### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Hritz</td>
<td>Primary Team Member</td>
<td><a href="mailto:george.hritz@marin.edu">george.hritz@marin.edu</a></td>
<td>8531</td>
<td>all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational PLanning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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### III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
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</table>

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The College of Marin Automotive Technology Program is housed at the Indian Valley Campus. The program consists of three program levels of education. * The first program level is a fundamentals program. The students in this level explore the automotive repair and service industry to learn the operation of automobiles and light duty trucks and determine if the automotive repair and service industry might be a career choice. * The second program level is for students who have chosen the automotive repair and service industry as a career. In this program they learn the skills necessary to obtain entry level employment in any one of or all eight of the specialty areas of the industry. Students also learn skills which enable them earn State Licenses or Certification. Students work toward earning a Career Certificate and/or Associate of Science in Automotive Technology. *The third program level is for the working professional. This program provides the students with update training to maintain their State License and the skills required to stay current in the changing and complex technology of the automotive repair and service industry. Students also learn new skills which enable them to advance in their career by earning State Licenses or Certification.

II. Program Purpose
Briefly describe how your program fits into the pathways you have chosen.

Pathway:
Primary Goal * Associate of Science Degree (4) * Career Certificate (4) * Skills Certificate (7) * California Bureau of Automotive Repair Smog Check Technician License * Federal EPA Refrigerant Handling License * Entry Level Training * Update/In-Service Training * Specialized Training related to the California Smog Check Program * Environmental safety and Green operations in the industry Secondary Goal * Associate of Science Degree (4) * Transfer to the CSU System as a Major * Transfer to the CSU System as an Elective

III. Students Served
Briefly outline what students are served in your program.

* Today's students entering the program have a lower mechanical aptitude and less knowledge of the automobile. * The students are more visual today this means they need to see it and touch it to learn. * The students must repeat skills multiple times to achieve success and understand the process. * The diverse student population include: * First generation college students * Students with insufficient Basic Skills * ESL (Marin Counties growing Hispanic and Asian population. see attached COM Planning Info doc.) * High School dropouts * Learning disabled * High School graduates * Students with some; * College experience * Associate Degree * Bachelor Degree * Post Baccalaureate Degrees

IV. Program History
Briefly outline the recent history of your program.

The Automotive Technology Program was at one time fully staffed with two fulltime highly trained instructors, and a dedicated fulltime automotive lab tech. In 1997 when one Automotive Technology instructor retired, and the fulltime only Auto Collision Repair instructor retired the COM Administration decided to save money by making the ACRT position a part-time program and split the full time Automotive Instructor job. At the same time the lab tech position was split between two programs. Automotive Technology and Auto Collision Repair are entirely different industries, require very
different knowledge bases, and the skill sets are unrelated. The COM Administration failed to comprehend the differences between these two different disciplines. The search for an instructor to teach both areas resulted in a very small and weak pool from which to select. The end result is that a part time instructor in the Auto Tech program was hired. The most important driving force for the decision to split the instructor position and the lab tech position was to save money for the District. This salary savings was never redirected back to the Automotive Program, and the Program has suffered the consequences as a result of this decision. At one point the Automotive Technology Program was rated among the top programs in the State of California. Having the full time Automotive Technology instructor position split between AUTO and ACRT; and the lab tech is split between 2 facilities; 2 labs; 2 student populations; and 2 industries, spreading the positions so thin has had a negative impact on the quality of the Automotive Technology Program's ability to deliver the "stellar level" of ATTS certified training standards to our students. We make the best of the situation. The instructor who is split is trying his best to straddle two entirely different technologies; the lab tech tries his best to cover two very different "lab learning environments". It is critical in today's world of Automotive Technology that instructor's are "real time" dedicated to receiving intensive update training in the field due to the emerging technologies (hybrid, electric, fuel cell, hydrogen fuel, and vehicle stability control to name a few); the very serious emerging "safety issues for instruction", and new methods for teaching these new technologies. The instructor who is split between Automotive Collision Repair and Automotive Technology does not have the time to dedicate to the extensive training necessary in one industry or the other. It is hard enough to stay current at "real industry standards" in the Automotive Technology field, much less try to do "real time" industry standards in two different fields. Both programs suffer. Students will ultimately pay the price for watered down curriculum and training standards. The same is true of a lab tech trying to keep tract of all the tools, equipment, supplies, students taking things, etc. College of Marin is investing over 10 million dollars in modernization of the Automotive Technology facility, and the Automotive Collision Repair facility. The new facilities will be a current up to date industry standard teaching environment. College Marin needs to restore the instructional function to it full capacity so that we have don't just a great facility but we can also provide high level of technical instruction. In doing so this will draw our students back who want real training for real jobs. (See GetREA attached.) The hobby student who wants to learn a few skills can still take the Fundamentals Program in the Automotive Technology Program. It is critical that the College of Marin restore the instruction in the Automotive Technology Program back to 2 fulltime faculty who are dedicated to acquiring and maintaining current industry standards and revitalizing the program to the ATTS certification standards. It is also imperative that the Automotive Technology Program has a full-time laboratory tech and the district provide release time to for the lab tech to attend formal training in the automotive field. Students would receive better instruction, better access, better lab maintenance, which will increase student access, student success, student retention and improve workforce preparation. The Automotive Technology Program focuses on preparing students to enter the workforce; it is not a leisure-learning program, although students are not prevented from enrolling to learn about the automotive technology for personal reasons. This implies that the Automotive Collision Repair Program could also benefit from having a dedicated fulltime instructor and a dedicated lab tech-which would stabilize the program and allow it return to its primary goal of preparing students for the workforce. The Automotive Technology Industry Advisory Committee is made up of local; independent technicians, dealership technicians, auto repair shop owners, service managers, a fleet manager, a dealership owner, a tool manufacturers representatives, High School Automotive Instructors and the Northern California State Coordinator for Automotive Apprentices. The Committee meets twice yearly once as a group and once with the Auto Collision Repair Technology Advisory Committee and the Marin County ROP Automotive Advisory Committee in a joint meeting. The Committee is very active in their role as industry advisors in the past, present and the future of the Program. * Automotive Technology Program has seen a decrease in FTES of 13.6% which is about 3% less than the state average and much lower than the overall decline of College of Marin. * The success rate of our students is steady at between 88% and 95%. * The retention rate is between 88% and 91%. * The only change in demographic data shows 10.3% decrease in the number of white students all other groups were less than 7%. * The Automotive Technology Degrees and Certificates equals the average all programs of the College. * The Program has a positive reputation in the
business community as reflected by a demand for our graduates in the workforce that is
greater than we can meet.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Auto-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: None
Transfer Major: Some students

II. What are your program’s goals for each pathway?

The Automotive Technology Program addresses workforce development needs, by providing courses that transfer to the CSU System, by providing courses that enable students to gain entry level employment skills and by providing courses that allow the professional in the automotive repair and service industry opportunities to earn certification and licensing.
~ The first program level is a fundamentals program. The students in this level explore the automotive repair and service industry to learn the operation of automobiles and light duty trucks and determine if the automotive repair and service industry might be a career choice.
~ The second program level is for students who have chosen the automotive repair and service industry as a career. In this program they learn the skills necessary to obtain entry level employment in any one of or all eight of the specialty areas of the industry. Students also learn skills which enable them earn State Licenses or Certification. Students work toward earning a Career Certificate and/or Associate of Science in Automotive Technology.
~ The third program level is for the working professional. This program provides the students with update training to maintain their State License and the skills required to stay current in the changing and complex technology of the automotive repair and service industry. Students also learn new skills which enable them to advance in their career by earning State Licenses or Certification.
~ All Program Levels stress personal safety, environmental safety, craftsmanship and ethics.

III. How does your program/discipline help students meet these goals?

By incorporating flexibility into scheduling, facilities, curriculum and faculty assignments.

IV. How do you measure your success?

The Office of Organizational Planning and Development needs to work with the faculty to develop a "Student Progress Tracking System". The tool must identify the following:

- Identify the student's goals.
- Develop a personalized plan for the student to achieve their goal including; an education plan, financial plan and a job placement plan.
- It should follow the student for five years to evaluate the effectiveness of their college experience.

V. How do you make sure your students are able to get through your program in a timely fashion?

This is the greatest obstruction in the way of student success.

1. There needs to be a dedicated Vocational Counselor.

2. Open enrollment needs to be addressed. But when minimum class size is the most important reason for keeping a class open or canceling it then we are forced into taking all commer seven if they cannot succeed.

3. The students lack of commitment to register for a full time efficient course sequence
Facilities Questionnaire
Auto-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Should not need any if the current modernization is successful
Student Access and Success
Auto-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Students entering the program have a lower mechanical aptitude and less knowledge of the automobile. The students are more visual today this means they need to see and touch it to learn. The students must repeat skills multiple times to achieve and understand the process.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Students are not aware of how hard a career as an automotive technician is and choose another direction. Some students get a job and quit school to work full time.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The students must repeat skills multiple times to achieve and understand the process.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
- Other:

V. Please explain and provide additional details regarding your choices above:
Curriculum
Auto-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.
I am aware of the dates on the course outlines and none are out of date

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.
   - The Program is planning to add AUTO 230 Light Duty Diesel Technologies to the degree and certificate.
   - Add advisory courses to the prerequisites for AUTO 116, 228, 229, 238 and 240
   - Delete AUTO 281, 283 and 285
   - No longer require MACH 120 and 130 for the degree or certificate
   - Discontinue the Emission Repair Skills certificate

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.
No

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.
   - Develop a stand alone Hybrid Technologies course
   - Develop a 2011 BAR Smog Check Technician Update Training Course

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.
No

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.
No
Student Learning Outcomes
Auto-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?
   ~ The first program level is a fundamentals program. The students in this level explore the automotive repair and service industry to learn the operation of automobiles and light duty trucks and determine if the automotive repair and service industry might be a career choice.
   ~ The second program level is for students who have chosen the automotive repair and service industry as a career. In this program they learn the skills necessary to obtain entry level employment in any one of or all eight of the specialty areas of the industry. Students also learn skills which enable them earn State Licenses or Certification. Students work toward earning a Certificate of Achievement and/or Associate of Science in Automotive Technology.
   ~ The third program level is for the working professional. This program provides the students with update training to maintain their State License and the skills required to stay current in the changing and complex technology of the automotive repair and service industry. Students also learn new skills which enable them to advance in their career by earning State Licenses or Certification. tomobiles today and in the future. ~ All Program Levels stress personal safety, environmental safety, craftsmanship and ethics.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to
each outcome?

i. Written, Oral and Visual Communication

Automotive Technicians must document the results of diagnostic procedures performed to justify repairs made to vehicles. The documentation must be stated in a clear easy to follow statement. Students demonstrate these skills by completing repair orders and worksheets.

ii. Scientific and Quantitative Reasoning

Students analyze, diagnose, apply principles, anticipate problems and solve unfamiliar problems.

iii. Critical Thinking

Students analyze, diagnose, apply principles, anticipate problems and solve unfamiliar problems.

iv. Problem Solving

Students analyze, diagnose, apply principles, anticipate problems and solve unfamiliar problems.

v. Information Literacy

Students use online Service and Repair databases to locate specifications, repair procedures and diagnostic procedures.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

YES

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

Yearly

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.
Because the program has been in a temporary facility that is totally inadequate SLO's have not been assessed and will not be assessed until the modernized facility is at full functionality.

3. **Assessment:**

   iii. **What improvements have you made or do you plan to make in the future?**

Because the program has been in a temporary facility that is totally inadequate SLO's have not been assessed and will not be assessed until the modernized facility is at full functionality.

3. **Assessment:**

   iv. **What do you plan to assess this year? Who will you assess? How will you assess?**

Because the program has been in a temporary facility that is totally inadequate SLO's have not been assessed and will not be assessed until the modernized facility is at full functionality.
Instructional Equipment
Auto-2009

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget. Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".) Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements
Priority: To Support: Category Discipline Area
01 2 Classes Over $200 Each AUTO

Description and part number for ordering:
AUTOMATIC TRANSMISSION TRANSAXLE TESTER SUPERFLOW 97000-ECRH

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One-time expenses: (e.g. construction, electrical, installation)
NONE

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
NONE

Item to be shared with the following Department/Program: (Include any shared expenses)
NONE

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   B. This piece of equipment was approved by the College Board as part of the modernization project. Dean Nanda Schorske choose to not purchase it on her judgment only.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
The transmission tester we are using was purchased in 1977. It only can test hydraulically operated transmissions. It can not test any transaxles (88% of the vehicles manufactured today use transaxles). It can not test electronically controlled transmissions or transaxles (all vehicles manufactured after 1986 use electronically operated systems). We have 6 Chrysler 2008 model transmissions and 10 Toyota transmissions and transaxles that can not be tested on the current tester. The current tester can not test differentials the new tester would.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

When the program moves into the modernized building the number of students using this equipment would be 48.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

The students would have the skills necessary to perform entry level job tasks with minimum supervision.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

The Office of Organizational Planning and Development needs to work with the faculty to develop a "Student Progress Tracking System". The tool must identify the following:

- Identify the student's goals.
- Develop a personalized plan for the student to achieve their goal including; an education plan, financial plan and a job placement plan.
- It should follow the student for five years to evaluate the effectiveness of their college.

Additional Justification for this item:
Technology Requests

Part I : Software
Auto-2009

I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

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<th>Category</th>
<th>Discipline Area</th>
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<tr>
<td>01</td>
<td>562 Students</td>
<td>Discipline-Related Software Auto</td>
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Description and part number for ordering:
Scan Tools

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<td>$180.00</td>
<td>$30.00</td>
<td>$16,210.00</td>
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Type: License
Renewal: Annually

College-wide: Open Lab
Discipline-Specific: Lab use

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   A

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   NO

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   - Students are more visual today. They need to see it and touch it.
   - The complexity of the systems used on today vehicles is overwhelming. Starting with the 2008 model year all vehicles sold in the United States use a Controller Area Network (CAN) operating system which allows all the systems on a vehicle to interact with each other using a communication bus. A controller may operate the fuel pump as well as the brake lights, if the wrong brake lamp is installed the vehicle may not start because the controller senses too much current flow through the brake light circuit and shuts down to protect the circuitry. Repairing these vehicles requires a high level of critical thinking, reasoning and deduction.

4. How will access for students be improved? How many students (annually) will benefit from this...
request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As described above even a low level skill like changing a light bulb can cause major problems. Students need to learn more about the total vehicle the use of scan tools will be necessary at all levels of service and repair. Staying current with technology is the only way students will succeed and be attracted to the program.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students need to learn more about the total vehicle the use of scan tools will be necessary at all levels of service and repair. Staying current with technology is the only way students will succeed and be attracted to the program.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

The Office of Organizational Planning and Development needs to work with the faculty to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must;

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

Additional Justification for this item:
Instructional Operating Supplies
Auto-2009

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>562 Students</td>
<td>AUTO</td>
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</table>

Broad Category (for example in Chemistry - "Chemicals")
Laundry 11100 23201 58400 094800

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</table>

Type How Long?
Increasing Cost Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
A

2. Is it necessary for students to succeed in a series of courses?
Personal Safety and Environmental Safety rags are used to clean hazardous materials from the students hands and to clean hazardous fluid spills.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
A safe and operational laboratory requires supplies. It is obvious that as the students use the supplies and will need to be replaced as needed.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
The students learn the skills necessary to obtain entry level employment in any one or all of the eight automotive specialty areas.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
The Office of Organizational Planning and Development needs to work with the faculty to develop a STUDENT PROGRESS TRACKING SYSTEM. The tool must;

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>504 Students</td>
<td>AUTO</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Supplies 12400 23201 43000 094800 and 12920 23201 43000 094800

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
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<tbody>
<tr>
<td>5500.0</td>
<td>3386.0</td>
<td>2114.0</td>
</tr>
</tbody>
</table>

Type How Long?
New New/Will be Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   A

2. Is it necessary for students to succeed in a series of courses?
A safe and operational laboratory requires supplies. It is obvious that as the students use the supplies and they will need to be replaced as needed.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
Access is maintained by having safe and operational laboratory supplies available for the students. It is obvious that as the students use the supplies and will need to be replaced as needed to accommodate and attract new students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
The students learn the skills necessary to obtain entry level employment in any one or all of the eight automotive specialty areas.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
The Office of Organizational Planning and Development needs to work with the faculty
to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must:

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

---

### I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

**Note**: Please group requests into broad categories of items required to teach a class. Make **ONE** entry for each category.

**Note**: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
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<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>504 Students</td>
<td>AUTO</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**

Equipment 11100 23201 64000 094800 12920 23201 64000 094800

<table>
<thead>
<tr>
<th>Annual Cost</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>New/Will be Recurring</td>
</tr>
</tbody>
</table>

**Item to be shared with the following Department/Program: (Include any shared expenses)**

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   - A

2. Is it necessary for students to succeed in a series of courses?

   The district policy is that any supply that costs more than $250.00 must be purchased as equipment. Supply items that wear out need to be replaced for the students to learn.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   Access is maintained by having safe and operational equipment available for the students. It is obvious that as the students use the equipment it will wear and will need to be replaced as needed to accommodate and attract new students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

   To learn the skills necessary to obtain entry level employment in any one or all of the eight automotive specialty areas.
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The Office of Organizational Planning and Development needs to work with the faculty to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must:

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
3. It should follow the student for five years to evaluate the effectiveness of their college experience.

---

### I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>504 Students</td>
<td>AUTO</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**

Contract Services 11100 23201 56700 094800 and 12920 23201 56700 094800

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<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<tbody>
<tr>
<td>4000.0</td>
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</table>

**Type**

Increasing Cost

**How Long?**

Ongoing/Recurring

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   - A

2. Is it necessary for students to succeed in a series of courses?

   This is the cost of the "Service and Repair Database" which requires yearly renewal. No information can be accessed without a current subscription.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   Students can not learn to repair vehicles without these databases.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

   The SLO is "The student will be able to demonstrate how to use and online database to locate repair information, vehicle specifications and diagnostic procedures."
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The Office of Organizational Planning and Development needs to work with the faculty to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must:

1. Identify the student's goals.
2. Develop a personalized plan for the student to follow to reach their goal including: a financial plan, an education plan and job placement plan.
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### I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

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Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
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<td>01</td>
<td>56 Students</td>
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**Broad Category (for example in Chemistry - "Chemicals")**

Summer supplies 11100 23201 43100 094800

<table>
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<tr>
<th>Annual Cost</th>
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<td>300.0</td>
<td>300.0</td>
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</table>

**Type**

New

**How Long?**

Ongoing/Recurring

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
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   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?

   A

2. Is it necessary for students to succeed in a series of courses?

   A safe and operational laboratory requires supplies. It is obvious that as the students use the supplies and will need to be replaced as needed.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   Access is maintained by having safe and operational laboratory supplies available for
the students. It is obvious that as the students use the supplies and will need to be replaced as needed to accommodate and attract new students.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

The students learn the skills necessary to obtain entry level employment in any one or all of the eight automotive specialty areas.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The Office of Organizational Planning and Development needs to work with the faculty to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must:

1. Identify the student's goals.
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*Note: These are generally ongoing costs. One-time items go under Instructional Equipment.*

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<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>01</td>
<td>564 Students</td>
<td>AUTO</td>
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</table>

**Broad Category (for example in Chemistry - "Chemicals")**

SAFETY SUPPLIES 11100 23201 45000 094800

<table>
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<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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<td>1000.0</td>
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<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Ongoing/Recurring</td>
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</tbody>
</table>

**Item to be shared with the following Department/Program: (Include any shared expenses)**

**Justification for Item (See Rating Rubric)**

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   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   
   A

2. Is it necessary for students to succeed in a series of courses?

   These supplies are necessary to provide a safe working environment for all students.

3. How will access for students be improved? How many students (annually) will benefit from this...
request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As new technology is added to the industry new safety supplies are needed. The gloves required when working on a the high voltage circuit of a hybrid vehicle cost $80.00 but need to be recertified every six months at a cost of $35.00

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

The SLO "Working safely is most important part of a technicians job. You must understand the hazards in the work area and do everything possible to avoid them."

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

No injury reports.
## Faculty Members
### Auto-2009

### I. Program Faculty

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status: Shared W/other program(s):</th>
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<tbody>
<tr>
<td>DelGrande</td>
<td>Dave</td>
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<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<td>4.1</td>
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</table>

#### Years of Service: Specialty:
- 7
  - List all areas of specialty and/or equivalency Introduction to Auto Maintenance

#### Leadership: List involvement in committees or other service

- City College of San Francisco NATEF Advisory Committee

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status: Shared W/other program(s):</th>
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<tbody>
<tr>
<td>Hritz</td>
<td>George</td>
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<td></td>
<td>Full-time, tenured No</td>
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<table>
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<th>Summer 2009 TU</th>
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<th>Reassigned (Total)</th>
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<td>19.8390</td>
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</table>

#### Years of Service: Specialty:
- 30
  - List all areas of specialty and/or equivalency Automotive Automatic Transmissions/Transaxles, Automotive Electrical Systems, Engine Performance Diagnosid and Repair

#### Leadership: List involvement in committees or other service

- COM Curriculum Committee, COM Instructional Equipment Committee, President California Automotive Business Coalition (CalABC) Educational Foundation, Executive Board Member, California Automotive Teachers (CAT), California Bureau of Automotive Repair (BAR) Advisory Group Member, Marin County ROP Auto Technology Advisory Committee

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status: Shared W/other program(s):</th>
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<tbody>
<tr>
<td>Palmer</td>
<td>Ron</td>
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<td>Full-time, tenured Yes</td>
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<tr>
<th>Summer 2009 TU</th>
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<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tr>
<td>4.2</td>
<td>13.8</td>
<td>13.8</td>
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</table>

#### Years of Service: Specialty:
- 32
  - List all areas of specialty and/or equivalency Specialized Electronic Training, Brakes, Suspension, Engines, Manual Transmissions/Transaxles, Drive Trains, Careers and Automotive Math

#### Leadership: List involvement in committees or other service

- COM Career Education Department Chair and Curriculum Committee

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status: Shared W/other program(s):</th>
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<tr>
<td>Willits</td>
<td>Ron</td>
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<td>Adjunct, ETCUM No</td>
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<th>Summer 2009 TU</th>
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</table>

#### Years of Service: Specialty:
- No

#### Leadership: List involvement in committees or other service

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III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. Reduction in department TUs as a result of FT faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

The Automotive Technology Program was at one time fully staffed with two fulltime highly trained instructors, and a dedicated fulltime automotive lab tech. In 1997 when one Automotive Technology instructor retired, and the fulltime only Auto Collision Repair instructor retired the COM Administration decided to save money by making the ACSR position a part-time program and split the full time Automotive Instructor job. At the same time the lab tech position was split between two programs. Automotive Technology and Auto Collision Repair are entirely different industries, require very different knowledge bases, and the skill sets are unrelated. The COM Administration failed to comprehend the differences between these two different disciplines. The search for an instructor to teach both areas resulted in a very small and weak pool from which to select. The end result is that a part time instructor in the Auto Tech program was hired. The most important driving force for the decision to split the instructor position and the lab tech position was to save money for the District. This salary savings was never redirected back to the Automotive Program, and the Program has suffered the consequences as a result of this decision. At one point the Automotive Technology Program was rated among the top programs in the State of California. Having the full time Automotive Technology instructor position split between AUTO and ACSR; and the lab tech is split between 2 facilities; 2 labs; 2 student populations; and 2 industries, spreading the positions so thin has had a negative impact on the quality of the Automotive Technology Program's ability to deliver the "stellar level" of ATTS certified training standards to our students. We make the best of the situation. The instructor who is split in trying his best to straddle two entirely different technologies; the lab tech tries his best to cover two very different "lab learning environments". It is critical in today's world of Automotive Technology that instructor's are "real time" dedicated to receiving intensive update training in the field due to the emerging technologies (hybrid, electric, fuel cell, hydrogen fuel, and vehicle stability control to name a few); the very serious emerging "safety issues for instruction", and new methods for teaching these new technologies. The instructor who is split between Automotive Collision Repair and Automotive Technology does not have the time to dedicate to the extensive training necessary in one industry or the other. It is hard enough to stay current at "real industry standards" in the Automotive Technology field, much less try to do "real time" industry standards in two different fields. Both programs suffer. Students will ultimately pay the price for watered down curriculum and training standards.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.
**11. Shared Resources:** If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
## Non-Instructional Support Staff
### Auto-2009

### I. Current Support Staff
#### List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Loeffler</td>
<td>Lab Tech</td>
<td>19</td>
<td></td>
<td>22 Classes</td>
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</table>

**Leadership:** List involvement in committees or other service

### II. Request for additional support staff

(Any additional clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
Auto-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

~ The Automotive Technology Program uses the Automotive Technician Training Standards (ATTS) Certification process is a very detailed evaluation of the Program. The process leaves no stone unturned. The process requires input from industry, members of the local business community, current employers and former students. ~ The Automotive Faculty is dedicated to providing high quality instruction. At the same time, they pride themselves at being aware of each student's needs and career goals.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

~ All budget accounts need to be maintained at the current level with an increase to cover inflation. ~ The automotive manufactures are not donating vehicles as they had done in the past. To be able to teach new technology we will need to purchase the new technology by buying vehicles or training simulators. ~ The Automotive Technology Industry Advisory Committee is made up of local; independent technicians, dealership technicians, auto repair shop owners, service managers, a fleet manager, a dealership owner, a tool manufacturers representatives, High School Automotive Instructors and the Northern California State Coordinator for Automotive Apprentices. The Committee meets twice yearly once as a group and once with the Auto Collision Repair Technology Advisory Committee and the Marin County ROP Automotive Advisory Committee in a joint meeting. The Committee is very active in their role as industry advisors in the past, present and the future of the Program. ~ The Faculty must continue to attend update education to stay current with technology.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

~ Instruction can be improved by staffing two full time instructors which would allow each instructor the time to stay current in a specialty area rather than trying to stay current is several specialty areas. ~ Access can be improved by staffing two full time instructors which would allow for increased recruitment and outreach efforts to under representative populations. ~ The Office of Organizational Planning and Development needs to develop a student progress tracking system. ~ The tracking system must identify the student's goal: preparation for transfer; workforce education; basic skills improvement; intellectual and physical development and lifelong learning; or cultural enrichment. ~ The tracking system must develop a personalized plan for the student to achieve success in reaching their goal and track their progress. ~ The tracking system needs to follow the graduate for five years to evaluate the effectiveness of their college experience. This will provide the data necessary to maintain, expand and improve the Program. ~ The image of the Automotive Repair Service Industry needs a make-over the College can help by marketing this career choice as a highly skilled, well paying, challenging and rewarding profession.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

~ The Program Review process should identify the strengths and short comings of the Program. ~ For whatever reason the time allocated to complete this review was too short.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. The Automotive Technology Programs must be funded from the "General Fund". Categorical Funds should be supplemental to enhance the program and not be the source of primary funding.

2. Class size should be a maximum of 24 students per class. The modernized facility was built with eight bays. Each training bay can safely accommodate three students. Forcing more students into the workspace creates both an unsafe workspace and limits students access to success.

3. Transmission/Transaxle Tester. This piece of equipment was approved by the College Board as part of the modernization project. Dean Nanda Schorske choose to not purchase this piece of needed equipment. The tester we are using was purchased in 1977 and can only test hydraulically operated transmissions. Eighty eight percent of the automobiles manufactured today use electronically controlled transaxes. We will not be able to earn either the Automotive Technicians Training Standards (ATTS) or the National Automotive Technician Educational Foundation (NATEF) Certification because of this decision.

4. The Office of Organizational Planning and Development needs to work with the faculty to develop a **STUDENT PROGRESS TRACKING SYSTEM**. The tool must; identify student goals, develop a personalized plan for the student to reach their goal that should include a financial plan, an educational plan and a job placement plan and if needed a transfer plan and it should follow the student for five years to evaluate the effectiveness of their college experience.

VI. Other concluding remarks.

For the past three years we have been rushed into a Program Review. The first two years have resulted in no change in the funding process or planning process. Each year a new template has appeared requesting the same answers to new questions. Program Review is required on a four or five year cycle not a yearly cycle. If improvements to the template are necessary then overhaul them one section at a time. Most importantly if you expect a quality effort made to perform a Program Review the you must provide ample time and compensation for the work that must be completed.
Department Chair Comments
Auto-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

3. Please comment on the faculty and staff sections.

4. Other comments

Due to the nature of the personal comment included in the Automotive Technology Program Review, I have elected not to offer comments.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

Resources used for this Program Review data reflect the 08-09 school year (prior to the move to the temporary building). That data suggests further research is necessary to reveal causes for several courses that had very low enrollment and/or very low success rates. In spite of very low enrollment, classes were not cancelled because they are requirements to gain certificates. The data shown below is of particular concern due to the extremely low enrollment numbers and/or very low success rates. This data calls for further inquiry:

**Classes with Very Low Enrollment:**

- Auto 228, Auto Computer Controls: enrollment-6, 67% pass rate
- Auto 229, Troubleshooting: enrollment-7, 86% pass rate
- Auto 232, Transmissions: enrollment-9, 44% pass rate
- Auto 281, Electrical and Electronic Systems: enrollment-7, 100% pass rate
- Auto 285, Advanced Engine Performance: enrollment-7, 100% pass rate

**Classes with Very Low Pass Rates:**

- Auto 114, Basic Fuels: enrollment-13, 31% pass rate
- Auto 116, Auto Electrical systems: enrollment-15, 33% pass rate
- Auto 232, Transmissions: enrollment-9, 44% pass rate

The Dean of Workforce Development has been working with the Dean of Student Development and Services to enhance and expand counseling for vocational students. A project to track counseling services to vocational students will also be implemented in the Fall 2010 semester. Many students in this program are underprepared academically. This is one of the programs that we intend to include in a project to track the number of students who are accessing counseling services. With the completion of the new main building at IVC, we are expecting more supportive services, such as tutoring to be expanded to IVC. This particular population of students would greatly benefit from those additional resources.

Student success and retention is a significant issue in the Auto Tech program. The enrollment and success rates suggest that program improvements are in order. The Advisory Committee to the Auto Tech program is committed to supporting a review of the program design and curriculum. As part of full program and curriculum review, Student Learning Outcomes, the assessment of those outcomes and the support to assure student success in meeting the outcomes will provide the foundation to program improvement.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
After exhaustive work by faculty and staff with industry experts, the furniture, fixture and equipment request list was submitted for further review and analysis by the Advisory Committee, the dean and the modernization committee. The modernization funds are expected to cover most of the agreed upon priority list, although not all. The advisory committee recommended dropping one very expensive piece of equipment—the transmission dynamometer at a cost of over $100,000—further down on the priority list, and to give higher priorities to equipment critical to the success of the entry level student as well as introduce new technologies into the lab environment. This recommendation was made based on the overwhelming consensus of the advisory committee members.

Many schools throughout California are certified to teach most widely recognized industry certification programs, ASE/NATEF. The College of Marin auto programs are on track to gain that certification. Although a new transmission dynamometer would be desirable, it is not required to gain ASE/NATEF certification. The Dean of Workforce Development and College-Community Partnerships will continue to work with colleagues, faculty, industry advisors and the advisory committee to promote the continuous improvement of the program, garnering of more resources, and ASE/NATEF certification.

3. Please comment on the faculty and staff sections.

The Auto Tech program is fortunate to have two full time faculty members teaching in the Auto Tech program and several talented adjunct faculty from industry. While the vision for the future of the Auto Tech program is very clear in the view of the advisory committee and most faculty members, some appear to be struggling to embrace the new transportation technologies that will influence the future of this industry.

Fortunately, the advisory committee of the program has taken a very active role in helping create priorities in equipment purchase, curriculum development and a revitalization of the advisory committee. The advisory committee has created a subcommittee to recruit industry representatives that will help provide clear direction to the faculty—a critical component of all career programs.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

Every year the Auto Tech program expends all the general education funds allocated to the program. The expenses grow with the increasing costs of supplies and materials. In addition to the GE funds the Auto Tech program has also spent up to about $3400/yr in lottery funds and about $7500/year in Perkins funding.

5. Other comments

It is anticipated that the new facility will boost the program enrollment. It is critical that the causes for low enrollment and poor student success in some program classes be addressed.