

De Anza College

Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		Automotive Technology
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (https://www.deanza.edu/about-us/mission-and-values.html).	Students will be prepared to successfully enter the transportation or industrial maintenance industries and/or continue their education. Auto Tech offers an academically challenging and multicultural environment in which our students are challenged with critical thinking situations in advanced automotive repair. Our students participate in community service events and are fully engaged in the entire learning process. Auto Tech students appreciate the nurturing they receive in order to keep them focused on their goals, whether it be employment or continuing education.
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic	Career Technical

		Services, personal enrichment or N/A	
I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	76
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	23
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state "none offered".	None offered

I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html .-If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”.	24
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	<p>Auto Tech has experienced a decline in AS degrees and certificates during the pandemic, as to be expected when students are away from campus. We expect more students to complete the requirements and apply now that the application is online and more intuitive to complete. The high number of certificates awarded in 18-19 was due to the approval of our new GST certificate as we had several years of students who completed the requirements previously.</p> <p>We have been awarding noncredit certificates from the department, and we are not sure if these awards are being counted by the college.</p>
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	<ol style="list-style-type: none"> 1. The strategy of creating the General Service Technician (GST) certificate has proven to be successful based on the number of awards. We will continue to encourage students to complete the required courses for the GST certificate. The number of GST awards should be consistent because the enrollment in our introductory classes continues to increase. 2. Auto Tech is also making more of an effort to coach students who complete the GST and encourage them to either attend evening classes or day classes. Now that the GST students have successfully completed the certificate, we want to make sure that they keep the enthusiasm up and persist in more classes.

			<p>3. Auto Tech has created its own pathways posters and hung them throughout the auto tech building. These posters will help students determine a pathway based on their interests, and continually remind them of the required classes. We also are promoting our noncredit certificates to help with the number of awards.</p> <p>4. Auto tech is starting to attend more high school outreach events, now that the local high schools are hosting live events again. We expect to help interested high school students get motivated to attend our program and persist to earn certificates and degrees.</p>
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	<p>Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.</p> <p>Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx</p>	<p>The current core indicator information is based on the 19-20 cohort of students who took 12 or more units in TOP code 094800.</p> <p>Core indicator 1, retention and placement, is well above the negotiated level.</p> <p>Core indicator 2, postsecondary credentials, is 9.9% below the negotiated level, which shows in our decline in awards. We expect the number of awards to increase now that our students are back on campus. We also feel that our work creating pathways posters throughout our building will also increase the awareness of awards.</p> <p>Core indicator 3, non-traditional enrollment, has always been a challenge for auto tech. Many of the non-traditional students in auto tech do not persist beyond introductory level classes. For this reason, these non-traditional students are not part of the core indicator cohort. Auto Tech needs to do a better job showing non-traditional students our pathways to high-paying careers.</p> <p>Core indicator 4, employment, shows performance above the negotiated level. We have been working with industry to help with student placement in the automotive repair industry</p>

I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occpri	Employment of automotive service technicians and mechanics is projected to grow 7% from 2018 to 2028, about as fast as the average for all occupations. Job opportunities for qualified jobseekers should be very good. - Bureau of Labor Statistics, U.S. Department of Labor. Total annual openings in CA are 77,050, the estimated total employment is 80,200, while annual openings due to growth is 21,680. - Employment Development Department (EDD) CA. At our latest advisory committee meeting on May 11, 2021, our advisory committee was pleased with the overall existing certificate and degree offerings. They were pleased with the De Anza Auto Tech graduates that they've hired. One advisory member employs 8 De Anza Auto Tech graduates, while another advisory member employs 5. In addition to the employment opportunities through the EDD, auto tech also receives over 225 local employment requests each year. These local requests are not part of any data from EDD or LMI but substantiate the need for educating automotive jobseekers.
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.D.2	Academic Services and Learning Resources: #	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students	

	Students Served	served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	9.5 FTEF
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	1
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html	60% full time

		am-review.20-21/index.html or access within the program review tool.	
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	3. No changes
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease in resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	Students had no face-to-face student services while attending online classes during most of 20-21 school year. Auto Tech faculty helped as much as possible by informing students about the Cares Act, appointments with counselors, and how to get computers. Faculty also used creativity in setting up shops/studios in their homes in order to create a learning environment that was as real as possible. Students definitely suffered with the loss of shop work and will take some time to catch up.
	Enrollment		
II.A	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/progr-am-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What	Auto Tech enrollment was on the rise, reaching a peak in the 2018-19 school year. We continue to operate with a focus of <i>building pathways based on student need rather than faculty preference</i> . We continue to offer multiple sections of Auto 60 due to the massive number of students earning a General Service Technician (GST) Certificate. We have been able to sustain somewhat flat enrollment even through the pandemic. Our flexibility to schedule classes based on student's needs has been the key strategy.

		strategies does your department have in place to increase or maintain current enrollment trends?	Currently, we are experience a slight drop in enrollment for spring 2022, as is everyone else.
II.B.	Enrollment Trends for disproportionately impacted student groups	<p>Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like.</p> <p>Link to equity plan and strategic plans</p> <ol style="list-style-type: none"> 1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups? <p>Are there other trends that you see when drilling into the data that may be important to explore?</p>	<p>The percentage of disproportionately impacted students compared to our overall enrollment has gone up slightly, over the last three years. This could be the result of our more flexible schedule and guiding students through the auto tech pathways.</p> <p>We also noticed however that the percentage of withdrawals is somewhat high for these groups. We plan to do a better job communicating with students on rosters prior to the quarter, so students do not feel overwhelmed and then drop.</p>
II.C.	Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.	<p>For reference:</p> <p>(18-19) 82%</p> <p>(19-20) 85%</p> <p>(20-21) 79%</p> <p>1.</p>

		<p>1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html</p> <p>2. What strategies does your department have in place to increase or maintain current success rates?</p>	<p>The drop in our success rate in 2020-21 is due in large part to our program changing to an online modality.</p> <p>In 2020 and 2021, we surveyed our students, and the overwhelming consensus was “we do not like learning while sitting at a computer.” This dislike for the online modality is one of the main reasons that our success rates have dropped slightly.</p> <p>Many of our students went weeks and months with a black screen on Zoom. These same students had very little interaction with other students and instructors. Many of our instructors did not know if the student was even present on their phone/computer. Many of our students complained that they did not have a quiet place to concentrate at home. For our program, online learning hurt our student success and student growth.</p> <p>2.</p> <p>We feel that the slight drop in success rate for 20-21 will improve after our students have been back on campus for a few quarters. Much of the drop in success rate stems from our students persisting in day and evening classes after taking all of the introductory classes online. We feel that these students will develop hand skills and catch up quickly.</p> <p>We feel strongly that success rates will increase with more face-to-face instruction. Year over year data shows an increase of 7% in success rate after returning to face-to-face classes.</p>
II.D.	Success, Non-Success and Withdraw Rates for disproportionately	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth,	The following are the only two highlighted rows: In 20-21, African American students had a 64% success rate (44 successes out of 69). This is only 3% of our enrollment, so maybe the real problem is not attracting African American students in the first place. There was also a 16% withdrawal rate for African American students, creating another problem of how to keep the students in class.

	impacted student groups	<p>individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):</p> <ol style="list-style-type: none"> 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? <p>What strategies might be helpful in closing gaps in successful course completion?</p>	<p>In 20-21, female students had a success a 67% success rate (126 successes out of 189). Female enrollment makes up 9% of our total enrollment, which was higher than normal in 20-21. We also have to focus on the 16% withdrawal rate for female students.</p>
II.E.	Changes Imposed by Internal/External Regulations	<p>Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)</p>	<p>We are struggling to build on to our noncredit enrollment work because of the lengthy process of approving new courses and certificates or missing unrealistic deadlines. Noncredit curriculum is a mirror of the same for-credit course and should have a much shorter curriculum approval process. We have noncredit applications for the remainder of our evening classes submitted and waiting for approval.</p>
	Equity	<p>In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions</p>	

		focused on student equity to help inform our goals._	
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	<p>The Auto Tech department focuses on any student that needs special attention regardless of whether they fall into a disproportionately impacted group or not.</p> <p>Having two transgender students enrolled in auto tech, we have become more aware of their struggles, and we have made them feel welcome, as we would for all students</p>
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	<p>We continue to attend high school outreach events. This year alone, Auto Tech instructors have been to seven local high school outreach events from Sunnyvale to South San Jose. One of our Spanish-speaking instructors was invited back to attend a Latinx celebration.</p> <p>We have also hosted 5 career day events which local dealerships and repair shops have visited our students to explain more about the industry and recruit our students for long term careers. A local dealership hired three students at the most recent event and now employs eight De Anza Auto Tech students.</p> <p>We also continue to be fortunate to have a Spanish speaking full-time faculty and a Vietnamese speaking part-time faculty.</p> <p>During winter and spring quarters, one auto tech faculty held ASE study group sessions on Friday evenings, during his own time. This proved to be a successful way of helping students pass industry certification exams</p> <p>Lastly, De Anza automotive technology department will more than likely be awarded a bachelor's degree in Automotive Management. This idea has always had an equity focus because underserved students, who would otherwise not be able to afford a bachelor's degree, can now attend upper division classes online.</p>

III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	No resources needed at this time
III.D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? <ul style="list-style-type: none"> • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation 	<p>Consultation is always welcome to help us with learning more about the identification and the needs of foster youth, recruiting non-traditional students, and closing our equity gap.</p> <p>Last year the Auto Tech department equity gap was -1%. While we know that number moves a bit every year, it is clear that the department's efforts are coming to fruition. Our number is always one of the lowest on campus. We will continue our efforts as we have done.</p>
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	We would gladly accept the assistance from other groups, and we would also be happy to offer any assistance another department on campus may need to help them close their gap.
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click "TracDat is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"	<p>86%</p> <p>Auto Tech is no longer offering Auto 53B and 60N, and will not have SLO cycles done</p>
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022..	

IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	AUTO 53A AUTO 60
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	Limited B budget prevents us from running our department to full potential and being able to purchase the needed parts to repair our fleet of district owned vehicles. The repair of our vehicles is the best way for our students to gain the much-needed experience and boost in confidence. Many of our vehicles remain unrepaired as we often do not have the funds at the end of the year. We have been requesting that our B budget be restored to back to our 2012 budget of \$30,000 from the current \$14,500. Due to the pandemic for example, from spring of 2020 to September of 2021, our fleet of vehicles sat unused. This is very damaging to the vehicle batteries and other systems. Since returning to campus in September, our department has had to replace forty batteries at an average of \$120 each.
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	The district budget crisis is always a barrier for us as we have to worry about class cancellation every quarter. In some cases we are asked to cancel a class that is short of the minimum required, making it difficult for students to complete required classes for certificates and degrees.

V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	Replace due to vacancy. Auto Tech is requesting the second of the previously approved vacancies (1 position) from last year. Also, Rick Maynard is retiring at the end of 21-22, adding to the faculty attrition (2 positions)
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	Auto Tech recently had one out of two full-time faculty positions approved by IPBT. Grateful for this, we will soon be able to have more confidence in increasing our evening and afternoon enrollments and offerings. We are now requesting the other full-time faculty from last year so that we can continue to grow our program, especially with the likely approval of De Anza College's first Bachelor's degree offering. We have another faculty retiring at the end of the 21-22 school year. Rick Maynard has been a part of the automotive technology department for the last 18 years and leaves a hole in the day program.
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	Replace due to vacancy. We are requesting a replacement Administrative Assistant I for Lorna Maynard, who is retiring at the end of 21-22.
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	Our full-time Administrative Assistant will be retiring at the end of the 21-22 school year. This position is critical to running our tool room during the day shift. This staff member assists students with checking out the proper tools for lab work, helps with scheduling each quarter, helps with registering students, is a liaison to the union technicians in our apprenticeship program, assists students with student support information, and coordinates all the day-to-day finance and bill paying duties.
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure	See spreadsheet

		to include to justification and costs in appropriate columns.	
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	See spreadsheet
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	See spreadsheet
V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	As always we continue to monitor enrollment trends, student success for both targeted and non-targeted groups, and employment. We also send annual surveys to alumni for education and employment data. We are very proud of our number of completers and will continue to encourage students to earn certificates and degrees. We will also make this process more structured by documenting our guided pathways, including all school support groups. We expect our success rates and equity gap to improve, especially as new faculty continue to bring new ideas to the classroom.

	Submitted by:	APRU writer's name	Dave Capitolo and auto tech department faculty
	Last Updated:	Give date of latest update	5/19/2022