Automotive Technology
Instructional Program Review 2010-2011

Spring 2011

Prepared by

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Automotive Technology Program Review Committee Members

Name	Title
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PROGRAM REVIEW – Automotive Technology

The final summary of the program review process for Automotive Technology is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

Jim Lancaster, Dean of CTCE	date
Michelle Plug, Articulation Officer	date
David Kary, Chair of Curriculum Committee	date
Irene Malmgren, Vice President of Academic Affairs	date
Nicki Shaw, Academic Senate President	date
Geraldine M. Perri, Superintendent/President	date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

A. Program History/Description

The Automotive Technology Program at Citrus College has been in existence longer than the tenure of the current faculty but we have historic pictures from the 1960s that show that the program has a long and respected history. Currently the Automotive Technology Program has brought under its umbrella the Medium-Heavy Duty Truck Program and the Motorcycle Program. This change was made to provide for cross-use of course work for students; consolidate budgets for better oversight and control; and provide for a coherent instructional team atmosphere.

The Technician Development Center (TDC) includes specific training for Toyota/Lexus/Scion dealerships (referred to as the T-TEN program), a training program targeted for independent and franchise shops (referred to as the TEC program), and a specific training suite that concentrates on research and development for the aftermarket industry (referred to as the HPI - High Performance Institute). The Technician Development Center offered a Collision Repair Program in the past, but that has been placed on indefinite hiatus and is at Academic Senate for program discontinuance. The movement toward program discontinuance for Collision Repair came after the one full-time instructor retired and the shop space was used as a transition space during construction of the new technology building. The cost to re-establish the program in comparison to career opportunities is prohibitive. The Automotive Technology Program is looking at an alternative program that would not require shop space, but would be a hybrid, combining campus lecture and on-the-job hands-on supervised training.

The Medium-Heavy Duty Truck Program has been in a rebuilding mode since the retirement of the one full-time instructor three years ago. Laboratory spaces are currently undergoing refurbishing as new classes are offered, though all classes are currently taught by adjunct instructors.

The Motorcycle Program has suffered from the past three years of construction on the new building, with space utilization requirements not providing the proper lab space for classes. The program also suffers from a lack of qualified instructors (one full-time instructor is qualified to teach the courses, but we have no adjunct instructors at this time). We have revised the certificate for Motorcycle Technology to align Automotive courses as part of the sequence (similar to the changes made to the Medium and Heavy Duty Truck Certificate) that will include a specific motorcycle capstone class or classes to complete the program. This will provide another career option for students without establishing a complete and separate program.

B. Strengths/Effective Practices

The Technician Development Center is a model for other automotive programs in the approach used to provide a pathway for students to successfully reach their goal as an entry-level technician. All students are required to complete an introductory course (Auto 101) before moving on to other courses in the sequence. The Auto 101 course provides a strong grounding in automotive principles, safety, shop operations, and basic service procedures. To pass the class, a student is required to develop a Student Education Plan (SEP) with our on-site Career Technical Education Counselor and pass specific proficiencies that insure minimum knowledge and skill

levels before moving to a higher level course. The increased success (as demonstrated in certificate and degree completions) is a direct result of having an on-site counselor who understands the program and can provide guidance toward achieving success. The proficiencies ensure only those students with a minimum skill level are allowed to advance to higher level coursework, which has increased the retention rate in all upper level courses.

Recently the T-TEN program portion of the TDC piloted an assessment process for our Toyota partners. This process provided insight into areas that needed improvement. These areas included a clearer pre-requisite listing for the courses in the program which included a weakness in the student handbook that might confuse incoming students. Both of these areas have already been addressed. Another finding suggested an increase in on-car bugs for various classes (specifically our Electrical 1 class) and changes are being incorporated and assessed in the course this spring.

Reviewing the data on Course Retention and Course Success from the Fall of 2004 through the Winter of 2010 reveals that, other than a dip to 89.6% in the Fall of 2004 and 2005, retention has steadily risen to the 96-97% range. Course success is a fleeting statistic for the TDC program. The program hit a low of 52.3% in the Fall of 2005 and a high of 72.0% in the Fall of 2009, with Summer and Winter semesters 88.1% in 2009. The fluctuating success rate of the students in the TDC program is now addressed by the entry-level course (Auto 101) which is used as a screening tool to determine how serious students are in pursuing a career in the automotive field. The success rate for this course is usually ~30%, which drives down the total for program. If data for all courses that follow Auto 101 were considered separately, the course retention and success rate would be much higher.

It should also be noted that 27 units of Automotive Technology coursework can be used as transfer units to California State University Los Angeles. Faculty from Cal State LA serve on the automotive advisory committee and a number of students have transferred to pursue advanced degrees.

C. Weaknesses/Lessons Learned

One lesson learned during the six year period since the last major program review concerns the process for new building design and construction. When it comes to designing and building new vocational building it is imperative that knowledgeable faculty be involved in the process throughout the design phase, engineering, final planning stage, and construction phase. There were a number of instances where the architects felt it necessary to make changes after the faculty had signed off on the design. These changes were never taken back to the faculty and though some were discovered during construction and corrected, many were not corrected and they diminish the quality and effectiveness of the new building.

D. Recommendations/Next Steps

- Engine Dynamometers need to be made operational. They were installed with the new building 2 1/2 years ago (at a cost of $100,000) and the installation was never finished. The inability to address this situation has severely affected one certificate program and is an embarrassment to the program and the school.
- Need two full-time faculty members
- Need FT dedicated Counselor for CTE
- Need adequate parking for instructional vehicles. Original new building plans

included adequate space for instructional fleet, but the plans were modified after instructor approval. The design changes left no room for the instructional fleet. Recent research for the Facilities Master Plan shows an excess of parking spaces for the projected student body, therefore parking spaces along Barranca and the Auto Shop should be given over to the Automotive Program to meet our Toyota TTEN obligation in maintaining an adequate instructional fleet.
- Need updated computers and printer in AA lab
- Need more computers and a color printer in the transmission lab
- Need full-time clerical assistance in tracking, follow-up and processing of students
- Need to increase the budget for repairs/leases/rents to accommodate the new equipment requirements (many have yearly service contracts that currently use up all of the current budget line)
- There is a need for funding to provide the required NATEF update training as required by our certification. Many times this updated training is only available in distant locations.
- Need a lab set of Fluke 89 meters for EPD and Smog training courses.
- Need a floor sweep machine for lab spaces to maintain the professional level of shop appearance required by NATEF certification.
- Lab LHE should be increased from the current .75 to .85 to recognize the level of work required in the core automotive courses.
- Review Medium/Heavy Duty Truck Certificate for revision to meet new industry requirements. Due for completion by Spring 2013.
- Develop a capstone class for the MOTO program. (Currently in curriculum process) Due for completion Fall 2012.
- Move MOTO program lab space to north end of Diesel building - this will require planning, electrical and air revisions.
- Develop new Smog Training Program to meet industry standards (actually completed in Spring 2011)
- Need on-call student host for school tours, career fairs, and orientations
- Develop marketing plan with Campus Outreach. Jeremy Clark is responsible for initiating this project with a scheduled Fall 2012 completion date.
- Medium/Heavy Duty Truck program needs more fleet vehicles for training and parking for educational vehicles (space currently being used by automotive program)
- Repair MOTO dyno
- Install powered door on chassis dyno door in EPD lab to minimize damage to test equipment by chain. (a modification to the location has been completed, but it is still an issue)
- Renovate or replace AA and DT lab spaces to meet current industry standards and projected future industry needs.
- T-TEN coordinator needs an increase in reassign time to handle Work Experience, Internships, and the increase in the number of Toyota dealers served by our program. We currently cover a 70-mile radius encompassing from Van Nuys to Victorville.
- Review and revise the HPI certificate. (revised and in curriculum process) Dennis Korn is responsible for this project with a Fall 2012 completion date.
- Write technical math class for CTE students.
- Need ASE tracking for SLO assessment.

2. Faculty

Full-Time Faculty	Adjunct Faculty
Dennis Korn	Roy Mallory
Dave Brown	Tom Bender
Jeremy Clark	Juan Gonzalez
	Greg Lipp
	Mariano Rubio
	Craig Luke

3. Program description and mission

The Technician Development Center (TDC) at Citrus College strives to maintain a standard of instruction that exceeds the requirements of the organizations or industry partners that certify the program. As part of meeting the District's mission and established core competencies, the TDC has developed its own Vision and Mission statements, as well as a Creed to guide us in our continuous effort to improve.

Technician Development Center Vision Statement

It is the vision of the Citrus College Technician Development Center that each and every student will find their place in the world. Should that place lie within the automotive domain; the Citrus College Technician Development Center can play a significant role in their personal development and training in becoming a vital part of the whole.

Technician Development Center Mission Statement

The mission of the Citrus College Technician Development Center is to provide innovative educational opportunities that promote life-long learning thereby assisting each student in the attainment of their education and career goals; demonstrate academic rigor in the advancement of each learner within their chosen occupation; instill within the student a personal/professional commitment to uphold the high standards and uplift the integrity of the transportation industry; and continually integrate current and future industry standards within the curriculum. The cultivation of the learner's interest in life-long learning, individual excellence and continued advancement will be indicators of success.

Technician Development Center Creed

We will accept challenges with a creative spirit and the courage to realize our own dreams without losing drive or energy. We will approach our work vigorously with optimism and a sincere belief in the value of our contributions.

We will strive to decide our own fate. We will act with self-reliance, trusting in our own abilities. We accept responsibility for our conduct and for maintaining and improving the skills that enable us to provide the best education possible for our students.

Core Competencies and Learning Outcomes

The TDC program at Citrus College strives to advance the institutional core competencies and learning outcomes of the college. Each course includes components that assess the awareness, understanding, knowledge, skills, and/or abilities in communication, critical thinking, information competency, community consciousness and responsibility, technology, and given the area of focus, extensive discipline/subject specific content material. For example, students are required to complete writing assignments in each class, solve diagnostic problems, work in teams within a diverse cultural classroom environment, use computers to retrieve information and connect with vehicles diagnostic systems, and master specific skill sets for each class topic as a requirement of passing each course.

Student Success

Reviewing the data indicate Course Retention and Course Success from the Fall of 2004 through the Winter of 2010 that other than a dip to 89.6% in the Fall of 2004 and 2005, retention has steadily risen to the 96-97% range. Course success is a fleeting statistic for the TDC program. The program hit a low of 52.3% in the Fall of 2005 and a high of 72.0% in the Fall of 2009, with Summer and Winter semesters 88.1% in the 2009. The success rate of the students in the TDC program is now tempered by the fact that our entry-level course (Auto 101) is used as a screening tool to determine how serious students are in pursuing a career in the automotive field. The success rate for this course is usually ~30%, which drives down the total for program. If data for all courses that follow Auto 101 were considered separately, the course retention and success rate would be much higher.

Demographic Profile

The TDC program is predominately male in make-up, but women made up as much as 9.9% of the student body in 2006-07. This percentage fluctuates each year, but the program continues to promote the automotive industry as a viable option for both genders. The students in the TDC program are mostly between the ages of 17-24 (75-80% of the total) with a majority (45-50%) identified as Hispanic/Latino. Educational goals for TDC students have changed dramatically (attributed to having a career counselor on-site to provide guidance and encouragement to students) as the percentage of students who have an AA/AS as their goal has risen from just over 4% to 23.2%. This exceeds the percentage of students who consider a certificate their educational goal at ~10%, which is half of those reported just four years earlier. The percentage of students choosing to transfer has dropped from better than 13% to ~3%, but there is no ready explanation for this drop.

Comparison to College-wide Data

The TDC program closely mirrors the college-wide statistics for age of students, but obviously falls well short in the gender category. A comparison of ethnicity also closely matches that of the college as a whole. The percentage of students planning to attain an AA/AS degree also appears to match the college-wide numbers. It should be pointed out that the data is not presented for both in a like manner, which makes it very difficult to make a true comparison.

4. Program Goals and Objectives

The goals and objectives of the Automotive Technology Program are:

a) Provide innovative educational opportunities that promote life-long learning thereby assisting each student in the attainment of their education and career goals.

b) Demonstrate academic rigor in the advancement of each learner within their chosen occupation.

c) Instill within the student a personal/professional commitment to uphold the high standards and uplift the integrity of the automotive industry.

d) Continually integrate current and future industry standards within the curriculum.

e) Provide sufficient training and education for students to find gainful employment in their chosen field.

5. Review of previous recommendations

Mission

a. The program needs to continue to strive for diversity in the faculty whenever the opportunity to hire new faculty arises.
- this has been addressed through the hiring of a diverse pool of adjunct faculty and will continue to be a goal when full-time faculty are hired.

b. Develop a more comprehensive training program that uses a root series of classes that lead to distinct branch specialties.
- this was completed in 2007-08, but was recently improved through a better sequencing of courses using pre-requisites to insure students are fully prepared for the next level course.

c. Add a cooperative training element to the Program that provides in-class training in labor laws and rights and provides guidance and oversight for students at the job site.
- this was completed in 2008-09 and continues to be an important component of the overall program.

d. Develop a new long-range plan that reflects the input of the new faculty dynamic and the expected addition of new vocational buildings.
- though the new buildings have been completed, the program will be short another full-time faculty member in the fall of 2011. This will put this recommendation on hold in regards to incorporating new faculty input, but the current instructional team is always looking toward the future and developing plans to meet the demands of an ever-changing industry.

e. Explore unpaid internships for students while in the program.
- this recommendation has been developed and is due to be piloted during the 2011-12 school year.

Need

a. The Automotive Program currently has the assistance of a part-time student assistant who handles secretarial work for the program. With the current and expected workload it is recommended that the Automotive Program find a means to fund a full-time office assistant.
- due to budget limitations, this has not been addressed. Currently all secretarial assistance for the program is provided through the extra efforts of the Dean's staff.

b. Develop an assessment process in coordination with the Counseling Department to provide advisement to students in an effort to increase student retention and success.
- the addition of an on-site counselor for career and technical students has provided a means to review assessment information and provide for educational planning. Meeting with the counselor is a requirement of the entry-level course in the TDC program.

c. Develop a plan for increased output of T-TEN completers to meet the demand as established by Toyota Motor Sales.
- the ability to track students during their progress in the program and having a counselor readily available has increased the number of T-TEN completers. Other challenges facing the increase of completers is the completion of e-learning and ASE testing. These will lead to new recommendations.

d. When the new vocational buildings are completed, the Automotive Program would benefit from a lab assistant who is capable of performing preventative maintenance and tracking and maintaining upgrades to test equipment.
- though the program has a lab assistant, this recommendation has not been met as the individual hired is not capable of performing the needed preventive maintenance, the tracking of or maintaining upgrades to test equipment.

e. Develop short-term 4-12 hour update training courses to meet industry needs.
- this was tested in 2007-08 and appears to be the model that will be used to replace the current evening program (except for the HPI components).

f. Explore new corporate partnerships as the new building nears completion.
- a partnership was achieved with Lucas Oil, but other partnerships are still in development and waiting for the completion of all projects within the new building (Transmission dyno and Engine dynos).

g. Develop learning communities with Reading/English for Technical reading and writing; revised technical math.
- this is incomplete and requires new thinking in regards to the changes in the Reading/English curriculum. Discussions on technical math have taken place, but there appears little interest from the Math faculty. With the limits in course offerings because of the budget situation and the increase in the number of students seeking a degree, the math issue needs to be revisited.

h. Determine the feasibility of incorporating automotive diesel technology into the automotive programs.
- specific automotive diesel classes have not been developed, but small portions of the diesel technology for automobiles has been incorporated into a limited number of automotive classes.

i. Develop BAR emissions referee station in new building
- there was no response from the State when this idea was broached, but this could be a matter of not contacting the correct individual at the state level.

j. Citrus needs an articulation policy and revised regulation or procedures (high school articulation with VocTech programs).

- this has been completed.

Quality

a. Develop a timeline for rewriting all course outlines to include SLOs.
- this has been completed, but many courses will be up for review shortly.

b. Develop appropriate compensation for individual program coordination or provide reassign time for one individual to coordinate all the Automotive Programs. There are currently individual coordinators for the T-TEN, ASC FastTrack and HPI programs.
- the reassigned time for the T-TEN coordinator were increased to provide more time for coordinating the T-TEN program, the TEC (replaced ASC FastTrack) and recruiting duties. The time requirements for the T-TEN program alone have increased to the point that this recommendation needs to be revisited and revised.

c. Reassess certificate and skill award requirements to make certain that the standards are reasonable, feasible, and able to be accomplished by students.
- the certificates and skill awards were reviewed, revised, and put in place in 2008-09, but need to be reviewed again - especially the evening program and the HPI program.

d. Review the process for certificate and skill award application to encourage more eligible students to complete.
- this has been addressed through an aggressive tracking, contacting, and counseling program that has shown a remarkable increase in the number of students who have received certificates and degrees.

e. Explore the possibility of an annual meeting with colleagues from other colleges in order to share information with other Automotive faculty and discuss regional issues.
- this has not been explored, but still remains an excellent recommendation. Requires an individual to spearhead the idea. Met with Rio Hondo automotive faculty on October 7, 2011 to plan joint advisory meeting for Spring 2012.

f. Revise syllabi to reflect the writing components currently required in each class.
- this was completed in 2007-08 and is continually reviewed by faculty.

g. Explore the possibility of tracking pass rates for students' ASE certifications.
- this remains an excellent recommendation and is still being explored.

h. Budget line for required NATEF training.
- there is no budget line for required faculty training to meet NATEF standards.

i. Budget line for substitutes to cover classes when faculty are training.
- this is covered by other means, but there is no separate budget line.

j. Delete all courses not offered in the past two years.
- all courses that have not been taught or revised have been deactivated.

Feasibility

a. Program needs up-to-date computers in each lab, connected to network, with access to the software in the computer lab.
- except for the AA and Diesel labs, all other labs have updated computers connected to the network.

b. Equipment purchases need a budget that would allow prioritizing the purchase of larger pieces of equipment (i.e. those items that cost in excess of $20,000).
- this has not been addressed

c. With the completion of the new building there will be a need for designated client parking outside of the building complex.
- this has not been addressed as there is a deficit of parking for program vehicles that needs to be addressed first.

d. Develop an improved method of handling customer repair orders - possibly through the hiring of a clerk to process paperwork, invoices, etc.
- budget constraints prevent this recommendation from moving forward, but we have looked at bringing the cashier part of the process over to the new building with little success.

e. Installation of anchors for chassis dyno to allow safe operation.
- this has been partially completed, but more are required.

f. Full-time clerk to assist with student tracking and completion.
- this is being handled with the assistance of the Dean's office due to budget constraints.

g. Equipment budget to allow for the purchase of diesel engine management equipment and tools.
- with the consolidation of all automotive program budgets into one cost center, there has been a better opportunity to address this situation, but the size of the equipment budget is still restrictive.

h. Additional funding for computer-based instruction site licenses.
- this has been accomplished.

i. Full-time CTE counselor dedicated to the Major CTE programs. Counselor needs to be located in the department/division offices.
- the counselor currently assigned part-time to CTE programs has shown their value in the increase in certificate completers and the number of students who have gone on to receive their AS degrees.

Compliance

a. Develop a plan for all adjunct faculty to complete their ASE certifications.
- it has been suggested that the Dean receive a yearly update from adjunct faculty and the lack of certification be used in determining instructional assignments.

b. Establish a stipend for one faculty member to coordinate NATEF certification, which is required every five years.
- this recommendation is incomplete, but our recertification date is fast approaching.

6. List and Review of Degrees, Certificates, and Awards

Students may earn an AS degree in Automotive Technology with the completion of 18 units in the major - but this needs to be reviewed to insure that courses permitted to be included in the 18 units are reflective of the goals and student learning outcomes for the students.
The following degrees/certificates exist for the Automotive Technology program:

- AS Degree - Automotive Technology (under revision - Spring 2013)
- AS Degree - Motorcycle Technology (under revision - Spring 2013)
- Medium Heavy Duty Truck Certificate (recently revised)
- Motorcycle Technology Certificate (in process - Spring 2013)
- Automotive Research and Development - (revised Fall 2010, but due for review and revision in 2011
- Automotive Service Diagnosis Repair - Master Technician (revised Winter 2011)
- Automotive Service Diagnosis Repair - Toyota, Lexus, Scion Technician (revised Fall 2009)
- Automotive Service Diagnosis Repair - Undercar Drivetrain Specialist (revised Fall 2009)
- Automotive Service Diagnosis Repair - Underhood Specialist (revised Fall 2009)

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date degree SLOs written	Date degree SLOs Assessed	Date last reviewed by Advisory Council
Automotive Service, Diagnosis & Repair - Master Technician - AS	Spring 2010	7.75	Spring 2010	Fall 2012	Fall 2009
Automotive Service, Diagnosis & Repair - Master Technician - C	Winter 2011	2	Winter 2011	Fall 2012	Fall 2010
Automotive Service, Diagnosis & Repair - Underhood Specialist - C	Fall 2009	7	Fall 2009	Fall 2012	Spring 2009
Automotive Service, Diagnosis & Repair - Toyota/Lexus/Scion Technician - C	Fall 2009	1.5	Fall 2009	Fall 2012	Spring 2009
Automotive Service, Diagnosis & Repair - Undercar/Drive Train Specialist - C	Fall 2009	9.5	Fall 2009	Fall 2012	Spring 2009
Automotive Research and Development Certificate	Fall 2010	0	Fall 2010	Spring 2013	Spring 2010
Medium Heavy Duty Truck Certificate	Fall 2010		Fall 2010	Fall 2012	Spring 2010
AS Degree - Automotive Technology	Spring 2010		Spring 2010	Fall 2012	Fall 2009
Medium Heavy Truck - AS Degree	Spring 2009		Spring 2009	Fall 2012	Fall 2008
Motorcycle Service, Diagnosis & Repair Technician - Certificate	Spring 2010		Spring 2010	Spring 2013	Fall 2009

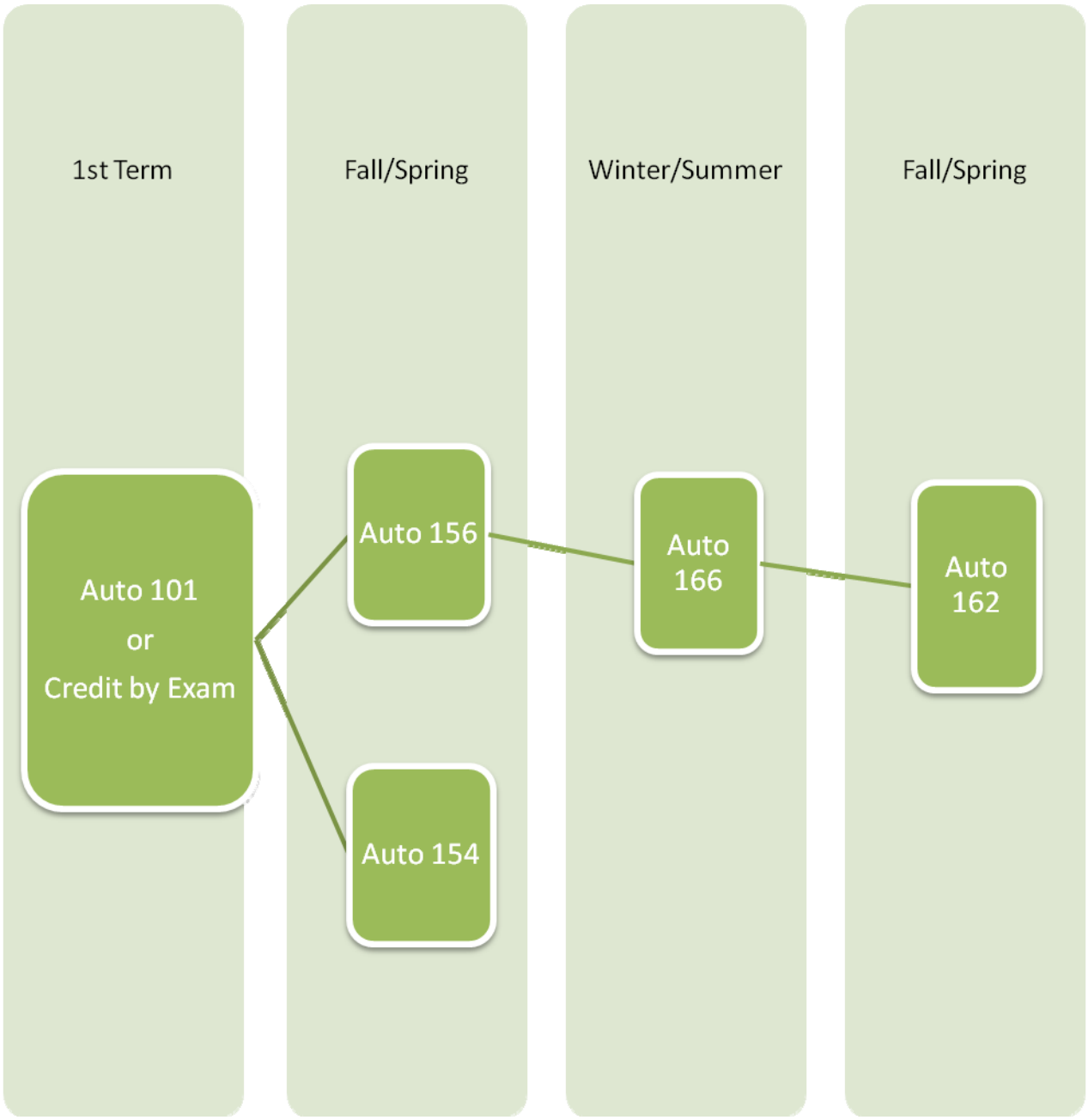
Automotive Service, Diagnosis & Repair - Undercar/Drivetrain Specialist Certificate of Achievement

Term Effective: Fall 2009

Course	Title	Units
AUTO 101	Fundamentals of Automotive Service, Diagnosis and Repair	5
AUTO 146	Automotive Electrical Systems	4
or		
AUTO 156	Automotive Electrical/Electronic Systems I	5
AUTO 144	Chassis Systems	5
or		
AUTO 154	Chassis Service, Diagnosis, and Repair	8
AUTO 142	Drivetrain Systems	5
or		
AUTO 162	Drivetrain Service, Diagnosis and Repair	8

Total Units: 19-25

Automotive Undercar /Drivetrain Cert.

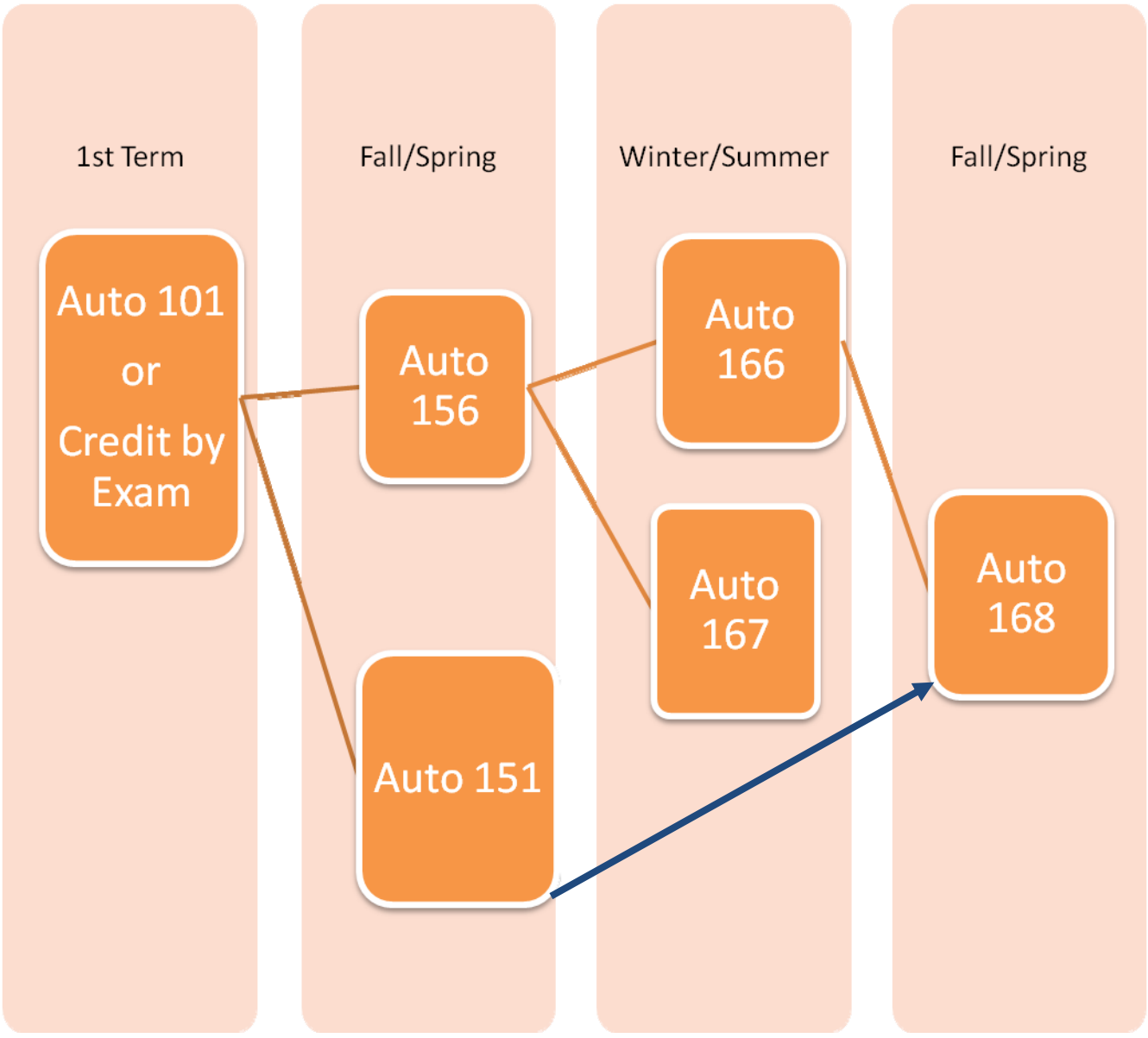


Automotive Service, Diagnosis & Repair
- Underhood Specialist –
Certificate of Achievement

Term Effective: Fall 2009

Course	Title	Units
AUTO 101	Fundamentals of Automotive Service, Diagnosis and Repair	5
AUTO 167	Automotive HVAC Service, Diagnosis & Repair	3
AUTO 146 **or** AUTO 156	Automotive Electrical Systems Automotive Electrical/Electronic Systems I	4 5
AUTO 141 **or** AUTO 151	Engine Mechanical Systems Engine Service, Diagnosis and Repair	4 5
AUTO 148 **or** AUTO 168	Engine Control Systems Engine Control Systems Service, Diagnosis and Repair	5 8
	Total Units:	21-25

Automotive Underhood Cert



Automotive Research and Development

Term Effective: Fall 2010 - Certificate of Achievement

Engine Research, Development and Testing Emphasis.

Complete the following courses:

Course	Title	Units
AUTO 295	Engine Design	4
AUTO 296	Cylinder Head Development	4
AUTO 297	Cylinder Block Development	4
AUTO 299	Engine Dynamometer Operation and Testing Procedures	2
AUTO 291	Engine Performance Enhancements and Tuning	3

Chassis and Drivetrain Research, Development and Testing Emphasis.

Complete the following courses:

Course	Title	Units
AUTO 292	Advanced Drivetrain Development	2
AUTO 298	Special Projects	2
AUTO 290	Introduction to the Automotive Aftermarket	1
AUTO 294	Brake Design and Analysis	3
AUTO 293	Advanced Steering, Suspension Geometry, Brake Design and Analysis	3

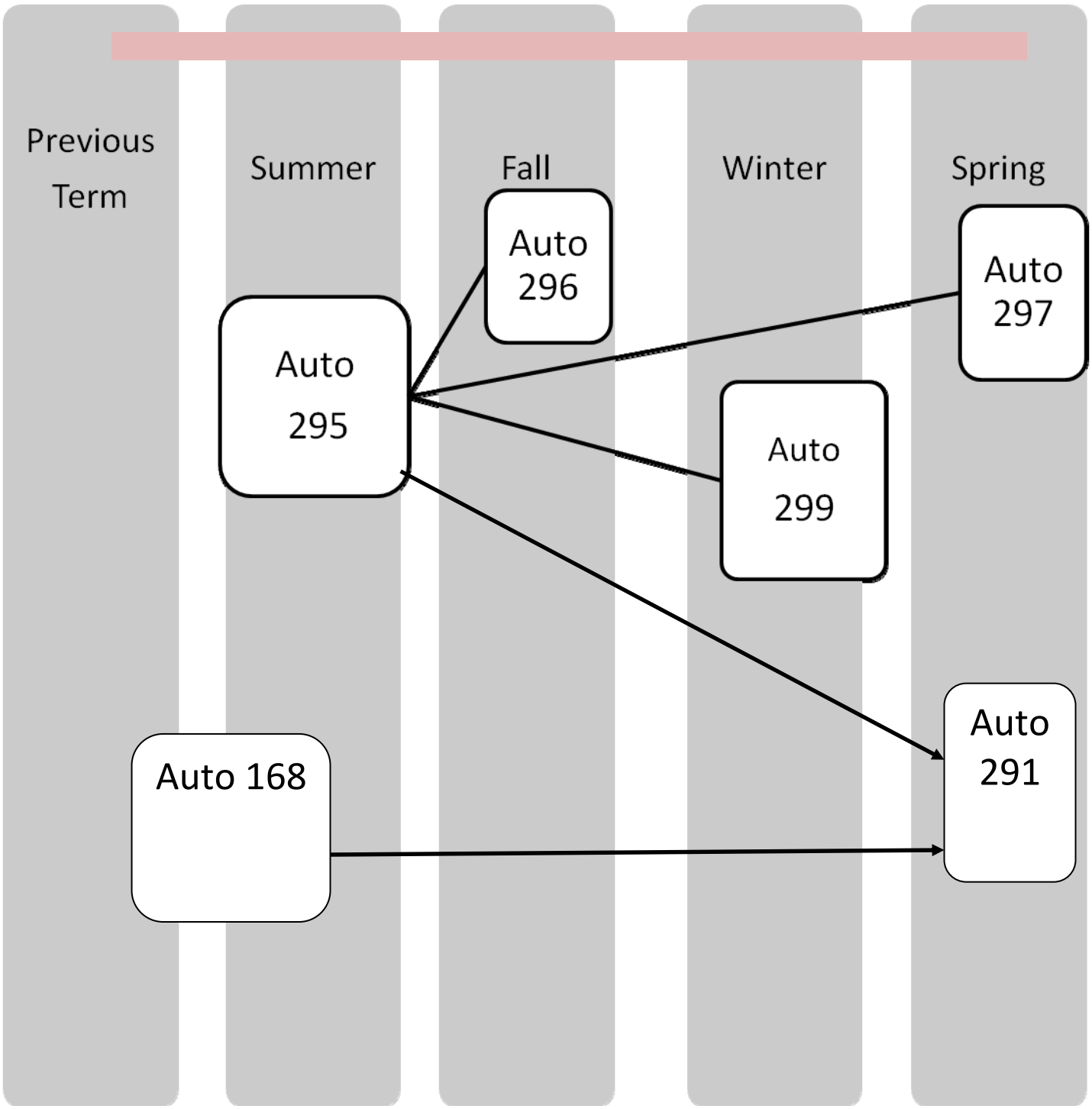
Plus: Complete the following General Education courses:

Course	Title	Units
TECH 100 **or** PHYS 110	Principles of Technology **or** Introduction to College Physics	3 **or** 4
MATH 150	Intermediate Algebra	5
ENGL 101 or ESL 101	Reading and Composition	3

Choose two of the following elective courses:

Course	Title	Units
ENGR 125	Introduction to Engineering CAD	2
ENGR 122	Engineering Drawing	3
DRAF 101	CAD (Computer Aided Design) and Mechanical Drawing	3
BUS 132	Ethics in Business	3
BUS 130	Introduction to Business	3
AUTO 190 **or** MTRK 190	Introduction to Compressed Natural Gas Vehicles **or** Introduction to Compressed Natural Gas Vehicles	3 **or** 3
Or select two additional courses (5 or more units total) from another area of emphasis above.		5 - 8
	Total Units: 27 - 35	27-35

High Performance Institute (HPI)



Automotive Service, Diagnosis & Repair
- Master Technician –
Certificate of Achievement

Term Effective: Winter 2011

Required courses from within the major:
All of the following automotive technology courses:

Course	Title	Units
AUTO 101	Fundamentals of Automotive Service, Diagnosis and Repair	5
AUTO 146 **or** AUTO 156	Automotive Electrical Systems Automotive Electrical/Electronic Systems I	4 5
AUTO 151	Engine Service, Diagnosis and Repair	5
AUTO 154	Chassis Service, Diagnosis, and Repair	8
AUTO 162	Drivetrain Service, Diagnosis and Repair	8
AUTO 166	Automotive Electrical/Electronic Systems II	3
AUTO 167	Automotive HVAC Service, Diagnosis & Repair	3
AUTO 168	Engine Control Systems Service, Diagnosis and Repair	8

Plus four (4) units of the following:

Course	Title	Units
AUTO 230A	Automotive Service and Repair Work Experience A	1
AUTO 230B	Automotive Service and Repair Work Experience B	2
AUTO 230C	Automotive Service and Repair Work Experience C	3
AUTO 230D	Automotive Service and Repair Work Experience D	4

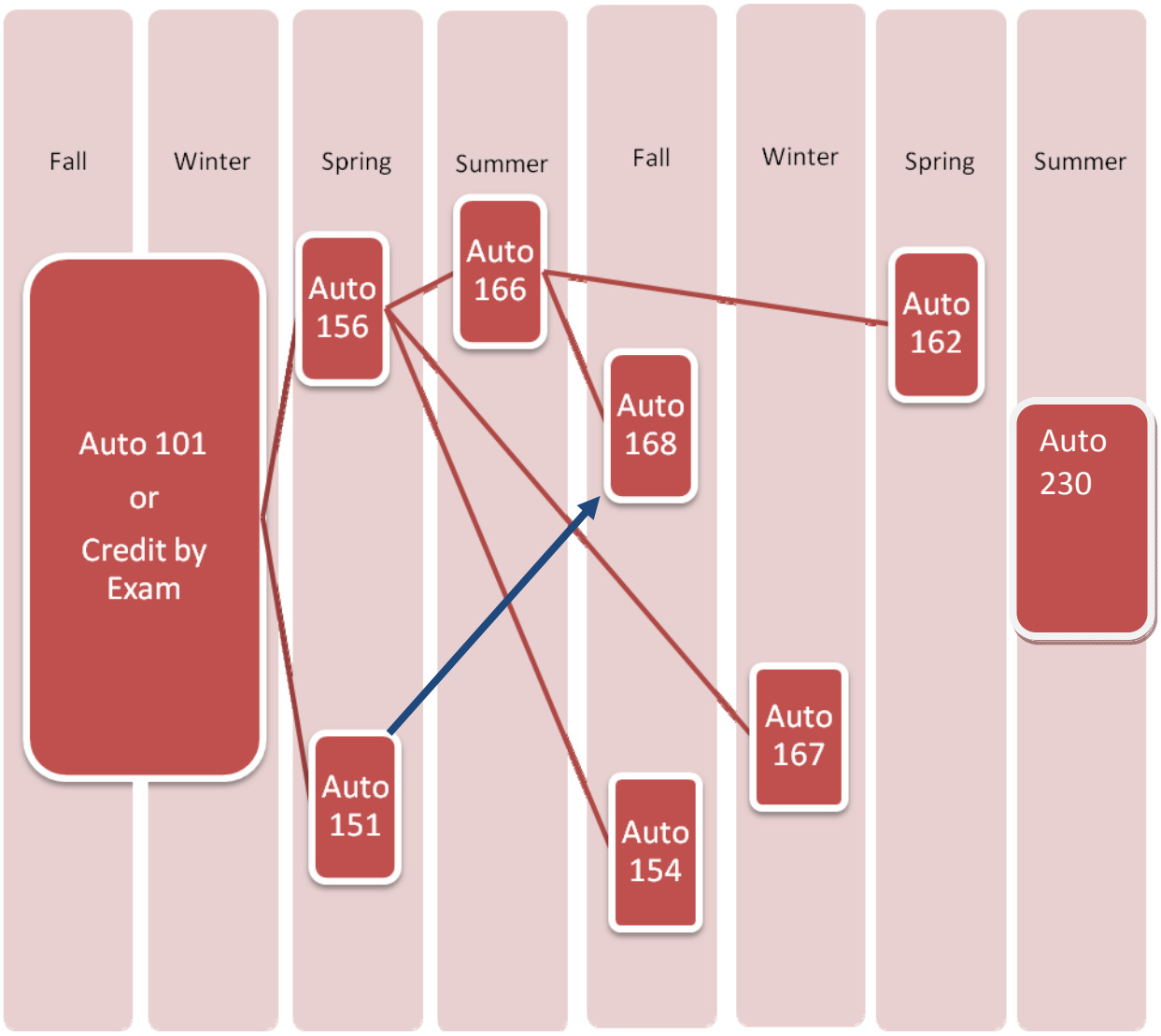
Required courses from outside the major
Select one (1) of the following language arts courses:

Course	Title	Units
ENGL 099/100	Fundamentals of Composition	3
ENGL 101	Reading and Composition	3
ESL 100	Fundamentals of Composition	4
ESL 101	Reading and Composition	3

Select one (1) of the following mathematics courses:

Course	Title	Units
MATH 115	Business Mathematics	3
MATH 130	Elementary Algebra	4
	Students may substitute a higher level math course.	
	Total Units:	54-57

Automotive TEC Winter 101 Start



Automotive Service, Diagnosis and Repair - Toyota/Lexus/Scion Technician Certificate of Achievement

Term Effective: Fall 2009

Required courses from within the major

All of the following automotive courses:

Course	Title	Units
AUTO 101	Fundamentals of Automotive Service, Diagnosis and Repair	5
AUTO 167	Automotive HVAC Service, Diagnosis & Repair	3
AUTO 281	Advanced Toyota Certified Technician Training	6.5

Note: AUTO 281 is a capstone course and must be taken after all other major coursework is completed.

Electrical courses:

Course	Title	Units
AUTO 146 **or** AUTO 156	Automotive Electrical Systems **or** Automotive Electrical/Electronic Systems I	4 5
	and	
AUTO 166	Automotive Electrical/Electronic Systems II	3

Choose one (1) of the following engine repair courses:

Course	Title	Units
AUTO 141	Engine Mechanical Systems	4
AUTO 151	Engine Service, Diagnosis and Repair	5

Choose one (1) of the following chassis courses:

Course	Title	Units
AUTO 144	Chassis Systems	5
AUTO 154	Chassis Service, Diagnosis, and Repair	8

Choose one (1) of the following drivetrain courses:

Course	Title	Units
AUTO 142	Drivetrain Systems	5
AUTO 162	Drivetrain Service, Diagnosis and Repair	8

Choose one (1) of the following engine control courses:

Course	Title	Units
AUTO 148	Engine Control Systems	5
AUTO 168	Engine Control Systems Service, Diagnosis and Repair	8

Plus four (4) units of the following:

Course	Title	Units
AUTO 230A	Automotive Service and Repair Work Experience A	1
AUTO 230B	Automotive Service and Repair Work Experience B	2
AUTO 230C	Automotive Service and Repair Work Experience C	3
AUTO 230D	Automotive Service and Repair Work Experience D	4

Required courses from outside the major

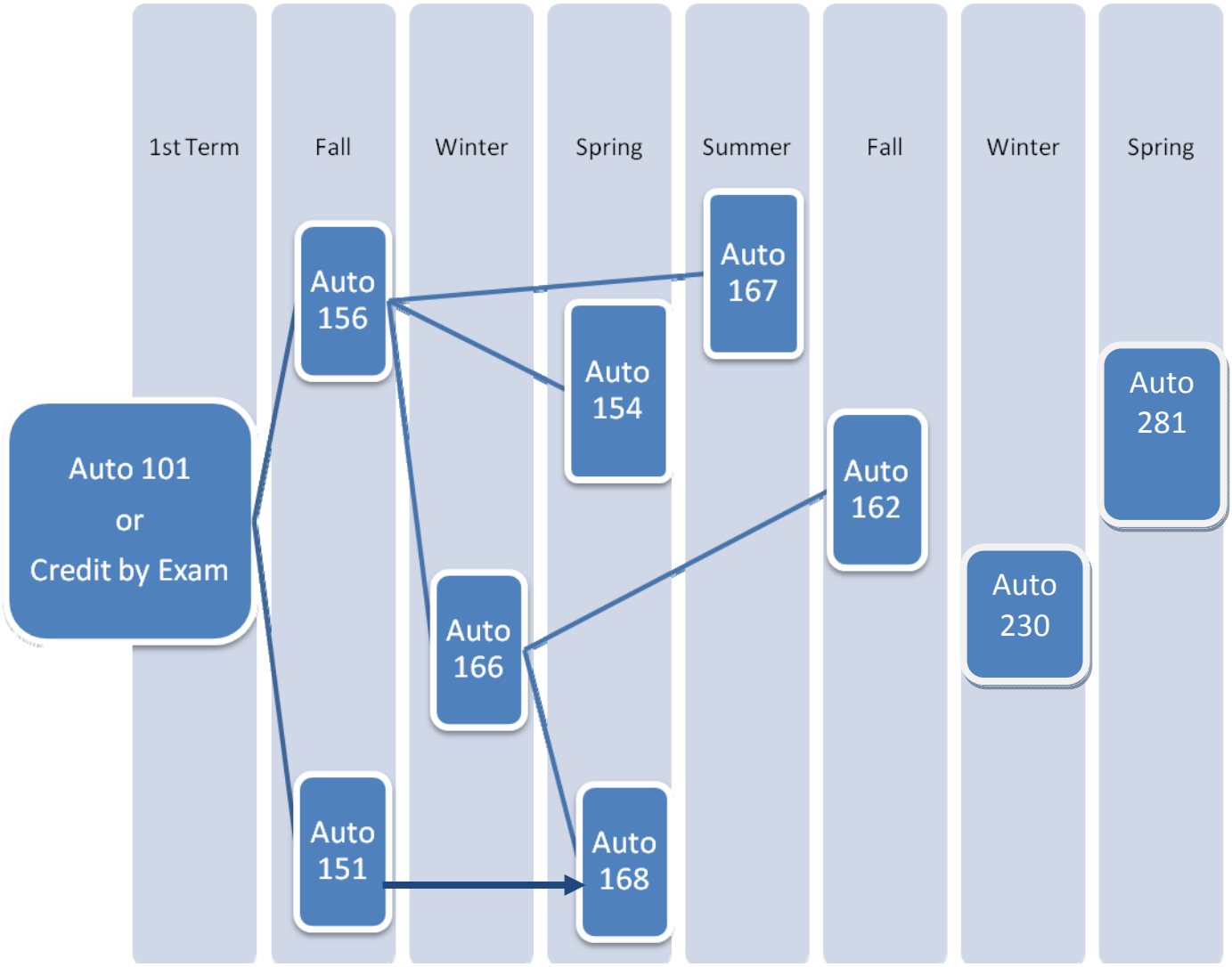
Select one (1) of the following language arts courses:

Course	Title	Units
ENGL 100	Fundamentals of Composition	3
ENGL 101	Reading and Composition	3
ESL 100	Fundamentals of Composition	4
ESL 101	Reading and Composition	3

Choose one (1) of the following mathematics courses:

Course	Title	Units
MATH 115	Business Mathematics	3
MATH 130	Elementary Algebra	4
	Students may substitute a higher level math course	
	Total Units:	47.5-62.5

Automotive T-TEN Summer 101 Start



7. List of Industry-Based Standard Certificates and Licenses

NATEF Certification - renewed every five years through an extensive review process of the curriculum, facilities and support services by an independent assessement group. This includes a self-evaluation and a three day on-site visit by a team of evaluators to review the program curriculum, facilities and support services.

BAR Training Facility - renewed each year with renewed certification of BAR training faculty (which requires update training every two years). Faculty must attend update training and maintain their ASE (Automotive Service Excellence) certifications, plus the school must have and maintain the proper training equipment.

T-TEN Certification - 2-year Degree & Certificate Programs. This includes a self-evaluation of the Toyota Training Program at Citrus, plus a four-day on-site visit from Toyota personnel to review curriculum, facilities and support services.

8. Advisory Committee or Council

Auto Advisory Committee Members 2011

Educational Partners

Octavio Armas
Chaffey High School

Martin A. Gundersen
Professor, University of Southern California

Jim Horton
Mark Keppel High School

Roy Mallory
Citrus Community College

Priscilla Ruiz
Bonita High School

Dr. Virgil A. Seaman
Professor, Industrial Technology, CSULA

Former Students

Mike Brown
Bender's Alignment Service

Brent Hodson
Technician, Toyota of Glendora

Erik Stratulia

Independent Shops

Tom Bender
Bender's Alignment Service

Arsen Berbenyan

Walt Commans

Craig Johnson
Craig Johnson Automotive

Jimmy Jue
Jue Motors

Gregg Lipp
Certified Automotive Specialists

Gene Morrill
Certified Automotive Specialists

Pidge Paguio
CK Angel Mercedes

Jim Ward
Ward Service

Industry Support

Roy Kobayashi
Field Service Manager, Crown Lift Trucks

Mark Negast
Lucas Oil Products

Mark S. Sromalla
Lucas Oil Products

Nancy King
Service Director, John Elway's Crown Toyota

Wayne Stone
Snap-On Industrial

Brian Stranahan
Matco Tools

Toyota T-Ten

George Colletti
Toyota T-Ten

Rick Donia
Toyota of Los Angeles Region

Terry Geer
Toyota of Los Angeles Region

Mel Hees
Puente Hills Toyota

Bob Jersey
Longo Lexus

Jeff Norton
Lexus District Service Manager

Mark Seipel
Longo Toyota

Dominic Vinci
Service and Parts Director

Michael Ojaghian
Lexus of Glendale

Chris Tangkom
Lexus of Glendale

Service Manager and/or Shop Foreman
Longo Toyota

Service Manager and/or Shop Foreman
Longo Lexus

Service Manager and/or Shop Foreman
Bob Smith Toyota

Service Manager and/or Shop Foreman
Wondries Toyota

Service Manager and/or Shop Foreman
Puente Hills Toyota

Service Manager and/or Shop Foreman
Glendale Toyota

Service Manager and/or Shop Foreman
Lexus of Glendale

Service Manager and/or Shop Foreman
Crown Lexus

Service Manager and/or Shop Foreman
Glendora Toyota

Service Manager and/or Shop Foreman
Claremont Toyota

Service Manager and/or Shop Foreman
Symes Toyota

Service Manager and/or Shop Foreman
North County Toyota

Service Manager and/or Shop Foreman
Desert Lexus

Service Manager and/or Shop Foreman
Whittier Toyota

Service Manager and/or Shop Foreman
West Covina Toyota

Service Manager and/or Shop Foreman
Toyota Central

Service Manager and/or Shop Foreman
Keyes Lexus

Service Manager and/or Shop Foreman
Tustin Lexus

Stacy Stephen
Service Director, West Covina Toyota

High Performance Institute

Roger Wilkinson
Petronix

Gary Peek
Eibach Springs Inc.

Mike Johnson
JMS Racing Engines

Nathan M. Ridnouer
Specialty Equipment Market Association

Dick Dixon
Cal State San Bernardino

Citrus College
Dave Brown
Jeremy Clark
Marti DeYoung
Dennis Korn
Jim Lancaster

2011 Medium-Heavy Truck Advisory Committee

Dave Brown
Instructor, Citrus Community College

Juan Castro
Metro Transit

Jeremy Clark
Instructor, Citrus Community College

Marti DeYoung
Citrus Community College

Jim Gardner
Boerner Truck Center

Richard Gonzales
Delco Heavy Battery Section

Ruben Goytia
Metro Transit

Rick Gregory/Matt Gregory
President, Alliance Bus Lines

Robin Haaker
Haaker Equipment Company

Tony Hitt
Training Coordinator. Shepherd Machinery (CAT)

John Johnson
Senior Fire Equipment Mechanic
County of Los Angeles Fire Department

Merritt Kinne
VP Fleet, Dalton Trucking
13560 Whittram Avenue

Dennis Korn
Instructor, Citrus Community College

Thomas Craig Luke
Instructor, Citrus Community College

Tom Orr
Aramark Uniform Services

Joe Pickwith
Maintenance Manager, Werner Enterprises

Micah Radnich
Service Coordinator, Rush Medium Truck Services

Charles Ross
Air Resources Board

John Yearian
General Service Manager
Cummins Cal Pacific, Inc.

Carey Olcott
Technical Advisor / Trainer
Haaker Equipment Co.

Motorcycle Advisory Committee Members 2011

Bert's Mega Mall

Pasadena Yamaha

Mountain Motorsports

Temple City Power Sports

Whittier Honda Fun Center

Mr. Keith Hurt
Laidlaw's Harley-Davidson, Inc.

Pomona Valley Harley-Davidson

Harley-Davidson of Anaheim-Fullerton

Harley-Davidson of Glendale, Inc.

Los Angeles Harley-Davidson
South Gate, CA

Parts411
San Dimas, CA

David Wolman
Motul USA, Inc.

Paul McNutt
ASAP Powersports

Curtis & Michelle Horn
Horn Cycle Works

9. Program Student Learning Outcomes

The Automotive Technology Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.
Students completing courses in the Automotive Technology Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

2) Computation

3) Creative, Critical, and Analytical Thinking, and Information Competency
/Discipline/Subject Area Specific Content Material
Acquire skills pertinent to industry level national certification exams in the transportation industry.
4) Community/Global Consciousness and Responsibility

Exit the program with a personal/professional commitment to uphold the high standards and uplift the integrity of the automotive industry.

5) Technology

/Computation/Discipline/Subject Specific Content Material

Utilize knowledge acquired in the Automotive Technology program to maximize employment potential in the industry through successful completion of course level outcomes.

6) Discipline / (Subject Area Specific Content Material)

10. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/ SLO Assessment Map: Auto Technology

CC 1: Use Correct Terminology **CC 2: Demonstrate/ Perform Accurate Calculations** **CC 3: Develop Skills**					**CC 4 (A): Demonstrate Abilities** **CC 4 (B): Provide Culturally Advice** **CC 5: Use Current Technologies** **CC 6: Provide Appropriate Care**			
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award SLO Key: I= Introduced, D=Developed, M=Mastered								
	CC1 Gain a personal/ professional commitment to uphold standards.	**CC2**	**CC3 Acquire skills pertinent to national certification exams .**	**CC4 (A)**	**CC4 (B)**	**CC5 Utilize knowledge to maximize employment potential in the industry.**	**CC6**	**Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)**
Auto 100– Automotive Technology and Maintenance for the Consumer (3 Units), Applicability-D Last Offered- S11, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16								
SLO 1	I,D		I,D			I,D		CA
SLO 2	I,D		I,D			I,D		CA
SLO 3	I,D		I,D			I,D		CA

Auto 101–Fundamentals of Auto Service, diagnosis and Repair (5 Units),
Applicability-D,C,S Last Offered-S11, Last Curriculum Date: 5/10, Curriculum Revision Date: 2016-17

SLO 1								CA
SLO 2								CA
SLO 3								CA
SLO 4								CA
SLO 5								CA

Auto 141- Engine Mechanical Systems (4 Units),
Applicability- D,C,S Last Offered- F10, Last Curriculum Date: 9/09, Curriculum Revision Date: 2015-16

SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto 142- Drive train Systems (5 Units),
Applicability-D,C,S Last Offered- ---, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto144-Chassis Systems (5 Units),
Applicability-D,C,S Last Offered-S11, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto 146-Automotive Electrical Systems (4 Units),
Applicability-D,C,S Last Offered- W11, Last Curriculum Date: 9/09, Curriculum Revision Date: 2015-16

SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto 148-Engine control Systems (5 Units), Applicability-C,S Last Offered---, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16								
SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto 149- Diesel Engine Management Systems (4 Units), Applicability-D,C,S Last Offered- ---, Last Curriculum Date: New 2010, Curriculum Revision Date: ---								
SLO 1	I,D		I,D			I,D		CA

Auto 151- Engine Service, Diagnosis and Repair (5 Units), Applicability-D,C,S Last Offered- S11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18								
SLO 1	I,D		I,D			I,D		CA

Auto 154- Chassis Service, Diagnosis , Repair (8 Units), Applicability-D,C,S Last Offered-S11, Last Curriculum Date:4/11, Curriculum Revision Date: 2017-18								
SLO 1	I,D		I,D			I,D		CA

***Auto 156-Automotive Electrical Systems/Electronic Systems 1** (5 Units), Applicability- D,C,S Last Offered- S-11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18								
SLO 1	I,D		I,D			I,D		CA
SLO 2	I,D		I,D			I,D		CA

Auto 162-Drivetrain Service, Diagnosis and Repair (8 Units), Applicability-D,C,S Last Offered- S11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18								
SLO 1	I,D		I,D			I,D		CA

***Auto 166-Automotive Electrical Systems/Electronic Systems 2** (3 Units),
Applicability- D,C,S Last Offered- W-11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18

SLO 1	I,D		I,D			I,D		CA
SLO 2	I,D		I,D			I,D		CA

Auto 167-Automotive HVAC Service, Diagnosis & Repair (3 Units),
Applicability- D,C,S Last Offered- W11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18

SLO 1	I,D		I,D			I,D		CA

Auto 168- Engine Control Systems Service, Diagnosis And Repair (8 Units),
Applicability-D,C,S Last Offered- S11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18

SLO 1	I,D		I,D			I,D		CA

Auto 230 A,B,C,D- Automotive Service and Repair Work Experience A-D (1,2,3,4 Units),
Applicability-D,C,S Last Offered- S11, Last Curriculum Date: 6/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA
SLO 2	I,D,M		I,D,M			I,D,M		CA

Auto 281- Advanced Toyota Certified Technician Training (6.5 Units),
Applicability- D,C,S Last Offered- S11, Last Curriculum Date: 10/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA
SLO 2	I,D,M		I,D,M			I,D,M		CA
SLO 3	I,D,M		I,D,M			I,D,M		CA

Auto 290- Introduction to the Automotive Aftermarket (1 Units),
Applicability-D Last Offered- --, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1								N/A
SLO 2								N/A

Auto 291- Engine Performance Enhancements and Tuning (3 Units),
Applicability-D Last Offered- ---, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA
SLO 2	I,D,M		I,D,M			I,D,M		CA
SLO 3	I,D,M		I,D,M			I,D,M		CA

Auto 292- Advanced Drive train Development (2 Units),
Applicability-D Last Offered- Never, Last Curriculum Date: 6/10, Curriculum Revision Date: 2016-17

SLO 1								N/A
SLO 2								N/A
SLO 3								N/A
SLO 4								N/A

Auto 293- Advanced Steering, Suspension Geometry, Brake Design and Analysis (3 Units),
Applicability-D,C,S Last Offered- --, Last Curriculum Date: 1/09, Curriculum Revision Date: 2015-16

SLO 1								N/A
SLO 2								N/A
SLO 3								N/A

Auto 294- Brake Design and Analysis (3 Units),
Applicability-D,C,S Last Offered- --, Last Curriculum Date:6/09, Curriculum Revision Date: 2015-16

SLO 1								N/A
SLO 2								N/A
SLO 3								N/A

Auto 295- Engine design (4 Units),
Applicability-D Last Offered- W11, Last Curriculum Date: 5/10, Curriculum Revision Date: 2016-17

SLO 1	I,D,M		I,D,M			I,D,M		CA

Auto 296- Cylinder Head Development (4 Units),
Applicability-D,C,S Last Offered- F10, Last Curriculum Date:5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA
SLO 2	I,D,M		I,D,M			I,D,M		CA
SLO 3	I,D,M		I,D,M			I,D,M		CA
SLO 4	I,D,M		I,D,M			I,D,M		CA

Auto 297-Cylinder block Development (4 Units),
Applicability-D,C,S Last Offered- S11, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA
SLO 2	I,D,M		I,D,M			I,D,M		CA
SLO 3	I,D,M		I,D,M			I,D,M		CA

Auto 298- special Projects (2 Units),
Applicability-D,C,S Last Offered-Never, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA

Auto 299- Engine Dynamometer Operation and Testing procedures (2 Units),
Applicability-D,C,S Last Offered- Never, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA
SLO 2	I,D,M		I,D,M			I,D,M		CA

***Auto 695 A,B,C,D- Special Topics: Automotive Technology A-D** (0.5,1,2,3 Units),
Applicability-D,C,S Last Offered- --, Last Curriculum Date: 8/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA

***Auto 696 A,B,C,D- special topics: Automotive Technology A-D** (0.5,0.5,1 Units),
Applicability-D,C,S Last Offered- --, Last Curriculum Date: 8/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA

***Auto 698 A,B,C,D- Cooperative Education A-D** (1,2,3,4 Units), Applicability-D Last Offered- date, Last Curriculum Date: semester, Curriculum Revision Date: date								
SLO 1	I,D,M		I,D,M			I,D,M		CA

***Auto 699 A,B,C,D- Cooperation Education A-D** (1,2,3,4 Units), Applicability-D Last Offered- date, Last Curriculum Date: semester, Curriculum Revision Date: date								
SLO 1	I,D,M		I,D,M			I,D,M		CA

Items with an asterisk (*) indicate varible units.

11. Evaluation Criteria – Need

Current Status
The Automotive Program has the assistance of an on-site counselor part-time during the week, specifically for CTE students. This has proven to be an unqualified success in increasing student retention, persistence, and in the number of certificates and degrees awarded. This position is supported by Perkins funding, but needs to be institutionalized and made Full-time for the greatest benefit of students and their success.

Commendations
The adjunct faculty are extremely qualified in the field to instruct in the program. For example: Mariano Rubio instructs in our Toyota T-TEN capstone class and was recognized as the top Toyota Technician in the United States in 2010.

Recommendations
- Need two full-time faculty members (one in 2012, one 2013)
- Need FT dedicated Counselor for CTE (fall 2012)
- Need updated computers and printer in AA lab (fall 2012)
- Need more computers and a color printer in the transmission lab (fall 2012)
- Need parking for instructional vehicles outside the new lab space (spring 2012)
- Need full-time clerical assistance in tracking, follow-up, and processing of students (spring 2012)
- Need to increase the budget for repairs/leases/rents to accommodate the new equipment requirements (many have yearly service contracts that currently use up all of the current budget line) (fall 2012)

12. Evaluation Criteria – Quality

Current Status
The Automotive Program constantly reviews the curriculum and course offerings to insure a quality education for our students that meets the changing needs of the automotive industry. This includes updated training for faculty members, self-assessments, outside assessment and an attitude of continuous improvement. Student success has increased, both in the number of certificates and degrees awarded, but also in retention and persistence by students in the program.

Commendations
The Automotive Program is currently NATEF certified and just passed their mid-term report in 2010 (Certification takes place every five years - it is very similar to the Accrediation process the school goes through every six years). Toyota Motor Sales recently ran a pilot assessment of the T-TEN program and found nothing of substance to correct, but did provide suggestions for improvement - which have been implemented.

Recommendations
- There is a need for funding to provide the required NATEF update training as required by our certification. Many times this updated training is only available in distant locations. (fall 2012)
- Need a lab set of Fluke 89 meters for EPD and Smog training courses. (fall 2012)
- Need a floor sweep machine for lab spaces to maintain the professional level of shop appearance required by NATEF certification. (spring 2012)
- Lab LHE should be increased from the current .75 to .85 to recognize the level of work required in the core automotive courses. (spring 2012)

13. Evaluation Criteria – Feasibility

Current Status
-The Educational Master Plan Data set shows growth in the demand for automotive positions in the projected future. Medium and Heavy Duty Truck also shows a greater need in the future. There are a number of community colleges in the area that have automotive technology programs, but things are changing. For example, Chaffey College has decided not to renew their NATEF certification (which means no corporate sponsorship possibilities). In the San Gabriel Valley, Citrus is one of two schools with NATEF certification and a corporate partner. We also have a working partnership with Lucas Oil.

Commendations
There has been an increase in the graduate numbers and an increase in student placement into the working world. The T-TEN program recently went through an extensive assessment process with Toyota Motor Sales. As a pilot for the assessment process,

Citrus provided strong feedback on the process and how results were determined. This will assist Toyota in assessing other T-TEN schools in the future.

Recommendations
- Review Med/Hvy Duty Truck Certificate for revision to meet new industry requirements. (Spring 2013)
- Develop a capstone class for the MOTO program. (Spring 2013)
- Move MOTO program lab space to north end of Diesel building - this will require planning, electrical and air revisions. (Spring 2013)
- Develop new Smog Training Program to meet industry standards (actually completed in Spring 2011)
- Need on-call student host for school tours, career fairs, and orientations (Spring 2012)
- Develop marketing plan with Campus Outreach (spring 2012)
- Med/Hvy Duty Truck program needs more fleet vehicles for training and parking for educational vehicles (space currently being used by automotive program) (spring 2012)
- Repair MOTO dyno (Spring 2013)
- Install powered door on chassis dyno door in EPD lab to minimize damage to test equipment by chain. (Fall 2012)
- Renovate or replace AA and DT lab spaces to meet current industry standards and projected future industry needs. (Fall 2015)
- Complete installation of engine dynamometers. (Winter 2012)

14. Evaluation Criteria – Compliance

Current Status
Currently the Automotive Program is in compliance with all Federal, State and District requirements - though signage within the new shop complex is lacking and safety lines have not been painted around the equipment. Course outlines of record are continually updated to meet changing requirements and updated for currency. The Automotive Program has two advisory meetings each year to discuss all the programs under the automotive umbrella.

Commendations
The Automotive Program recently completed its mid-term report for NATEF certification compliance. Toyota recently assessed the program during a three-day on-site visit and provided a list of recommendations which have already been addressed. There has been an increase in the number of certificates awarded - 2011: 89 awards among 52 students.

Recommendations
- T-TEN coordinator needs an increase in reassign time to handle Work Experience, Internships, and the increase in the number of Toyota dealers served by our program. We currently cover a 70-mile radius encompassing from Van Nuys to Victorville. (spring 2012)

- Review and revise the HPI certificate. (currently in process - Fall 2012)
- Write technical math class for CTE students. (fall 2012)
- Need ASE tracking for SLO assessment. (spring 2012)
- NATEF required training - need budget line to provide for this training by instructors in the program. (fall 2012)

15. Evaluation Criteria – Other

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	Two full-time faculty and Dedicated CTE Counselor	All	Fall 2012	☒	☐	☐	☐
2	Parking for instructional vehicles	J. Lancaster	Fall 2012	☐	☒	☐	☐
3	Increase repair/leases/rents budget line to account for an increase in the quantity of equipment that requires annual repair contracts	J. Lancaster	Fall 2012	☐	☐	☒	☒
4	Increase lab rate from .75 to .85 LHE	All	Spring 2013	☒	☐	☐	☐
5	Increase in T-TEN coordinator reassign time to handle increased responsibilities	All	Fall 2012	☒	☐	☐	☐
6	Full-time clerical position for tracking student progress, follow-up and processing	J. Lancaster	Fall 2012	☒	☐	☐	☐
7	Renovate or replace AA and DT buildings	All	TBD	☐	☒	☐	☐

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Faculty	Currently short one full-time faculty member which directly affects our ability to provide comprehensive instruction	MNQF	BC
Faculty	Currrently using adjunct for Med-Hvy Duty Truck and this program is ready to greatly expand - which will require a full-time faculty member to oversee the program and provide instruction	MNQF	BC
CTE Counselor		MNQF	BC

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Clerical	Tracking of student progress, follow-up and processing of students	MNQF	BC

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◊	Priority ‡
Engine Dynos	Students cannot complete the HPI certificate without the course that uses the Engine Dynos for instruction. This has hurt this certificate program more than any other factor - it has been two years since we moved into the the new building and the engine dynos are inoperative		MNQF	BC
Repair of Moto dyno and move to new lab location at north end of Diesel building - this also requires remoldeling			MNQF	BC
Powered door for chassis dyno door in EPD shop	The chain operation damages the dyno controls mounted to the wall - this shop is the only one that did not get at least one powered door		MNQF	BC

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Computers for AA	Currently only have one ancient computer in AA - this building is used for both Auto 101 and 156 and requires greater computer access for		MNQF	BC

	instruction			
Color Printer - Trans Lab			MNQF	BC

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Lab set of Fluke 89 for EPD and Smog classes	Current meters are dated and do not meet the requirements for current level of diagnostic training		MNQF	BC
Floor sweep machine for lab spaces			MNQF	BC

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡

Additional information:

◊ **Impact:**
M = Mission: Does program meet the District's mission and established core competencies? Does program reflect the District's diversity?
N = Need: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Are lecture/lab unit values appropriate? Have the course outlines been reviewed / updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?
F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

‡ **Priority: (Note: When discussing priority, consider the following and address in Column 2)**
A. Is this goal mandated by law, rule, or district policy?
B. Is this goal essential to program success?
C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator data pages

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	4.0	3.0	4.0	3.0	4.0
4	Sections Offered	5.0	7.0	5.0	5.0	3.0	4.0
5	Morning Sections				2.0	2.0	2.0
6	Afternoon Sections		1.0	1.0	1.0	1.0	1.0
7	Evening Sections	5.0	6.0	4.0	2.0		1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	5.0	7.0	5.0	5.0	3.0	4.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	444	396	346	205	232	246
14	Weekly Student Contact hours (WSCH)	381.8	417.7	308.9	347.4	510.1	620.6
15	Full-Time Equivalent Students (FTES)	13.1	14.3	10.6	11.9	15.7	19.2
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	0.7	0.9	0.8	0.8	0.9	1.2
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	545.4	444.3	406.4	428.9	600.1	504.6
19	FTES/FTEF	18.7	15.2	13.9	14.7	18.5	15.6
20	Fill Rate at Census	88.9	82.5	77.7	86.3	97.0	84.7
	Program Success						
21	Course Retention	89.6	89.6	93.1	97.1	97.0	96.7
22	Course Success	60.6	52.3	59.2	56.1	63.4	72.0

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered				2.0	2.0	4.0
4	Sections Offered				2.0	4.0	4.0
5	Morning Sections				1.0	4.0	2.0
6	Afternoon Sections						1.0
7	Evening Sections				1.0		1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections				2.0	4.0	4.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections				0.0	0.0	0.0
13	Enrollment				31	59	94
14	Weekly Student Contact hours (WSCH)				164.3	387.6	596.3
15	Full-Time Equivalent Students (FTES)				5.1	12.0	18.4
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)				0.4	0.8	1.2
17	Credit Reimbursement Rate				**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF				382.1	516.8	488.8
19	FTES/FTEF				11.8	15.9	15.1
20	Fill Rate at Census				50.3	77.5	96.3
	Program Success						
21	Course Retention				87.1	100.0	97.9
22	Course Success				67.7	88.1	84.0

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	15.0	15.0	18.0	9.0	12.0	11.0
4	Sections Offered	20.0	18.0	22.0	11.0	16.0	15.0
5	Morning Sections	7.0	8.0	7.0	7.0	7.0	8.0
6	Afternoon Sections	3.0	1.0	3.0		2.0	
7	Evening Sections	10.0	9.0	12.0	4.0	4.0	4.0
8	Arranged Sections					2.0	3.0
9	Weekend Sections						
10	Short Term Sections	3.0	8.0	8.0	0.0	9.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	1.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0		0.0	
13	Enrollment	448	353	430	222	263	277
14	Weekly Student Contact hours (WSCH)	2505.4	2100.9	2432.5	1969.7	2241.0	2664.5
15	Full-Time Equivalent Students (FTES)	85.9	72.0	83.4	60.8	69.2	82.2
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	5.1	4.6	5.1	4.8	6.4	6.0
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	492.2	453.8	473.2	413.8	350.2	444.1
19	FTES/FTEF	16.9	15.6	16.2	12.8	10.8	13.7
20	Fill Rate at Census	86.0	78.1	73.0	73.7	75.5	88.1
	Program Success						
21	Course Retention	92.2	91.5	91.6	95.9	96.6	94.6
22	Course Success	52.7	56.7	59.5	62.6	68.4	63.9

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	4.0	3.0	4.0	3.0	4.0
4	Sections Offered	5.0	7.0	5.0	5.0	3.0	4.0
5	Morning Sections				2.0	2.0	2.0
6	Afternoon Sections		1.0	1.0	1.0	1.0	1.0
7	Evening Sections	5.0	6.0	4.0	2.0		1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	5.0	7.0	5.0	5.0	3.0	4.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	134	132	95	100	83	95
14	Weekly Student Contact hours (WSCH)	381.8	417.7	308.9	347.4	510.1	620.6
15	Full-Time Equivalent Students (FTES)	13.1	14.3	10.6	11.9	15.7	19.2
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	0.7	0.9	0.8	0.8	0.9	1.2
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	545.4	444.3	406.4	428.9	600.1	504.6
19	FTES/FTEF	18.7	15.2	13.9	14.7	18.5	15.6
20	Fill Rate at Census	90.0	63.6	50.3	67.5	101.6	94.0
	Program Success						
21	Course Retention	95.5	98.5	97.9	88.0	100.0	98.9
22	Course Success	71.6	75.8	73.7	70.0	83.1	80.0

AUTOMOTIVE TECHNOLOGY

		04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
Gender													
	Female	47	8.4%	48	9.5%	47	9.9%	30	8.6%	27	7.9%	12	3.6%
	Male	515	91.6%	455	90.5%	428	90.1%	317	90.8%	301	88.3%	308	93.6%
	Missing							2	0.6%	13	3.8%	9	2.7%
	Total	562	100.0%	503	100.0%	475	100.0%	349	100.0%	341	100.0%	329	100.0%
Age													
	19 or younger	236	42.0%	220	43.7%	217	45.7%	140	40.1%	140	41.1%	119	36.2%
	20-24	220	39.1%	187	37.2%	163	34.3%	140	40.1%	132	38.7%	135	41.0%
	25-29	40	7.1%	45	8.9%	39	8.2%	24	6.9%	35	10.3%	43	13.1%
	30-34	26	4.6%	20	4.0%	22	4.6%	15	4.3%	11	3.2%	11	3.3%
	35-39	15	2.7%	13	2.6%	10	2.1%	7	2.0%	8	2.3%	11	3.3%
	40-49	18	3.2%	13	2.6%	11	2.3%	11	3.2%	10	2.9%	9	2.7%
	50 and above	6	1.1%	5	1.0%	13	2.7%	12	3.4%	5	1.5%	1	0.3%
	Missing	1	0.2%										
	Total	562	100.0%	503	100.0%	475	100.0%	349	100.0%	341	100.0%	329	100.0%
Ethnicity													
	Asian	78	13.9%	69	13.7%	69	14.5%	39	11.2%	36	10.6%	22	6.7%
	Black or African American	23	4.1%	23	4.6%	20	4.2%	17	4.9%	10	2.9%	4	1.2%
	Hispanic/Latino	248	44.1%	220	43.7%	237	49.9%	172	49.3%	160	46.9%	117	35.6%
	American Indian or Alaska Native	4	0.7%	6	1.2%	4	0.8%	3	0.9%	1	0.3%	1	0.3%
	Native Hawaiian or Other Pacific Islander		0.0%		0.0%		0.0%	4	1.1%	3	0.9%		0.0%
	White	165	29.4%	149	29.6%	111	23.4%	77	22.1%	70	20.5%	58	17.6%
	Two or More Races											2	0.6%
	Unknown/Non-Respondent	44	7.8%	36	7.2%	34	7.2%	37	10.6%	61	17.9%	125	38.0%
	Total	562	100.0%	503	100.0%	475	100.0%	349	100.0%	341	100.0%	329	100.0%
Educational Goal													
	Degree & Transfer	158	28.1%	131	26.0%	123	25.9%	25	7.2%	42	12.3%	67	20.4%
	Transfer	64	11.4%	68	13.5%	54	11.4%	3	0.9%	3	0.9%	11	3.3%
	AA/AS	26	4.6%	21	4.2%	22	4.6%	45	12.9%	79	23.2%	62	18.8%
	License	66	11.7%	69	13.7%	54	11.4%	11	3.2%	23	6.7%	17	5.2%
	Certificate	126	22.4%	107	21.3%	111	23.4%	15	4.3%	35	10.3%	33	10.0%
	Job Skills	61	10.9%	47	9.3%	40	8.4%	38	10.9%	52	15.2%	50	15.2%
	Basic Skills							9	2.6%	12	3.5%	11	3.3%
	Personal											6	1.8%
	Undecided							28	8.0%	34	10.0%	44	13.4%
	Not Reported	61	10.9%	60	11.9%	71	14.9%	175	50.1%	61	17.9%	28	8.5%
	Total	562	100.0%	503	100.0%	475	100.0%	349	100.0%	341	100.0%	329	100.0%

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
	Program Resources						
23	Revenue: FTES*Reimbursement Rate	$542,766.96	$532,245.45	$578,254.40	$679,365.46	$655,347.56	$729,582.70
24	Total District Adopted Program Budget	457,721	458,993	473,880	526,591	465,134	584,779
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	44,477	51,908	6,179	7,887	0	N/A
26	Supplies (4300 in budget)	0	20,239	13,189	0	20,000	11,391
27	Cost	468,203	465,187	459,174	NO DATA	510,728	NO DATA
28	Total FTES for the year	185.86	163.28	166.34	185.2	170.91	190.27
29	Cost per FTES	2,519.12	2,849.01	2,760.45		2,988.29	
	Degrees and Certificates						
30	Degree: Automotive Technology	5	8	5	8	4	15
	Degree: Diesel Technology			1	2	3	
31	Certificates: Automotive Collision Repair		2				
	Certificates: Automotive Technology	12	8	6	8	40	94
	Certificates: Diesel Technology	82	54	52	66	50	2
32	Skill Awards						
33	Licenses (reported by department)						
	Career Technical Education Programs						
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

MEDIUM and HEAVY TRUCK TECHNOLOGY

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	2.0	2.0	2.0	1.0	2.0
4	Sections Offered	3.0	2.0	2.0	2.0	1.0	2.0
5	Morning Sections	1.0	1.0	1.0	1.0	1.0	1.0
6	Afternoon Sections						
7	Evening Sections	2.0	1.0	1.0	1.0		1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections						
13	Enrollment	70	54	48	61	30	41
14	Weekly Student Contact hours (WSCH)	904.2	838.0	742.9	981.9	725.3	139.4
15	Full-Time Equivalent Students (FTES)	31.0	28.7	25.5	30.3	22.4	4.3
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	1.3	1.2	1.2	1.2	1.1	0.3
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	674.8	698.3	619.1	811.5	653.4	435.5
19	FTES/FTEF	23.1	23.9	21.2	25.0	20.2	13.4
20	Fill Rate at Census	79.6	88.0	78.3	96.6	100.0	92.0
	Program Success						
21	Course Retention	95.7	96.3	97.9	98.4	100.0	100.0
22	Course Success	91.4	87.0	93.8	93.4	93.3	68.3

MEDIUM and HEAVY TRUCK TECHNOLOGY

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered						
4	Sections Offered						
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						
14	Weekly Student Contact hours (WSCH)				0.0	0.0	0.0
15	Full-Time Equivalent Students (FTES)						
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate				**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
	Program Success						
21	Course Retention						
22	Course Success						

MEDIUM and HEAVY TRUCK TECHNOLOGY

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	2.0	2.0	1.0	1.0	2.0
4	Sections Offered	3.0	2.0	2.0	1.0	1.0	2.0
5	Morning Sections	1.0	1.0	1.0	1.0	1.0	1.0
6	Afternoon Sections						
7	Evening Sections	2.0	1.0	1.0			1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections						
13	Enrollment	68	52	71	31	32	33
14	Weekly Student Contact hours (WSCH)	932.5	793.3	1033.4	736.6	755.1	134.2
15	Full-Time Equivalent Students (FTES)	32.0	27.2	35.4	22.7	23.3	4.1
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	1.4	1.2	1.3	1.1	1.1	0.4
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	670.8	661.1	826.7	651.9	674.2	353.1
19	FTES/FTEF	23.0	22.7	28.3	20.1	20.8	10.9
20	Fill Rate at Census	82.4	91.0	118.3	103.3	106.7	77.5
	Program Success						
21	Course Retention	100.0	96.2	94.4	100.0	100.0	93.9
22	Course Success	86.8	88.5	76.1	90.3	90.6	66.7

MEDIUM and HEAVY TRUCK TECHNOLOGY

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered						
4	Sections Offered						
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						
14	Weekly Student Contact hours (WSCH)	0.0	0.0	0.0	0.0	0.0	0.0
15	Full-Time Equivalent Students (FTES)						
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
	Program Success						
21	Course Retention						
22	Course Success						

MEDIUM and HEAVY TRUCK TECHNOLOGY

			04-05		05-06		06-07		07-08		08-09		09-10	
			Year1		Year2		Year3		Year4		Year5		Year6	
Gender														
	MTRK	Female	3	3.6%	3	4.2%	2	2.7%	1	1.6%	1	2.4%		0.0%
	MTRK	Male	80	96.4%	69	95.8%	73	97.3%	58	95.1%	38	92.7%	42	93.3%
	MTRK	Missing							2	3.3%	2	4.9%	3	6.7%
	MTRK	Total	83	100.0%	72	100.0%	75	100.0%	61	100.0%	41	100.0%	45	100.0%
Age														
	MTRK	19 or younger	10	12.0%	14	19.4%	18	24.0%	24	39.3%	13	31.7%	14	31.1%
	MTRK	20-24	28	33.7%	24	33.3%	24	32.0%	14	23.0%	17	41.5%	18	40.0%
	MTRK	25-29	15	18.1%	5	6.9%	8	10.7%	7	11.5%	3	7.3%	3	6.7%
	MTRK	30-34	9	10.8%	6	8.3%	6	8.0%	4	6.6%	1	2.4%	2	4.4%
	MTRK	35-39	2	2.4%	5	6.9%	8	10.7%	5	8.2%	1	2.4%	1	2.2%
	MTRK	40-49	15	18.1%	11	15.3%	8	10.7%	5	8.2%	5	12.2%	6	13.3%
	MTRK	50 and above	4	4.8%	7	9.7%	3	4.0%	2	3.3%	1	2.4%	1	2.2%
	MTRK	Total	83	100.0%	72	100.0%	75	100.0%	61	100.0%	41	100.0%	45	100.0%
Ethnicity														
	MTRK	Asian	5	6.0%	5	6.9%	2	2.7%	2	3.3%	1	2.4%	1	2.2%
	MTRK	Black or African American	4	4.8%	2	2.8%	4	5.3%	1	1.6%	2	4.9%	3	6.7%
	MTRK	Hispanic/Latino	39	47.0%	47	65.3%	50	66.7%	43	70.5%	22	53.7%	24	53.3%
	MTRK	American Indian or Alaska Native	3	3.6%										
	MTRK	Native Hawaiian or Other Pacific Islander							1	1.6%	1	2.4%		
	MTRK	White	28	33.7%	15	20.8%	16	21.3%	8	13.1%	8	19.5%	4	8.9%
	MTRK	Unknown/Non-Respondent	4	4.8%	3	4.2%	3	4.0%	6	9.8%	7	17.1%	13	28.9%
	MTRK	Total	83	100.0%	72	100.0%	75	100.0%	61	100.0%	41	100.0%	45	100.0%
Educational Goal														
	MTRK	Degree & Transfer	6	7.2%	6	8.3%	11	14.7%	2	3.3%			7	15.6%
	MTRK	Transfer	4	4.8%			2	2.7%					2	4.4%
	MTRK	AA/AS	4	4.8%	2	2.8%			5	8.2%	8	19.5%	6	13.3%
	MTRK	License	5	6.0%	10	13.9%	8	10.7%	1	1.6%	4	9.8%	2	4.4%
	MTRK	Certificate	27	32.5%	24	33.3%	27	36.0%	6	9.8%	5	12.2%	3	6.7%
	MTRK	Job Skills	28	33.7%	20	27.8%	20	26.7%	12	19.7%	9	22.0%	11	24.4%
	MTRK	Basic Skills							1	1.6%	1	2.4%	2	4.4%
	MTRK	Undecided							3	4.9%	7	17.1%	8	17.8%
	MTRK	Not Reported	9	10.8%	10	13.9%	7	9.3%	31	50.8%	7	17.1%	4	8.9%
	MTRK	Total	83	100.0%	72	100.0%	75	100.0%	61	100.0%	41	100.0%	45	100.0%

MEDIUM and HEAVY TRUCK TECHNOLOGY

	Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
	Program Resources						
23	Revenue: FTES*Reimbursement Rate	$183,891.29	$182,315.58	$211,709.11	$194,528.89	$172,397.32	$31,864.36
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	0
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	N/A
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	0
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	0	
28	Total FTES for the year	62.97	55.93	60.9	53.03	44.96	8.31
29	Cost per FTES						
	Degrees and Certificates						
30	Degree						
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
	Career Technical Education Programs						
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

MOTORCYCLE TECHNOLOGY

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered		1.0	1.0	1.0	1.0	
4	Sections Offered		1.0	1.0	1.0	1.0	
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections		1.0	1.0	1.0	1.0	
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment		29	22	28	25	
14	Weekly Student Contact hours (WSCH)		112.9	85.5	129.6	112.1	
15	Full-Time Equivalent Students (FTES)		3.9	2.9	4.0	3.5	
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)		0.2	0.2	0.2	0.2	
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF		594.1	449.8	589.2	534.0	
19	FTES/FTEF		20.4	15.4	18.2	16.5	
20	Fill Rate at Census		120.8	91.7	112.5	100.0	
	Program Success						
21	Course Retention		89.7	86.4	96.4	96.0	
22	Course Success		41.4	50.0	67.9	48.0	

MOTORCYCLE TECHNOLOGY

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered						1.0
4	Sections Offered						1.0
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						1.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						3
14	Weekly Student Contact hours (WSCH)						20.1
15	Full-Time Equivalent Students (FTES)						0.6
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)						0.3
17	Credit Reimbursement Rate				**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF						62.8
19	FTES/FTEF						1.9
20	Fill Rate at Census						60.0
	Program Success						
21	Course Retention						100.0
22	Course Success						100.0

MOTORCYCLE TECHNOLOGY

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	1.0	2.0		1.0		
4	Sections Offered	1.0	2.0		1.0		
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections	1.0	2.0		1.0		
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	26	27		31		
14	Weekly Student Contact hours (WSCH)	101.2	112.9		143.6		
15	Full-Time Equivalent Students (FTES)	3.5	3.9		4.4		
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	0.2	0.4		0.2		
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	532.7	268.8		652.6		
19	FTES/FTEF	18.3	9.2		20.1		
20	Fill Rate at Census	104.2	66.3		129.2		
	Program Success						
21	Course Retention	88.5	96.3		100.0		
22	Course Success	26.9	40.7		64.5		

MOTORCYCLE TECHNOLOGY

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered						
4	Sections Offered						
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						
14	Weekly Student Contact hours (WSCH)						
15	Full-Time Equivalent Students (FTES)						
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
	Program Success						
21	Course Retention						
22	Course Success						

MOTORCYCLE TECHNOLOGY

			04-05		05-06		06-07		07-08		08-09		09-10	
			Year1		Year2		Year3		Year4		Year5		Year6	
Gender														
	MOTO	Female	2	7.7%	2	4.2%	3	13.6%	4	6.9%	3	12.0%		0.0%
	MOTO	Male	24	92.3%	46	95.8%	19	86.4%	53	91.4%	19	76.0%	2	66.7%
	MOTO	Missing							1	1.7%	3	12.0%	1	33.3%
	MOTO	Total	26	100.0%	48	100.0%	22	100.0%	58	100.0%	25	100.0%	3	100.0%
Age														
	MOTO	19 or younger	5	19.2%	14	29.2%	3	13.6%	13	22.4%	16	64.0%	1	33.3%
	MOTO	20-24	8	30.8%	15	31.3%	8	36.4%	21	36.2%	1	4.0%		
	MOTO	25-29	5	19.2%	4	8.3%	6	27.3%	5	8.6%	2	8.0%		
	MOTO	30-34	3	11.5%	3	6.3%	2	9.1%	3	5.2%				
	MOTO	35-39	2	7.7%	5	10.4%			4	6.9%	3	12.0%	2	66.7%
	MOTO	40-49	2	7.7%	5	10.4%			7	12.1%	3	12.0%		0.0%
	MOTO	50 and above	1	3.8%	2	4.2%	3	13.6%	5	8.6%				
	MOTO	Total	26	100.0%	48	100.0%	22	100.0%	58	100.0%	25	100.0%	3	100.0%
Ethnicity														
	MOTO	Asian	1	3.8%	3	6.3%	3	13.6%	3	5.2%				
	MOTO	Black or African American							5	8.6%	2	8.0%		
	MOTO	Hispanic/Latino	19	73.1%	20	41.7%	11	50.0%	29	50.0%	11	44.0%	1	33.3%
	MOTO	Native Hawaiian or Other Pacific Islander							1	1.7%				
	MOTO	White	5	19.2%	23	47.9%	6	27.3%	15	25.9%	7	28.0%		
	MOTO	Unknown/Non-Respondent	1	3.8%	2	4.2%	2	9.1%	5	8.6%	5	20.0%	2	66.7%
	MOTO	Total	26	100.0%	48	100.0%	22	100.0%	58	100.0%	25	100.0%	3	100.0%
Educational Goal														
	MOTO	Degree & Transfer	5	19.2%	9	18.8%	9	40.9%	4	6.9%	5	20.0%		
	MOTO	Transfer	2	7.7%	8	16.7%	2	9.1%	2	3.4%			1	33.3%
	MOTO	AA/AS	1	3.8%	1	2.1%		0.0%	13	22.4%	6	24.0%		
	MOTO	License	1	3.8%	4	8.3%	1	4.5%	2	3.4%	2	8.0%		
	MOTO	Certificate	3	11.5%	11	22.9%	2	9.1%	4	6.9%				
	MOTO	Job Skills	3	11.5%	6	12.5%	3	13.6%	10	17.2%	7	28.0%	1	33.3%
	MOTO	Basic Skills							4	6.9%	3	12.0%		
	MOTO	Undecided							3	5.2%	2	8.0%	1	33.3%
	MOTO	Not Reported	11	42.3%	9	18.8%	5	22.7%	16	27.6%				
	MOTO	Total	26	100.0%	48	100.0%	22	100.0%	58	100.0%	25	100.0%	3	100.0%

MOTORCYCLE TECHNOLOGY

	Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
	Program Resources						
23	Revenue: FTES*Reimbursement Rate	$10,133.44	$25,230.16	$10,185.68	$30,923.60	$13,267.23	$2,377.37
24	Total District Adopted Program Budget	0	NO DATA	4,000	4,000	4,000	0
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	n/a	n/a	n/a	0	0
26	Supplies (4300 in budget)	NO DATA	0	0	0	1,000	0
27	Cost	NO DATA	0	4,043	-112	0	
28	Total FTES for the year	3.47	7.74	2.93	8.43	3.46	0.62
29	Cost per FTES			1,379.86			
	Degrees and Certificates						
30	Degree						
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
	Career Technical Education Programs						
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						