Automotive Tech
PROGRAM REVIEW REPORT
2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Dennis Korn	Roy Mallory	Jackie Munoz
Dave Brown	Tom Bender	
Jeremy Clark	Bob Sirkigian	
Mariano Rubio	Greg Lipp	
	Max Brinkman	
	Dominic Vinci	

Automotive Tech

I. Executive Summary

Program Description:

The Automotive Technology Program at Citrus College has a long history of creating successful long-term employees in the automotive field. While the program itself predates the current faculty, there is a feeling of continuity with the program having been "handed off" by the long standing (30+ years) Department Chairman before the 2000 – 2001 school year. The program has continually evolved with two of its current four faculty members having been in service since before that time. The next most senior faculty member has been in place over 12 years while one full-time instructor, not yet tenured, is the "new blood" who brings a modern vision to the program. What's more, the current Dean was a long-time faculty member in the discipline, who, as a 13 year veteran of the college, leads with insight, professionalism, and a keen eye for regulatory compliance and excellence. The program and the facility in which it is housed (new construction, dedicated November 2010) are now known as the Technician Development Center.

The Technician Development Center currently houses several certificate programs including the Automobile/Light-Truck Under-Hood Specialist Certificate, Automobile/Light-Truck Under-Car Specialist Certificate, Automobile/Light-Truck Master Technician Certificate, Automobile/Light-Truck Toyota T-TEN Certificate, and the Medium/Heavy Diesel Truck Technician Certificate Programs. In previous years, there have been Collision Repair and Motorcycle/Personal Watercraft programs as well. However, those programs have not been offered in some time and are likely to face formal discontinuance. Happily, the facility and equipment formerly dedicated to Motorcycle Technology have been re-purposed and put to use, along with additional grant-funded equipment and materials, in the Automotive Physics and Engineering Experience (APEX) program which, in the summer session, offers middle school students an opportunity to explore the applied uses of mathematics and science in a fun, competitive and academically rigorous environment.

The Medium/Heavy Truck program is currently under revision and is in a growth phase. Its facilities and equipment portfolio continue to be in need of augmentation, and there is currently no full-time faculty in the program. Student interest is growing, and examples of student success are mounting every academic year. The program is likely to be able to fill a significant and otherwise-unmet niche if institutional support grows. That support should include the hiring of a full-time faculty member for the Medium/Heavy Truck program. With the current growth of the program and its potential in the future – a full-time faculty member will be required to meet the demands of recruiting, placement, and development of the program for student success.

While the Automobile/Light-Truck program has the longest track-record of sustained success, it is not without need for continual improvement and refinement. Currently, the program is making a curricular and pedagogical shift toward Criterion Referenced Instruction (CRI) with utilizes discovery-learning and applied laboratory activities as key elements of student training, along with Final Skill Performances (FSPs) which must be met by all students for successful completion of courses. This change is ongoing with estimated completion and full implementation expected in Fall 2015.

Strengths/Effective Practices:

The Technician Development Center continues to refine its instructional methodology to meet the demands of our industry partner. New equipment has been purchased and incorporated into instructional delivery. Pre-requisites in English and math (currently in process) have been added for the Auto 101 (entry-level class) and preliminary results show an improvement in student success rates for students meeting this pre-requisite. The requirement to have all Auto 101 students meet with the CTE counselor has proven time and again to be the key to student success and completion, not only in Certificates, but in Associate Degree achievement.

The Automotive Program requires that all students attempt certification through the Automotive Service Excellence (ASE) organization. This is the recognized certification for the automotive industry that offers certification in 8 areas of automotive focus that aligns with the core classes offered in the Automotive Program at Citrus College. Certification in at least two areas is a requirement for the T-TEN program of study. By making this a requirement of all students in the program, we have found that more students actually pass the tests and are thus more employable and by studying the results, we have a ready assessment of our teaching methodology.

The Automotive Program holds two or three Open House events for prospective students and their parents during the school year. This event includes an introductory presentation and then guided tours of the shop facilities for small groups. Each small group is led by a current student and other current students are stationed throughout the shop to provide demonstrations on various pieces of equipment and to answer questions. At the end of the event, everyone gathers together to enjoy pizza and having meaningful dialogue.

The Automotive Program went through an extensive self-evaluation and on-site visit recently to recertify with NATEF (National Automotive Technicians Education Foundation), which is a requirement of our industry partners Toyota. On September 11, 2014 we received notification that the program has been officially recertified – this is major accomplishment of the Automotive Team.

Weaknesses/Lessons Learned:

Failure to complete the installation of the Engine Dynamometers has hurt not only the image of the Technician Development Center (and Citrus College), but has negatively affected the HPI Certificate program and future employment opportunities for students interested in the aftermarket industry.

The lack of an adequate equipment repair budget to provide for timely repair of vital instructional equipment has negatively affected the delivery of instruction on a repeated basis.
There appears to be a lack of building/grounds maintenance for the TD/TE buildings. Appearances do matter and the condition of the wild areas around the building is not a good advertisement for the program or the school. Custodial services have improved, but trash cans in the TE building are still left full for weeks on end – this may just require sufficient conversation as to where the trash cans are located throughout the building so they can be found and emptied.
As stated previously, having a CTE counselor available for CTE students has measurably improved student success within the Automotive Program. This has shown itself not only in certificate completions, but in degrees attained by students. Additionally, having a person to track student progress through the program would be invaluable to assessing program goals and improving outcomes.
There is a need for a full-time lab aide within the Automotive Program. This individual needs a specific skill set that includes the ability to provide preventive maintenance on our extensive equipment (thus saving in repair costs down the road) and maintaining safety standards throughout the automotive lab areas.
It has been determined over the last few semesters that focused recruiting is more effective than a massive number of Auto 101 classes to fill the program. Though this cuts down on our total FTE generation at this point, it provides an opportunity to expand the program in other areas.
Shop gates – need regular maintenance, not having them fixed only when they break will save immense frustration and help keep the automotive complex secure.

Recommendations/Next Steps:

The Engine Dynamometers installation should be completed in a timely manner – regardless of the cost involved (adequate funding should be found and allocated). Currently, there is over $100,000 of tax-payer funded equipment sitting idle and wasting away because this was not handled properly during the initial construction of the new Technology Building.
As stated previously, having a CTE counselor available for CTE students has measurably improved student success within the Automotive Program. This has shown itself not only in certificate completions, but in degrees attained by students. Additionally, having a person to track student progress through the program would be invaluable to assessing program goals and improving outcomes. Toyota continually adds to the massive amount of data it wants collected about students in the program. There is not enough time for the Program Coordinator to collect this data in a timely manner considering current time constraints with dealer visits and recruiting efforts that are also required by Toyota. Having a person to assist the Program Coordinator would improve our response time to our industry partner and provide valuable key data for assessment purposes towards continual improved student success.
There is a need for a full-time lab aide within the Automotive Program. This individual needs a specific skill set that includes the ability to provide preventive maintenance on our extensive

equipment (thus saving in repair costs down the road) and maintaining safety standards throughout the automotive lab areas.

As Toyota continues to provide vehicles for instruction, it points out once again the lack of parking for instructional vehicles within the automotive complex. This was originally a design flaw stemming from changes made to the original building plans and has never been remedied. A campus-wide study has been conducted that clearly shows there is adequate parking for students on this campus for the foreseeable future, so accommodations should be made to provide parking for automotive instructional vehicles.

It is recommended that the T-TEN Program Coordinator receive a greater amount of reassign time or that the responsibilities be split between two individuals and adequate reassign given to each. Currently the T-TEN Program Coordinator is responsible for program oversight and recruitment of new students. Our industry partner now requires that the Program Coordinator provide data on recruitment (number of students contacted; number of students with a follow-up call and visit, etc.) and also provide data on our fleet; the number of students who have taken/passed/not passed ASE tests; and dealer visits to maintain our connection with dealership principles and our working students.

In light of ever increasing demand in the medium and heavy duty truck industry, a coordinator for MTRK is recommended to also be put in place to help facilitate training and program expansion needs. Opportunities to partner with organizations within the industry require additional overseeing by a dedicated faculty member. Also, due to the lack of heavy duty truck training facilities in the area, investment in the MTRK program would yield substantial growth in the program and raise the student success rate. A coordinator specifically for MTRK would insure that resource allocation would be placed in the most affective areas. Responsibilities for the MTRK coordinator would include faculty training scheduling for update courses, industry partner outreaches to such companies as Metro, Athens and L.A. County Fire Department, curriculum development and industry advisory coordination.

An adequate budget should be established for equipment repair and servicing or a means to provide a quicker response to repair demands should be development so instruction is not diminished and students suffer.

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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
AUTO100 Auto Tech & Maintnce/Consumer	**S08**	1	3	0	3	**Spring 2014**
AUTO101 Fund of Auto Serv/Diag/Repair	**S14**	1	1	1	0	**Spring 2015**
AUTO 149 Diesel Engine Management	**F10**	0	1	0	0	**Spring 2015**
AUTO151 Engine Serv/Diag/Repair	**F13**	1	1	0	1	**Fall 2014**
AUTO154 Chassis Serv/Diag/Repair	**F13**	0	1	0	1	**Fall 2014**
AUTO156 Auto Elec & Elec Systems I	**F13**	0	2	0	2	**Fall 2014**
AUTO162 Drivetrain Serv/Diag/Repair	**F14**	0	1	0	1	**Fall 2014**
AUTO166 Auto Elec & Elec Systems II	**F13**	1	0	1	0	**Fall 2014**
AUTO167 Auto HVAC Serv/Diag/Repair	**F11**	1	0	1	0	**Fall 2014**
AUTO168 Eng Cont Sys Serv/Diag/Repair	**F11**	0	1	0	1	**Fall 2014**
AUTO230A Auto Serv & Repair Work Exp A	**F11**	1	0	1	1	**Fall 2014**
AUTO230B Auto Serv & Repair Work Exp B	**F11**	0	1	0	1	**Fall 2014**
AUTO230C Auto Serv & Repair Work Exp C	**F11**	0	1	0	1	**Fall 2014**
AUTO230D Auto Serv & Repair Work Exp D	**F11**	0	1	0	1	**Fall 2014**
AUTO281 ADV Toy Cert Tech Trng	**F09**	0	0	0	1	**Fall 2014**
AUTO 291 Engine Performance Enhancements and Tuning	**F11**	0	0	0	1	**Fall 2014**

AUTO295 Engine Design	**S14**	1	0	1	0	**Fall 2014**
AUTO 296 Cylinder Head Development	**S09**	0	0	0	0	**Fall 2015**
AUTO297 Cylinder Block Development	**S09**	0	0	0	1	**Fall 2014**
AUTO695A Special Topics: Auto Tech	**S09**	0	0	0	0	**Fall 2014**
AUTO695B Special Topics: Auto Tech	**S09**	0	0	0	0	**Fall 2014**
AUTO695C Special Topics: Auto Tech	**S09**	0	0	0	0	**Fall 2014**
AUTO695D Special Topics: Auto Tech	**S09**	0	0	0	0	**Fall 2014**
AUTO696A Special Topics: Auto Tech	**S09**	0	0	0	0	
AUTO696B Special Topics: Auto Tech	**S09**	0	0	0	0	
AUTO696C Special Topics: Auto Tech	**S09**	0	0	0	0	
AUTO696D Special Topics: Auto Tech	**S09**	0	0	0	0	**Fall 2014**
AUTO698A Cooperative Education		0	0	0	1	**Fall 2014**
AUTO698B Cooperative Education		0	0	0	0	
AUTO698C Cooperative Education		0	0	0	0	
AUTO698D Cooperative Education		0	0	0	0	
AUTO 699A Special Topics: Auto Tech		0	0	0	0	
AUTO699B Special Topics: Auto Tech		0	0	0	0	
AUTO699C Special Topics: Auto Tech		0	0	0	0	
AUTO699D Special Topics: Auto Tech		0	0	0	0	
MOTO 101 Fundamentals of Motorcycle Service, Diagnosis and Repair		0	0	0	0	
MOTO 141 Motorcycle Engine Mechanical Systems Service, Diagnosis & Repair		0	0	0	0	
MOTO 142 Motorcycle Power Transmission System Service, Diagnosis & Repair		0	0	0	0	
MOTO 146 Motorcycle Electrical System Service,		0	0	0	0	

Diagnosis & Repair						
MOTO 698 A		0	0	0	0	
MOTO 698 B		0	0	0	0	
MOTO 698 C		0	0	0	0	
MOTO 698 D		0	0	0	0	
MOTO 699 A		0	0	0	0	
MOTO 699 B		0	0	0	0	
MOTO 699 C		0	0	0	0	
MOTO 699 D		0	0	0	0	
MTRK151 Medium and Heavy Trk Repair	**F09**	0	0	0	0	**Spring 2014**
MTRK152 Medium and Heavy Truck Repair	**F09**	0	1	0	0	**Fall 2013**
MTRK154 Medium and Heavy Truck Chassis Serivce, Diagnosis, and Repair	**S10**	0	0	0	1	**Fall 2013**

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Automotive Service, Diagnosis & Repair-Master Technician	AS	1955	8	9	11	13
	C	1955	18	3	2	2 (17)
Automotive Service, Diagnosis & Repair-Underhood Specialist	C	2003	41	22	19	8 (30)
Automotive Svc Diagnosis & Rpr-Toyota/Lexus/Scion Technician	C	1994	6	3	2	1 (14)
Automotive Svc, Diagnosis & Rpr-Undercar/Drivetrain Spec.	C	2004	39	21	23	10 (41)
Automotive Technology	S	blank	1	0	0	0
Diesel Technology	S	Blank		No data	No data	1
Medium and Heavy Diesel Truck Technology	AS	1972	2	No data	No data	1
Medium and Heavy Duty Truck Technician	C	1972	1	No data	No data	3 (10)
Automotive Research and Development	C		No data	No data	No data	(2)
Engine Rebuilding & Machining	S		No data	No data	No data	(5)

TYPE: **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award
AA-T = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer
(*) Data in parenthesis collected from the department as of June 2014 and moved forward to A&R

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Sections offered are consistent with demand.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Student demographics continue on a pace consistent with the overall school demographics, except for special populations such as female. The Program strives to continue increasing the number of females in the program and recruitment efforts are targeted to that goal.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Students who complete the Automotive Technology or Medium Heavy Duty Truck program find employment in the industry. What greater accomplishment is there than that. Placement rate falls between 70-90% over the last three years.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Student Learning Outcomes show that the program structure and instructional delivery methods are working. With the instructional methodology being developed in conjunction with our industry partner Toyota, it will be interesting to see if the results improve or stay stagnant.

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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 1 2011-12	One full-time faculty	Hired full-time Automotive Technology faculty member Fall 2012	C	
Goal 1(b) 2011-12	Dedicated CTE Counselor	Dedicated CTE Counselor refused by District. District policy insists all counselors must be equally capable of providing services to all students.	I	
Goal 2 2011-12	Parking for instructional vehicles	No movement at this time. Parking continues to be a problem which has been worsened by continual citations of staff/student/community vehicles by Security.	I	Not going to happen
Goal 3 2011-12	Increase repair/leases/rents budget line by $20,000 to account for an increase in the quantity of equipment that requires annual repair contracts	No final budget yet – but have not seen increase in repair budget – though we have increased the amount of equipment and enough time has elapsed that service is required. (This request has been on every program review for at least 20 years. Still no movement. Currently, any equipment that breaks stays that way.)	I	If not possible – please suggest alternative method of providing for quicker repair of instructional equipment
Goal 4 2011-12	Increase in T-TEN coordinator reassign time to handle increased responsibilities	Recommend an increase from 33% to 50% based on new requirements of the Toyota Program for Citrus to become a CEED school (highest level of Toyota program available – limited number in U.S.).	I	
Goal 5	Full-time clerical position	Have actually lost clerical help, just at	I	

2011-12	for tracking student progress, follow-up and processing	the time we need more assistance to track students and increase the size of our program. New Toyota requirements to be a CEED school will require a new commitment on the part of Citrus College for the program to reach that level.		
Goal 6 2011-12	Renovate or replace AA and DT buildings	Outdoor lifts have been removed, outside of AA has been painted. Need painting inside AA.	I	Probably not going to happen – should just tell us
Goal 1 2012-13	Complete Engine Dynamometer installation	Complete Engine Dynamometer installation	I	District has shown no willingness to complete this project. Over $100,000 in equipment is going to waste.
Goal 2 2012-13	Faculty Development for all faculty – Toyota specific required Instructor Development Courses	Faculty Development for all faculty – Toyota specific required Instructor Development Courses	I	Currently, this on-going requirement is paid for solely using Perkins funds.

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Develop Toyota criterion based instructional instruments	Completion date set for Spring 2015	NONE	1.1;1.2
Goal 2	One full-time faculty member	Hire an instructor for MTRK program.		EFMP 1
Goal 3	Establish program recruiting and screening coordinator at 50% re-assignment.	New, on-going requirements to maintain our partnership with Toyota mandate the establishment of policies, procedures and a lead person for recruiting, screening and reporting. This is over and above the		

		responsibilities of the T-TEN Coordinator.		
Goal 4	Establish MTRK coordinator at 50% re-assignment.	Industry demand increase requires a coordinator to direct program to facilitate industry needs and create partnerships with industry leaders.		

**For instutional goals visit link below.*
http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Expand curriculum to respond to diversification within the automotive industry, including diesel and hybrid/electric technology and alternative fuels.
EFMP 2 – Respond to industry needs for increased professional development of currently employed technicians.
EFMP 3 – Incorporate into the curriculum recent advances in technology, including diagnostics and telematics.

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IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Faculty (Auto/MTRK)	Increase strength of program MTRK - completers	M, N, Q	2, 3
MTRK Coordinator	Facilitate program growth and industry partnering	M, N, Q	2, 3
CTE Counselor	Increases completers, transfer and overall student success	M, N, Q	2, 3

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Lab Technician	Preventative maintenance and repair of equipment to reduce cost of repairs from outside vendors and to reduce the impact on instruction from equipment down time. Skilled individual needed for large quantity of equipment of unique and different designs/functions.	M, N	2

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
NATEF Update Training	Required for NATEF certification		C, Q	2, 3
Toyota Specific Instructor Development Courses	Required by Toyota Certification to be a CEED school (advanced level training institute) NEW REQUIREMENTS		C, Q	2, 3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Engine Dynos Installed	Required for certificate completion	TD	N, F	2, 3
Power door opener in TD137	ADA Compliance	TD137	C	1
Parking – Instructional Vehicles	As a Toyota CEED school – there will be requirements for a greater number of instructional vehicles which will aggravate the problem of not having sufficient space for the vehicles we already have.	TD	F	2, 3

Portable Evaporative Cooling Unit PAC2K482S	After having a student pass out due to the excessive heat at the beginning of the semester, we feel this is a safe route to take.	TD	M, N, Q	2, 3

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Computers needed for Trans Lab (10) and Engine Lab (2)	Provide for greater student access during training		F	2,3
Alignment machine network connectivity	Full alignment software/feature capability necessitates use of the College LAN		N, F	2, 3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Valve Body Tester – Trans	Required to provide complete instruction – assessing the results of student work	$13,000	N, F	2, 3
Budget for repair and maintenance contracts	To service increased amount of equipment that is required to provide instruction at the appropriate level	$25,000	N	2,3
Tire mount/dismount machines (2)	To provide instruction using reliable, industry-standard equipment.	$30,000	N, F	2, 3
Training simulators for medium/heavy truck and diesel technology	Provide NATEF standard training apparatus without the necessity for several full vehicles.	$450,000	N, F	2, 3
Fuel injector bench tester	Provide training on fuel injector flow rates	$7,000	N, F	2, 3
Tire pressure monitoring system (TPMS) tools	Provide NATEF mandated training on TPMS systems	$4,000	N, F	2, 3
Hand tools	Replace low-budget hand-tools that continually break	$25,000	N, F	2, 3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Ink cartridges for printers not maintained by TeCS	Continual printer down time impacts student success.		N, F	2, 3

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?
N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?
F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? 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: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.

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X. Career Technical Education

TOP CODE: 0947.00 – Diesel Technology,

0948.00 – Automotive Technology

1. **Advisory Committee meeting date(s): June 15, 2012**

   (Next Scheduled – Sept. 17, 2014

2. **Advisory Committee recommendations**

1.	Tire Sensor Tester
2.	Alignment Rack
3.	Update Fluke Meters – This one has been accomplished 2013-2014
4.	Valve Body Tester
5.	Ultrasonic Cleaner

3. **Are these Advisory Committee minutes on file with Academic Affairs?**

   YES ___X__ NO _____

4. **Vocational Funds (Not LEGAL to supplant school funds with Federal funds)**

Source	Purpose	Amount

5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
				%
				%
				%
				%
				%
				%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

CORE INDICATORS

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	68.70	72.34	72.58	86.59	74.81
2. Credential, Certificate, or Degree	23.53	29.27	72.00	81.40	89.86
3. Persistence or Transfer	76.11	61.70	81.97	85.19	92.25
4. Placement	87.88	78.05	78.26	80.49	74.19
5. Nontraditional Participation	6.96	6.38	8.06	2.44	6.11
6. Nontraditional Completion	6.67	10.53	14.29	0.00	4.55

***0948.00 – Automotive Technology**

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	93.48	93.75	88.57	78.95	72.22
2. Credential, Certificate, or Degree	92.00	96.88	100.00	*100.00*	75.00
3. Persistence or Transfer	62.79	59.57	90.63	73.68	94.44
4. Placement	76.47	86.36	73.08	*50.00*	66.67
5. Nontraditional Participation	2.17	2.08	0.00	0.00	0.00

6. Nontraditional Completion	0.00	2.94	0.00	*0.00*	0.00

*__0947.00 – Diesel Technology,__

Total Count is 10 or Greater	*Total Count is Less Than 10*

CITRUS COLLEGE **Negotiated Level**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%