

Instructional Program Review Report
Sierra College, 2014-15
Draft

Department/Program Name: Automotive Technology

Date Submitted: March 6, 2015

Submitted By: Stephen Smith and Alex Wong

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible concerning the present and future of the program to assess and recommend the resources needed to keep the program viable and robust.

Please attach your Department Statistics Report (DSR) and your ePar Report when sending in your Program Review.

1) Relevancy: This section assesses the program’s significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

Reply here:

- To prepare students for the attainment of an AA or AS degree.
- To provide skills training that enables students to attain certificates in the automotive industry.
- To provide training that leads to employment in the automotive service and repair industry.
- To provide additional or up-date training for technicians currently employed in the automotive service and repair industry so that they may advance in proficiency and earning potential.
- To help meet the demand and needs of the automotive service and repair industry for qualified and trained technicians.
- To provide training resources for State mandated licensing programs (Smog Technicians).

1b) How does your program fit within the district mission, as quoted below?

“Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training, and life long learning. The College’s programs and services encourage students to identify and to expand their potential. Sierra College students will develop the knowledge, skills and abilities to become engaged and contributing members of the community.”

Reply here:

- The Automotive Technology Program is a CTE program which helps students explore the automotive service and repair industry as a career, to prepare for entry level employment, and helps working technicians to broaden their knowledge and to acquire new skills to advance their careers.
- The Automotive Technology Program provides training which enables students and working technicians to be successful in becoming ASE (Automotive Service Excellence) certified technicians.
- In addition to technical skills the Automotive Technology Program trains students in the “soft” skills (punctuality, cleanliness, safety, etc.) necessary for success in the industry.
- Students acquire skills which enable them to become contributing members of the community.
- Provide update training resources to renewal the auto technician licensing status.
- Community members can enhance their lifelong learning by attending automotive classes.

1c) Program offerings align with which of the following mission categories (check all that apply):

- Transfer Career Technical Education
 Basic Skills Personal Development/Enrichment Lifelong Learning

1d) Please analyze the role of your department’s programs and offerings in supporting the categories marked in 1c above; please provide evidence in support of this analysis. If any of the following apply to your program, please address them in your analysis.

- The number of degrees, certificates, and/or licenses your department has generated
 - The alignment of these awards with the district’s mission and/or strategic goals. (See the district “Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program’s awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Enter comments here:

- The Automotive Technology Program provides career and technical education which leads to entry level jobs as well as providing update training for currently working technicians.
- Automotive students may transfer to Los Angeles State University where they may further their education to earn 4 year degree and beyond in Automotive Technology.
- The Entry Level Automotive Service and Repair Skills Certificate provide students with the basic skills needed to enter the industry with only one semester of training (13 units).
- Non-career oriented students can gain knowledge and skills needed to maintain their own vehicles or pursue automotive hobbies.
- The CTE core indicators report showed employment rate at 53%. It was at 86% at the last Program Review Report in 2009. This was caused by the lack of skills of graduates from the two private local trade schools entering the industry. Most employers in this area now require work experience, not certificates or degrees from all entry candidates. One of the trade school is closed. This negative employment condition will improve with time. Our plan to improve this situation is to promote more internship with our students. We have made internship requirements a part of all achievement certificates.
- The award data file indicated the last six years after the Program Vitality Review has doubled from the pre-2008 data. This indicates the post Vitality process is working towards regaining the full potential of the program before 1997.
- Another contributor to the decrease in employment is most certainly linked to the economic down-turn of the last few years.
- The California EDD employment projection for automotive service jobs indicates growth of 22.9% for the 2010 to 2020 time frame.



PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code
Summary Detail Report for 2013-2014 Fiscal Year Planning

SIERRA COLLEGE

094800 Automotive Technology

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	87.50	63	72	78.26	18	23	90.28	65	72
Female	100.00	2	2	100.00	1	1	100.00	2	2
Male	86.96	60	69	77.27	17	22	89.86	62	69
Non-traditional	100.00	2	2	100.00	1	1	100.00	2	2
Displaced Homemaker	100.00	3	3		0	0	100.00	3	3
Economically Disadvantaged	86.00	43	50	86.67	13	15	94.00	47	50
Limited English Proficiency	100.00	7	7	100.00	4	4	100.00	7	7
Single Parent	71.43	5	7	0.00	0	1	85.71	6	7
Students with Disabilities	85.71	6	7	100.00	3	3	100.00	7	7
Technical Preparation		0	0		0	0		0	0
District	87.50	63	72	78.26	18	23	90.28	65	72
State	87.21	54,337	62,306	66.22	14,876	22,464	82.59	50,834	61,549

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	53.33	8	15	2.78	2	72	5.26	1	19
Female		0	0	100.00	2	2	100.00	1	1
Male	53.33	8	15	0.00	0	69	0.00	0	18
Non-traditional		0	0	2.78	2	72	5.26	1	19
Displaced Homemaker		0	0	0.00	0	3		0	0
Economically Disadvantaged	40.00	4	10	2.00	1	50	0.00	0	14
Limited English Proficiency	0.00	0	1	0.00	0	7	0.00	0	4
Single Parent	100.00	1	1	14.29	1	7		0	0
Students with Disabilities	50.00	1	2	0.00	0	7	0.00	0	3
Technical Preparation		0	0		0	0		0	0
District	53.33	8	15	2.78	2	72	5.26	1	19
State	74.32	13,608	18,310	4.79	3,923	81,843	5.71	1,287	22,550

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 89.00% Performance Goal - (2010- 2011)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 88.35% Performance Goal - (2010- 2011)

Core 3 - Persistence in Higher Education: 92.95% Performance Goal - (2010- 2011)

Core 4 - Employment: 76.11% Performance Goal - (2010- 2011)

Core 5 - Training Leading to Non-traditional Employment: Greater than 27.00% Participation & 30.50% Completion - (2010- 2011)

Occupation Title	Bus & Truck Mechanics & Diesel Engine Specialists	Farm Equipment Mechanics & Service Technicians	Mobile Heavy Equipment Mechanics, Except Engines	Automotive Service Technicians & Mechanics	Tire Repairers & Changers
SOC Code	49-3031	49-3041	49-3042	49-3023	49-3093
Number Employed in 2013	22,460	2,920	11,330	66,790	10,760
Number projected to be employed in 2016	24,710	3,180	12,620	74,560	12,440
Projected annual openings* over the 2013-2016 time period.	760	120	430	2,590	560
Starting hourly wage (10th percentile hourly wage)	14.79	12.27	16.83	10.69	9.19
Median hourly wage	23.44	20.02	22.53	19.23	12.93

	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Sierra Total	19	19	21
Associate of Science (A.S.) degree	1		4
Associate of Arts (A.A.) degree	1	5	2
Certificate requiring 30 to < 60 semester units	4	5	2
Certificate requiring 18 to < 30 semester units	13	6	6
Certificate requiring 6 to < 18 semester units		3	7

Academic Year	Certificates	Degrees	Total
2007-2008	4	7	11
2006-2007	6	3	9
2005-2006	7	8	15
2004-2005	2	3	5
2003-2004	2	3	5
2002-2003	2	1	3
2001-2002	4	2	6
2000-2001	11	7	18
1999-2000	8	4	12
1998-1999	6	6	12
1997-1998	5	8	13
1996-1997	18	2	20
1995-1996	10	3	13
Total	85	57	142

1e) Optional Additional Data: Comment on any other relevance to district goals, mission, values, strategies, etc., that your program provides that are not incorporated in the answers above. Consider, for example, contributions to diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Optional comments here:

- The Automotive Technology Program is certified by NATEF (National Automotive Technicians Education Foundation) at the highest possible level (Master Automobile Service Technology) through July 2019.
- The Automotive Program has partnered with Nissan of North America who has donated six vehicles for use in the training program as well as diagnostic scan tools and access to Nissan's factory information system (Assist) as prescribed in a MOU.
- The Auto Club provides community ties and services such as Etch & Catch with the Rocklin Police Department and assists under privileged students and staff in getting their vehicles repaired at no cost. They also created a text book loaning and mentoring program for auto students that need help. It is the most active ASSC club, and raised the most donations and awareness of how our students form partnership with peers and the community.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Considering the information provided on your Department Statistics Report (DSR), comment on the currency of your program's curricula. If your course currency is below 100%, describe why this is and your department's specific plans to remedy this problem. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

Enter curriculum progress comments here...

- The Sierra College Curriculum Review process was completed for all Automotive Technology courses in 2013 as part of the normal curriculum review process (the DSR for Automotive indicates curriculum currency SP 14).
- The Automotive Department's entire curriculum was reviewed and approved by the NATEF evaluation team during the visitation held at the end of the spring 2014 semester.
- The curriculum review process involves all full and part-time faculties periodically evaluating the courses that they teach as well as developing and assessing student learning outcomes for their classes within NATEF curriculum and SLO requirements. All changes are reviewed and approved by the Auto Advisory Committee.
- The Program annually passes the quality audit of the Smog Certification Training Program in meeting curriculum requirements and maintaining the license status of the District as an Approved Smog Training Facility.

2b) Student Learning Outcomes Assessment: Comment on your program's progress in assessment of SLOs, analysis of results, and improvements/changes made to the program. Please provide specific data and analysis in the space provided.

Enter comments regarding outcomes assessment here.

- CSLO's have been developed for every automotive course.
- As the result of departmental review, a decision was made to abandon the existing in-house safety test in favor of an on-line test to conform to the latest commercial testing safety requirements which will:
 1. be more comprehensive in terms of coverage in meeting minimum National Auto repair minimum standards
 2. will reduce redundancy as students will not have to take the same test over and over for different classes
 3. and will reduce class time spent in test taking.
- As advanced technology vehicles such as EV, Alternative Fueled, & Plug-in Hybrid vehicle programs are implemented within the curriculum in the future, more stringent safety instructions will be added.

2c) In the space below, please describe or attach the cycle you have developed for outcome assessment.

Enter comments here...

- Outcomes are evaluated at the beginning of every semester during Flex week.
- Courses have been assigned to a rotating schedule where three to five courses will be evaluated every semester.
- At this time, 5 out of 19 courses have had CSLO's assessed.

2d) Professional development: Describe how your department's planned activities and professional development efforts serve to improve teaching, learning and scholarship. Please be sure to include flex activities, departmental meetings and activities, conferences, and the like.

Enter comments here...

- All Automotive faculty members are required by NATEF to attend a minimum of 20 hours of approved industry up-date training every year. Some examples of training include:
 - On-line training through Nissan of North America.
 - Conferences such as Specialty Equipment Manufacturers Association (SEMA) and Automotive Engine Rebuilders Association (AERA).
 - State of California Smog certification training.
 - OTC (Owatonna Tool Company) up-date training in air conditioning and scan tool use.
 - Certification training through AERA.
 - ATRA (Automatic Transmission Rebuilders Association) training courses.
- Departmental meetings are held regularly to discuss how to improve delivery systems and improve the scheduling of courses to streamline certificate requirements so that students can progress through the program efficiently.

2e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

Enter comments regarding outcomes assessment here.

- All of our non-paid internship students received employment within 6 months with or without program completion.

3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Identify and explain the trends in your program's data. Address separately the data for on ground and on-line course. Comment on the significance of the trends as well as the challenges experienced within the program. If you see a need to improve the statistical trends, outline a plan that will achieve the changes you are seeking. Please refer specifically to the data in your Department Statistics Report, as supplied by the Research and Planning Office, in supplying your answer.

Automotive Technology

Business and Technology

AUTO	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	3 Yr Avg
FTES	66	66	56	62	56	68	62
WSCH	2,047	2,039	1,739	1,928	1,725	2,098	1,929
FTEF Total	4.2	4.3	3.9	4.4	4.1	4.9	4.3
Efficiency (WSCH/FTEF)	483	479	447	443	420	427	450
Fill Rate	89.0%	95.5%	84.9%	87.3%	85.8%	88.8%	88.5%
AveSize	20.7	24.3	20.9	21.0	19.3	22.3	21.4
NumberOfSections	18	15	15	16	15	13	15
Department Retention	88%	92%	94%	89%	93%	90%	91%
Department Success	71%	76%	76%	79%	82%	77%	77%
Online Retention							#DIV/0!
Online Success							#DIV/0!

(28, 95,450 and 800 Courses are removed from Totals)

3 7 2 1 1 4

Enrollment by Location	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	3 Yr Avg
Department Total	373	365	314	349	309	379	348
Roseville Gateway							#DIV/0!
Rocklin Campus	373	365	314	349	309	379	348
Tahoe Truckee							#DIV/0!
Western Nevada County							#DIV/0!
Distance Learning							#DIV/0!

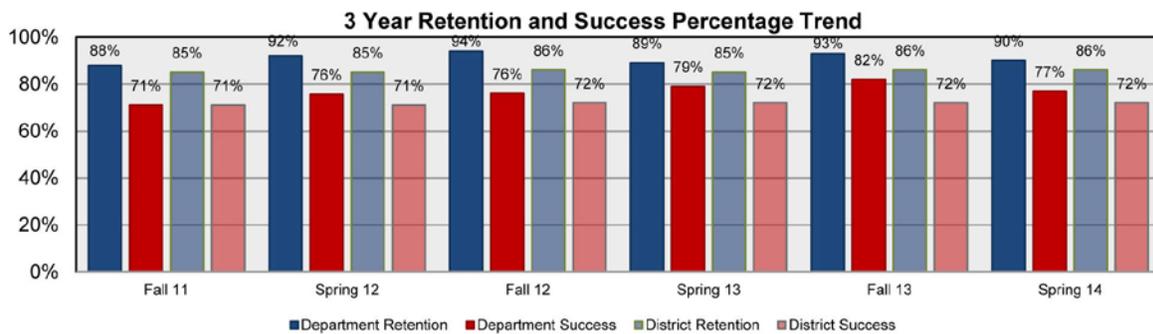
Ethnicity	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	3 Yr Avg
African American Retention	93%	94%	100%	93%	100%	88%	95%
African American Success	71%	35%	75%	73%	86%	71%	68%
Amer Indian/Alaskan Nat Retention	75%	100%	100%	100%	90%	73%	90%
Amer Indian/Alaskan Nat Success	45%	67%	92%	100%	70%	64%	73%
Asian Retention	100%	90%	100%	100%	100%	71%	94%
Asian Success	100%	90%	83%	100%	100%	64%	90%
Filipino Retention	100%	50%	100%	100%	100%	100%	92%
Filipino Success	100%	50%	50%	100%	100%	83%	81%
Hispanic/Latino Retention	92%	100%	93%	84%	92%	94%	93%
Hispanic/Latino Success	66%	82%	69%	68%	77%	79%	74%
Pacific Islander Retention	NULL	NULL	100%	NULL	100%	NULL	100%
Pacific Islander Success	NULL	NULL	0%	NULL	100%	NULL	50%
White Retention	89%	91%	93%	88%	92%	90%	91%
White Success	73%	78%	76%	78%	83%	78%	78%

	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	3 Yr Avg
FT	1.84	1.80	2.04	2.00	2.04	2.00	1.95
PT	1.83	2.10	1.77	2.08	2.12	2.76	2.11
OV	0.59	0.36	0.00	0.00	0.03	0.15	0.19
Total FTEF	4.25	4.26	3.81	4.08	4.19	4.91	4.25

FT/PT Ratio (FT%)	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	3 Yr Avg
Dept	53%	49%	53%	49%	49%	42%	49%
Rocklin	53%	49%	53%	49%	49%	42%	49%
NCC							#DIV/0!
RG							#DIV/0!
TT							#DIV/0!
DL							#DIV/0!

Staff Headcount	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	3 Yr Avg
FT Assigned	2	2	2	2	2	2	2.00
FT Teaching	2	2	2	2	2	2	2.00
PT	5	6	5	6	6	7	5.83

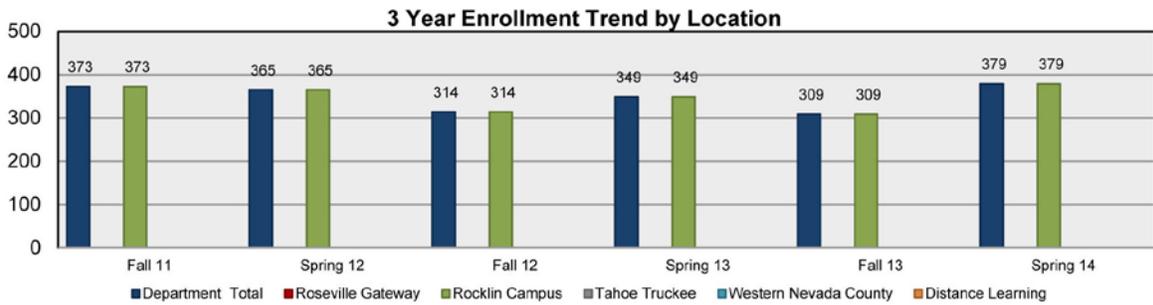
District Information	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	3 Yr Avg
District Enrollment	57,469	55,998	54,620	53,368	55,405	54,190	55,175
District Retention	85%	85%	86%	85%	86%	86%	86%
District Success	71%	71%	72%	72%	72%	72%	72%
District Efficiency	498	512	500	490	475	469	491
District Fill Rate	100.7%	104.2%	102.2%	98.1%	96.1%	94.8%	99.4%



Enter retention and success comments here...

- Over the last three years the course retention rate for the automotive technology program has been above the District average. For this cycle, the average course retention rate for the program was 91% (86.5%) vs. 86% (84%) for the institution. [The numbers in parenthesis are from the last program review in 2009.]
- Over the last three years, the course success rate for the program has been 77% (69.5%) vs. 71.6% (68%) for the institution. [The numbers in parenthesis are from the last program review in 2009.]
- In Fall 2008, the department lost one full time faculty and in Fall 2009, the department was faced with a 45% class offering reduction and sent through the Vitality Process. It was very challenging and disruptive to maintain Program effectiveness when we had to send students to other schools to complete their educational plans. When the department had gone through the Vitality Process and received a ‘thumbs up’ for the recovery plan, we were faced with the subsequent two year budget crisis and reduction. The department was asked to make our recovery plan ‘scalable’. That was not possible because we had turned students away by not offering the ‘needed’ courses.
- Last year Banner enforced course prerequisites. Banner will not allow students who are qualified for early registration to enroll in a prerequisite course when the student is currently taking the required prerequisite course, but not yet completed the course. They either file a petition challenge manually or have to wait till the end of the semester after receiving a passing grade.

3b) Enrollment Trends: Identify and explain the enrollment trends in your program’s data. Address separately the data for on ground, on-line, and enrollment at the various centers. Comment on the significance of the trends as well as the challenges experienced within the program. If you see a need to improve the statistical trends, outline a plan that will achieve the changes you are seeking. If applicable, comment on both the past performance and the future direction of the program as a whole as well as by location and mode of delivery. Please refer specifically to the data in your Department Statistics Report, as provided by the Research and Planning Office, in supplying your answer.



Enter enrollment trend comments here...

- Banner prerequisite enforcement had a negative impact to enrollment.
- The department enrollment stayed within the District enrollment trends.

3c) Productivity: Comment on how the program contributes to overall district productivity. Comment on the significance of the trends as well as the challenges experienced within the program. If you believe the statistical trends need improvement, outline a plan that will achieve the changes you are seeking.



Enter productivity comments here...

- The department stayed within the District productivity trends.

3d) Analysis and Planning: Referring to your ePar Report of Goals, Strategies, Actions, and your assessment of SLOs, comment on how your program plans to maintain or increase its effectiveness and whether it has taken actions to do so.

ePAR Requests

Sierra College

PAR Report - Automotive Technology

Department Goal 1 - Increase student placement in automotive workforce.

Strategies			
Strategy	Action	Result	Strategy Status
03/19/2010 - Work with research department and career connections office to develop a more comprehensive method of tracking student placement in jobs Strategy Type: Internal Partnership			1-New
02/19/2009 - Provide program completion pathway. Strategy Type: Curriculum Change	10/09/2009 - Offered a new course A.T. 150 - Orientation that is required for all students to develop their educational plan. Scheduled for Spring 2010. 10/02/2008 - Developed an educational roadmap for students to complete degrees and certificates.		1-New
02/19/2009 - Develop curriculum for core skills to make students employable in entry level positions. Strategy Type: Other Strategy	10/09/2009 - Changed schedule to make sure required core courses are offered every semester. 05/20/2009 - Met with advisory committee and identified core skills needed for students to be employable. Requiring all first year students to take these courses.		1-New

Department Goal 2 - Increase number of degrees and certificates awarded.

Strategies			
Strategy	Action	Result	Strategy Status
02/26/2009 - Increase course offerings in the evening schedule in order to assure degree and certificate completion for working students. Strategy Type: Other Strategy	01/12/2009 - Added brakes course in evening and fill rate is 100%.		2-In Progress
02/19/2009 - All students will complete an educational plan. Strategy Type: Assessment	05/20/2009 - Developed required A.T. 150 course for all Auto students to develop their educational plans.		2-In Progress

Department Goal 3 - Improve access and participation of special populations

Strategies			
Strategy	Action	Result	Strategy Status
03/05/2010 - Utilize female instructor and liaison counselor to recruit female students. Identify and eliminate barriers to female participation. Strategy Type: Project			2-In Progress

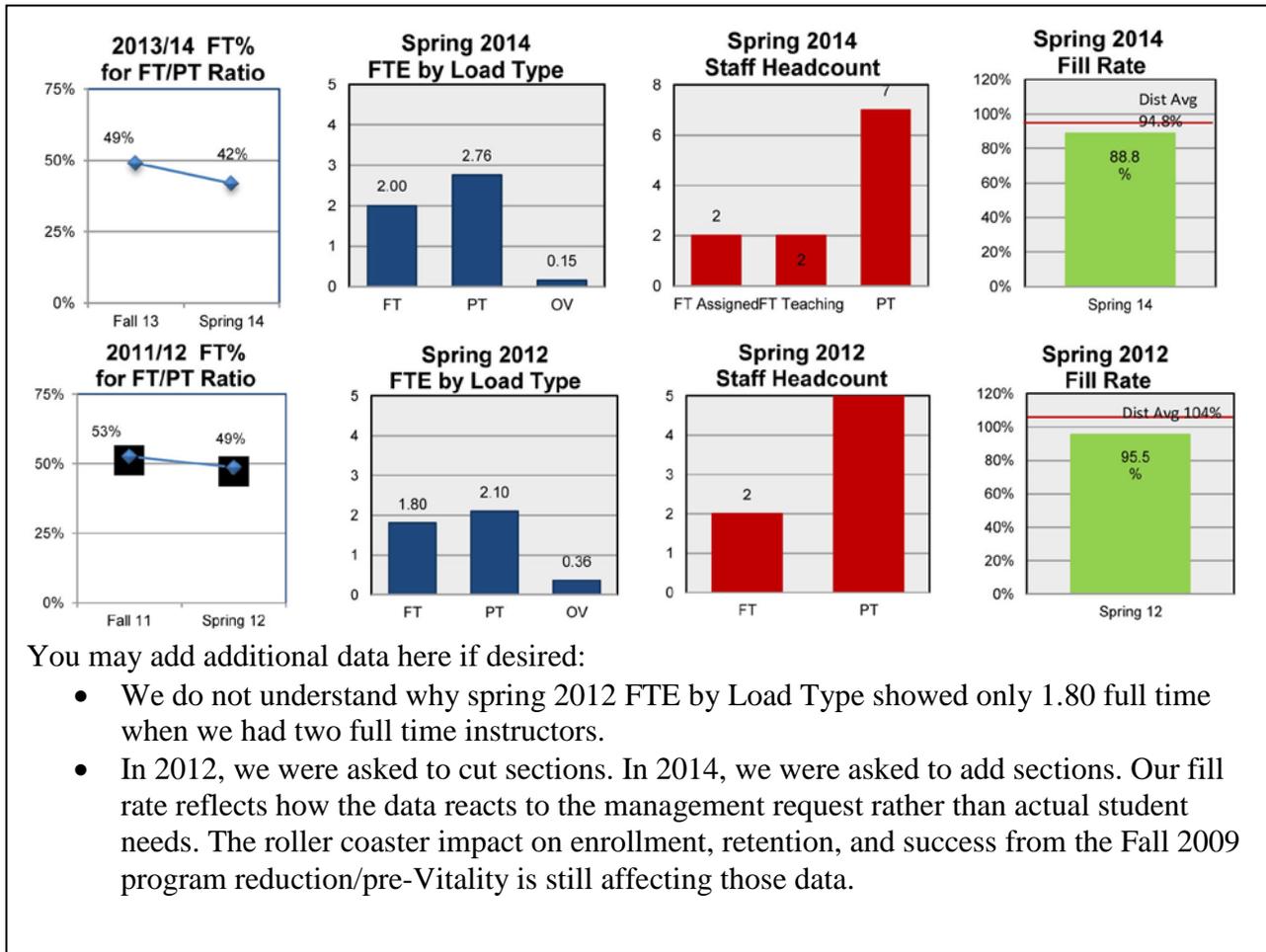
Department Goal 4 - Improve student success and retention

Strategies			
Strategy	Action	Result	Strategy Status
03/05/2010 - Institute an orientation class (AT-150) for students to develop a career pathway leading to employment, certification and/or graduation. Strategy Type: Assessment			2-In Progress

Enter your response here. Please also attach your ePar Report when sending in your review packet.

- Strategy 1 in Department Goal 1 on student employment tracking is the only goal that has not been implemented. CTE committee agreed to create the data tracking system for all CTE programs three years ago and still pending. All other strategies in department goals were implemented and continue monitored.
- The Program has identified equipment needs to stay current with technological and environmental regulations.
- Through the use of district and CTE funds the Department acquired updated equipments for handling refrigerants.
- As noted in section 2b, the Department is moving ahead with the adoption of new safety awareness and testing program.
- The Department’s ePar requests indicate specific equipment needs as well as the need to expand classroom and lab space for future growth.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program’s effectiveness and explain why.



4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above. (Refer to the bottom row of your DSR in your response to this category. You may include budget information if you have it.)

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any analysis of relevant assessment data noted above.

Reply here...

- After the vitality process, the department has shifted priorities from focusing on entry level training to providing update training to students currently working in the industry. The number of replacement job openings is three times the number of entry level jobs in this region.
- The department will need to conduct advanced classes in the evenings and weekends to facilitate the working technicians.
- We are in the process of changing course content so that we can provide a stackable certificate matrix.

Annual Job Openings

In California, an average of 530 new job openings per year is expected for Automotive Service Technicians and Mechanics, plus an additional 1,450 job openings due to net replacement needs, resulting in a total of 1,980 job openings.

y) In the Sacramento Metro Area, an average of 82 new job openings per year is expected for Automotive Service Technicians and Mechanics, plus an additional 100 job openings due to net replacement needs, resulting in a total of 182 job openings.

Estimated Average Annual Job Openings Automotive Service Technicians and Mechanics			
Geographic Area (Estimated Year- Projected Year)	Jobs From Growth	Jobs Due to Net Replacements	Total Annual Job Openings
California (2008-2018)	530	1,450	1,980
Sacramento Metro Area (2006-2016)	82	100	182

Source: EDD/LMID [Projections of Employment by Occupation](#)

4b) Equipment and Technology: Comment on the adequacy of the program’s equipment and technology funding level for the District as well as specific sites. Include a projection of equipment and technology needs for the next three years as well as a justification for needs.

Enter equipment and technology comments here...

- If we decide to offer non gasoline or diesel powered courses, we will need to upgrade the safety requirements from on-vehicle service tools to special gaseous fuel leak monitoring systems for the building. Electrical requirements upgrade may also be needed.
- Five year old and newer vehicles contain many new computer based devices which require special diagnostic tools that have yearly software update costs.
- Regulatory agencies requirements such as reduction in green house gaseous emission and waste fluid containment may also require hazardous fluid storage upgrade.
- Will need to replace one suspension alignment system to be able to perform alignments on three year old and newer vehicles with computer controlled electric assist power steering. \$60K.

4c) Staffing: Comment on the adequacy of your program’s faculty, classified, and student help staffing levels for the overall District as well as specific sites. Include a projection of staffing needs for the next three years and justification for any increases.

Enter staffing level comments here...

- While we maintained the retention and success rates from 2009 with two full time faculty members, we were unable to provide more attention to students with special needs. With the District policy change regarding repeatability of the speed and skill course (AT-60), we had to step up the internship program so that our graduates are skill ready to enter the workforce. Successful internship requires good communication between the mentor and the student through a full time faculty. As the volume of internship increases, the amount of time of a full time faculty available to other students will be limited. We will need the third full time faculty in order to maintain the amount of time available to the students and be able to spend time to develop update courses before the impending retirement of both current full time faculty members.
- Over the last two years there has been a cut back on student help. That puts greater burdens on the instructors without student help, especially in the laboratory courses.

4d) Facilities: Comment on the program’s fill rate and the adequacy of the facilities for the District as well as specific sites. Include a projection of facility needs for the next three years as well as a justification for any increases.

Enter facility comments here...

- The facilities are adequate for the number of students that currently enrolled.
- The fill rate for the Program follows District fluctuations and is within six percent of the District average.
- Our building was on the schedule for interior painting. Work started in early fall and stopped without completion.
- Currently the evening classes are in high demand. If we grow the number of advanced courses in the next two to three years, we will need to upgrade room N-5 to become a functional lecture/lab to conduct classes in the evening.

4e) Please check the appropriate boxes in the chart below indicating the reasons for you requests. Check all that apply.

Program	Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Student Success	No Requests
Meet future plan	Outreach & marketing future plan	Result of technology changes ie. Software updates	New courses for advance technology	Only if space is allowed	Update for new technology	Advance skill courses offering	Other measures	

5) Summary/Closing

5a) Evaluate the program's strengths, weaknesses, opportunities, and challenges.

Enter evaluation here...

- Strengths
 1. Adequate facility and equipment (hardware & software updates)
 2. Offer one semester certificate to student so that they can get an entry level employment.
 3. One semester offering from no knowledge to become ready to take the Smog Inspector Certificate Exam with the State.
 4. Knowledgeable classified staff.
 5. Student community exposure and recognition.
 6. Faculty and staff willing to work with each other and helping the students to learn.
 7. Hands-on laboratory using live problem vehicles.
 8. All program changes & capital outlays are discussed & approved by industry representative Auto Advisory Committee and the students through the Auto Club prior to implementation.
- Weaknesses
 1. Not enough advance courses to meet the working technician demands.
 2. Not enough time to make industry contacts to reverse the negative impressions made by private trade school graduates from this area on entry level technical and soft skills.
 3. Not enough time to control negative rumors about the department.
 4. Not enough full time staffing to meet new required internship demands.
- Opportunities
 1. Create MOU with Nevada Union HS to offer Auto Tech courses at NCC.
 2. Bring back small engine repair and cross listing course with Agriculture.
 3. More student mentoring service provide by the Auto Club to address student learning needs.
- Challenges
 1. Keeping computer based equipment current with the technology.
 2. Faculty replacement.

5b) Please provide any other information the Program Review Committee should consider that was not expressed in questions above.

Enter additional information here...

- As explained in Section 4a), our program will be concentrating in providing the workforce for the replacement jobs rather than for employment to entry level jobs. This direction change was presented to our Advisory Board first and got the approval to go forward. It was presented to the students, CTE committee and counseling committee for inputs and received positive reviews. To implement this change will require a third full time faculty so that we are not short-changing the current program.
- On Section 1d) at bottom of p.5 showed number of degrees and certificates awards since 1995. Up to 08-09, we had three full time faculties. 09-10, our program went through Vitality Program review and loss 45% of course offering due to budget constraints and one full time faculty. Since then, we have been operating with two full time faculties and positively responding to management directive to increase award in degrees and certificates. Data showed that we have the best award ever in the department for the last three years. To continue such performance will require added full time faculty involvements such as creating more dynamic outreach and marketing plans. Our department did minimal outreach for the last four years because lack of staffing and we have more students than course offerings.
- The succession plan is defined. The process and timeline for implementation will need manpower and resources to design and execute.
- Our graduates are recognized 'Best of Class' in the region. Example, 80% of ARC Automotive faculties taken classes or graduate from Sierra College Auto program. Over 50% of local private and municipal garages have employ students from the Sierra College program. Even Sierra College transportation garage employees are all Auto program graduates. This is the result of the rich culture in developing soft skills and technical skills within the Auto program with a low key approach.
- The Automotive program is a very complex program. This is the only service oriented industry that have a national time-based standard to evaluate individual performance for each repair challenge (problem). Your job is constantly against the clock besides the quality of the repair.

5c) How has the author of this report integrated the views and perspectives of those who have interests in the future of this program, e.g. full time and part time faculty, educational administrators, instructional assistants, classified staff, and students at Rocklin, Roseville Gateway, NCC and/or Tahoe Truckee?

Reply here...

- This report was reviewed by the Auto Club president representing the students, the classified staff, the adjunct faculties and the Dean of our Division. Positive inputs as well as negative concerns are addressed and integrated into the report.