

Enhanced Career Education Program Review: Enhanced CTE Program Review-auto-2023

Cover

Overview

Program Review Year 2023

Title Enhanced CTE Program Review-auto-2023

Year of Last Comprehensive Review Fall 2022

Year of Last Mini Update, if applicable 08/30/2018

Originator Bernbeck, Mark

Area Dean Angel G. Fuentes

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses with no Degree or Certification

- AUTO 190 - Noise, Vibration, and Harshness Diagnosis/Repair - Active
- AUTO 117 - Automotive Principles - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Brown, Robert
- Fakhruddin, Fahmida
- Fuentes, Angel
- Pouncil, Matais

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- **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**

Related Assessments

- **1. Provide a brief summary of your program.**

The Automotive Technology Program moved to the new Evergreen Valley College campus in 1975 from its previous location at San Jose City College. The program serves traditional students and industry professionals with day and evening courses. With the rapid changes and advancements in automotive technology, the need has grown for technicians to be able to service, diagnose, and repair modern vehicles. The day program features an accelerated pace with sequential four-days-per-week classes, and the evening program typically offers one- or two-days-per-week classes, to accommodate students who cannot take the day program because of work-schedule conflicts.

The program includes automotive service technician training, as well as corporate programs sponsored by American Honda/Acura and Tesla and their service centers. The manufacturer programs blend EVC coursework with specific hands-on skills tasks. Students intern at the manufacturer service centers and then are given placement opportunities at available centers. The Auto program houses the CA smog referee center which offers student internship opportunities and raises community awareness of the Automotive Program. The program offers Dual Enrollment for high school students that have automotive programs and a partnership with EVC. Another Dual Enrollment partner is the Elmwood correctional facility in Milpitas, where EVC faculty teaches the foundational course during summer intercession.

The Auto program offers a range of opportunities for students, which include pursuing individual courses, five certificates of achievement, and two AS degrees. The mission of the Auto program is to empower students with the latest technological knowledge and workplace skills needed to obtain employment and

serve the needs of the local business community and vehicle manufacturers.

- **2. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

In the last two years, the program had the retirement of two full-time faculty. Two faculty members that were associate faculty were hired full time. Two new associate faculty were hired. Without having the previous faculty count of five faculty members, some courses and programs have not been offered. The addition of the Tesla START program requires the use of one full-time faculty and one part-time faculty. The program requires six total full-time faculty to be able to offer all the courses and certificates. The program has continually made a request to add two more full-time faculty to be able to offer these courses and pathways for certificates and degrees.

The program has maintained its industry accreditation with the ASE (Automotive Service Excellence) Alliance for national automotive program accreditation and training. Even with the change in faculty, the program has been able to maintain its curriculum and learning outcome assessment deadlines. With the Perkins and Strong Workforce grants, the program has been able to purchase needed tools and equipment to be able to offer students theory and hands-on training with the latest technology and equipment. Electric vehicles and training equipment are needed for the program to offer that training. Toolboxes and a full set of tools were purchased for all lab groups in all labs. A devoted counselor with an office in the automotive building helps students who would not typically seek out a counselor on campus make an education plan. With these investments and innovative services, the program can offer an education at low cost that is equitable and supportive.

Although there have not been enough faculty to offer the smog courses, the certification has been kept current. The relationship and faculty security clearances with Elmwood Correctional Facility have also been kept up to date and instruction held during the summer intercession, when faculty is available.

In accordance with district guidelines, all courses are reviewed and revised at least every two years. The faculty regularly attends significant industry training to bring the latest innovative methodologies to the classroom and lab. Thanks to our association with American Honda and Tesla, we can offer our students online interactive coursework as well in the classroom and for 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 because of SLO tracking.

The program continues to achieve its goals of meeting or exceeding 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.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'20-F'22 average		73.44%		

Related Assessments

Courses with no Degree or Certification

- AUTO 190 - Noise, Vibration, and Harshness Diagnosis/Repair - Active
- AUTO 117 - Automotive Principles - Active

Program Success Rate 78.05%

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

Program Set Standard 77.54%

Recommendation: 90% of the 2 year 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.

Program Success Goal 78%

- 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?

Since the last program review, our success rate with women and those under 17 years of age has improved. Black/African American and Pacific Islander groups aren't as well represented in the program. If another faculty were hired and able to teach at Elmwood Correctional Facility, it might help serve those populations better. More partnerships with Industry and connections with other colleges through articulation will also bring in different demographics than those typically enrolling in the college. New relationships with high schools through dual enrollment and recruitment will also help bridge the gap.

Success Rates: Measures by IPEDs Race/Ethnicity

- American Indian: 22 - 0.270%**
Program Average Total Enrolled
0.000
Program Success Rate
0.000
- American Indian: 22 - 0.270%**

Program Average Total Enrolled

98.000

Program Success Rate

86.150

- **American Indian: 22 - 0.270%**

Program Average Total Enrolled

6.000

Program Success Rate

68.250

- **American Indian: 22 - 0.270%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **American Indian: 22 - 0.270%**

Program Average Total Enrolled

225.000

Program Success Rate

74.660

- **American Indian: 22 - 0.270%**

Program Average Total Enrolled

15.000

Program Success Rate

77.870

- **American Indian: 22 - 0.270%**

Program Average Total Enrolled

9.000

Program Success Rate

52.940

- **American Indian: 22 - 0.270%**

Program Average Total Enrolled

41.000

Program Success Rate

81.850

Success Rates: Measures by Gender

- **Female: 4625 - 56.670%**

Program Average Total Enrolled

30.000

Program Success Rate

67.360

- **Female: 4625 - 56.670%**
Program Average Total Enrolled
365.000
Program Success Rate
78.760
- **Female: 4625 - 56.670%**
Program Average Total Enrolled
1.000
Program Success Rate
100.000

Success Rates: Measures by Age

- **17 & Below: 494 - 6.100%**
Program Average Total Enrolled
16.000
Program Success Rate
63.730
- **17 & Below: 494 - 6.100%**
Program Average Total Enrolled
287.000
Program Success Rate
78.150
- **17 & Below: 494 - 6.100%**
Program Average Total Enrolled
70.000
Program Success Rate
78.320
- **17 & Below: 494 - 6.100%**
Program Average Total Enrolled
22.000
Program Success Rate
95.280
- **17 & Below: 494 - 6.100%**
Program Average Total Enrolled
0.000
Program Success Rate
0.000

- a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Since the last program review, our success rate with women and those under 17 years of age has improved. Black/African American and Pacific Islander groups aren't as well represented in the program. If another faculty were hired and able to teach at Elmwood Correctional Facility, it might help serve those populations better. More partnerships with Industry and connections with other colleges through articulation will also bring in different demographics than those typically enrolling in the college. New relationships with high schools through dual enrollment and recruitment will also help bridge the gap.

- b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

The program Set Standard is 77.54% and program Success goal is 78%. The program is performing well, and most groups are performing better than the college's rates.

- c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

- a. Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.

Only during the campus closure during the pandemic were some of the program's classes offered online. Since the program requires hands-on training to be accredited by the ASE Alliance, the program has resumed in-person instruction. Students who did not receive hands-on training were less prepared for advanced classes. Students who received hands-on training were better prepared for advanced classes and work in industry.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- Day: 3150 - 46.300%**
Program Average Headcount
 100.000
Program Percentage of Total
 53.100
- Day: 3150 - 46.300%**
Program Average Headcount
 61.000
Program Percentage of Total
 32.400

- **Day: 3150 - 46.300%**
Program Average Headcount
22.000
Program Percentage of Total
11.600
- **Day: 3150 - 46.300%**
Program Average Headcount
6.000
Program Percentage of Total
2.900

Related Assessments

Student Enrollment Type: Academic Load

- **Full Time: 2252 - 33.100%**
Program Average Headcount
38.000
Program Percentage of Total
20.100
- **Full Time: 2252 - 33.100%**
Program Average Headcount
146.000
Program Percentage of Total
77.600
- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Since the last PR, more students have enrolled in the daytime and less in the evening. The program has not been able to offer as many evening classes due to the lack of instructors available and the lengthy process of acquiring new full-time faculty.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The percentage of student's enrollment in the program is similar to the college's, with slightly less full time and more evening. Since this is a career technical program, many students work in industry during the daytime and take courses in the evening. The data shows the need for evening classes for this program.

- **c. Based on the data, would you recommend any changes?**

More instructors would help provide more classes in the evening and daytime. Offering more classes would help more students enroll full time. A devoted full-time automotive counselor would be available to help more students enroll full-time by being able to give more students an education plan who would not otherwise seek a general counselor in another building on campus.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 11042 - 74.220%**
Program Headcount
13.000
Program Percentage of Total
7.000
- **Female: 11042 - 74.220%**
Program Headcount
172.000
Program Percentage of Total
92.580
- **Female: 11042 - 74.220%**
Program Headcount
1.000
Program Percentage of Total
0.690

Related Assessments

Student Demographic: Age

- **17 & Below: 830 - 87.610%**
Program Headcount
13.000
Program Percentage of Total
6.640
- **17 & Below: 830 - 87.610%**
Program Headcount
133.000
Program Percentage of Total
71.590
- **17 & Below: 830 - 87.610%**
Program Headcount
30.000
Program Percentage of Total

16.260

- **17 & Below: 830 - 87.610%**

Program Headcount

10.000

Program Percentage of Total

5.510

- **17 & Below: 830 - 87.610%**

Program Headcount

0.000

Program Percentage of Total

0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 56 - 69.580%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **American Indian: 56 - 69.580%**

Program Headcount

48.000

Program Percentage of Total

25.650

- **American Indian: 56 - 69.580%**

Program Headcount

2.000

Program Percentage of Total

1.060

- **American Indian: 56 - 69.580%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **American Indian: 56 - 69.580%**

Program Headcount

108.000

Program Percentage of Total

57.770

- **American Indian: 56 - 69.580%**

Program Headcount

6.000

Program Percentage of Total

3.510

- **American Indian: 56 - 69.580%**

Program Headcount

6.000

Program Percentage of Total

3.070

- **American Indian: 56 - 69.580%**

Program Headcount

16.000

Program Percentage of Total

8.940

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The declining number of students must be attributed to a lack of course offerings and the pandemic. Less courses were offered during this period, due to faculty retirement. Fewer students initially enrolled, and some students left during the pandemic, when hands-on labs could not be offered.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

a. Discuss any gaps that have you identified in your program.

Discuss how your program enrollment is similar or different from the campus.

Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.

Female students have always been a challenge to recruit and reflects a male-dominated industry. The program began teaching the female population at Elmwood Correctional Facility but can only assign an instructor during the summer. Another full-time faculty could teach in the Fall and Spring semesters if the program were granted another position. Increasing dual enrollment at high schools could also increase enrollment numbers of female students and those of ages seventeen and below. Having more faculty could provide more evening classes that would increase the numbers of professionals of ages 25 and over, who wish to return to the program and take courses to update their skills and knowledge of the latest technology that is taught in the program.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

Increasing the number of faculty will help the program to be able to offer more courses during the day, evening and at the correctional facility. Having a devoted counselor available in the program's building would help students with developing their education plan and applying for certificates and degrees.

Maintaining industry partnerships and developing new ones will help students connect with industry.

Institutional Effectiveness (2.5 year average)

EVC Capacity: 60.19% EVC Productivity: 12.80

Program Capacity

60.24

Program Productivity

9.41

Is your capacity rate higher or lower then the campus?

higher

Is your productivity goal higher or lower than the campus?

lower

If the program capacity and/or productivity is lower than the campus, please provide rationale

Some automotive students take longer to complete their certificates or degrees due to being employed in the industry. Those students are enrolled part-time while working. Students are encouraged to take courses at a full-time load to complete in a shorter time while taking advantage of financial aid.

Curriculum

Related Assessments

Courses with no Degree or Certification

- AUTO 190 - Noise, Vibration, and Harshness Diagnosis/Repair - Active
- AUTO 117 - Automotive Principles - Active
- 1. Identify any updates to curriculum since the last comprehensive program review, including any new programs.**

There haven't been any new programs or courses developed. The smog courses and certificate were deactivated due to a lack of available certified instructors. The Collision Technical certificate was deactivated due to lack of enrollment. Developing new collision industry relationships and support from those partners would prompt reactivating that certificate.

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

1. Demonstrate principles of safe shop practices.
2. Demonstrate the ability to identify the basic components used in various automotive systems found in automotive vehicles.
3. Demonstrate knowledge of theory and operation of various automotive systems found in automotive vehicles.
4. Perform procedures using the computer-based tools and applications, including diagnostic tools, wiring diagrams, service manuals, repair order documentation, and parts catalogs.
5. Analyze and interpret the theories of electricity and apply scientific problem-solving skills to diagnosing and rectifying faults on electrical circuits.
6. Demonstrate effective interpersonal skills with and effectively function in team environment.
7. Demonstrate knowledge of theory and operation of all major automotive systems used on Honda and Acura vehicles
8. Demonstrate the ability to perform fault validation and determine appropriate next actions.
9. Demonstrate the ability to use proper repair procedures.
10. Demonstrate knowledge of shop hazards safe practices in an automotive repair environment.
11. Demonstrate the ability to diagnose, inspect, measure, and repair transmission, drivetrain, AC, brake, and suspension systems in a competent and professional manner.
12. Apply basic electrical principles to the repair of Chassis and Drivetrain systems.
13. Recognize, diagnose, and repair faults in the following systems: Starting, charging, lighting, instrumentation, climate control, safety, navigation, communication, fuel, ignition, valvetrain, throttle, emissions, powertrain, and stability.
14. Demonstrate skills using online vehicle diagnostic/repair information and specialized test equipment that is consistent with industry standards.
15. Execute safe, proper, and ethical work practices.
16. Utilize service information (electrical diagrams, diagnostic charts, specifications) to perform diagnosis and repair on hybrid and electric vehicles
17. Complete all laboratory tasks using recommended tools and equipment following the manufacturer repair procedures and safety policies
18. Describe the basic function and operation of major systems and parts common to most hybrid electric vehicles

The programs PLOs relate to the ILOs in the following ways: Through *communication*, the student describes safety, technical theory, all automotive systems, electrical and mechanical principles, and personal attributes that lead to successful retention of employment. Students use *inquiry and reasoning* when presented with mechanical and electrical problem-solving tasks. Students learn *information competency* when presented with a variety of resources and must make an informed decision relating to an automotive repair. Students learn *social responsibility* and awareness of their role as an individual and a team in their workplace and society. *Personal development* is achieved through the various courses in the certificate or degree that promote reading and research of the technical profession of automotive repair that is constantly developing and changing. Most of the PLOs are technical in nature. Others have the purpose of assessing interpersonal skills beneficial for retention of employment and advancement.

- **2. Since your last program review, summarize SLO assessment activities and 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, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

The program is currently up-to-date with all SLOs and PLOs. The department has frequent conversations and performs group activities to assess the program's SLOs and PLOs. Faculty in the department attend the SLO committee meetings and the department Coordinator was on the SLO committee for two years. Department minutes attached relating to SLO discussion. The department Coordinator has given presentations with information from the SLO committee in the division meetings. Division meeting minutes attached that show the Automotive Program's SLO and PLO progress.

Faculty and Staff

Related Assessments

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Mark Bernbeck - Full Time, Tenured 2016

Background and certifications:

Mark Bernbeck was hired as an Associate Faculty in the Fall of 2001. He was an EVC automotive student taking Smog courses in the program. He attended automotive classes in 1982 while in high school and his professional experience began as an automotive technician in 1993. He has worked in independent repair shops and dealerships for Volkswagen, Audi, and Porsche. He achieved a Master Technician status with Audi. He has been a licensed smog technician since 1995 and a licensed smog instructor since 2015. Mark was hired full-time at EVC in 2016. Since then, he has been the Program Coordinator and manages the manufacturer programs of Honda, Tesla, Elwood Correctional facility, and High School Dual Enrollment. He has overseen and been responsible for the program's national accreditation with ASE, facility licensing with the BAR for smog instruction, overseen and managed program curriculum, and overseen SLO and PLO reporting. The committees that he has been on in the past include Safety and Facilities for two years and the SLO committee for two years. He currently oversees all curriculum as chair for the Business and Workforce division on the Curriculum committee. Mark has continued with his technical training to be able to teach students about the latest technology. He currently holds a certification as an ASE Master with the Advanced Level certification. Most recently, he became certified for Level 1 and Level 2 for Electrified Vehicles through the SAE. By holding all these certifications and licenses, the program can offer courses and certificates to students that will make them desirable and useful to the automotive industry.

Areas of expertise:

In the 41 years that he has been working on vehicles, Mark has most of the certifications available in the industry and sees no limits to what a person can learn in the industry. He has always accepted new challenges and finds learning from them rewarding. His strengths are mechanical, fuel, and electrical diagnosis and repair. For the last 27 years, he has had a master certification with ASE for all 8 repair areas, including the Maintenance and Repair G1 and Advanced Certification L1. He is certified by the Bureau of Automotive Repair (BAR) as a smog instructor. He also has a Level 1 and Level 2 certification for Electric Vehicles through the Society of Automotive Engineers (SAE).

Michael Cortese – Full Time, Tenure Track 2021

Background and certifications:

Michael Cortese attended Evergreen Valley College as a Ford ASSET student. He graduated with an A/S degree in Automotive Technology (1995) He became Ford Senior Master Technician in 2001. He was a mentor for new apprentices until he left in 2004 to become an Instructor at Silicon Valley Career Technical Education (SVCTE). He taught for 17 years, working with High School students in the Transportation industry. In 2006, he started instruction at EVC as an associate faculty and continued until he was hired as a full-time faculty in 2021. In this time, he trained at Honda training centers multiple times and is 80% certified Votech instructor. He also trained with Snap On and can now teach student certification courses in Multimeter use, Torque application, Shop Key use, Fastener identification, Zeus scan tool use, and Zeus shop scope use. Since he was a technician, he passed all the ASE certifications giving him Master Technician status and has maintained this for over 25 years. 2022 he became electric car certified level one. He is the one teaching Hybrid and electric cars classes in the Automotive department at EVC. In the last two years he has taken over 40 hours of ASE webinar training offered by ASE. These include high voltage safety, classroom strategies in teaching, electrical testing, etc. Also, in 2022 He became an ETL for ASE. This gives him the certification to inspect other automotive programs to be sure they are teaching to standards set by ASE. On campus Michael volunteers with food giveaways from Second harvest food bank. He is part of the Safety and Facilities committee. He has been a part of the EVC auto club. He enjoys cooking for the club meets, setting up, and cleaning up the shop for these events and attending the meetings.

Areas of expertise:

Michael holds a Master ASE status by having all 8 certifications, A1-A8 for automobiles. He holds all 8 Heavy Duty/Truck certifications T1-T8. He also has G1 and Advanced L1 certifications. Michael also has the SAE Electric Vehicle Level 1 certification. He has also been certified with Snap-On NC3 for Torque and Meter use. With these certifications, Michael can teach all classes offered by the department.

Long Tran – Full Time, Tenure Track 2022

Background and Certifications:

I have been in the automotive industry since 1989 as a technician, automotive tool R&D consultant, manager, shop owner and instructor. I received my degree in Automotive Technology at De Anza College. Besides my college degrees, I was trained & certified by GM, Honda and Mercedes-Benz manufactures. I'm also ASE Certified Master Technician A1–A8 since 1990, ASE G1 certified since 2021, Certified Advanced Level Technician L1&L2 since 2000 and holding CA state smog check license since 1990. I started teaching part-time at De Anza and Evergreen Valley Colleges in 2018 and became a full-time instructor at EVC in 2022. Before accepting the full-time teaching position, I was a shop

owner and managing an auto repair business from 2006 to 2022. I've also joined Snap on Tools, diagnostic division from 1993-2021 as a consultant for diagnostic tools R&D. This summer I've attended 60 hours training for EVPro+ Level 1 and Subaru Solterra HV system trainings.

Areas of Expertise:

I specialize in engine performance, electricity, computer controls, air conditioning, emission diagnostic and repair. I am also focused on automotive lab scope diagnostics with engine propulsion/in cylinder pressure transducer and current ramping analysis. My duties when working at Snap on diagnostic R&D facility was:

- Creating scanner repair tips information for vehicle driveability problem troubleshooting and repairing database software.
- Creating CTM meter engine fuel/emission component testing tips/procedures and authorizing the CTM tool software.
- Beta testing Snap-on scanners, CTM meters, DSO and other diagnostic test equipment before products release.

I've been experimenting/developing techniques to repair or retrofit old/out of production automotive electronic parts for vintage/collection vehicles. The challenge is to make used part with security protection to work with other vehicles. I've successfully adapted many old electronic parts and made those old cars reborn. My hobby is collecting vintage audiophile equipment. Most of my classic, and collectible audio equipment was 30–60-year-old and required repairing/restoring with a lot of electronic circuit knowledge and the ability of circuit troubleshooting. I've been enjoying this hobby a lot and happy to see them sing again.

Juan David Gil – Full Time, Tenure Track 2022**Background and Certifications:**

Juan D Gil attended Chabot College from 2008 until 2011, where he attempted to complete an A/S Degree in automotive. Due to reasons which later would direct him towards working in education, he was not granted a diploma. The same year that he last attended Chabot College, he began to work in the automotive industry as an apprentice technician. The wide dealership experience that Juan processes comes from working with manufacturers such as GM, Toyota/Lexus, and BMW/Mini. His tenure at these companies varies from one year at GM, five years with Toyota/Lexus, and another five with BMW/Mini. Leadership has been at the forefront of Juan's professional life. One example of this was his participation in contract negotiations at his dealership in the position of shop steward for Piercey Toyota. Innovation and education have also driven Juan to become an ASE Master Technician in 2015 and a California BAR Smog Inspection and Repair licensee since 2013. Juan has received training from multiple manufacturers, which has placed him at Toyota Expert level in multiple areas, and BMW Certified Technician level. Additionally, he has received extensive training in OEM and aftermarket scan tools, diagnostic tools such as graphing multimeters, and digital storage oscilloscopes. Additionally, Juan has self-taught many fabrication skills, including engine blueprinting and machining, metal fabrication, MIG and TIG welding. In 2022, Juan began teaching at an associate faculty level, and in the same year, he was hired in a full-time capacity. One of his greatest motivations is his eagerness to offer an education to EVC auto students that far exceeds the education he received from his formal college professors. Keeping up with this enthusiasm to improve his students' college experience at EVC, Juan has led efforts to create a student Auto club, where he is currently the lead advisor. Juan has also facilitated many student-centered events, where students were able to meet industry professionals, leaders, and employers. Moreover, Juan coordinated the first-ever field trip in the history of the Auto

program at EVC, where students got the opportunity to visit several automotive dealerships. Juan's commitment to self-improvement also has him pursuing a master's degree in communication studies. Another area Juan wishes to improve is the San Jose community. He has made valiant efforts to bring Automotive education to current inmates incarcerated at Elmwood Correctional Facility. With the collaboration of EVC and Santa Clara County correctional administration, Juan has been working towards building an area that will be adequate for Elmwood students to receive a quality education.

Areas of Expertise:

Juan is ASE master certified in all eight areas with an advanced level L1 certification. He also has a current smog repair license. He has manufacture experience with GM, Toyota/Lexus, and BMW/Mini. His passion for continuing education shows an ambition to be part of a respected and renowned educational program. His compassion and innovation are evident when presenting to different audiences, such as Elmwood Correctional Facility. Juan's experience and training make him a versatile faculty who can teach any of the programs various courses.

Sean Pingue – Associate Faculty 2022

Background and certifications:

Sean Pingue is an ASE & PACT Certified Honda Instructor for the Evergreen Valley College Automotive Program. Professor Pingue has over 10 years of professional industry experience and has been able to incorporate his vast expertise into the classroom. Professor Pingue continues as a Journeyman Honda Technician while teaching the future students of industry with the Automotive Night Curriculum.

Areas of expertise:

Sean holds an Associate of Science in Automotive Drivetrain and Chassis and ASE Certifications G1, A1, A4, A5, A6, and A8

Jozef Antolin – Associate Faculty 2022

Background and certifications:

Jozef Antolin has been an Automotive Instructor from 2006 - Present. He was hired as an adjunct at EVC in 2022 to facilitate a dual enrollment class with Wilcox High School, Santa Clara Unified School District. Jozef has been an automotive teacher at Wilcox H.S. for 17 years. Prior teaching experience includes Santa Barbara City College: Adjunct, and Ventura College: Adjunct.

Educational history includes Davis and Elkins College WV. 1984: B.S. Biology: Wilson College. PA 1990: Pennsylvania Preliminary Teaching Credential: Santa Barbara City College. 2005: Certificate in Automotive Technology and

Santa Clara ELA. 2010: California Cleared Single Subject Credential in Transportation.

He has not participated in EVC professional development but has worked with SCUSD and participated in multiple PD's to address and develop skills to foster student success. Skills developed include creating curriculum to maximize access to content for Emerging Multi-Lingual Learners (EML's), Grading for equity, Understanding student's needs for success, and creating an appropriate trusted adult/mentor relationship with students. Recognizing Diversity, Equity and Inclusion issues that each student may encounter and working toward creating a learning environment to address students' needs.

Areas of expertise:

ASE Certifications that are current include (G1) Auto Maintenance and Light Repair and (A6) Electrical/Electronic Systems. An area of focus is on Electric Vehicle Basics.

Johni Recinos – Associate Faculty 2023**Background and certifications:**

2012 completed an auto technician certificate at CET Center for Employment Training. 2017-2021 attended to EVC and graduated and achieved the following degree and certificates:

Auto-Chassis and drivetrain Associate in Science

American Honda Certificate of Achievement

Auto Chassis and Drivetrain Certificate of Achievement

Auto Electrical Engine Performance Certificate of Achievement

Auto Hybrid and Electrical Vehicles Service Certificate of Achievement

Auto Foundational Skills Certificate of achievement

I have been working as an Auto technician for more that 7 years, currently working as a Honda Auto technician at Victory Honda of Morgan Hill.

Area(s) of expertise: Johni has the ASE certifications G1 and A6. He is also a Honda PACT graduate which helps him mentor the department's Honda PACT students.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

The department has been trying to expand its reach further outside of the local community by attending meetings with dealership management from various manufacturers, independent repair facilities, automotive unions, collision repair facilities, high schools, and the Elmwood Correctional facility. The faculty are also motivating students to assemble a student club for outreach and charity events. Unfortunately, due to not having enough faculty, these relationships cannot be maintained on a regular basis. The department proposes to rename the department coordinator position from "Honda Coordinator" to "Automotive Program Coordinator" with an additional load of .10 FTE, changing it from .30 FTE to .40 FTE. The extra load would provide for some more capacity for recruitment. Otherwise a department chair position would also have the capacity for the extra work. Also, more NIO assignments for other faculty for recruitment purposes is proposed. The goal is to expand the departments reach to a greater community to enroll students of underrepresented demographics. The timeline for this will extend to the next two years.

Budget Planning

Related Assessments

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

The budget is not adequate at meeting the program's needs. This is due to the high demand of trained professionals and the program not having a high enough capacity to produce the number of graduates that industry requires. Another factor is the rapid advances of technology that require new equipment and new vehicles at a yearly schedule. Lacking are: Latest equipment, vehicles, a new building to add another manufacturer program, facilities improvements for evening instruction in the outside lab areas, and a caged parking area for vehicles.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

We have purchased toolboxes and tools for labs, torque kits, electrical test boards, computer scan tools, electronic scopes, tire machines, tire balancers, alignment rack and machine, and software to update equipment with the latest vehicle specifications.

Technology and Equipment

Related Assessments

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The equipment added to the program includes tools, tool boxes, a tire machine, a wheel balancing machine, beginning and intermediate electrical test boards, scan tools, digital scopes, and electronic test equipment. Newer equipment is needed every year to remain current with industry and advances in technology. The equipment purchased allowed students to be in smaller groups, helping their outcomes. Different equipment allows students to get a variety of exposure to different test equipment and technology. This exposure made students more prepared for different shop environments that have different levels of technology.

Additional Information

Related Assessments

Part G: Additional Information

Future Needs and Resource Allocation Request

1. Technology**Ongoing Budget Needs**

\$5000

One-Time Expenditure

\$12,700

Request linked to SLO/PLO #

SLO #3 for Auto181B

Strategic Initiatives (student centered, organizational transformation, community engagement)

No

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

2. Equipment/Supplies**Ongoing Budget Needs**

\$24000

One-Time Expenditure

\$378000

Request linked to SLO/PLO #

SLO #3 for Auto 181B

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

3. N/A**Ongoing Budget Needs**

\$10000

One-Time Expenditure

\$32000

Request linked to SLO/PLO #

SLO #3 for Auto181B

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

No

4. N/A**Ongoing Budget Needs**

\$289,442

One-Time Expenditure**Request linked to SLO/PLO #**

SLO#3 for Auto 181B

Strategic Initiatives (student centered, organizational transformation, community engagement)

No

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

Total CostTechnology

Ongoing Budget Needs: \$5000

One-Time Expenditure: \$12,700

Equipment/Supplies

Ongoing Budget Needs: \$24000

One-Time Expenditure: \$378000

N/A

Ongoing Budget Needs: \$10000

One-Time Expenditure: \$32000

N/A

Ongoing Budget Needs: \$289,442

Attach Files

Attached File

1_BWD Status 16 March 2022.xlsx (/Form/Module/_DownloadFile/5068/43748?fileId=419)

Assessment Report Compliance as of September 28.docx (/Form/Module/_DownloadFile/5068/43748?fileId=420)

Auto Department Meeting minutes Feb. 22, 2023.docx (/Form/Module/_DownloadFile/5068/43748?fileId=421)

Auto funding.xlsx (/Form/Module/_DownloadFile/5068/43748?fileId=422)

Program Review_AUTO_F2F_updated.xlsx (/Form/Module/_DownloadFile/5068/43748?fileId=423)

Program Review_AUTO_ONLINE_updated.xlsx (/Form/Module/_DownloadFile/5068/43748?fileId=424)

Additional Information for PR.docx (/Form/Module/_DownloadFile/5068/43748?fileId=425)

Award Count_AUTO_2022-2023.xlsx (/Form/Module/_DownloadFile/5068/43748?fileId=427)

IEC Reviewers

IEC Mentor

Fahmida Fakhruddin

IEC Second Reader

Robert Brown