this, the GWC Automotive Technology Department is revising our curriculum to include more certificate and degree pathways. Students can earn "skill building" certificates, while simultaneously working toward a comprehensive certificate or A.S. Degree. With the new design, students who complete three classes in Fall, semester 1, can earn their first certificate. With the addition of a single class in Spring, another certificate can be attained. Since these certificates will be stackable, a full-time automotive student has the potential to earn 1-2 certificates per semester until completion of a degree(s) or the large, comprehensive, certificate.

The department predicts revising the program offerings will increase enrollment in current stand alone classes that are not directly tied to a certificate/degree at this time. As enrollment grows, increasing course offerings will be necessary. One area of growth is evening classes. We see growth occurred in the 2019/2020 academic year. Spring of 2020, was the reintroduction of evening classes and directly contributed to the increase in enrollment prior to the pandemic. With the addition of these classes, we recognize that we will need to increase faculty and equipment to support the growth in the evening offerings.

What metric will you use to measure your goal?

The Automotive Department will compare the number of awards under the current model to the number of awards under the revised model once it has launched.

Data can be attained through the following:
ORPIE, Strong Work Force (SWF), and Perkins

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

Please note: Indicating one of the following will create a form to appear on a subsequent page.

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 2 (Required)

Description of Program's Goal

The Golden West Automotive Department will increase the amount of faculty to support enrollment and completion. Due to extenuating circumstances created by the resignation of a full time faculty, current faculty are limited to a total of 63 LHE per semester. This has limited growth and opportunities for students since we cannot support an increase LHE at this time. Finding qualified part-time faculty has been challenging. Expanding our evening offerings, will create a greater need for qualified faculty.

What actions will the program take to accomplish this goal?

The automotive department will fill the open full-time faculty position through a request for a full-time faculty member. Due to the diversity of our schedule, this faculty member will cover multiple Automotive Service Excellence (ASE) area.

What metric will you use to measure your goal?

Increased enrollment
Increased completions
Increased LHE
Improved FTES/FTEF ratio

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)

- Support Staff (permanent classified)
- None of the above

Goal 3 (Required)

Description of Program's Goal

The Automotive Department will develop a partnership with Hunter Engineering, an International leader in chassis repair and diagnostic equipment. This partnership will allow for collaboration/communication with manufacturers, independent shops, aftermarket parts developers, and dealership technicians.

What actions will the program take to accomplish this goal?

The GWC Automotive Program has initiated communication with Hunter Engineering's executive team. Hunter has presented a educational partnership agreement, which is being reviewed by the district's risk services department. Currently we are waiting for approval at the district level. This was an action item on the 10/20/21 Automotive Advisory Meeting agenda and was an approved item by the industry advisory members.

What metric will you use to measure your goal?

Increased certificate output
Increased enrollment
Increased job placement

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 4 (Optional)

Description of Department's Goal

The Golden West College Automotive Department will increase usable lab space while moving toward a more sustainable, renewable energy source. The department proposes the construction of a solar panel covered outdoor lab space with automotive lifts, located in the center of the automotive compound and installation of solar paneling throughout the roof tops of the automotive technology buildings and integrate high voltage HEV charging stations and battery back up storage which would be available for campus use.

What actions will the program take to accomplish this goal?

The automotive program will collaborate with industry develop a strategic plan to address the current changes of the automotive industry, which include the transition from fossil fuels to alternative/renewable energy sources like solar. Upon completion of the strategic plan, automotive faculty will present their findings to standing committees on campus for approval.

What metric will you use to measure your goal?

increased enrollment and completions in automotive HEV program
increased employment (placements) in the automotive sector

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 5 (Optional)

Description of Department's Goal

OTHER INFORMATION

What additional information would you like to share about your program?

Optional file upload (if desired)

Optional file upload (if desired)

Which of the following apply to any of the goals mentioned above? (Skip if none are applicable.)

- Attainment of 9+ credit CTE units or a noncredit workforce milestone
(completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course)
- Attainment of CTE degrees/certificates
(i.e., AA/AS/AD-T, Chancellor's Office approved certificates, Noncredit certificates of at least 48 contact hours)
- Graduates of your program may be immediately employed in a job related to their field of study
(i.e., without needing to transfer for a higher degree)
- Graduates of your program received an immediate increase in their earnings.



Program Review

Academic Senate
Faculty Request

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).

NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

Automotive Technology

How many faculty requests would you like to submit?

- 1
- 2
- 3
- 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

Automotive Instructor

Please post your job description (or upload below)

If desired, please upload your job description Job Bulletin- Instructor Automotive.pdf

Program Classification (*Check all that apply*).

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (*Check all that apply and describe or leave all blank if none apply*)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

One faculty member from the automotive department unexpectedly resigned

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (*Check all that apply and describe*)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.

- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty.
(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

Our accreditation with the Automotive Service Excellence Education Foundation (ASEEF) requires that faculty hold specific certifications to teach in our program. This makes finding part-time faculty difficult. Since most part-time faculty are typically employed full-time in the industry, it becomes challenging to find someone who fits. With 4 full-time faculty, the automotive department was able to maintain a max LHE of 84 when necessary. This is necessary when adjunct faculty are not available. With the reduction of one full-time member of the faculty, our current faculty teaching load has been reduced to a maximum of 63 LHE per semester, which has resulted in class cancellations due to staffing.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

The need for additional full-time faculty is supported through the difficulty to schedule and staff classes that allow students to complete certificate and degree requirements efficiently. In addition, it is supported by the difficulty of finding qualified part-time faculty to who can staff classes that are scheduled during time that best serve the needs of our automotive students.

COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

- Coursework required or recommended for several degree/certificate programs.
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Filling the vacant faculty position will allow increased schedule offerings which directly leads to higher enrollment and completion rates. Increases in enrollment will have a positive affect on program and college wide FTES. Higher FTES rates expands the potential for higher completion rates.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

Faculty must be Automotive Service Excellence (ASE) certified as a Master Technician, areas A1-A8
ASE General Technician, G1
ASE L1, Engine performance is required to teach Engine Performance
Smog Teaching credential, issued by the Bureau of Automotive Repair (BAR), is required to teach Smog Certification courses.

Advisory board recommendations or requests.

We are currently developing a survey to poll our advisory committee members as a follow-up to our meeting on 10/20/2021 regarding this item. Unfortunately, we ran over time when discussing program needs. This item will be on Spring Advisory Agenda.

How does this position address stated long-term college plans and Vision 2030 Goals?

Filling a vacant full-time faculty position will support the following Vision 2030 Goals:
GWC College Goal 1
GWC College Goal 3
GWC College Goal 4

You have more than 1 faculty request.

Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

Thank you for allowing me to observe the collaborative work of the faculty in preparing this document and your program analysis.



Program Review

General Fund Classified Professional Request

How many Classified Professional Requests would you like to submit?

- 1
- 2
- 3
- 4

1st Classified Position Request

POSITION REQUESTED

- Replacement Position (Previously funded/ not currently funded)
- New Position (Never been funded/newly created)

SALARY REQUESTED (Click here to see the [salary schedules](#))

Salary Schedule (e.g., EE)

Range (e.g., 116)

Job Title (should match description below)

Please use a mid-level step for salary:
Salary (e.g., \$50,000)

Contract

- 12 month
- 11 month
- 10 month
- 100% FTE
- Other FTE %

JOB DESCRIPTION SUMMARY

For reference, please see the current [Organizational Chart](#) for the campus.

Please provide the job title and description-URL for your proposed position. You may find a list of approved job descriptions from the [CCCD Position Description portal](#).

For example, Accessible Media Specialist. URL: https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf

If the job description is not listed above, you may copy and paste your job description here.

We chose this job description because it most closely relates to our department needs of having someone to monitor our tool room

What are the essential duties this position will fulfill?

JUSTIFICATION

What is the compelling need for the position? Please include any consequences if this position is not filled?

If the full-time position is approved, will there be a request for funding for short-term temporary position during the hiring process?

- Yes
- No

Program Needs (50 points):

Explain the conditions that are unique to the program/department which support the need for additional full-time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review. Click here to enter text.

College-Wide Priority (30 points):

How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by [Vision 2030](#).

Contributions to Other College Operations (20 points):

To what extent would the position requested benefit or serve other departments, programs, or plans?

You have more than 1 classified professional request.

Please rank this request against your others. For example, if you are requesting 3 classified professionals for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

Thank you for allowing me to observe the collaborative work of the faculty in preparing this document and your program analysis.



Program Review

One-Time Funding Request Equipment, Technology, and Professional Development

How many funding requests would you like to submit?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

1st Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

- Equipment (Technology)
- Equipment (Non-Technology)
- Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
- Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over \$10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

\$ 227,373

Does this request address a clear health and safety issue?

- Yes
- No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

Course outline of record and accreditation standards set by the Automotive Service Excellence Education Foundation (ASEEF) require students to diagnose complex transmission problems which require students to either road testing under normal load conditions. Liability risk prohibits students from diving vehicles on the road for instructional purposes. In addition GWC shop vehicles are not registered for road use. To address this gap in instruction, a transmission dynamometer will allow students road conditions on a transmission assembly in a safe and controlled environment. This is equitable because students with disabilities or students that have an inability to obtain a valid California Driver's License will be able to complete required standards as per our ASEEF accreditation.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

This request supports college wide goals regarding Equity and Success, Completion, Workforce Preparation, and Facilities by allowing students, regardless of personal challenges to attain diagnostic experience that they could not get otherwise due to our program constraints. This will support CTE Completions, Number of Associate Degrees Awarded, Number of Certificates Awarded, and Completion Rates.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

Increasing certificate and degree awards will positively affect the Performance Based Funding Model that supports the college.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

In order to test transmissions, students need to reinstall the unit in a vehicle, and operate the vehicle in various gear selections on a hoist. This does not provide the necessary load feedback to the powertrain. This lack of load inhibits symptoms and does not allow for proper diagnostics. With the suspension not supported (Wheels off of the ground while driving), driveline angles are exaggerated causing frequent replacement of CV axles and boots. Annual costs and time to repair are associated with this process. Since installation times are reduced with using the transmission dynamometer, students can devote more time to the diagnostic process.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

Thank you for allowing me to observe the collaborative work of the faculty in preparing this document and your program analysis.

General Information

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3732373535

Mike Russell
Signature

11/16/2021, 7:57 AM
Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

Thank you for allowing me to observe the collaborative work of the faculty in preparing this document and your program analysis.

IEC: Please provide feedback on this Program Review

Under Curriculum, "I understand" needs to be checked. All other areas are satisfactory.

CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not be able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

Very thorough review that identifies some areas for growth and the resources needed. Some follow up needed on stand alone courses. Thanks to the department and dean for their work on this.

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

- Equity:** Help disproportionately impacted students outside the classroom to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.
- Higher Education Emergency Relief Fund (HEERF II):** Assist students impacted by the COVID-19 pandemic
- Lottery:** Purchase of instructional materials to be used by students in the classroom.
- State Funded Equipment:** Any equipment considered that will last more than a year and costs more than \$5,000 that is used within the classroom.
- Workforce Development:** Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

Dean/Supervisor: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which funding request).

Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please **DO NOT CLICK NEXT** here.

Instead, please click on "**Return for Revision**" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.

If you sign the document (by clicking "Next"), it will be locked and be sent to Planning and Budget.

Supervisor/Dean
Signature

Electronically signed by Chris Whiteside on 10/26/2021 1:55:01 PM

IEC Signature

Electronically signed by Robyn Brammer on 11/15/2021 10:45:16 AM

Vice President Signature

Electronically signed by Meredith Randall on 11/16/2021 8:20:18 AM