Automotive Technology Program Review

2011-2012

1. Program Description

A. Description

The automotive program is fully certified by the National Automotive Technicians Education Foundation (NATEF). This certification ensures the student will receive training in automotive repair that meets automotive industry standards. Upon completion of the program a student will be prepared for an entry-level position in the automotive industry.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Use the proper automotive terminology to discuss systems operation, methods of diagnosis and needed repairs both verbally and in writing.
2. Prepare an accurate written estimate of needed repairs that includes all necessary parts, labor and sublet work and estimate the related costs to within plus or minus ten dollars.
3. Practice safety in the repair and service associated with electrical, hydraulic and mechanical systems without injuring yourself or someone else.
4. Use a systematic approach to select the proper method to diagnose, repair and test automotive systems and draw valid conclusions that will lead to a properly repaired vehicle.
5. Demonstrate proficiency in the use of automotive diagnostic equipment to evaluate system performance and determine needed repairs.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	1440
Books	1200
Supplies	-------
Total	2640

E. Criteria Used for Admission

The criteria for admission into the automotive program is, the state minimum criteria for enrollment in the college. There are no artificial barriers for enrollment into the automotive program.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
Associate of Science Degree
Certificate of Achievement – Automotive Technology

J. Program Strengths, Successes, and Significant Events

The program is established on a firm foundation of fundamentals. Preparing students to be life long learners is essential to success in the automotive industry. A strong partnership with Toyota Motor Sales USA. , has been enjoyed for the past twenty-five years. This partnership has resulted in hundreds for students having the opportunity to becoming a Toyota certified technician and finding employment. The automotive program is one of a handful of College automotive programs in California that enjoys full NATEF certification. This certification ensures the student that the training he/she receives meets industry standards.

K. Organizational Structure

President: Robin Calote
Executive Vice President: Ramiro Sanchez
Dean: Jerry Mortensen
Department Chair:

Instructors and Staff

Name	**Alan Penuela**
Classification	Professor
Year Hired	1991
Years of Work-Related Experience	2
Degrees/Credentials	B.A.

Name	**Chuck Rockwood**
Classification	Professor
Year Hired	1981
Years of Work-Related Experience	6
Degrees/Credentials	A.A.

Name	**William De LA Rosa**
Classification	Teaching Assistant
Year Hired	1978
Years of Work-Related Experience	2
Degrees/Credentials	

Name	**Jim Doyle**
Classification	Part Time instructor
Year Hired	2008
Years of Work-Related Experience	25
Degrees/Credentials	A.A.

Automotive Technology Program Review

2011-2012

2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Use the proper automotive terminology to discuss systems operation, methods of diagnosis and needed repairs both verbally and in writing.
2. Prepare an accurate written estimate of needed repairs that includes all necessary parts, labor and sublet work and estimate the related costs to within plus or minus ten dollars.
3. Practice safety in the repair and service associated with electrical, hydraulic and mechanical systems without injuring yourself or someone else.
4. Use a systematic approach to select the proper method to diagnose, repair and test automotive systems and draw valid conclusions that will lead to a properly repaired vehicle.
5. Demonstrate proficiency in the use of automotive diagnostic equipment to evaluate system performance and determine needed repairs.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. The program will encourage students will complete the program earning a certificate and/or degree.
6. The program will increase the number of students who are able to find employment in the automotive industry as a result of the automotive training received at Ventura College.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** is this course.
P: This program-level student-learning outcome is **PRACTICED** in this course.
M: This program-level student-learning outcome is **MASTERED** in this course.
Leave blank if program-level student learning outcome is not addressed.

	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
Auto V10	I	I	I	I	I
Auto V14	I,P	I,P	I,P	I,P	I,P
Auto V15	I,P	I,P	I,P	I,P	I,P
Auto V16	I,P	I,P	I,P	I,P	I,P
Auto V17	I,P	I,P	I,P	I,P	I,P
Auto V18	I,P	I,P	I,P	I,P	I,P
Auto V20	I,P	I,P	I,P	I,P	I,P
Auto V22	I,P	I,P	I,P	I,P	I,P
Auto V26	I,P	I,P	I,P	I,P	I,P
Auto V28	I,P	I,P	I,P	I,P	I,P

3. Operating Information

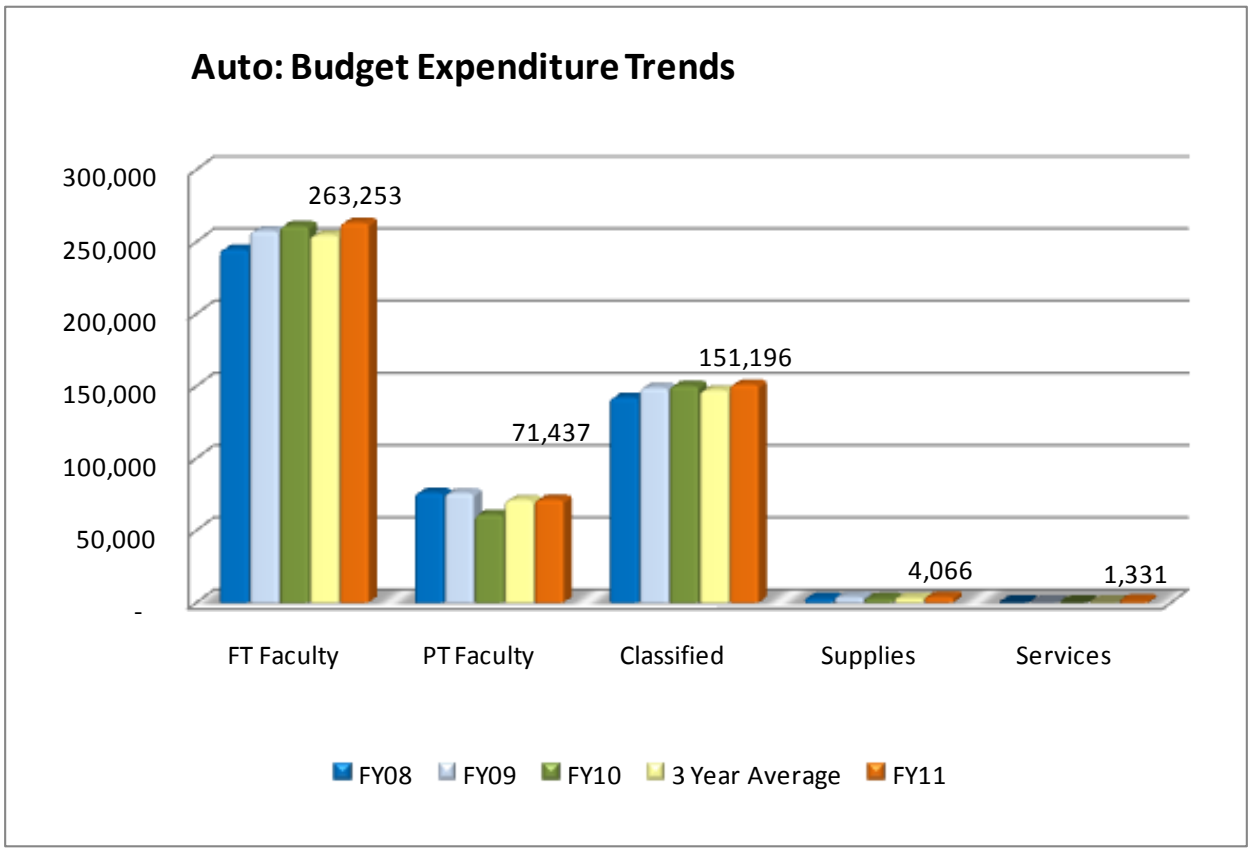
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three-year expenses to the FY11 expenses. The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	244,883	257,635	261,039	254,519	263,253	3%	12%
2	PT Faculty	76,170	76,094	61,124	71,129	71,437	0%	-10%
3	Classified	142,090	148,929	150,369	147,129	151,196	3%	-1%
7	Supplies	2,814	4,006	2,716	3,179	4,066	28%	24%
8	Services	100	100	-	100	1,331	1231%	-17%
	Total	**466,057**	**486,764**	**475,248**	**476,023**	**491,283**	**3%**	**0%**

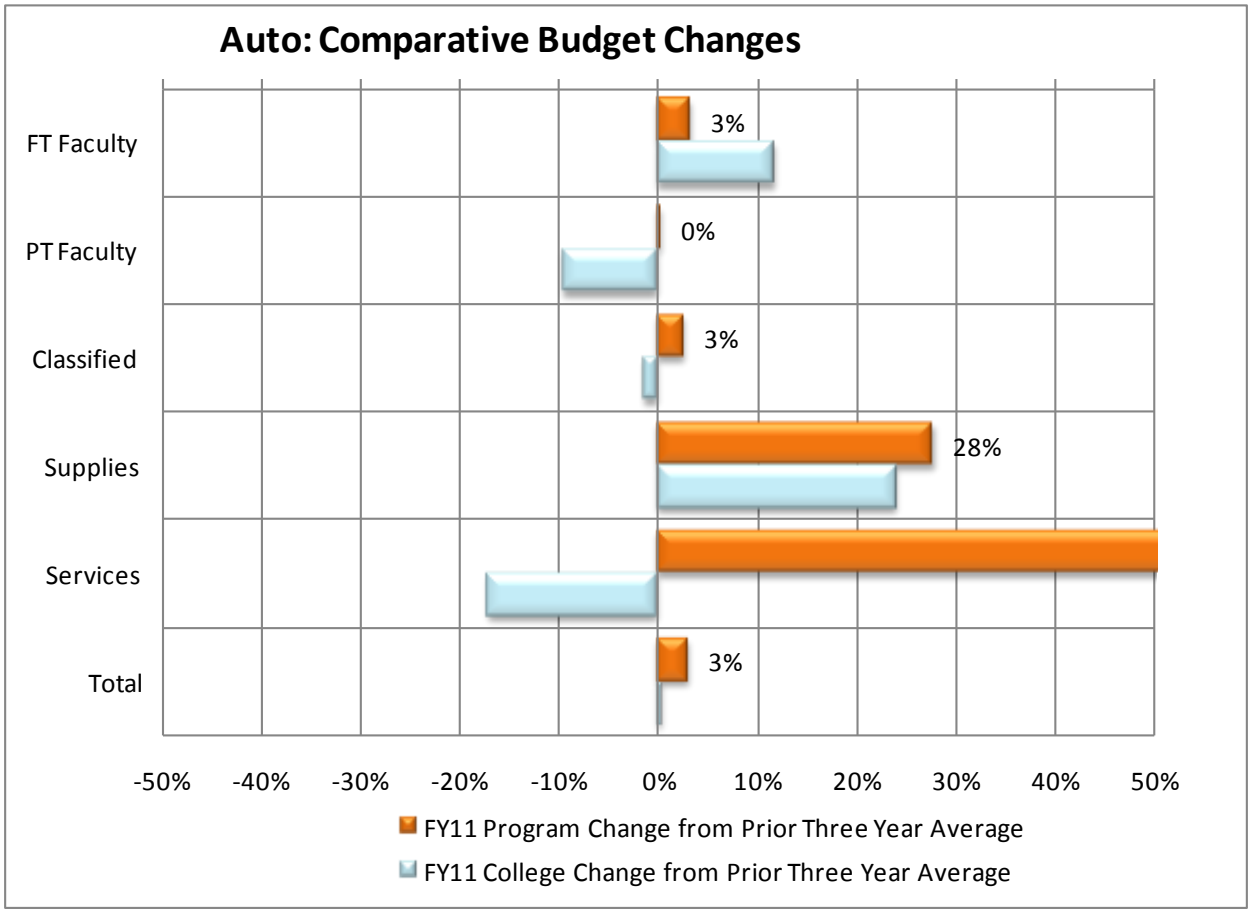
A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three-year average.



A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three-year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

1. There are charges for classified staff to the automotive department that are not working in the department.
2. The supply budget was not fully utilized for an unknown reason. Requisitions were generated but, supplies were not ordered. There needs to be a better system to track requistions once they leave the department.
3. The line item for services is minimal but since it was only for two of the last three years is just a aberration.

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Automotive Technology Program Review

2011-2012

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Equipment - Instructional Comp	Dell Computer C	35022	127	1/22/2001	10	2,847	N00002698	6VWR901
Equipment - Instructional Comp	Dell Computer C	35022	127	1/22/2001	10	1,920	N00002700	9JVW901
Equipment - Instructional Comp	Dell Computer C	35022	127	1/22/2001	10	1,920	N00002702	DJVW901
Equipment -Instructional	Snap-On Tools	35022	127	5/17/2001	10	3,491	N00002831	E121830A
Equipment -Instructional	Troxell Communi	35022	127	3/12/2001	10	6,888	N00002740	11768
S13-735 Waekon Gas Cap Tester	SPX Corporation	35022	127	3/13/2001	10	1,065	N00002733	908B3299
A12-728 Stant Gas Cap Tester	SPX Corporation	35022	127	3/13/2001	10	1,338	N00002734	S80008974
Equipment - Instructional Comp	Dell Computer C	35022	127	1/22/2001	10	1,920	N00002701	4JVW901
418-FS317 WDS Unit - Ford	SPX Corporation	35022	127	3/28/2001	10	10,783	N00002731	012100713
Equipment -Instructional	Gas Equipment	35022	127	5/11/2001	10	5,585	N00003103	
Equipment -Instructional	Snap-On Tools	35022	127	5/17/2001	10	3,548	N00002829	E121838A
Equipment -Instructional	Snap-On Tools	35022	127	5/17/2001	10	3,491	N00002830	E121836A
OT-CH6010A Deluxe DRB III Pack	Daimler Chrylser	35022	127	6/4/2001	10	5,279	N00002786	2010415956
#01002060 - Complete Package \	Vetronix Corp	35022	127	3/23/2001	10	5,861	N00002742	33032222
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021249	7122501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021250	B122501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021248	1022501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021247	5022501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021246	3122501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021245	J022501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021244	F122501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021243	HZ12501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021242	8022501
Equipment - Instructional Comp	Dell Computer C	35022	127	11/7/2000	11	1,263	N0021251	C022501
Oympus E-20	Troxell Communi	36030	121	7/10/2002	9	2,173	N00003185	202011066
Hewlett Packard 4100N	Lewis & Lewis E	36031	121	3/4/2002	9	1,725	N00003082	
Hewlett Packard 4100N	Lewis & Lewis E	36031	121	3/4/2002	9	1,725	N00003083	
CUDA 2530 Automatic Parts Was	California Cleani	37010	121	6/2/2010	1	9,773	N00022094	10433720-100170
Right-Line Side-Shifting Fork Po	Madland Toyota	37010	121	6/24/2010	1	2,817	N00022140	101608
20-1320-1 Plus device and bead	Hunter Engineeri	37010	121	1/9/2009	2	1,492	N00018703	N/A
TC3510E Tire changer, high-torq	Hunter Engineeri	37010	121	1/9/2009	2	8,709	N00018702	1203
2004 Toyota Model 7FGCSU20, S	Madland Toyota	37010	121	4/28/2009	2	12,633	N00018804	68234
18002TR GM Specialized Electro	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003167	1757
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003105	
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003106	
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003108	
Olympus E-20 Camera	Troxell Communi	37078	122	6/17/2002	9	1,928	N00003211	202011353
GX240 P IV 17 Flat Screen w/CDF	Dell Computer C	37078	122	6/12/2002	9	2,752	N00003210	CWRKJ11
Flexible scope	MDS Inc	37078	122	5/7/2002	9	2,279	N00003158	1107828682
18002TR GM Specialized Electro	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003164	1756
18002TR GM Specialized Electro	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003165	1754
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003113	
18002TR GM Specialized Electro	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003166	1753
2651/60S GM OBD II Suitcase Tra	A Tech Training I	37078	122	5/7/2002	9	5,593	N00003162	1007
Emmissions Analllyzer	Quality Tool & E	37078	122	4/24/2002	9	16,232	N00003209	0340160
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003109	
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003110	
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003107	
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003111	
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003112	
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003115	
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003114	
18002TR GM Specialized Electro	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003163	1756
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003104	
Hunter Alignment System (Quo	American Tire Di	37078	122	7/3/2001	10	39,450	N00003066	
Dell Pentium III: Complete Com	Dell Computer C	37078	122	6/11/2001	10	1,207	N00002869	GIPCMO1
DIScoverII Model 1030 Diagnost	Dynamic Auto T	37078	122	6/27/2001	10	1,494	N00002911	
PU2 2000 Power Control Assemb	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002897	
Dell Pentium III: Complete Com	Dell Computer C	37078	122	6/11/2001	10	1,207	N00002870	DIPCMO1
DIScoverII Model 1030 Diagnost	Dynamic Auto T	37078	122	6/27/2001	10	1,494	N00002911	

Chart continued from previous page….

18002TR GM Specialized Electro	A Tech Training I	37078	122	5/7/2002	9	2,199	N00003163	1756
Intel Celeron Processor, 900 MH	Dell Computer C	37078	122	3/12/2002	9	1,665	N00003104	
Hunter Alignment System (Quo	American Tire Di	37078	122	7/3/2001	10	39,450	N00003066	
Dell Pentium III: Complete Com	Dell Computer C	37078	122	6/11/2001	10	1,207	N00002869	GIPCMO1
DIScoverII Model 1030 Diagnost	Dynamic Auto T	37078	122	6/27/2001	10	1,494	N00002911	
PU2 2000 Power Control Assemb	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002897	
Dell Pentium III: Complete Com	Dell Computer C	37078	122	6/11/2001	10	1,207	N00002870	DIPCMO1
DIScoverII Model 1030 Diagnost	Dynamic Auto T	37078	122	6/27/2001	10	1,494	N00002911	
PU2 2000 Power Control Assemb	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002896	
PU2 2000 Power Control Assemb	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002895	
Dell Pentium III: Complete Com	Dell Computer C	37078	122	6/11/2001	10	1,207	N00002868	JIPCMO
PU2 2000 Power Control Assemb	Innovative Tech I	37078	122	6/28/2001	10	1,412	N00002894	
PU2 2000 Power Control Assemb	Innovative Tech I	37078	122	6/28/2001	10	1,462	N00002893	
MTS 3100-Complete Package w/	Vetronix Corp	37078	122	7/16/2001	10	27,508	N00003534	

B2: Interpretation of the Program Inventory Information

The inventory list provided is incomplete and identifies items that are no longer in use or has been transfer to another department. A task to be under taken by the department will be to correct and update the inventory list. The list should also include an estimate of required service or service contract cost.

C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

Automotive Technology Program Review
2011-2012

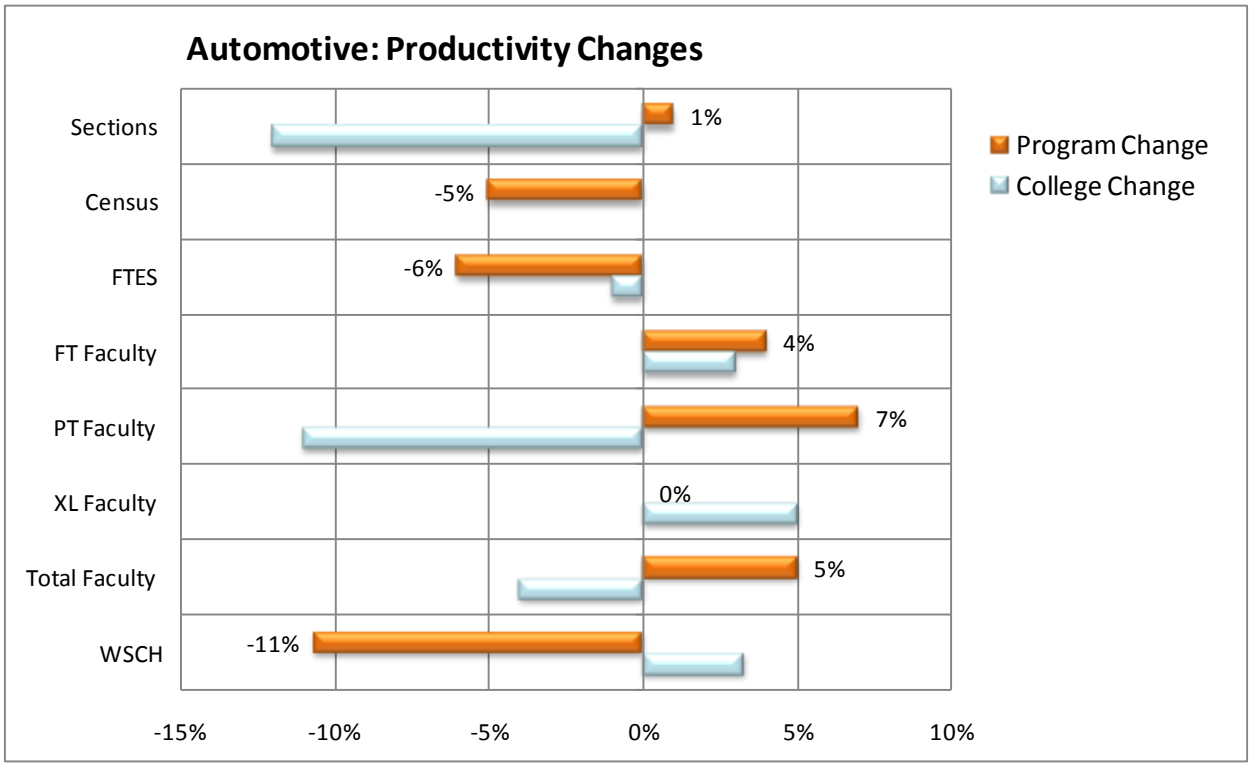
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	53	55	52	53	54	1%	-12%
Census	1,250	1,348	1,300	1,299	1,233	-5%	0%
FTES	129	138	133	133	125	-6%	-1%
FT Faculty	2.22	2.23	2.25	2.23	2.32	4%	3%
PT Faculty	1.20	1.42	1.15	1.26	1.35	7%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	3.42	3.65	3.40	3.49	3.67	5%	-4%
WSCH	566	567	587	572	511	-11%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three-year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.



C4: Interpretation of the Program Productivity Information

The program productivity has been strong and stable for many years. The 525 WSCH has been exceeded in all previous years to 2011. During the 2010/11 school year the program was moved off site to enable the completion of a remodel of the "S" building. Even through the relocation and make shift facility the program only had a small drop in WSCH. This speaks to the quality and reputation of the program.

Automotive Technology Program Review

2011-2012

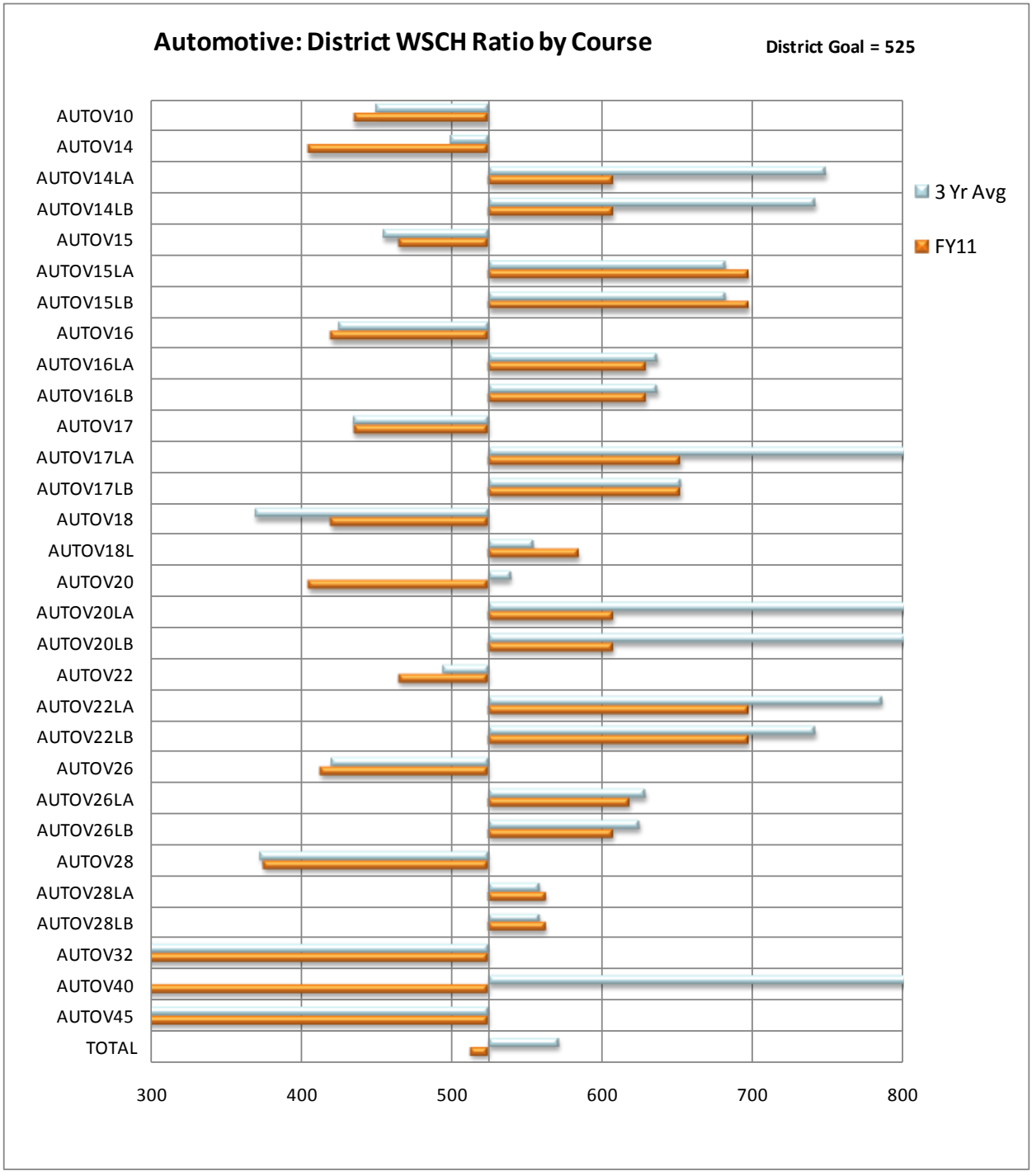
D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
AUTOV10	Intro to Auto Technology	405	456	480	450	435	-3%	525	83%
AUTOV14	Automotive Electrical Systems	495	540	465	500	405	-19%	525	77%
AUTOV14LA	Auto Chassis Electrical Lab	743	810	698	750	608	-19%	525	116%
AUTOV14LB	Auto Engine Electrical Lab	743	788	698	743	608	-18%	525	116%
AUTOV15	Automotive Fuel Systems	450	525	390	455	465	2%	525	89%
AUTOV15LA	Automotive Fuel Systems Lab A	676	788	586	683	698	2%	525	133%
AUTOV15LB	Automotive Fuel Systems Lab B	675	788	585	683	698	2%	525	133%
AUTOV16	Auto Emissions Control Systems	420	495	360	425	420	-1%	525	80%
AUTOV16LA	Auto Emissions Lab A	630	743	540	638	630	-1%	525	120%
AUTOV16LB	Auto Emissions Lab B	630	743	540	638	630	-1%	525	120%
AUTOV17	Automotive Driveability	405	525	375	435	435	0%	525	83%
AUTOV17LA	Automotive Driveability Lab A	1,216	1,577	563	980	653	-33%	525	124%
AUTOV17LB	Automotive Driveability Lab B	608	788	563	653	653	0%	525	124%
AUTOV18	Automotive Heating/AC	405	345	360	370	420	14%	525	80%
AUTOV18L	Automotive Heating/AC Lab	608	518	540	555	585	5%	525	111%
AUTOV20	Automotive Engine Repair	510	495	615	540	405	-25%	525	77%
AUTOV20LA	Automotive Engine Repair Lab A	765	743	923	810	608	-25%	525	116%
AUTOV20LB	Automotive Engine Repair Lab B	765	720	923	803	608	-24%	525	116%
AUTOV22	Auto Transmission & Drive Line	495	480	510	495	465	-6%	525	89%
AUTOV22LA	Auto Trans & Drive Line Lab A	810	743	810	787	698	-11%	525	133%
AUTOV22LB	Auto Trans & Drive Line Lab B	743	720	765	743	698	-6%	525	133%
AUTOV26	Auto Brakes Service & Repair	405	413	443	420	413	-2%	525	79%
AUTOV26LA	Brakes Service&Repair Lab A	608	619	664	630	619	-2%	525	118%
AUTOV26LB	Brakes Service&Repair Lab B	596	619	664	626	608	-3%	525	116%
AUTOV28	Automotive Suspension Systems	345	330	443	373	375	1%	525	71%
AUTOV28LA	Automotive Suspensions Lab	518	495	664	559	563	1%	525	107%
AUTOV28LB	Automotive Alignment Lab	518	495	664	559	563	1%	525	107%
AUTOV32	ASE Certification Preparation	351	190	165	235	173	-27%	525	33%
AUTOV40	Advanced Problems In Auto Tecl	1,636	679	-	1,777	-	-100%	525	0%
AUTOV45	Clean Air Car Certification	300	135	-	218	225	3%	525	43%
TOTAL	**Annual District WSCH Ratio**	**567**	**565**	**585**	**572**	**513**	**-10%**	**525**	**98%**

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



Automotive Technology Program Review

2011-2012

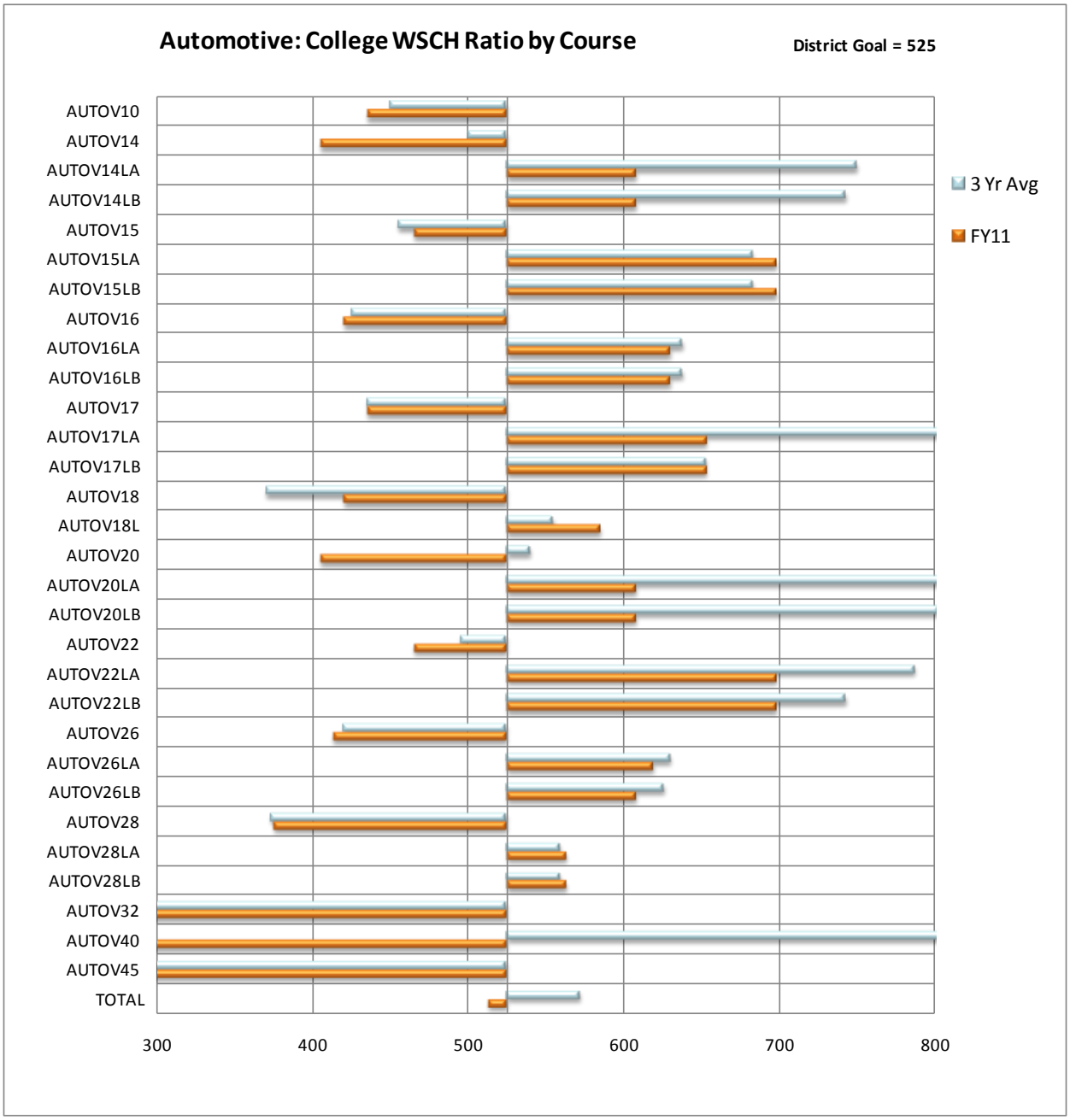
D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
AUTOV10	Intro to Auto Technology	405	456	480	450	435	-3%	525	83%
AUTOV14	Automotive Electrical Systems	495	540	465	500	405	-19%	525	77%
AUTOV14LA	Auto Chassis Electrical Lab	743	810	698	750	608	-19%	525	116%
AUTOV14LB	Auto Engine Electrical Lab	743	788	698	743	608	-18%	525	116%
AUTOV15	Automotive Fuel Systems	450	525	390	455	465	2%	525	89%
AUTOV15LA	Automotive Fuel Systems Lab A	676	788	586	683	698	2%	525	133%
AUTOV15LB	Automotive Fuel Systems Lab B	675	788	585	683	698	2%	525	133%
AUTOV16	Auto Emissions Control Systems	420	495	360	425	420	-1%	525	80%
AUTOV16LA	Auto Emissions Lab A	630	743	540	638	630	-1%	525	120%
AUTOV16LB	Auto Emissions Lab B	630	743	540	638	630	-1%	525	120%
AUTOV17	Automotive Driveability	405	525	375	435	435	0%	525	83%
AUTOV17LA	Automotive Driveability Lab A	1,216	1,577	563	980	653	-33%	525	124%
AUTOV17LB	Automotive Driveability Lab B	608	788	563	653	653	0%	525	124%
AUTOV18	Automotive Heating/AC	405	345	360	370	420	14%	525	80%
AUTOV18L	Automotive Heating/AC Lab	608	518	540	555	585	5%	525	111%
AUTOV20	Automotive Engine Repair	510	495	615	540	405	-25%	525	77%
AUTOV20LA	Automotive Engine Repair Lab A	765	743	923	810	608	-25%	525	116%
AUTOV20LB	Automotive Engine Repair Lab B	765	720	923	803	608	-24%	525	116%
AUTOV22	Auto Transmission & Drive Line	495	480	510	495	465	-6%	525	89%
AUTOV22LA	Auto Trans & Drive Line Lab A	810	743	810	787	698	-11%	525	133%
AUTOV22LB	Auto Trans & Drive Line Lab B	743	720	765	743	698	-6%	525	133%
AUTOV26	Auto Brakes Service & Repair	405	413	443	420	413	-2%	525	79%
AUTOV26LA	Brakes Service&Repair Lab A	608	619	664	630	619	-2%	525	118%
AUTOV26LB	Brakes Service&Repair Lab B	596	619	664	626	608	-3%	525	116%
AUTOV28	Automotive Suspension Systems	345	330	443	373	375	1%	525	71%
AUTOV28LA	Automotive Suspensions Lab	518	495	664	559	563	1%	525	107%
AUTOV28LB	Automotive Alignment Lab	518	495	664	559	563	1%	525	107%
AUTOV32	ASE Certification Preparation	351	190	165	235	173	-27%	525	33%
AUTOV40	Advanced Problems In Auto Tec	1,636	679	-	1,777	-	-100%	525	0%
AUTOV45	Clean Air Car Certification	300	135	-	218	225	3%	525	43%
TOTAL	**Annual College WSCH Ratio**	**567**	**565**	**585**	**572**	**513**	**-10%**	**525**	**98%**

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The program productivity looks quite good. The program nearly meets the district WSCH goal. The goal would have been exceeded if the program remained on campus last year. The benefit out weights the slight reduction in WSCH to have "S" building remodeled.

There are three courses that are below par. The three courses are ASE preparation, Advanced problems in Auto Tech. and Clean Air Car Course. There is an explanation for the poor performance of each of these courses.

ASE preparation is a course that was designed to help students and technicians prepare of the ASE certification examinations. The down turn in the economy as had a negative impact on enrollment in this course. The ASE certification examination test format is changing from a written test to a computer-based test. This allows the test to be given four times a year instead of two. The program has not decided how the course should be restructed to adjust to this change in the test format.

The Advanced Problems in Automotive Technology has been discontinued and will not be offered in the future.

The Clean Air Car Course is required preparation for the Bureau of California (BAR) Smog Inspector license examination. The bureau has changed the criteria for licensing technicians to inspect vehicles for the biennial smog inspection. Two new courses that meet the BAR requirements have been submitted to the curriculum committee and are awaiting approval.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

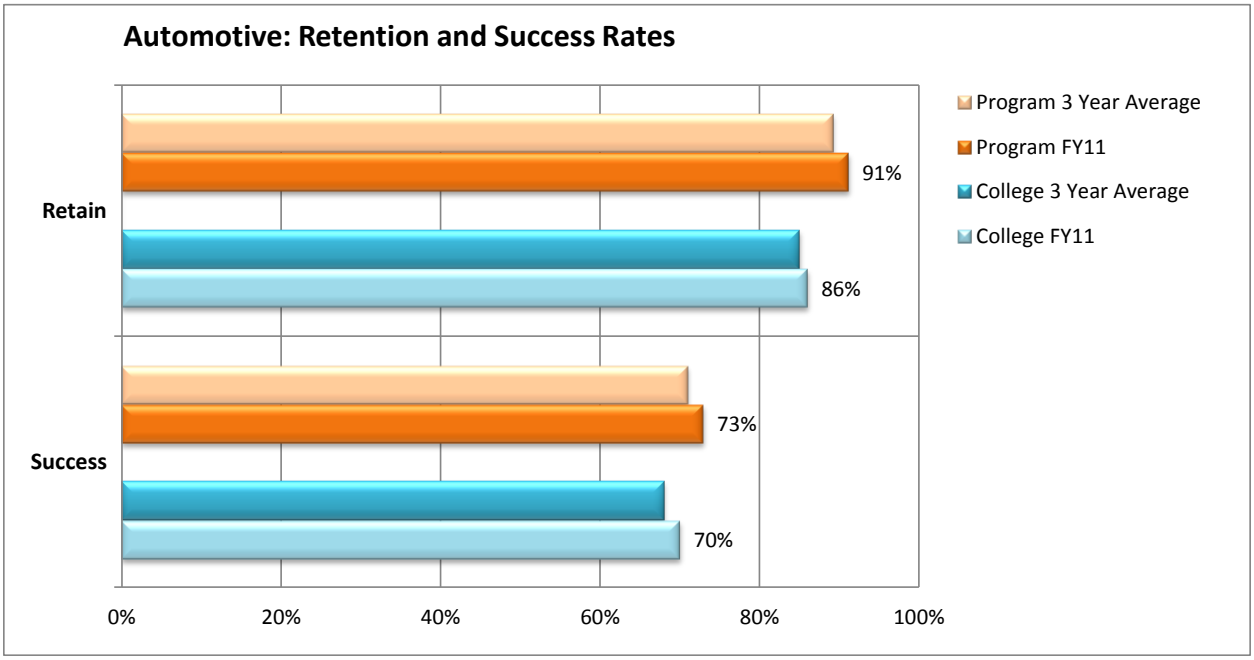
The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three-year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
AUTO	FY08	266	365	196	65	45	165	70	2	1,174	1,104	892
AUTO	FY09	251	346	252	52	51	152	152	10	1,272	1,110	901
AUTO	FY10	243	334	205	22	61	184	164	1	1,214	1,050	804
AUTO	3 Year Avg	253	348	218	46	52	167	129	4	1,220	1,088	866
AUTO	FY11	256	348	201	28	41	154	101	13	1,142	1,041	833

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
AUTO	FY08	23%	31%	17%	6%	4%	14%	6%	0%		94%	76%
AUTO	FY09	20%	27%	20%	4%	4%	12%	12%	1%		87%	71%
AUTO	FY10	20%	28%	17%	2%	5%	15%	14%	0%		86%	66%
AUTO	3 Year Avg	21%	29%	18%	4%	4%	14%	11%	0%		89%	71%
AUTO	FY11	22%	30%	18%	2%	4%	13%	9%	1%		91%	73%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

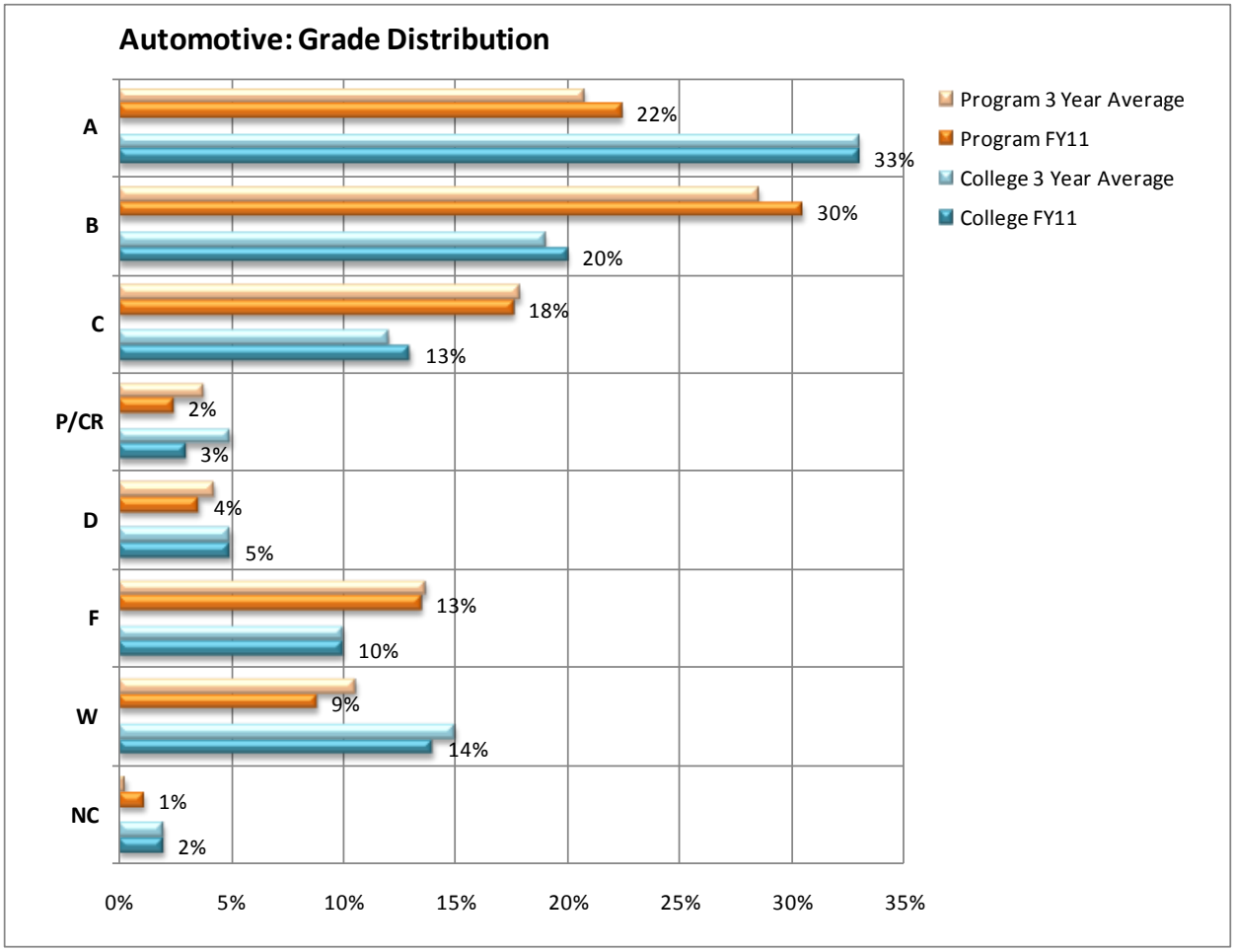
E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three-year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three-year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The success of the automotive students is comparable to the College. For Fy11 the retention rate was 6% better than the college average. This is remarkable since the program was at a temporary offsite location. The Success rate for the same period was 5% better than the college average. It is also notable that the student retention and success rates from 2008 to 2011 have been consistently higher than the college average.

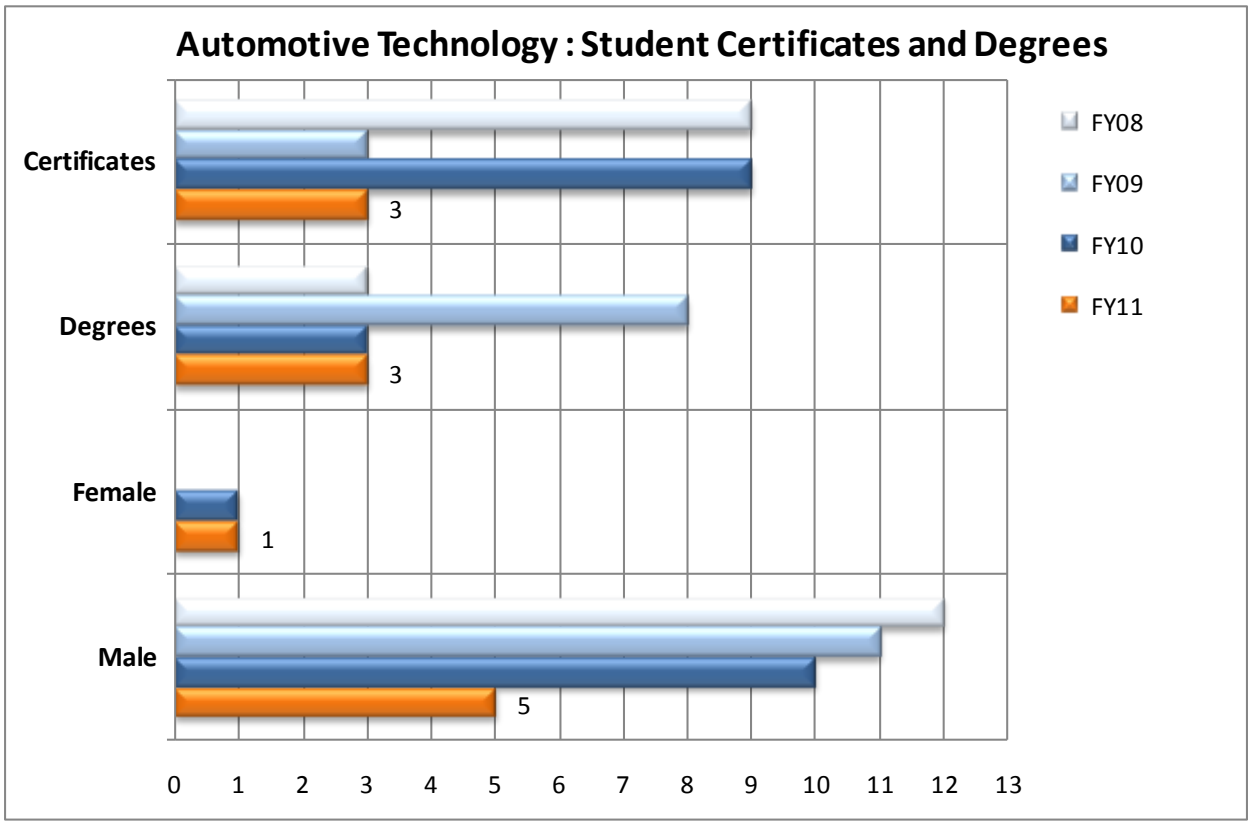
Grade distribution for the automotive program is indicative of the difficultly of the program. Less than 25% of the student received an "A" grade, which is lower than the college average of 33%.

Automotive Technology Program Review
2011-2012

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Automotive Technology	FY08	9	3	-	12
Automotive Technology	FY09	3	8	-	11
Automotive Technology	FY10	9	3	1	10
Automotive Technology	FY11	3	3	1	5
Total Awards in 4 Years		**24**	**17**	**2**	**38**



F2: Interpretation of the Program Completion Information

The number of degrees and certificates issued for automotives students is not a good indicator of program completion. Most of the automotive students do not attend the automotive program with the intent of pursuing a certificate or degree. They are most interested in find employment and/or advancement.

Automotive Technology Program Review

2011-2012

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three-year average, the college FY11 results, and the college prior three-year average.

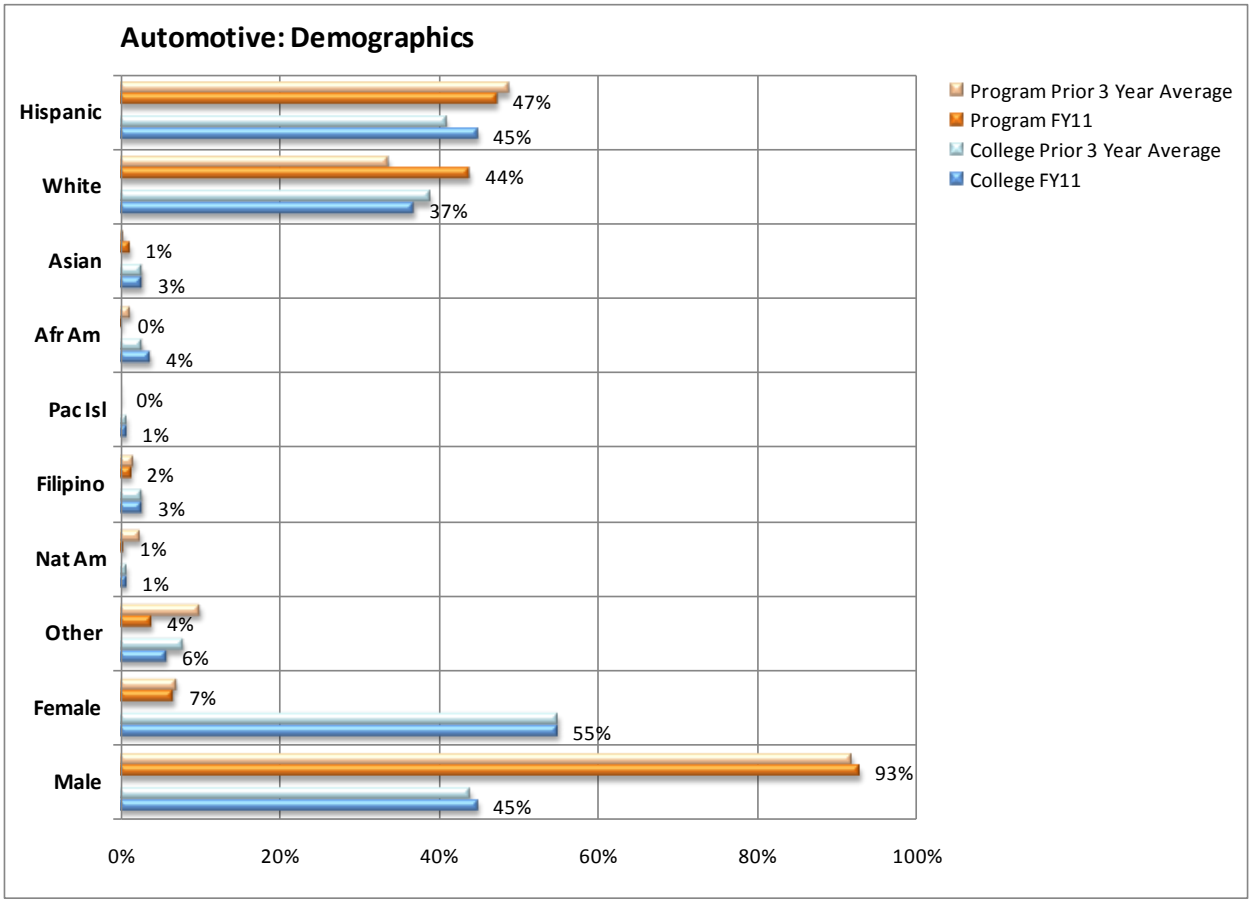
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
AUTO	FY08	545	393	11	6	-	20	23	176	98	1,073	3	26
AUTO	FY09	612	388	9	36	3	35	41	148	77	1,178	17	25
AUTO	FY10	635	458	4	11	2	18	35	51	90	1,115	9	24
AUTO	**3 Year Avg**	**597**	**413**	**8**	**18**	**2**	**24**	**33**	**125**	**88**	**1,122**	**10**	**25**
AUTO	**FY11**	**542**	**503**	**16**	**5**	**3**	**18**	**8**	**47**	**79**	**1,062**	**1**	**24**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
AUTO	FY08	46%	33%	1%	1%	0%	2%	2%	15%	8%	91%	0%	26
AUTO	FY09	48%	31%	1%	3%	0%	3%	3%	12%	6%	93%	1%	25
AUTO	FY10	52%	38%	0%	1%	0%	1%	3%	4%	7%	92%	1%	24
AUTO	3 Year Avg	49%	34%	1%	1%	0%	2%	3%	10%	7%	92%	1%	25
AUTO	**FY11**	**47%**	**44%**	**1%**	**0%**	**0%**	**2%**	**1%**	**4%**	**7%**	**93%**	**0%**	24
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three-year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

.

The demographics of automotive program is largely Hispanic 49%. Women make up less than 1% of the program.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Use the proper automotive terminology to discuss systems operation, methods of diagnosis and needed repairs.	Students will demonstrate their knowledge of automotive terminology by their ability to discuss system operations, methods of diagnosis and by indentifying needed repair. This will be measured by written examinations.
Operating Information	
Students will be able to use proper terminology to discuss automotive issues.	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Prepare a written estimate of needed system repairs and estimate the related costs	Written estimates will be prepared for all vehicles that are serviced, repaired or inspected.
Operating Information	
The students will use either a hand written or computer generated repair order that clearly indentifies the concern with the vehicle, the cause of the concern and repair or corrective action done to repair the vehicle. Repair orders will be turned into the instructor at the end of very class to be reviewed and/or graded.	
Analysis – Assessment	
Repair orders are an essential tool of the automotive business. There are literally hundreds of repair order written and reviewed very year.	

Program-Level Student Learning Outcome 3	Performance Indicators
Practice safety in the repair and service associated with electrical, hydraulic and mechanical systems	Students will work in a safety manner and operate equipment properly
Operating Information	
Students will be able to indentify the proper equipment for a repair and use it in a safe manner.	
Analysis – Assessment	
There are very few safety related accidents in the automotive area due to the safety training provided by the instructors and the close supervision of the students in the lab area.	

Program-Level Student Learning Outcome 4	Performance Indicators
Use a systematic approach to select the proper method to diagnose, repair and test automotive systems	Students will formulate and use a systematic approach to determine the needed repairs and choose of appropriate tools to make the repair. They will also learn to select and use test equipment that will lead them quickly to the cause of a concern.
Operating Information	
The students will be directed to diagnosis and repair vehicles that have appropriate problems. The Automotive program has 35 vehicles that can be bugged with concerns that are similar to real world problems. Students are assigned to a vehicle and are required do indentify a diagnostic plan, choose the proper tools and repair the problem.	
Analysis – Assessment	
The vehicles that mostly Toyota and Lexus products. Our partnership allows us to have newer vehicles for the students to work on and repair.	

Program-Level Student Learning Outcome 5	Performance Indicators
Demonstrate proficiency in the use of automotive diagnostic equipment to evaluate system performance and determine needed repairs	Vehicles with operational problems are assigned to students to be evaluated and repaired.
Operating Information	
Students are able to apply their knowledge of the vehicle and their ability to use diagnostic equipment to evaluate performance problems and determine the needed repairs.	
Analysis – Assessment	
Students spend considerable time in the shop area use the automotive diagnosis and repair equipment to enhance their diagnosis and repair skills.	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **program's** retention rate for the prior three years.
Operating Information	
The automotive program three-year average retention rate was 91% and the FY11 retention rate was 89%	
Analysis – Assessment	
The FY11 retention rate was 2% lower than the program average rate largely due the being housed in an off campus temporary facility. Although the retention rate was down 2% is was still 5% higher than the college three-year average. Now that the program is back on campus it is expected that the retention rate will increase.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **college** retention rate for the prior three years.
Operating Information	
The program three-year average success rate is 71%, which is 3% greater than the college's average rate of 68%.	
Analysis – Assessment	
The automotive students are being served.	

Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the **program's** average student success rate for the prior three years.
Operating Information	
Automotives prior three-year average student success rate was 71%. The FY11 success rate was 73%	
Analysis – Assessment	
If the programs student success rate was 2% greater for FY11 that the three-year average the program is serving the needs of the students.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the **college's** student success rate for the prior three years.
Operating Information	
Automotives prior three-year student success rate 71%. The college prior three-year success rate was 68%	
Analysis – Assessment	
The automotive program prior three-year student success rate was 4% greater than the colleges. The program success rate has been above the colleges in all of the passed four years except one FY10. That is the year that the program was moved from the campus to a temporary facility.	

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.
Operating Information	
During the last four years 40 students earned a certificate or degree in automotive technology.	
Analysis – Assessment	
The primary reason students attend the automotive program at Ventura College is to gain the skill needed to get a job in the automotive industry. Every year over 80% of the second year students are working in the automotive industry. There needs to be follow up to identify the number of students that gained employment from their experience at Ventura College.	

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
WSCH/Faculty FTE ratio data reported in C2 indicates a three-year average of 572. The FY11 had an abnormally low WSCH due to the fact we were located off campus in a temporary building	
Analysis – Assessment	
The WSCH should increase now that we are back on campus	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	
A current updated inventory list needs to be produced that reflects the equipment that is currently housed in the automotive facility. Most of the computers on the Banner list are out dated or have been removed or replaced by the IT department. There are several high maintenance pieces of equipment (BAR analyzers) that should have maintenance contracts.	

Program Operating Outcome 3	Performance Indicators
The automotive department will continue to improve it curriculum and learning environment. The program will review curriculum and assess equipment needs including equipment and facility maintenance to assure that student needs are being met.	The review of curriculum is guided by the ever-present changes in the automotive industry. The course and program level SLOs will be evaluated and changes to reflect the industry changes and that will assure student success. Equipment and facility needs will be assessed by adjusting to the trends and requirements of the automotive industry.
Operating Information	
The automotive department assesses course level and program level SLOs to determine the effectiveness of instruction to make changes as needed. The automotive program utilizes the most up to date automotive equipment that is reflective of that used by the local industry that is served. Supplies and equipment is stored and secured to protect these assets.	
Analysis – Assessment	
We currently have the necessary equipment to meet the program and course SLOs. The state smog program will be changing the equipment requirements for the smog testing analyzers sometime in the next two years. This change will require replacing the five analyzers that we currently have in the facility. When the recent remodel secure tools storage rooms were omitted from the construction. There needs to be a system of secure store put into place to protect the tools and equipment assets.	

Program Operating Outcome 4	Performance Indicators
As a result of the proposed closure of the Oxnard College Automotive Program the Ventura College Automotive program should be prepared for an influx of students.	Closure of the Oxnard College Automotive program will level approximately additional 200 students looking to Ventura College to provide training. Without adding additional sections these students will be required to seek other training either in another program or at a private training facility.
Operating Information	
The Ventura College Automotive program has the facility to accommodate the influx of additional students but does not have the ability to add additional sections to handle the students. The students will be forced to seek other training avenues.	
Analysis – Assessment	
Adding additional sections as possible will better utilize the facilities and equipment. A provide a valuable asset to the community. There are over 800 automotive repair shops in Ventura County. Many of these facilities look to the local colleges for entry-level students and update training.	

5. Findings

Finding 1,

The tool storage is not adequate to secure and protect the automotive equipment.

Finding 2,

There needs to be a plan place that will allow for the purchase of the needed smog analyzers when they become available.

Finding 3

An inventory list needs to be developed that accurately reflects the equipment housed in the automotive facility. The list needs to include price, age, when purchased and well as condition, maintenance requirements and estimated replacement.

Finding 4

The curriculum needs to be continuously reviewed and updated to meet the trends and needs of the automotive industry.

Finding 5

The automotive is operating at or above the efficiency goal set by the district. But, needs to increase the number of degrees and certificates that are issued to automotive students.

6. Initiatives

Initiative Provide adequate secure storage for the tools and equipment in the automotive laboratory

Initiative ID Auto 1

Links to Finding 1

Benefits: Provide for a clean orderly storage of valuable tools and equipment. Protects valuable tools and equipment from being lost, stolen or damaged.

Request for Resources: The estimate for materials to construct equipment rooms along the west wall the length of the building is approximately $8500. The automotive classified employee and the college maintenance staff will provide the construction labor.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

Initiative

There needs to be a plan place that will allow for the purchase of the needed smog analyzers when they become available.

Initiative ID Auto 2

Links to Finding 2

Benefits

The students for the Automotive program need to have access to and use of the current equipment that is utilized in the industry. Students who receive an AS degree in automotive technology will meet the state required prerequisite for training which will allow them to sit for the state emission inspectors examination. This equipment is also required for the school to maintain it ranking as a BAR certified school. The certification allows the school to give instruction to students/technician for the require class curriculum for the students to qualify for the state emissions inspector license.

Request for Resources

It is anticipated that the cost of the equipment is $20,000 per unit. We have 5 units that we would like to replace.

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.) Vitea	X

Initiative

An inventory list needs to be developed that accurately reflects the equipment housed in the automotive facility. The list needs to include price, age, when purchased and well as condition, maintenance requirements and estimated replacement.

Initiative ID Auto 3

Links to Finding 3

Benefits: An accurate list of equipment, replacement schedule, maintenance cost etc. will be useful in long range planning

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

The curriculum needs to be continuously reviewed and updated to meet the trends and needs of the automotive industry.

Initiative ID Auto 4

Links to Finding 4

Benefits: The students will benefit because the courses will remain current with the changing technology of the automobile.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Automotive Technology Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Automotive Technology Program Review

2011-2012

Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.