



Instructional Annual Program Review Update Form

BACKGROUND:

Program Review (PR) is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This PR Update Form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by ALL instructional programs.

- All instructional programs must submit their Annual Program Review Update Form to their dean or manager by **Monday, March 6.**
- All deans or managers will forward the completed form to the Program Review Committee Chair by **Monday, March 13.**

SUBMISSION:

Program: Automotive Technology Division: Technology & Engineering Date: 3/1/23

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete only pages 1 and 2)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete the entire form)*

Program Signature(s): Charles D Zepeda Printed Name: Charles D Zepeda

PPRC Endorsement: Yes No

Revised 01/27/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

After reviewing the data provided by the OIE, it appears that 93% of the automotive courses offered in the 2021/2022 school year placed above the benchmark success standard. Only one course fell below the success standard for this reporting period. All courses combined to place the automotive program above the benchmark success standard.

In addition, the OIE data also indicates that 86% of the automotive courses offered in the 2021/2022 school year placed above the benchmark completion(retention) standard. Only two courses fell below the completion(retention) standard for this reporting period. All courses combined to place the automotive program above the benchmark completion (retention) standard.

You can access your program's ISS here: [ISS Documents](#); Alternately, if you have access to Tableau, you can access the data here: [Tableau ISS Data](#).

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

The automotive program exceeded the standard for success and completion because of the scheduling switch to the hybrid teaching modality which reflects the department faculty commitment to student success. The hybrid format allowed for a better class time options and flexibility for students to balance and fulfill their personal and educational obligations.

As for the three classes that placed below the benchmark standards, it must be noted that they are only offered every other semester and therefore did not represent a two-semester reporting period. However, to enhance the success and completion rates in these and all automotive courses, a revision of the CSLO's and their evaluation methods has been initiated in the Curricunet process. These revisions will allow multiple assessment methods that can better match a students' learning style. These differentiated instruction and assessments will reflect a higher success and completion rate for the automotive program.

Institutional Student Learning Outcomes (ISLOs)--Do Not Complete Spring 2023

All programs will compare their CSLO attainment to the Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?
2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

Part 2: Additional Resource Request Reasoning and Support

Request Justification (Note: Expand all areas as needed to support your resource request)

Briefly summarize your new / modified resource request. Is it imperative that this resource request be processed now rather than during the next comprehensive program review?

1. If the Resource Request is personnel-related, include support and associated details/data in support of this request.
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
Expanding the automotive program with additional classroom space will enable the automotive program to offer emerging technology courses and lab activities for the students to meet the demands and direction of the automotive industry. The students will be more adequately prepared for the workforce. The addition of a shop assistant and computer software with language translation ability will support students and further promote their success. This success is related to student retention, completion of programs, and transferring to CSU or UC institutions.
3. How will this resource enhance your area or program? Have you considered the College Mission or Strategic Initiatives, physical/organizational restructuring, and or your program's goals for improvement, as stated in your last program review?
The addition of an automotive classroom and lab area for alternative fuel and vehicle technology directly supports the following Fullerton College Goal:

GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT

Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 1: Create a clear pathway for every student

Objective 2: Enhance workforce training opportunities

Objective 3: Improve student critical thinking skills

Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness

Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs

Fullerton College Advisory Committee Minutes (June 9, 2022)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

FULLERTON COLLEGE

ADVISORY COMMITTEE MINUTES

Date of Meeting: Thursday, June 09, 2022

Location: Automotive Technology Department, Building 900

Committee: Automotive Technology Advisory

Members Present:

Mina Shehata – Technician, Westminster Lexus
Chantal Ballo – Representative, Bureau of Automotive Repair
Alan Vester- Shop Foreman, Fairway Ford
Peter Stawniczy – Technician, City of Santa Ana
Robert Gordon- Automotive Instructor, Retired
Eric Anderson – Owner, Anderson’s Automotive

College Personnel: Jose Victor Miranda – Automotive Department Coordinator, Instructor

Dave Lopez – Automotive Instructor
Robert Maine- Automotive Instructor
Charles Zepeda – Automotive Instructor
David Diaz – Automotive Shop Coordinator

Jose Victor Miranda called the meeting to order at 6:55 p.m.

Introductions:

Each member present introduced themselves and mentioned the organization they represented.

Selection of Committee Chair, Co-Chair, and Recorder.

Jose Victor Miranda, Chairperson; Chantal Ballo Co-Chair; David Diaz, Recorder.

Review of Minutes and Industry survey 2020

Eric Anderson suggested revising the industry survey to include the date the information was collected. **Peter Stawniczy** made a motion to approve the minutes and industry survey with the date revision, **Dave Lopez** seconded the motion; all in favor.

Program Update

A. Online and hybrid class formats

Charles Zepeda explained that as a result of campus closure due to the COVID-19 pandemic, the automotive department switched to remote instruction during spring 2020. About 2 semesters ago a new hybrid class instruction mode became available in which students were able to attend lectures online in combination with in-person laboratory practices on campus. In addition, this new class format allowed to open up classrooms and ease up class schedules. **Robert Maine** added that the hybrid instruction mode also helped with freeing up the shop directly benefitting students. **Victor Miranda** commented that most of the Fall 2022 class offerings will be in hybrid and online formats and that the student mask mandate was going away starting the fall semester.

B. Facilities Equipment

Peter Stawniczy commented that the new parking lot lamps increased the parking lot visibility at

night. It helps students avoid hitting the parked lab units. **David Diaz** provided a summary of building improvement projects and recent equipment purchases that were accomplished during the pandemic campus closures. He asked for committee support to increase classroom and equipment storage space that would allow for program expansion. **Eric Anderson** commented that the FC Automotive department lost considerable storage space during the 2012 automotive building renovation project **Robert Maine** proposed we petition to develop the northwest grassy area into a tri-level building that provided classroom, storage, and laboratory space. Classroom space could be used for new class offerings such as alternative fuels and ADAS (Advanced Driver Assistance Systems). **Charles Zepeda** added that a similar request for facilities expansion was submitted in the most recent department program review. **Chantal Ballo** commented that increasing classroom availability would have a direct impact on the program seat count and improve college revenue. **Dave Lopez** explained that currently there are only three automotive classrooms designed for a specific class subject. He commented that other automotive programs already have some type of alternative fuel class and that we should put in another classroom outfitted for this purpose. **Alan Vester** introduced a motion second by **Peter Stawniczy** to approve the proposed development of the northwest grassy area into additional storage, classroom, and lab space that allowed for program incursion into alternative fuel technology; all in favor.

C. Budget

David Diaz summarized the various sources of funding available to the department in the past two years including a Perkins Grant to increase enrollment of non-traditional automotive students into a high-volume dealership service department and a couple of strong workforce regional programs that helped fund some building improvement projects. A good portion of these funds was used to purchase newer lab units to support student learning during the absence of FC automotive shop-related customer vehicle repair practices. **Eric Anderson** asked if the newly acquired vehicles were steered by wire. **David Diaz** commented that these new vehicles had an electric power steering system. **Eric Anderson** introduces a motion second by **Alan Vester** to keep budget expenditures going towards program improvement; all in favor.

D. Curriculum

Charles Zepeda presented curriculum updates to the advisory committee. He mentioned that all automotive certificates and the automotive AS degree were revised and approved by the State Chancellor's Office. He stated that instructor John Farley could not attend the meeting but that he prepared a report on recent degree awards going back to spring 2020. The FC auto department issued (12) A.S Degrees in Automotive Technology, (2) Automatic transmission certificates, (6) Engine performance certificates, (4) Chassis certificates, (5) Light maintenance and repair certificates, (3) Auto maintenance skills certificates, (8) Auto management certificates, (11) Manual drivetrain certificates, (1) service advisor, (3) Emission certificates, and (8) Automotive Technology certificates. A total of 63 individual certificates were issued.

Eric Anderson suggested that students should take the ASE G1 tests for Auto maintenance and light repair or at least make the ASE testing certification information available. **Charles Zepeda** replied that FC auto students would be able to take the new ASE entry-level test series through a Saddleback College sponsor grant that would pay for the cost of the test. In addition, FC students could take the test on campus. **Mina Shehata** commented that some auto manufacturers are going away with ASE by not requiring the ASE test but rather manufacturer-specific training. **Alan Vester** added that Ford manufacturer does not recognize ASE certification as they have their own internal certification. He added that students that intend to work for independent garages would find ASE certification valuable. **Peter Stawniczy** commented that municipalities' maintenance departments still require ASE certification for their technicians. Committee members agree that the smog license may be the only outside certification recognized by most dealership service departments.

Chantal Ballo inquired if any of the current FC automotive courses would be transferable into the Rio

Hondo Automotive Technology Bachelor program. **Charles Zepeda** replied that our classes would articulate as a lower-level class for the bachelor's program. He recommended we restructure the FC auto class numbering system to show class numbers above the 100-class level to ease the articulation process. Other automotive programs in the area already meet the 100 or above class level. In order to update our program class numbers, we need to apply through the chancellor's office. Typically, this process takes a few months to get approved. **Chantal Ballo** commented that aligning our class numbering with other colleges would allow us to remain competitive and offer students an incentive to join this program. **Peter Stawniczy**, introduce a motion second by **Eric Anderson** to restructure the FC class numbering system to the 100-class level to meet the Bachelor program articulation agreement; All in favor.

Charles Zepeda presented the Auto 051 Internship in Automotive class update to the advisory committee. This class was recently revised and reintroduced to the schedule. Last semester, 10 students enrolled in this class. (3) students received paid internships. He explained that the class consists of 1-unit lecture and for every 60hrs of unpaid work they receive 1-unit credit or for every 75 hours of paid work they receive 1-unit credit. He invited members to take advantage of this work-study class for their future entry-level technician needs.

Charles Zepeda asked the committee members to review the handout containing all the current auto certificates and the classes required to achieve each certificate and to provide feedback. He commented that the automotive service advisor certificate holds great value for both independent and dealership employers. **Alan Vestor** commented successful dealership service advisors need to learn the inner workings of the manufacturer warranty pay schedule as this account for up to 50 percent of dealer service department sale tickets.

Alan Vestor introduced a motion second by **Robert Maine** to validate current certificate offerings; all in favor. **Peter Stawniczy**, introduced a motion second by **Eric Anderson** to revise the Automotive Service advisor certificate to include Auto 055 Automotive Business Management into the required courses for this certificate; All in favor

Peter Stawniczy talked about the projected C.A.F.E standards for 2025 that calls for auto manufacturers to increase new vehicles' fuel efficiency to 50 mpg. He added that we need to work on EV and alternative fuel curriculum development. Possibly with the implementation of one course in Hybrid and EV technology to cover safety precautions and general maintenance. **Chantal Ballo** added that this new class needs to cover key maintenance and repair topics applicable to all manufacturers. **Peter Stawniczy**, introduced a motion second by **David Diaz** to create an alternative fuel class curriculum and implement a new classroom and all the instructional assets to support the new course; All in favor.

He also commented that another motivation to expand into hybrid and EV technologies is becoming more popular in commercial vehicles. **Alan Vestor** added that Ford is building several EV models from commercial vans to pickup trucks and passenger vehicles to meet public demand. Newer models come with serviceable modules within high-voltage batteries, thus increasing battery life.

Victor Miranda asked members to share any industry trends. **Alan Vestor** commented that his shop has seen an increasing business due to the low supply of new cars and the disruption of the supply chain due to the pandemic. The current shop labor rate is around \$210 an hour. Most of the shop business comes from doing engine and transmission replacements. He added that there is a shortage of engine and transmission cores due to the high demand for these components. Also, technicians that know how to troubleshoot and program modules make the most money. There are plenty of opportunities for incoming technicians.

Robert Gordon presented a \$75.00 reimbursement check from the Engine Rebuilders Educational Foundation that he received when attending the recent tech and skills conference at Scat crankshafts in Redondo Beach, CA.

Jose Victor Miranda thanked the committee members for their time and support of the program.

Dave Lopez made a motion to adjourn second by **Peter Stawniczy**.

Meeting Adjourned at 8:04 p.m.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

FULLERTON COLLEGE

ADVISORY COMMITTEE MINUTES

Date of Meeting: Thursday, May 16, 2019

Location: Automotive Technology Department, Building 900

Committee: Automotive Technology Advisory

Members Present:

Mark Hawkins – Technical Solutions Manager, Redline Detection
Torricelli Joe – Fullerton College Automotive Student
Greg Ramirez – Automotive Emissions Instructor, Smog Tech Institute
Robert Vargas – Manufacturer representative, Hunter Engineering
Tom Brenneman – ASE Education Foundation Manager
Alan Vester- Shop Foreman, Fairway Ford
Peter Stawniczy – Vehicle Technician, City of Anaheim
Daniel Eini – Shop Owner, So Cal Tire and Service
Robert Gordon- Automotive Instructor, Retired
Robert Wenzlaff – Automotive Instructor, Retired
Sue Wenzlaff – Drafting Instructor, Retired

College Personnel: Jose Victor Miranda – Automotive Department Coordinator, Instructor

David Lopez – Automotive Instructor
John Farley – Automotive Instructor
Robert Maine- Automotive Instructor
Charles Zepeda – Automotive Instructor
David Diaz – Automotive Shop Coordinator

Jose Victor Miranda called meeting to order at 6:45 p.m.

1. Introductions:

Each member present introduced themselves and mentioned the organization they represented.

2. Selection of Committee Chair, Co-Chair, and Recorder.

Jose Victor Miranda, Chairperson; Greg Ramirez Co-Chair; David Diaz, Recorder.

3. Review of Minutes.

Tom Brenneman made a motion to approve the minutes, **Robert Vargas** seconded the motion; those present approved the minutes.

4. Program Update

A) Facilities & Equipment

1) Need of Storage Room.

David Diaz explained the current facilities limitations in regards to the lack of sufficient storage space for oversized automotive equipment and other instructional materials as well as additional parking for laboratory vehicles needed to satisfy current student needs and future program expansion. Additionally, he mentioned the need of extra exterior lighting to illuminate the shop parking lot areas and to possibly seek the installation of an awning or roof structure over the shop two outdoor workstations.

2) Need of Extra lecture Room for program expansion

David Diaz explained that the Auto department only counts with three formal classrooms for all the 19 different class offering. Classrooms are also used for laboratory activities such as engine/transmission disassembly practices often requiring extensive setup and clean up times. Moreover, FC auto students have expressed their desire to have dedicated classrooms for the different classes. **Jose Miranda** added that having an extra classroom could help us build more industry partnerships by being able to host update workshops for existing automotive technicians and for future program expansion in general.

Alan Vester introduced a motion second by **Peter Stawniczy** to approve the proposed additional storage room, lecture room and installation of outdoor workstation's roof structure and extra outdoor shop lighting. The committee voted to unanimously approve the motion.

3) Need of Equipment and tools

David Diaz asked the committees members for recommendation on new shop tools or equipment that might be suitable to incorporate into the program. **Peter Stawniczy** inquired if we had a new R1234yF A/C recovery machine. David replied that the high cost to own one of this machines is still a restrictive factor, **Robert Maine** added that very few vehicles equipped with R1234yF are in need of service or repair due to fact that most of these still carry manufacturer warranty. He added that instead we opted to purchase one more R134a recovery unit that could also service hybrid vehicles. **Alan Vester** commented that at the Ford dealership the R1234yF machine sees very little use as is only utilized on very select late models vehicles. He stated that as long as our students learn the basic principles of A/C recovery and recharge practices it will be sufficient to fulfill minimum qualification for aspiring technicians. **Mark Hawkins** pointed out that the FC auto fleet lacks of a vehicle that comes equipped with that particular type of Refrigerant, consequently if we purchase the machine we will also have purchase a new vehicle to practice on. **Robert Maine** added that on his A/C course students achieve the Section 609 certification during class, which covers particular recovery information on this refrigerant. He stated that students also practice the usage of an ultrasonic testers to check for leaks and a refrigerant identifiers to minimize cross contamination. **Daniel Eini** commented that his shop technicians do service R1234yf equipped vehicles from time to time and that students should be aware of common failures including suction line heat exchangers and compressor internal cracks. He noted that R1234yf replacement refrigerant is priced much higher than any other auto refrigerant. **Peter Stawniczy** asked about what type of wire crimping practices were covered during the Electrical class. **John Farley** replied that students are trained in the usage of basic crimpers to build solid skills and that later on when students join the workforce they will learn the specifics on the different wire crimpers styles.

B) Budget

David Diaz explained that the FC auto department continue to receive funding through various sources such as the CA lottery system educational fund. Monies are used to cover for instructional supplies and small tools. Also, as part of the Strong Workforce for Advance Transportation Grant we were able to secure a new A/C recycling machine and the Autel 908 scan tool. **Daniel Eini**, commented that buying an Autel 908 diagnostic tool was a good choice. He really likes the Autel ease of use and its versatility at the time to update its software compared to Snapon units. He was really pleased to know that we are training students on this particular tool that is very popular among independent shops.

C) Curriculum

Charlie Zepeda presented curriculum updates to the advisory committee.

He mentioned that in previous meetings the automotive advisory committee supported the idea of reducing the Class size to 20 students per course to directly improve the quality of instruction, but it is important to note that class size is not subject to classroom seat availability. He said that in previous discussions with Kia technical trainer, Steve Denty suggested that keeping the student ratio of less than 20 students per 1 instructor was ideal for hands on automotive training. **Alan Vester** introduced a motion second by **Robert Vargas** to keep class size to a maximum of 20 students. Those present approved the motion.

In addition, **Charlie Zepeda** expressed that the automotive certificates class descriptions were recently revised and, approved at the state level. The Fullerton College Automotive Department offers a total of 11 training certificates and one associate degree. A packet was distributed to the advisory committee members that included current certificate descriptions and class summaries. He asked the committee member to scrutinize the course offerings and to present any suggestions to accommodate industry needs. No further revisions were advised. **Jose Miranda** added that by allowing auto students to achieve skills certificates while they continue their education broadens student's potential to secure jobs and start gaining valuable work experience early on their careers. **Daniel Eini** commented that he could really use employees with the chassis specialist skills certificates. He added that in general most of the independent service garages look to hire certified technicians to fulfill minimum requirements of keep (AAA) certified shop status or ASE approved repair facility. He believes that by allowing our students to achieve auto skill certificates it encourages them to continue completing other industry recognized certifications such as ASE and Manufacturer specific endorsements. **Alan Vester** stated that at his Ford dealership new hires undergo constant training and work under a journeyman tech for about three years, during this time they are moved to different roles until they find an area they would like to specialize in. He complimented the program structure for his commitment for well-rounded automotive education and admitted that the number of units per certificate might be somewhat irrelevant to the industry hiring managers. **Jose Victor Miranda** elaborated that the number of units assigned to each certificate is calculated based on various factors such as the number of hours of instruction. Program budget depend on the number of awarded certificates. **Charlie Zepeda** asked the committee for their input in regards to current certificate survival. **Tom Brenneman** introduced a motion second by **Peter Stawniczy** to keep the all the current Automotive Certificates in place. The committee were all in favor to approve the motion

D) Behavioral Expectations, Skills and Uniforms

John Farley, presented some revisions to the list of industry relevant behavioral traits, skills and personal commitments previously discussed on the past meeting. Skills revision included; to have students understand responsibilities of automotive repair facility personnel (lot attendant, service technician, service consultant, parts specialist, and service manager) and the importance of knowing how to safely operate a vehicle with manual transmission. In addition, under the personal commitment area we can incorporate the ability to maintain a professional appearance (Fullerton College Auto Tech uniform shirt). He added that other CTE programs on campus require the use of a uniform. **Greg Ramirez** introduced a motion second by **Robert Vargas** to incorporate the additional behavioral expectations, skills and uniform policy.

5. New and Continuing Business

Joe Torricelli commented on the shop space limitations in regards to parking student vehicles projects and the lack of temporary storage rooms to keep students transmission projects to lay out the parts during the disassembly process. **Tom Brenneman** introduced a motion second by **Peter Stawniczy** to increase the number of shop parking spaces. Those present approved the motion.

In addition, **Greg Ramirez** mentioned that we could look into expanding the program by building a second story on the existing building to satisfy the need of extra storage and lecture room.

Charlie Zepeda, commented that the Fullerton College Scholarship Foundation administers the FC automotive scholarship. He explained that recently the auto department decided to invest the shop scrap metal recycling proceeds into the auto scholarship fund. The main goal is to help scholarship recipients purchase some tools to ease the transition in to a technician job. He invited committee members to make donation by contacting the FC Scholarship foundation manager Lindsey Gatica or by donating scrap metal materials. **Robert Wenzlaff** shared a personal experience that exemplifies that job behavioral traits are as important as having the necessary technical skills to be successful in a work environment. **Alan Vester** recommended that in future meetings we should cover industry trends.

6. Recruitment of New Members

Jose Victor Miranda asked members to recruit new industry members to increase support for the automotive program.

7. Summary

Jose Victor Miranda thanked the committee members for their time and support of the program.

Peter Stawniczy made a motion to adjourn second by **Charlie Zepeda**.

Meeting Adjourned at 9:00 p.m.

Part 3: Resource Request Funding

Directions:

- Complete and submit this section ONLY if you have a NEW resource request
- Each NEW resource request must include the associated justification (Page 3).
- Complete as many resource requests, as necessary. Support each resource request with appropriate and relevant detail (Page 3).

Submission:

Requested by: Charles Zepeda Email: Czepeda@fullcoll.edu Phone: 714-992-7563

Division: Technology & Engineering Department: Automotive Technology Total Requested \$6,600,000.00

This request is intended as an update to a previously submitted program review. List and provide the cost to implement this request. Describe equipment location and include a description of additional space or maintenance, if needed.

Program Review section 6.2 (Existing Long-Term Plans)

To accommodate program growth and support the inclusion of alternative fuel courses such as hybrid and electrical vehicle technology, the Fullerton College Automotive Program must expand and improve current shop and storage facilities. The Automotive Advisory Committee suggested and endorsed improvements and expansion to the Automotive Technology building including, but not limited to, a roof covering for our existing outdoor vehicles lift stations, additional classrooms, shop work areas, and storage buildings or rooms. Automotive instruction requires the use of specialized equipment such as tool-carts, engine stands, A/C recovery machines, etc. Large automotive tools and equipment on wheels cannot be stored in drawers or cabinets or left outside exposed to the elements. Additional access to a large storage space or room to protect the tools and equipment from the elements as well as ergonomic concerns is needed. In addition, the automotive program will benefit from extra laboratory space for new course offerings such as the hybrid, electric vehicle (EV), and alternative vehicle courses previously mentioned.

Here is a summary of key facilities projects for consideration:

- roof structure for outdoor student workstations
- convert adjacent grass area into extra vehicle lift area /ADAS room/automotive classroom/storage space
- request enclosed parking lot area for laboratory vehicles.
- shop exhaust extrication system

Modified Request

Storage enclosures have been added to the automotive shop in the form of two metal trailer boxes. An additional storage trailer box is needed as well.

This does not replace the request for a new additional classroom and lab building to enable the addition of hybrid and electric vehicle courses per the automotive advisory committee recommendation (see two attached auto advisory committee meeting minutes at the end of this document supporting these funding requests).

A permanent fully funded shop assistant is needed for our shop manager David Diaz. This additional employee will help monitor equipment, tools, and perform shop duties as needed in support of the Automotive Technology students and program. Mr. Diaz's duties often require his presence in other areas of the campus and leave a void in the shop during lab learning activities and shop work. The addition of a permanent shop assistant will assist with the learning activities of the students.

Computer hardware/software is needed to assist with the translation of materials into different languages to help marginalized student populations and ESL students increase their success rates.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$100,000.00+ estimate	Regular Annual Allocation Fund
Facilities	\$5,000,000.00 + estimate	Bond Fund
Equipment	\$500,000.00 + estimate \$150,000.00 + estimate	Perkin's Fund (\$500,000.00 new equipment) Strong Work Force Fund (\$150,000.00 Replacement Equipment)
Supplies	\$100,000.00 + estimate	Perkin's Fund
Computer Hardware	\$250,000.00 + estimate	Perkin's Fund
Computer Software	\$250,000.00 + estimate	Perkin's Fund
Training	\$250,000.00 + estimate	Strong Work Force Fund
Other		
Total Requested Amount:	\$6,600,000.00 + estimate	Regular Annual Allocation Fund, Bond Fund, Perkin's Fund, Strong Work Force Fund

Approval:

Dean: Signature/Approval: _____

Date: _____

Rank (if appropriate): Dean Priority Ranking: _____ of _____