

**De Anza College    Annual Program Review Update-revised 4-15-12Spring 2012**

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru\_deptname. Last steps, remember, you will be uploading this copy in to the TracDat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [leewheatcoleen@deanza.edu](mailto:leewheatcoleen@deanza.edu) if you have questions.

<b>Information Requested</b>	<b>Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.</b>	<b>? TracDat Help button will reveal (sorry no hyperlinks)</b>
I.A Department Name:	<b>Automotive Technology</b>	
Program Mission Statement:	The mission of the De Anza College Automotive Technology Program is to inspire, excite, and train our automotive technology students to achieve a valuable place in our local and global community; by serving a widely diverse student population including career oriented students, lifelong learners, and those who choose our program to enrich their own knowledge base. We do this by focusing on integrity, personal achievement, service to our community, and excellence in all we do.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	CTE	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	0 Our Certificates of Achievements' are still pending state approval (2 <sup>nd</sup> year)	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program

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Number Certif of Achievement-Advanced awarded:	40	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:	37	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,servicelearning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	0 no change	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: <a href="http://www.deanza.edu/gov/IPBT/program_review_files.html">http://www.deanza.edu/gov/IPBT/program_review_files.html</a> ) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	0	For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	0	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. ( 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	0	For ALL programs. At this time only a numerical response will be

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		accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	Automotive Technology targeted populations increased from 19% in school year 2009-2010 to 20% in school year 2009-2010 (1% increase). We continue to work with students on success strategies both in the classroom and financially.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: <a href="http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm">www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm</a> (prior to 2010 PR sheets) and <a href="http://www.deanza.edu/ir">www.deanza.edu/ir</a> (2010-11 PR sheets here)
Trends in equity gap:	The equity gap between targeted at non-targeted populations in Automotive Technology was 6% with. The equity gap between targeted and non-targeted populations, college level, was 10%. We believe that a lack of college readiness is the major factor in the gap. We continue to focus on early individual student intervention to try and close the gap.	Refer to <a href="http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf">http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf</a> , p.16. Briefly address why this has occurred.
Closing the student equity gap:	The automotive technology department will continue to focus on direct student intervention and counseling to reduce the equity gap.	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.
Overall growth/decline in # students:	Overall enrollment in Automotive Technology Increased from 2155 in 2009-2010 to 2,222 in 2010-2011. This increase is because of our normal two year cycle of California smog update courses (courses only offered every two years) and is not higher because of the mandatory course reduction implemented by the college. College enrollment declined from 214,500 to 200,551 for the same time period.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	Class reduction imposed by the state. Our partnership with Toyota is going to require a significant change to parts of our curriculum.	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the

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		change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)
Progress in "Main Areas of Improvement"	We are continuing to work towards increasing our female student enrollment numbers. We continue to be focused on increasing our targeted population enrollment numbers. The Automotive Technology Department is still focused on developing an alternative transportation fuels technology program. All of this work is impacted by current budget conditions.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of External Trends:	Employment opportunities for Automotive Technology program graduates exist in large service departments and small, independent shops. Individuals with a background in automotive technology can also parlay their skills into other related positions in the industry: service writers, part suppliers, tool sales representatives, and customer service representatives. According to the California Employment Development Department's Labor Market Information data for the San Jose-Sunnyvale-Santa Clara MSA, there are projected to be 101 combined annual openings for automotive technicians for the period 2006-2016 and a steady growth rate of 5.6%. The California statewide employment projections for automotive technicians are solid, with 1,980 annual openings and a steady growth rate of 7% for the period 2008-2018. De Anza College's Automotive Technology Department Head is a member of numerous regional consortia for automotive service and repair businesses, including independent, dealer-authorized service shops and the Toyota Technician Education Network. Through the strength of these regional industry connections, graduates from De Anza's Automotive Technology certificate and A.S. degree programs have increased potential to secure employment or a promotion.	Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: <a href="http://www.deanza.edu/gov/IPBT/resources.html">www.deanza.edu/gov/IPBT/resources.html</a> Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory Board Input:	Our advisory committee continually reinforces the fact that our current training programs are up to date and providing the necessary training for our students to be successful. Alternative transportation fuels technologies is a growing segment of the industry and training requirements will increase over the next five years. The complexity of today's automobiles was unheard of 10 years ago. This complexity has increased the demand for automotive technology students to be able to communicate through reading, writing, and verbal communication at higher levels than ever before. The demand for literacy in automotive technology career fields is driven by the need for students to be able to	Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

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	write repair stories on work orders, read and comprehend complex automotive repair technical information systems, and communicate clearly with customers. The lack of basic skills severely impacts our student's ability to be successful by limiting their ability to comprehend complex technical service information and communication skills.	
IV. A Budget Trends	As budgets are continually reduced the ability to have supplies and equipment available to our students is reduced. This impacts targeted student populations greatly.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.
Enrollment Trends	Our enrollment is steady and not increasing due to budget constraints.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.
V. A -Faculty Position Needed	One growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	NA	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	The growing need for an alternative transportation fuels technology program. This technology includes diesel, electric / Hybrid, solar fueling, compressed natural gas, and propane. Alternative transportation fuels technologies is a growing segment of the industry and training requirements will increase over the next five years. We would like to increase our job placement percentage to over 90 percent. Starting our alternative transportation fuels technology program now will position us to support industry demands. By equipping or students with alternative transportation fuels technology training we will enhance their ability to compete for jobs in the transportation industry.	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.

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Equipment Request		A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	New wheel alignment machine, new tire machine both are necessary for our chassis students to stay current on the equipment in use in industry. No new infrastructure is required for this equipment. New transmission dynamometer.	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardware access, electric, water or heat sources . . . )
Equipment Justification	This equipment will be used by our auto tech students. Without this equipment our students will be less prepared for competition in the automotive industry. The equipment now in place has a life expectancy of 5 to 10 years depending on technology changes. Our alignment and tire equipment is over ten years old. This equipment promotes the college mission by getting students jobs. The transmission dynamometer is needed to complete the SLO in 93C	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	None	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification	NA	Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	Restoring our B budget would help to increase our student success rate in targeted populations by providing needed equipment and supplies.	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".

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Staff Development Needs	Faculty will need to be trained on alternative fuels. These fuels include: Electric, Hybrid, Compressed Natural Gas, Propane, and BIO diesel. Input from our advisory committee led to these requirements.	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	Our SLOAC and PLOAC objectives are in line with our advisory committee recommendations. Our students continue to perform at a high level. Adjustments to classes are continuing based on SLO reflection. Replacement and new equipment will be required to maintain student success rates and employment rates.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	We are currently partnering with Green Transportation Workforce Development to train industry fleet technicians in alternative fuel technology. We will continue to reflect on SLO outcomes and advisory committee recommendations to improve our program and our student success rates.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Randy Bryant <a href="mailto:bryanrandy@fhda.edu">bryanrandy@fhda.edu</a> 8840	APRU writer's name, email address, phone ext.