

PROGRAM REVIEW Fall 2019

Program: Automotive

Division: SSLPC

Date: Various – Fall 2019

Writer(s): Brian Hagopian

SLO/SAO Point-Person: None

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The Automotive Technology Program is designed to prepare students for advanced and entry-level employment in the challenging and rewarding automotive industry. There continues to be excellent employment opportunities for trained Automotive Technicians, especially automotive technicians who have training beyond the high school level

In the Automotive Department which is part of Advanced Manufacturing and Transportation. The focus is to ready students to work in the automotive field as a technician in a dealership or aftermarket shop. The LPC Automotive department operates as a lecture and lab school as part of our mission to train students in emergent curriculum and in the daily tasks of a skilled technician. We currently have one degree to offer as well as two certificates. Soon this will expand to five AS degrees, seven certificates, two non-credit certificates. All of our courses meet requirements for manufacturer, country and state wide licensing. Career opportunities include being an automotive technician, parts person, service adviser, service manager, heavy equipment technician, maintenance technician and mobile repair technician. We also provide California State Smog licencing classes. The automotive department has several partnerships, these include, State of California Referee, Ford, General Motors, Kia, ICAR, ACDelco, NC3, and Snap-on. The degrees and certificates we are creating are, AS degrees in: Automotive Master, Light Duty Diesel, Alternative Fuels and Hybrids, and Smog. The certificates coming online soon are Automotive Master Light Duty Diesel, Mechanical, Smog, Alternative fuels and Hybrid, non-credit Automotive Basic and non-credit Automotive Smog. The Automotive Program holds two Advisory board meetings a year once in May

and the other in December. We are currently in the process of becoming NATEF certified. NATEF is an accreditation for automotive programs and is nationally recognized. NATEF will assure that our program and faculty are keep up to date and held to high standards.

B. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

(Data for AY18-19 will be available at the links above by the beginning of Fall 2019).

No significant trends. All data is about the same year to year and semester to semester. Success rates seem to be going up slightly but nothing significant.
See below for program data generated by us.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Constant need of more student to fulfill industry needs. We receive at least 2-3 calls a week looking for students to fill jobs.

Part of NATEF is student surveys. Student satisfaction is at 4.8 out of 5. Students with jobs in the field after graduation is 78%. The other 12% are students who never planned on working in the automotive field but took automotive classes.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

<p>Even though the college has absolutely pissed me off about the coordinator CAH debacle, I still seem to care about the college and most of all students. NATEF is just waiting on an accreditation visit, writing the document was a 180 hour job that I did alone. I created 4 AS, 5 certificates, 2 classes, and 2 non-credit certificates and 5 non credit classes that are set to go through curriculum in the fall. How was this done? In my spare time (Sundays and staying up until 3am on weekdays). After the SLO coordinator situation, I am no longer going to pursue any of the coordinator duties without compensation. It is hard to believe that programs that are the smallest on campus or have managers in additions to Dean get 3 to 4 CAH release time, favoritism runs rampant on campus.</p>							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

G. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Made no plans. Refer to section G in 2018 program review.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Faculty Equity
	External Factors		Learning Support		Professional Development		Technology Use

E. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

<p>Budget is an ongoing problem, as in every discipline. With a new building coming online soon if budgets are not improved we will not be able to continue. Service information must be expanded, a budget to be able to repair tools needs to be acquired, new and updated software for use in the program is needed. Training for full time faculty is a must. It is a well-known fact for automotive instructors; If an instructor is out of the field for 6 months they will be so far behind they will never catch up. In 17 years I have been to 3 training's and they have been in the last 2 years. It is the utmost importance that at least 6-8 training's per year are attended by full time faculty at the bear minimum.</p> <p>We have 4 new AS degrees and 7 Certificates going through curriculum this Fall and. New non-credit classes and certificates are in the process also.</p> <p>Professional development is a must. The program had to turn down his first sabbatical opportunity in 15 years because there is no one to carry the load. The only time to train is in the summer and conferences must be used. If sabbaticals are not an option we expect to be able to take advantage of at least 6 to 8 conference opportunities a year.</p> <p>New building coming online, in early process of planning. No more, non-bargained for work. If it is not in the contract it will not be done.</p>							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
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H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Conferences to catch up on training that has lacked in the last 15 years. With NATEF this is a must. Part of being accredited is professional development.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
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	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	x	Professional Development		Technology Use

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

New building. The college needs to take notice. The new building is just that, new, no expansion, no square footage addition. Same as the old building, land locked with the addition of a “carport” and storage that is closer. Sure, everyone will tell you that the square footage has gone up, take a look at the plans that is the outdoor work area that is under a carport, we currently have more space just without the overhang. If a person does look at the outdoor area, we are losing 7 work spaces with the new building. There is no space in front of the shop doors on the new building. This will greatly impact the students ability to perform their lab exercises.

Mark an X before to each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
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Section Two: Current Topics (Required for All Programs)

- A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

73% standard. 79% currently

- B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): INTR
SLO or SAO: Engine Identification
Describe the quantitative or qualitative results: 100%
Discuss any actions taken so far (and results, if known): None
Discuss your action plan for the future: None, SLO's in CTE are worthless, we do not make changes at the end of a semester after looking at data. We make the changes on the fly in class so that our students are prepared for their jobs. This is the whole point of the lecture then lab structure of CTE.

- C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Electronic Technology
Program SLO:
Describe the quantitative or qualitative results: All good. SLO's show us nothing we fix/change in the classroom during the semester not after we have let the students move on.
Discuss any actions taken so far (and results, if known):None
Discuss your action plan for the future: We may be adding new certificates and AS degrees

D. DLO/SAO Progress Review: SLO and SAO results should be reported at least once every three years. To see if your program is up to date with the creation and assessment of SLOs, please consult the list available here: [this link will be added by the beginning of Fall 2019].

D1. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be written as soon as possible; please work with your SLO/SAO coordinator for help submitting new SLOs/SAOs to the SLO Committee.

Most have been completed. The rest of the SLO's need will be written/imputed on Flex day this year 10-22-2019

D2. List any courses or service areas that do have approved SLOs/SAOs but do not have any SLOs or SAOs that do not have recorded assessments during the past three years (Fall 2016-Spring 2019).

A9, L3, P1. These classes are being run for the first time, or not run due to not being able to add classes.

D3. Describe your plans for assessing the SLOs or SAOs listed under Question D2 above.

When they run, data will be inputted.

E. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

SLO's for CTE are worthless. In Automotive we cannot wait until the end of the semester to make changes in classes or look at data to see what needs to be changed/improved upon. We have two Advisory board meeting a year that recommend specifics to the department that we must implement immediately. We also follow NATEF accrediting recommendations that change with

industry needs. Industry changes so quickly we need to keep up so that our students are job ready. Making sure students understand the lecture and then applying what they learned in lecture during lab is our way of “on the fly” SLO’s.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

We have guided pathways for all current certificates and degrees. The new certificates and degrees being proposed also have them. Our classes follow NATEF accreditation and advisory board recommendations to better align us with industry needs. Making our students better prepared for the future. We are adding several degrees and certificates to help with completion rates. Our student do not complete the program because they are working while going to school and then the money become too much of an incentive and will quit school to work full time.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Coordinator release time, support for multiple conferences and other learning for fulltime faculty, ASE conference attendance, CAAT conference attendance. Make the last sentence in G1 below happen!!!

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

The reader should seriously take a look at the Las Positas Automotive website, <http://www.laspositascollege.edu/auto/index.php> , that was created and improved upon by me. It is incredibly comprehensive. The coordinator would love the opportunity to work with someone to translate the website to Spanish or other languages.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

N/A

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

I have spent more than 40 hours writing, reviewing, re-reviewing (multiple times) this document. Yet, it means nothing. Never has anything written in program review made a difference. Program reviews may be read, but they are never followed through on. On top of that as a CTE program if my advisory board makes a suggestion that counters anything in the document, then this document is void. The needs of this vocation change so quickly a yearly document is a waste, we need to be more flexible. I cannot count the time I have gotten into trouble because "it is not in your program review" but it is what industry wants two days after the program review was turned in.

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

AUTO INTR	Automotive Service
AUTO L1L2	Smog Level One and Level Two
AUTO LABA	AUTOMOTIVE LAB
AUTO SDR	Specified Diagnostic and Repair

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No updates for current degrees and certificates. We are adding 4 AS and 5 certificates for credit. 5 non-credit classes and 2 non-credit certificates.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

We are making one class AUTO C1 DE. This was a recommendation of our advisory board.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

There is a 9.6% growth in the automotive sector. We cannot meet the regions job demand. We are underscheduled, underfunded, and underspaced.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Yes. State requirement one per year. NATEF requirement, two per year. We have two per year.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

No, our program is half the size of most automotive programs in the state, we are not even close.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

There was no data in the LMI for State or LPC. But students who graduated the program who were employed in the field was 78%.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Once again the LMI does not have the data. Only that 78% of students employed in field after fourth quarter. The trend is the same for second quarter.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

The LMI shows no data to compare only LPC data. From 2011 to present earnings have risen.