Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review 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 Annual 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** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
    - Division representatives on the Program Review and Planning Committee
  - Office of Institutional Effectiveness

SUBMISSION:

Program: Automotive Technology   Division: Technology & Engineering   Date: Nov 17, 2023

☐ 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 part 1 only)*

☑ 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 parts 1 and 2)*

Principal Author Signature: Printed Name: Charles D Zepeda

Date: November 17, 2023

Dean Signature: Printed Name: Ken Starkman

Date:
11/21/2023

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 76% of automotive courses offered in the 2022/2023 school year placed above the benchmark success standard. In addition, 82% of the automotive courses placed above the benchmark completion rate standard.

   Overall, all ethnic groups combined for a 72.3% success rate which is above the success set standard of 62%. All ethnic groups combined for an 84.14% completion rate which is also above the completion set standard of 74.1%

   Our lowest performing ethnic group in both categories is the Unknown/Declined to State student group. Also, our Hispanic ethnic group comprises the most student enrollments and has success and completion percentage rates that can be improved.

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 favorable success and completion rates for the Automotive Technology Department can be attributed to innovative and diversified teaching methods employed by the instructors. A robust lab combined with hybrid modality classroom instruction is favored by the students.

   To assist our Hispanic students and any student that is an English Language Learner, we recommended language translation computer software or translation devices/translators. This recommendation can be found in our FC Automotive Strategic Action Plan #2 included on the initial Fall 2021 Automotive Program Review. This Strategic Action Plan is below for review:

   FC Automotive Strategic Plan #2 Provide Spanish and other language translation devices, computer software, or interpreters to Fullerton college automotive students that identify themselves as English Language Learners. Based on the data provided, the Latinx student population has the largest enrollment numbers and the highest achievement gap in course success. Providing language interpretation services and software on our campus computers will support the Fullerton College mission of developing flexible pathways for students from diverse populations. These additional services and software would help close the achievement gap and encourage employees in the local automotive workforce who identify as English Language Learners to enroll in the Fullerton College Automotive Program. Any existing language barrier is a deterrent to their enrollment and addressing it would be inclusive and equity minded. Currently, we don't offer any formal translation service for students other than sign language through the Disability Support Services Office. This program improvement will most likely require additional personnel and computer software. The estimated cost for interpreter services; $45-150 /hr. and the estimated cost for computer translation software is $5,000.00

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

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?

The Fullerton College Automotive Course Student Learning Outcomes, Program Student Learning Outcomes, and Course Instructional Objectives address safe and professional work habits that include, but not limited to, hazardous waste handling and management guidelines. This topic is directly related to and supports Global Awareness and the impact this industry can have on the environment. Therefore, the instruction on this topic assists Fullerton College to attain success in this ISLO.

1. 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?

   The Automotive SLO data pertaining to and supporting the Fullerton College ISLO's show no significant achievement gaps between the demographic groups.

   This positive data can be attributed to reinforcement of the CSLO's using multiple projects in the lab portion of the class. Multiple attempts to achieve success is critical in project based learning and the robust automotive department lab experience helps foster student proficiency.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review?
   The Fullerton College Automotive Department has five Fulltime Faculty members with two retirements expected in the next one or two years. This void in fulltime faculty members will require us to be placed on the priority list for new faculty and staff hiring. The development of Zero-Emission, EV, and Hybrid vehicle courses will require new faculty as well. State of California legislation is directing the automotive industry towards the marketing of these types of zero emission vehicles with benchmark implementation dates within the near future. The Fullerton College Automotive Program must prepare for the future trends in automotive technology and hiring new fulltime automotive faculty must be prioritized. Additional classroom and lab space will need to be designed and added to the existing automotive department facility as well. The original program review and previous update include the automotive advisory meeting minutes recommending the addition of fulltime faculty members and a lab assistant. These advisory committee recommendations also include the design, expansion, and construction of additional automotive classroom and lab space to support the new zero emission, electric vehicle, and hybrid technology courses.

2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
   - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.

   As mentioned above, faculty retirements within the next one or two years and expanding of the automotive program course offerings in zero emission, electric vehicle, and hybrid technology necessitates the need for replacement and or the addition of automotive faculty and the addition of a lab assistant. Hiring of these future instructors and lab assistant will ensure that the automotive program can continue to deliver the course of instruction that will ensure the preparation of the students for automotive industry employment. Specifically, the addition of a lab assistant is needed to support instruction conducted during the evenings and on weekends.

   The California Air Resources Board has recently adopted guidelines pertaining to zero emission vehicles being mandatory in the State of California effective Jan 1, 2024. A summary of the information provided on the website indicates that the zero emission requirements are for public and private fleet vehicle ownership and further necessitates the development of our automotive program curriculum and expansion of our classroom/shop facility to train Fullerton College automotive students. The new curriculum and expanded automotive technology department classroom and shop facility will prepare the automotive students for the future demands of the automotive industry.

3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?
    These additional resources directly support following the Fullerton College Goal:

GOAL 2: SUCCESS FOR EVERY STUDENT

Fullerton College will support students in achieving their educational and career goals.

Objective 1: Improve the completion of transfer-level math and English in students' first year.

Objective 2: Increase the number of students earning Associate Degrees, Associate Degrees for Transfer, and/or Certificates

Objective 3: Increase the number of students who transfer to a four-year university within one year of leaving the College.

Objective 4: Increase the number of students who earn a regional living wage after exiting the College.

Objective 5: Increase the number of Career Technical Education graduates who are employed in a job closely related to their field of study

Objective 6: Increase efficiency in the completion of an Associate Degree, Associate Degree for Transfer, or Career Technical Education Certificates.

Objective 7: Decrease the gap in success and retention rates between online and in-person courses

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	100,000.00 +	Regular Annual Allocation Fund
Facilities	5,000,000.00 +	Bond Fund
Equipment	500,000.00 + 150,000.00 +	Perkin's Fund (500,000.00 new equipment) Strong Workforce Fund (150,000.00 replacement equipment)
Supplies	100,000.00 +	Perkin's Fund
Computer Hardware	250,000.00 +	Perkin's Fund
Computer Software	250,000.00 +	Perkin's Fund
Training	250,000.00 +	Strong Workforce Fund
Other		
Total Requested Amount:	6,600,000.00 +	Regular Annual Allocation Fund, Bond Fund, Perkin's Fund, Strong Workforce Fund