



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year:

Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The mission of the Automotive-Diesel technology program is to serve the community as a provider of an industry certified entry-level workforce capable of employment in specialized automotive and diesel industry disciplines.

B. Program Vision (Where would you like the Program to be three years from now?)

Our vision within the Auto/ Diesel department is to provide students with the basic understanding of automotive service, maintenance, and repair that meets NATEF and ASE Standards. These courses are designed to qualify our students for entry level positions in the automotive and diesel field.

C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

The Auto/ Diesel department has the most diverse student base throughout Barstow Community College. Mr. Locke (Diesel Instructor) and I (Eric Blaine, Automotive Instructor) have well over 20 years of experience working with the military and have learned that each soldier has to be treated fairly yet on an individual basis. We use this experience make each student feel welcome and comfortable throughout the semester. The Auto/ Diesel program has certificates in Automotive Technologies and Diesel Technologies which will provide students the ability to enter the automotive or diesel field as an entry level Trades Helper or Journeyman. We also have an AS degree in both Automotive and Diesel Technologies which is transferable to another 2 year college as well as a 4 year university. Mr. Locke and I work side by side with our students which creates a strong working relationship and develops skills and confidence. I personally utilize a group competition angle in my classes, which helps student become team players and develop people skills. All Students have an Ed plan before they enter my class, though my college experience comes in handy when advising students. Our office at the CTE bldg. post job opening throughout our community as they open. When they pertain to the automotive and diesel industry I post these jobs in our class/ shop. Our department hosts advisory meeting with the local businesses, including Santa Fe, Fort Irwin, and MCLB at least twice a year. We basically brag about our department in hopes of enticing these employers to hire our students. I believe this has been highly effective due to the amount of student we've lost to employment. Our department is the epitome of workforce development. Our main goal is to provide students with the ability to start or change their lives with a certificate or AS in Automotive or Diesel Technologies. As technology in the Auto/ Diesel industry advance we as instructors obviously need training. I've been to several automotive training sessions at Rio Hondo Community College on simulation equipment, eco-friendly vehicles, and a first responder's course.

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2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

At Barstow Community College, Career Technical Education Department we offer several courses in order to obtain a certificate or AS degree in Automotive or Diesel Technologies. Within this department we have one full time automotive instructor and one adjunct diesel instructor.

Automotive Technology Certificate: Required 24 units with courses ranging from Auto 51a-56

AS Automotive Technology: Required 20 units from automotive courses + General eds

Diesel Technology Certificate: Required 20 units with courses ranging from DIESEL 63-65, 67, 703

AS Diesel Technology: Required 20 units from Diesel Courses + General Ed

We definitely have a diverse student base. Our students range from 7th grade to 70 year old women. Most of our student are either on probation or parole and are looking to change their lives for the better. We tend to have a high success rate among this group and they help guide the younger generation in my classes. We get students from Barstow, Yermo, Daggett, New Berry Springs, Apple Valley, and Victorville.

The automotive department provides courses in Steering and suspension, brakes, electrical systems, Fuel systems, A\C and Heating systems, Transmissions, and engine performance. The Diesel department offers courses in Steering and Suspension, Brakes, Electrical Systems, Auxiliary Systems, Fuel Systems, Engine performance, and Engine Service.

We provide these classes with lectures and hands-on labs.

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3. Program Data

A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

---- Fall 2012 ----

FT faculty = 0/ Part-time faculty = 3

Part-time faculty = 100% of the program's instructors
 ---- Spring 2013 ----
 FT faculty = 1/ Part-time faculty = 2
 Part-time faculty = 66% of the program's instructors
 ---- Fall 2013 ----
 FT faculty = 1/ Part-time faculty = 2
 Part-time faculty = 66% of the program's instructor

2) Course Completion Rate

| | TRADITIONAL | ONLINE |
|---------------|-------------|----------------|
| a) Full-time: | 26 | Not Applicable |
| b) Part-time: | 68 | Not Applicable |

3) Course Success/Retention Rate

| | TRADITIONAL | ONLINE |
|---------------|--|----------------|
| a) Full-time: | Enrolled at census: 30 Successful Compl: 23 Success Rate: 82% | Not Applicable |
| b) Part-time: | Enrolled at census: 123 Successful Compl: 98 Success Rate: 83% | Not Applicable |

4) WSCH/FTEF Ratio

| | TRADITIONAL | ONLINE |
|---------------|-------------------|----------------|
| a) Full-time: | No data available | Not Applicable |
| b) Part-time: | No data available | Not Applicable |

5) Fill Rate

| | TRADITIONAL | ONLINE |
|---------------|---|----------------|
| a) Full-time: | 1 st day max: 66.67% Census max: 48.33 | Not Applicable |
| b) Part-time: | 1 st day max: 93.33% Census max: 82% EOT max: 75.33% | Not Applicable |

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B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

Program Outcomes:

1. Possess skills for entry-level placement utilizing the laboratory/shop requirements identified by NATEF.
2. Successfully complete the ASE certification examination.
3. Develop effective communication and interpersonal skills and future continuing education.

In 2012-2013, Auto course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. We plan continue to assess each class as it is taught. This is the first year we have developed SLOs for the auto/ diesel program.

- 2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Although we are not NATEF certified, we striving to build the equipment and tools in order to be considered. We train for ASE certification throughout the semester. We would like to host the exam on campus but the task seems more difficult than anticipated. Our communication and interpersonal skills have increased as we get more experience.

- 3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

Any remaining course outlines will be updated as the classes start the 2 year cycle.

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C. Supporting Assessment Data (See Handbook for additional information)

- 1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program’s effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin’s data, etc.).

Our department gauges our program’s success by the amount of students who become employed. We may not have a method to measure or gauge the amount of students who leave before semester end or drop the program because of employment. We have both certificates in Diesel and Automotive Technologies. We also have AS degrees in Automotive and Diesel Technologies.

2) Summarize the results of these measures.

[Empty text box for summarizing results]

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

[Empty text box for improvements]

4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

[Empty text box for benchmarks]

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D. Two-Year Scheduling Plan

1) What is the program’s Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?

Automotive Technology:
Fall (odd years)
 Auto 51a Intro to Auto
 Auto 55 Steering and Suspension
 Auto 54 Brakes
Spring (Even Years)
 Auto 51a Intro to Auto
 Auto 52 Electrical Systems
 Auto 57 Heating and A/C Systems
Fall (Even Years)
 Auto 51a Intro to Auto
 Auto 56 Fuel Systems
 Auto 53 Transmissions and Transaxles

Spring (odd)
 Auto 51a Intro to Auto
 Auto 58 Basic Engines

Diesel Technology:

Fall (odd)
 Desl 63 Intro to Diesel Engines
 Desl 70 Steering, Suspension and Brakes

Spring (Even)
 Desl 63 Intro
 Desl 67 Auxiliary Systems

Fall (even)
 Desl 63 Into
 Desl 64 Fuel Injection Systems

Spring (odd)
 Desl 63 Intro
 Desl 65 Starting, Charging, and Electrical Systems

Changes: I split the Automotive and Diesel into two separate AS degrees.

- 2) **How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?**

Although more work must be done with the courses, this two year plan is quite effective with meeting the student’s educational goals. 51a, Intro to Auto, needs to be offered every semester.

- 3) **Reflecting on these results, what are the goals for the next assessment cycle?**

We would like to add more courses and combine some of the existing courses. We also would like to change the number sequence.

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4. Curriculum

- A. **List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.**

The department created another discipline through curriculum to focus on diesel. The new Discipline is DESL. The following courses are in the DESL discipline: DESL 63, 64, 65, 67, 70 Though these are revised classes, they do have pre-requisites. Also a new Short title for AUTO is being approved to help map out the remaining auto courses better.

B. Explain the current evaluation process. How and when was the curriculum last evaluated? (Appropriateness, archiving, deleting, revising, etc.)

The curriculum for AUTO was evaluated in 2012-2013 – resulting in the new department and change of department name.
 The curriculum process at this time, relies on program review and curriculum requirements. There is not standing curriculum discussion in the department since until very recently only adjuncts taught in the discipline.

C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (see [Curriculum Manual](#) for additional information, if necessary).

Heating and A/C course for automotive, Transmission and Transaxle for Diesel, Engine Performance for Auto and Diesel, and Several courses need to be combined.

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?

AUTO and DESL are primarily hand-on and there are no clear plans to change mode of delivery at this time

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5. Internal Factors (see Handbook for worksheet)

A. Strengths

Full-time Auto instructor will be able to take lead in managing the Class/ shop, counsel students, and promote both programs.
 We rely on advisory committees in order to stay current and understand what employers are looking for. We attend all job fairs in our community and have developed a close relationship with high schools and jr. high schools throughout Barstow and neighboring towns.

B. Weaknesses

We are lacking vehicles, equipment, and tools. We also could use a full-time Diesel instructor due to the demand of our community. We need a part-time lab tech in order to oversee and maintain tool, equipment, and lab setup.

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

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| Find vehicle sources. Update equipment. Improve tool supply. |
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B. Threats

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| State budget. Underprepared students |
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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

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| AUTO instructors regularly attend the Barstow Community College CTE training In addition to first responders training and A-Tech simulators training at Rio Hondo Community College. |
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B. What are the continuing education and/or professional development plans for the upcoming cycle?

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| I would like get eco-friendly vehicle training, bio-fuel training, and training for air brakes. |
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8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

- 1) One task to accomplish goals and objectives from last Program review update was to Split Diesel from Auto. This was done.
- 2) The goal to hire a full-time AUTO faculty was met – a Temporary full-time faculty was hired in Spring 2013. In Fall 13, this position became tenure track.

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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's ACTION PLAN, which must include a minimum of 3 goals:

| ACTION PLAN | | | | |
|--|--|--|--|--|
| GOAL | ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities) | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
| #1 Formulate a strong and convincing argument to hire a full-time diesel instructor. | <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making | <p>#1 Teach more courses – Stabilize and develop courses and curriculum</p> <p>#2 Provide support for Diesel Program and become the advisor to students</p> <p>#3 Develop needed advisory committees</p> | <ul style="list-style-type: none"> - Create Position - Show need - Hire - Attend CTE meetings - Attend CTE meetings) - Have counseling hours set during the day for all Auto/Diesel students - Set meetings at least twice a year - Meet with individual reps at least once a month - Ask for input from businesses | <p>Offer more courses to stay in-line with the 2 year plan – in Desl courses 63-67, 70</p> <p>OUTCOMES: SLO/ PLOs MEASURES: PLOS ASSESSMENT: Document hours spent counseling students</p> <p>OUTCOMES: Keep an ongoing relationship with the businesses we support MEASURES: ASSESSMENT:</p> |
| Additional Information: | | | | |
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| #2 Training for alternative fuel, hybrids, and electrical vehicles | <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships - Attract/develop excellent employees - Strengthen college planning/decision making | <p>#1 Keep program current</p> <p>#2 Stay competitive</p> <p>#3 Purchase vehicles</p> | <ul style="list-style-type: none"> - Get training grants - Get donations from dealerships - Offer courses for new technologies - Look at other programs at other colleges - Training tools | <p>OUTCOMES: Attract more grants, donations, and students MEASURES: Compare courses with other 2 year programs. ASSESSMENT:</p> <p>OUTCOMES: Attract more students MEASURES: Class rosters ASSESSMENT:</p> <p>OUTCOMES MEASURES: ASSESSMENT:</p> |

| ACTION PLAN | | | | |
|---|---|--|--|---|
| GOAL | ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small> | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
| <i>Additional Information:</i> | | | | |
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| #3 Formulate a strong and convincing argument to hire a part-time lab technician. | <p>List all that apply:</p> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract/develop excellent employees - Strengthen college planning/decision making | <p>#1 Set up labs</p> | <ul style="list-style-type: none"> - Instructed to set up labs pertaining to lecture - Lab will be set up before arrival - Lab put away and cleaned before end of class | <p>OUTCOMES: Gives Instructor more lecture and training time. MEASURES: Improved retention due to more time on lesson and with students ASSESSMENT Retention reports and class satisfaction surveys.</p> |
| | | #2 Maintain shop | <ul style="list-style-type: none"> - Prevent equipment damage - Prevent safety hazards and injuries | <p>OUTCOMES: Keep shop clean and organized. MEASURES: ASSESSMENT:</p> |
| | | #3 Weekly inventory | <ul style="list-style-type: none"> - Keeps tools clean - Prevents injuries - Will be able to identify problems with theft | <p>OUTCOMES: Keeps equipment and tools in order and Keeps theft down MEASURES: ASSESSMENT:</p> |
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| #4 Purchase A/C Machine | <p>List all that apply:</p> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Attract/develop excellent employees - Strengthen college planning/decision making | <p>#1 Offer Heating and Air conditioning Course</p> <p>#2 Train students for 609 certification</p> <p>#3 Offer 609 cert exam at the end of the course.</p> | <ul style="list-style-type: none"> -become more competitive with other colleges -help student become more desirable to employers -We will be able test as soon as course is completed | <p>OUTCOMES: Attract more students MEASURES: Census at day one ASSESSMENT: last census</p> <p>OUTCOMES: Students become employed</p> <p>OUTCOMES: Students obtain 609 Cert</p> |

| ACTION PLAN | | | | | | |
|--------------------------------|---|-----------------------------|---|--|----|--|
| GOAL | ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small> | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT | | |
| | | | -Keeps content fresh for students | MEASURES: Log all certs ASSESSMENT: Compare semesters | | |
| <i>Additional Information:</i> | | | | | | |
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| #5 | | <i>List all that apply:</i> | | | #1 | |
| | | | | | #2 | |
| | | | | | #3 | |
| <i>Additional Information:</i> | | | | | | |
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| #6 | | <i>List all that apply:</i> | | | #1 | |
| | | | | | #2 | |
| | | | | | #3 | |
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10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. (Click the link to access the form.)

| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|---|----------------|-------------------------|--------------------------------|
| 1 | 1, 2, 3 | Full-time faculty | \$83,040.00 | Yes | |
| 2 | 3 | Training for alternative fuel, hybrids, and electrical vehicles | \$3000 | Yes | |
| 3 | 1, 2, 3 | Hire part time lab technician | \$20.00 Hour | Yes | |
| 4 | 3 | Purchase A/C Machine | \$7000 | Yes | |
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| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
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| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
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