2018 Automotive Technology Annual Program Plan
AUTO Automotive Technology

I.A. Program Profile: Purpose
Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

Automotive Mission Statement:

An Automotive Technology program that inspires and guides students toward rewarding technical careers in the transportation service industry.

Goals:

1. To provide three levels of technical training as guided by our advisory board and community employers: Entry maintenance level, Comprehensive Career Track Program, and In-Service training;
2. Play a central role in the preparation of a future workforce and to expand networks and partnerships with the local business community, Audi of America, Subaru University, and the Joint Apprenticeship Council;
3. Enhance the student's ability to perform analytical and technical analysis, service and repair of transportation systems.

We believe this compliments the college's Mission Statement To empower and transform a global community of learners.

I.B.   Program Planning Team
Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Thomas Broxholm	Professor, Program Coordinator
Julia Johnson	Professor
Ruben Parra	Professor
Dan Ming	Professor
Ed Yee	Professor
Filipp Gleyzer	Professor
Paul Spakowski	Professor
Nancy Lam	Staff Assistant
Krista Allen	Automotive Technician
Donald Ross	Automotive Technician

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities
Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative
Our previous goals:

"The Automotive Technology Program is committed to maintaining and upgrading the quality of the program. We will continue to address and assess the community needs as well as SLOs, PSLOs, and ISLOS. "

Specifically:

1. We feel we have maintained our program mission with the college mission statement.
2. We have stayed in tune with current industry trends, program productivity, student success and retention.
3. We are constantly evaluating the courses we are offering. Many are still very relevant and there are a few we will be looking to update, add or remove.
4. We continue to adhere to our NATEF (National Automotive Technicians Education Foundation) task list which is our accreditation body and assure they align with our SLOs, PSLOs and ISLOs.
5. We continue to evaluate and upgrade our labs and equipment needed to provide industry standard lab assignments to our students.
6. We continue to evaluate our budget to ensure we are providing a quality educational learning environment for all students.

Evidentiary Documents

 Auto Success and Retention Data Charts (8 years).pdf

II.B. **Analysis: Program Environment**

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

1. June 2018 we lose one instructor to retirement and his replacement was not approved. We will be moving our fundamentals instructor into the position of Engine Repair and filling the fundamentals instructor position with an adjunct professor.

   The impact from this change is the fundamentals instructor will need about 3 years to get up to speed on engine technology and to find her comfort zone in engine instruction before the level of education knowledge is going to be close to a seasoned engine specific instructor.

   The fundamentals instructor who will be moving to Engine repair was exceptionally skilled in automotive fundamentals as well as student encouragement and student program advancement. This is a high bar for our incoming adjunct professor and the impact is unknown.

2. The economy always has an impact and enrollment in college classes regardless of discipline. Auto is no different and our enrollment decline is in line with the decline in enrollment college wide and when compared to statewide or bay area wide in our discipline our enrollment mirrors or is better in comparison. We look at the entire Automotive program enrollment as well as we like to compare the career track day program to the evening program. The reason being is that there is a big difference in the type of student who attends our daytime career track classes as compared to our evening and weekend automotive classes.

   With the implementation of no repeatability in 2012 data shows a direct correlation in the decline of enrollment in Automotive Technology specifically in our evening enrollment numbers. The impact has been the cancellation of evening classes and lower FTES and enrollment numbers. I have discussed changes with curriculum committee members that I will start working on during the summer 2018 break.

   When comparing Automotive FTES across the state with Skyline College Automotive FTES data from the CCCCO Cal-Pass Plus website for 2015-2016 to 2016-2017 fiscal year.

   FY 2016-2017 Skyline Auto program's FTES rose by 23% when the entire bay area community college Automotive Programs FTES rose by 1.3% and

Statewide community college Automotive Programs declined by 2.05%. (See attached data PDF)

3. The processing mechanism has changed for processing Automotive student certificates. We have notice an increase in complaints from our students stating that they have not received their certificate and they have not changed addresses. We are working with A & R to correct the backlog and are hopeful the new electronic submission process improves certificate processing. Certificates issues are very critical to displaying the success of the Automotive Technology Program.

Evidentiary Documents
📄 Auto Bay area FTES.pdf
📄 Auto FTES Skyline College.pdf
📄 Auto FTES Statewide Decline.pdf
📄 Economic College Trend and Auto Data Analysis.pdf

II.C. **Analysis: Student Learning Outcomes (SLOs and PSLOs)**

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

The SLOs provided us with a tool to reflect and the assurances that we are on-track and in alignment with our industry, advisory board, local employers and our community. They help to reaffirm that we are proceeding on a path for student and program success.

SLO's continue to be a tool of assessment and affirmation that the Automotive Program is servicing students, employers and the community. Our retention and success rates are outstanding and our 23% increase in FTES from the State Chancellor's CalPass website during our last fiscal year are affirmation that our SLO's and SLO assessment is on-track with our program success. (See attached PDF)

Evidentiary Documents
📕 Auto FTES Skyline College.pdf
📕 Auto Success and Retention Data Charts (8 years).pdf

Associated Objectives
📕 641-Upgrade Media Learning Technology in Building 9 and 10

III.A.   Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

From the annual success and retention data (attached documents) we have found that over the past 5 recorded years (2011-2012 to 2015-2016) our success rate is at 85.3% and our retention rate is at 94.6%. These numbers and our advisory board input support that what we are doing is in direct alignment with PSLOs, ISLOs, students and industry needs. In addition our program has been recognized as a "CTE STAR" program by the State Chancellor's Office for having a living wage employment rate of 71% and a 100% reported employment rate in the students field of study. This State of California recognition is another form of verification that our program and SLOs are on track.

We constantly adjust course content to stay relevant to industry changes The success, retention and CTE STAR data along with our advisory board feedback shows that we do not currently need to make any major SLO or curriculum changes to any of our daytime career track courses or evening and weekend courses.

Evidentiary Documents

- Auto-2017- Program Data analysis SPOL.xlsx
- Auto-2017- Program Review Data.pdf
- Auto-2017-Automotive Department Analysis Report.pdf
- Auto-2017-CTE Stars Memo.pdf
- Auto-2017-CTE Stars Skyline College Data.pdf
- Auto-2017-Spring & Fall 2016 SYADENL Data report.pdf

Note: For all Excel and Word documents, please see the Attachments tab within this document.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:
(1) What are the findings and/or conclusions drawn?
(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

We did not participate in ISLO assessment although we did make an alignment with SLOs, PSLOs and ISLOs in Tracdat.

Associated Objectives
📕 638-Classroom Learning Environment

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Currently our program will continue implementing our current CPR strategy. We are up for CPR next fiscal year where we will be re-evaluating our CPR strategy at that time.

Our Multi-year strategy is to accelerate, enhance and optimize our outreach to improve enrollment and maintain the integrity of our program.

Working with our advisory board and within NATEF guidelines we will constantly review course curriculum content and student lab exercises. Feedback from our advisory board states that they support our 15 unit classes structure and they feel there is a huge benefit to both the student and the employer. The key findings narrative section showing great retention and success data along with being "CTE STARTS" with the State Chancellor's office supports that our program is still on track with our current CPR strategies. The way we stay on track is by having a strong advisory board and being flexible enough to make minor adjustments to stay in alignment with industry standards while keeping students and employer's needs in mind.

Mission Statement: An Automotive Technology program that inspires and guides students toward rewarding technical careers in the transportation service industry.

Goals:

1. To provide three levels of technical training as guided by our advisory board and community employers: Entry maintenance level, Comprehensive Program, and In-Service training.
2. Play a central role in the preparation of a future workforce and to expand networks and partnerships with the local business community, Audi of America, Subaru University, and the Joint Apprenticeship Council.
3. Enhance the student's ability to perform analytical and technical analysis, service and repair of transportation systems.

Evidentiary Documents

📄 Auto Success and Retention Data Charts (8 years).pdf

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative
Please see the planning module.

Associated Objectives
📕 396-Advisory Board Course Objective & Curriculum Review
📕 398-Professional Development
📕 424-Student Evaluation
📕 637-Update Facilities
📕 641-Upgrade Media Learning Technology in Building 9 and 10
📕 Budget and Objectives of Automotive Technology Department

Objectives of Automotive Technology Department

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2411AUTO00	Automotive Technology	Broxholm, Thomas

Objective Status: New/In Progress

396   Advisory Board Course Objective & Curriculum Review

1.
Over the course of several advisory board meetings we will be evaluating which NATEF task objectives each course should be focusing on while staying withing the the NATEF accreditation priority guidelines.
2.
During our advisory board meetings program structure, course units, class size and replacement of full-time instructors are all program concerns to be discussed.

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397   ~~Enrollment - Outreach~~

~~To increase enrollment in day, afternoon and evening classes.~~   Rejected

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398   Professional Development

Each instructor is required to complete 20 hours of automotive training to meet the requirements of our NATEF certification. In addition each instructor will be encourage to participate in flex day activities and enroll in additional CTTL courses.

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424   Student Evaluation

Quantify the students subject matter understanding using NATEF and ASE standards and increase student completion certificates.

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637   Update Facilities

Building 10

The classrooms and lab in building 10 need to have the walls patched and painted. It is important to have a clean modern learning environment to promote a healthy and innovative educational experience. This building needs wall patching and painting. Room 10002 is a shop area and the walls need a dark color half way up. We may want to evaluate the floors to see if they need sealing or epoxy.

Building 8
The shop area floor in Building 8 is over 11 years old and we were advised that yellow safety lines needed to be painted on the floor outlining pedestrian walkways through the shop and area's around dangerous equipment. Ideally the entire floor epoxy needs to be replaced and safety lines added, but if the entire floor cannot be done soon then safety lines should be added until funding can be secured to recondition the entire floor. These are safety lines outlining pedestrian walk ways and warnings around dangerous equipment. (Bldg 8 Floor Drawing is attached)

638   Classroom Learning Enviornment

   The classrooms and furniture in Building 10 have not been updated since the building was built in 1993. We have scavenged some table and chairs from surplus when tables and chairs were unusable, but they don't match. It is important to have a clean modern learning environment to promote education. Classrooms 10003 and 10004 in building 10 needs new tables, chairs, instructor desks, book shelves and filing cabinets. I was advised that an estimate would have to come from the facilities manager. Currently I do not have access to our vendors or pricing. (See the attached list for size and quantity of each item.)

641   Upgrade Media Learning Technology in Building 9 and 10

   Building 10

   The classrooms and lab in building 10 need to be updated to smart classrooms with projector pole drops and AV wiring. It is important to have a clean modern learning environment to promote a healthy and innovative educational experience. This building needs AV and pole drops, Smart classroom technology, projector screens & projectors. I'm working with Rich Tidd to secure a quote to update the AV and Network infrastructure. (Classroom Request file is attached)
   Building 9
   Building 9 is lacking any from of being able to project instruction onto a large screen to enhance the students learning experience. IT has proposed one pole drop with projector and screen at one end of the shop and at the other end of the shop because of limited space IT has recommended a large flat screen TV with media connections to video camera and both alignment machines. Rich Tidd in IT will be providing me a quote.
   Rich Tidd also relayed to me that if we were able to pay for the media infrastructure Joseph has approved that IT will cover the cost of the projectors.