Mini Instructional Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for a mini instructional program review, to be completed every other year until the comprehensive program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback)** and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/accreditation/iec-and-program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC). After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   - Access
   - Curriculum and programs
   - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
   - Increase visibility
   - Develop strategic partnerships
   - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   - Communication
   - Employee development
   - Transparent Infrastructure

Department/Program Name: Automotive Technology Department

Last Comprehensive Review: Spring 2010

Current Year Mini Review: 2017

Preparers' Name(s): Mark Bernbeck

Area Dean: Maniphone Dickerson

Progress on program goals

1. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

The goals and present focus of the program meet or exceed the district and college mission, strategic initiatives, academic offerings, and priorities by embracing diversity, teaching ethical and productive behavior, and creating highly successful school-to-work linkages. We listen to our students and adopt practices that best meet their unique needs.

Our continual engagement with employers and feeder schools keeps us in close touch with the needs of the community. We also listen to industry, receive industry training, and continually add and adjust our curriculum and methodologies to keep the program consistent with industry standards.

In the past year, we have held four advisory meetings with our business partners. The advisory members comprise a wide range of industry representatives such as shop foremen, service advisors, service managers, tool vendors, former students, and auto instructors from other schools. A minimum of five advisors must attend each meeting. At every meeting, each advisor reviews our curriculum, lab equipment, and methods and makes recommendations that are carefully listened to and followed to the fullest extent possible. Examples: our Tesla advisors recommended an NVH (Noise, Vibration, and Harshness) course for which we are presently proposing and obtaining curriculum approval. We have also become aware of the need for greater student competency in certain areas, and have adjusted our methods and policies accordingly.

1. Please state any recent accomplishments for your program and show how it contributes to the College's success. There have been several recent accomplishments. A new full-time position was added to accommodate program growth. New partnerships were created with Fiat/Chrysler and Subaru. State approval was gained for Mechanic-Union-Apprenticeship training. In a new agreement with automotive dealers, we have gained internships for our students with several Honda and Acura dealers as well as the Del Grande dealership group.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. **Program Set Standards (Summary Tab)**

Success Rate (completion with "c" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'16 average	77.36%	70.64%	69.62%	70%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the _baseline_ success rate.

Recommendation: 90% of the average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program _aspires_.

Is your program success rate higher or lower than the campus?	Higher

If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve? We try to give our students a variety of opportunities to demonstrate their mastery of certain tasks and skills in various automotive topics. The instructors help mentor students by checking on their progress in the class and in the work place. Often, instructors will help students during non-instructional hours to get additional help with understanding and practicing automotive concepts or skills.

Is the current program success rate higher than the program set standard? Yes

How close is the program to meeting the program success goal? Above meeting the goal

Are these measures (program set standard and program success goal) still current/accurate?

2. **Success Rate (c or better)-average F14 F16**

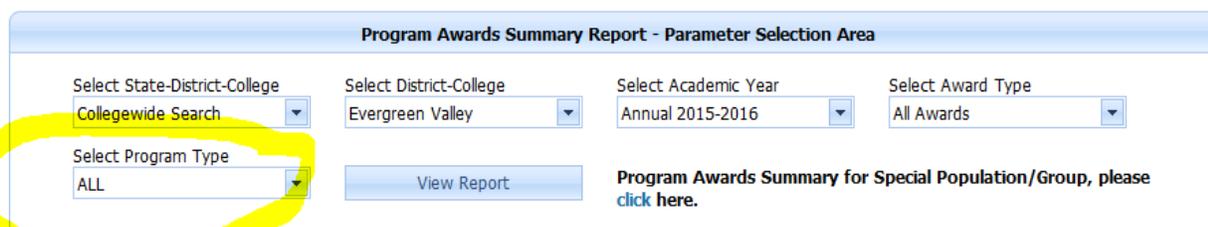| _Success Rates_: **Measures by IPEDs**	Program (total enrolled students/Success Rate)	EVC

American Indian	15/**81.94**%	208/**73.6%**
Asian	773/**77.66**%	13,612/**77.7%**
Black or African American	49/**71.22**%	1896/**63.5%**
Hawaiian/Pacific Islander	26/**71.00**%	232/**66.6%**
Hispanic	1,099/**76.63%**	16,936/**64.8%**
Two or More Races	48/**81.68**%	1,444/**67.9%**
Unknown	302/**75.25%**	3729/**71.9%**
White	181/**82.49%**	4498/**74.5%**

Success Rates: **Measures by Gender**	Program (total enrolled students/Success Rate)	EVC
Female	130/**73.39%**	23,259/**72.3%**
Male	2,358/**77.65**%	19,167/**68.6%**
No Value Entered	3/**33.33**%	126/**76%**

Success Rates: **Measures by Age**	Program (total enrolled students/Success Rate)	EVC
17 & Below	11/**54.17%**	918/**79.6%**
18-24	1,679/**74.81%**	25,325/**67.4%**
25-39	626/**82.81%**	11,321/**73.6%**
40 & Over	175/**86.39%**	4951/**79%**
Unknown	2/**0.00%**	37/**72.6%**

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> With respect to success rates, how are your program success rates similar to different from the rest of the campus? What equity gaps have you identified? Our success rates are typically higher than EVC's rates. We are almost equal to EVC regarding Asian success rates, and deficient with undeclared sexual orientation groups and 17 & below and unknown age groups.

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx You will need to select drop down menus as shown below and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type:	Number of Awards (2015-2016)
AA	
AS	8
AS-T	
AA-T	
Certificate 12-18 units	17

4. Student Enrollment Types (average F14-F16)

Day or Evening Student	Headcount	Pct of Total	EVC-Headcount/Pct Total
Day	51.4	22.48%	7764/**47.8%**
Day & Evening	110.2	48.76%	5278/**32.5%**
Evening	64	28.34%	2621/**16.2%**
Unknown	4.3	0.57%	558/**3.4%**

Academic Load	Headcount	Pct of Total	EVC Headcount/Pct Total
Full Time	54.6	21.2%	4848/**29.6%**
Half Time or less than half time	96.4	37.61%	11,347/ **69%**

5. Student Demographics- Headcount (average F14-F16)

Gender	Headcount	Pct of Total	EVC Headcount/Pct Total
Female	13.4	5.92%	4753/**53.9%**
Male	212.4	93.73%	4030/**45.7%**
No Value Entered	1.3	0.58%	33/**0.4%**
Age	**Headcount**	**Pct of Total**	**EVC Headcount/Pct Total**
17 & Below	6.6	2.18%	499/**5.6%**
18-24	151.2	65.78%	5262/**59.6%**
25-39	53.6	23.47%	2068/**23.4%**
40 & Over	17.8	7.76%	982/**11.14%**
Unknown	2	0.87%	12/**0.14%**
IPEDs (Race Ethnic Classification)	**Headcount**	**Pct of Total**	**EVC Headcount/Pct Total**
American Indian	6.5	0.68%	52/**0.59%**
Asian	275.6	30.61%	3436/**39%**
Black or African American	17.8	1.98%	226/**2.6%**
Hawaiian/Pacific Islander	9.2	1.01%	40/**0.46%**
Hispanic	401.8	14.2%	3392/**38.5%**
Two or More Races	14.2	1.55%	231/**2.6%**
Unknown	108.2	12.06%	853/**9.7%**
White	64.8	7.3%	586/**6.7%**

How is your percent of total program headcount (average F14-F16) compared to the campus?
The Automotive program total is 69.4, compared to EVC total of 100.1

What gaps have you identify in your program? How is your program enrollment similar or different from the campus? Which gender, age, and/or ethnic group are proportionally smaller than campus make up? It is noticeable that the majority of automotive students are male, which reflects the workforce demographics. Some efforts have been made to help enroll women in the automotive program. Steps have been made to educate students and the public about the diverse careers in the automotive industry, and disprove the belief of only male-dominated roles in industry. It is also notable that 40 and older automotive students are enrolled at a lower number than the college average for that age. Educating students and the public about the possibilities of changing careers to one in the automotive industry.

6. Institutional Effectiveness (2 year average, see Summary Tab)

	Program	EVC
Capacity	70.51	73%

Productivity (goal 16)	11.26	14.86

Is your capacity rate higher or lower than the campus?	Slightly lower
Is your productivity goal higher or lower than the campus?	Slightly lower

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6 year timeline for scheduled course outline revision.

   Most of our courses have been updated in the last year (2016) and are updated every two years. The automotive program is currently developing an automotive collision program. Four new advanced courses will be finalized in spring 2018: NVH (Noise, Vibration, and Harshness), Collision Mitigation, Reprogramming the Vehicle Computer, and Collision Electrical. We plan to offer these new courses starting in Fall Semester 2018.

2. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

   In accordance with district guidelines, all courses are reviewed and revised at least every two years. The faculty regularly attend significant industry training to bring the latest innovative methodologies to the classroom and lab. Thanks to our association with American Honda and Fiat Chrysler Automotive, we are able to offer our students online interactive coursework as well as classroom and home study. The program's Student Learning Outcomes (SLO) have been identified and tracked, with continual tuning of methods and procedures to maximize student success. Student competency has consistently improved as a result of SLO tracking.

3. If external accreditation or certification is required, please state the certifying agency and status of the program.

   Every five years, the NATEF (National Automotive Technicians Education Foundation) performance a through on-site re-certification of our automotive program against their standards. Our automotive program has maintained a NATEF Master Certification since 1999, meeting the criteria for all eight ASE (Automotive Service Excellence) competency areas.

   In order to maintain our training contract with Honda of America for the PACT program, we certify every course every year.

PART C: Student Learning Outcomes and Assessment

1. Since your last program review, summarize SLO assessment results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes…).

All of the course SLOs for the Automotive Program have been identified and assessed at least once. SLOs are typically assessed by test results and instructor observations after the course is concluded. Based on SLO assessments, we have adjusted and enhanced our instruction methods, curriculum delivery, and general policies to improve student success. We have department meetings every Wednesday during the semester and discuss student outcomes, enrollment, and industry needs. On September 1, 2017 during our division meeting, we discussed learning outcomes and strategies being made to achieve greater retention and graduation levels.

2. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?

Instructors (full-time and adjunct) have experimented with many methodologies, andragogy, and delivery enhancements, including online training, assigning research topics more in line with Millennial interests, and acquiring more modern and effective learning stations. The most significant challenge is to guide students to be punctual, do homework, and understand the rigor that is required to be successful in this complex and demanding industry. Further assessments will be performed each semester to follow. After analyzing low test-scores and finding that many students couldn't buy the class textbooks or waited to buy them until later in the semester, textbooks have been placed on reserve in the library. In classes where high school students were enrolled, textbooks were purchased for them and loaned free-of–charge. The program certificates were condensed with fewer classes needed for completion, making it easier to complete them. Also, a greater variety of certificates are being offered.

PART D: Faculty and Staff

> 1. List any changes to faculty or staff since the last program review
>
>   New temporary division Dean: Maniphone Dickerson

PART E: Budget Planning

> 1. List any changes to budget since the last program review (including any funding allocations from previous program reviews and/or external (fund 17) funding opportunities.
>
>   None

PART F: Technology and Equipment

> 1. List any changes to technology of equipment since the last program review.
>
>   Updated factory and generic scan tools, Collision Mitigation calibration equipment, new engine technology, new transmission technology, and electrical waveform equipment

PART G: Additional Information

> Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.
>
> New programs include Guided Pathways, non-credit classes, Subaru training, Chrysler/Fiat training, Student internships

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests	Ongoing Budget Needs:	Request linked to: SLO/PLO #:
Automotive counselor 2 more adjunct faculty	One-time Expenditure:	Strategic Initiatives (student centered, organizational transformation, community engagement): As part of guided pathways Improving student success rates: Achievement of program set standard for student success:

Facilities Welding facility	Ongoing Budget Needs: One-time Expenditure: ~$8,000,000	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Determined necessary by advisory meetings conducted with collision-repair industry in the years 2016 and 2017 Improving Student success rates: Achievement of program set standard for student success:
Technology New technology servicing equipment	Ongoing Budget Needs: One-time Expenditure: ~$40,000	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: New equipment needed to instruct newly-created collision courses.
Equipment/Supplies Tools and modern testing equipment	Ongoing Budget Needs: One-time Expenditure: ~$50,000	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: Tools and equipment needed to maintain the automotive program's national automotive accreditation with NATEF