# Automotive Technology Program Review
## 2013-2014

**Section I – Accomplishments and Status of 2012 Program Review Report**

### A. Last Year's Initiatives

During 2012-13 the Automotive Technology program had 3 Initiatives that did not require funding.
The three (3) Initiatives were as follows:

Initiative AT12-07:  Develop a tracking system for ASE certifications
Initiative AT12-08:  Improve student's ability to access college counselors.
Initiative AT12-09:  Provide more services for special needs populations in the automotive program

The results of the three (3) Initiatives are as follows:

1. Tracking student ASE certifications is extremely difficult.  Students are reluctant to report the less than expectable results.  ASE provides a tracking system that we have used to track a few students but it is time consuming to enter the students as this can only be accomplished after they have registered for at least one of the certification exams.
2. The counselors have been asked to make regular visits to the WAM building and meet with students.  So far this has not been fruitful.  A counselor did review all the students' progress toward a degree or certificate.  He gave all the students in at least two classes an individual review and encouraged them to meet with a counselor.  This has high importance as they were near completion of the program.
3. The Automotive program hosted an all day recruitment Open House for local high school students, teachers and counselors.  More than 100 attendees listened to presentations, and asked questions about job training and employment opportunities.

During 2012-13 the Automotive Technology program had 8 Initiatives that did require funding.
The eight (8) Initiatives were as follows:

Initiative AT12-01:  Update emission equipment to comply with Bureau of Automotive Repair (BAR) standards.
Initiative AT12-02:  Provide for the maintenance of the emission control analyzers
Initiative AT12-03:  Personnel to compile an inventory and maintenance requirements for the automotive programs equipment.
Initiative AT12-04:  Personnel to research and write new program courses and curriculum to comply with the changes in the Toyota T-TEN program.
Initiative AT12-05:  Personnel to conduct recruitment and student completer follow up data.
Initiative AT12-10:  Repair the air conditioning in room AEP-1A
Initiative AT12-11:  Replaces the old oversize and worn desks and chairs in room AEP-1B.

The results of the eight (8) Initiatives are as follows:

Initiative AT12-01:  The emission equipment still needs to be updated to comply with BAR standards.  The BAR has postponed the start of the updated program until January 2014.  The program will need the required equipment by that date to stay in compliance.
Initiative AT12-02:  The emission control analyzers are another year older and still nothing has been done to address this issue.  As they age, maintenance issues are going to become more prevalent.
Initiative AT12-03:  The school hired someone to compile an inventory of the automotive assets.  Nothing has been done to address the equipment maintenance requirements for the

automotive programs equipment.

Initiative AT12-04:  Personnel have been identified to research and write new program courses and curriculum to comply with the changes in the Toyota T-TEN program.  This project is ongoing and should be completed by August of 2014.

Initiative AT12-05:  Nothing has been done to create and effective recruitment and follow up data survey.

Initiative AT12-10:  The air conditioning in room AEP-1A has been repaired.

Initiative AT12-11:  The old oversize and worn desks and chairs in room AEP-1B were replaced with table and chairs from the police academy at no cost.

B.  **Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.**

Last year's Student Success and Operating Goals related primarily to the improving the success of student and graduation rates.  The programs retention rate increased to 89%, which is greater than the college average.  There was an increase in number of degrees and certificates issued in 2013 and compared to previous years.  In 2013 there were 10 certificates of completion, and 3 A.S. degrees issued in automotive technology while, there were only 3 certificates of completion issued the previous year.  This increase was direct result of the staff encouraging the students to apply and counselor intervention.  Previously the staff did not pressure the students, since the automotive industry does not value the certificates and degrees as a measure of student ability to repair vehicles.

Student Success rated by the automotive industry would include the following.  Ventura College Automotive issued 193 certificates to students completing the Bureau of Automotive Repair, State of California educational requirements, during the 2012/13 school year.  The program reports that 14 ASE (Automotive Service Excellence) exams were passed by 7 automotive students.  Toyota Certified Technician status has been awarded to 8 students.

Students continue to take meaning employment jobs in an industry with high demand for technicians.  This means many students drop out of the automotive program before degree or certificate completion for employment with quality pay and benefits.

**Section II - Description**

A.  **Description of Program/Department**

The Automotive program prepares students for career ready employment in the automotive industry.  The program is fully certified by the National Automotive Technicians Education Foundation (NATEF).  This certification ensures the student will receive training in automotive repair that meets automotive industry standards.  The program is also certified by the California Bureau of Automotive Repair (BAR) to provide initial and update training for automotive technicians wishing to obtain or renew a California Smog technician license.  For the past twenty-five years the program has enjoyed a relationship with Toyota Motor Sales USA, Inc. through the Toyota Technical Education Network (T-TEN).  This relationship has given the students the opportunity to be exposed to and work on the latest in automotive technology.

**Degrees/Certificates**

Program's courses are designed to articulate to CSU for transfer students.

Associate of Science Degree

Certificate of Achievement – Automotive Technology

Certification as a Toyota Certified Technician

Certificate of completion for the BAR Smog Inspection program license

Certificate of completion for the BAR Smog Inspection and repair program license

Preparation for certification by the National Institute for Automotive Service Excellence (ASE)

Note:  Toyota Technician Certification, ASE certification and a BAR license are of the most interest to the automotive repair industry.

B.  **Program/Department Significant Events (Strengths and Successes), and Accomplishments**

The primary significant event for the Automotive Program is the improving economy and increasing automotive sales.  Over the past five years the automotive industry was slow and employment opportunities were sparse.   Many automotive technicians were forced to find alternate employment opportunities.  Although the automotive industry was in recession, students still viewed it as a viable career path.  The students had a more difficult time finding employment after graduation.  Over the past year the industry has begun to turn around.   The demand for automotive technicians has dramatically increased.  The program is once again not able to find enough students to fill all the requests from employers.

C.  **2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**

| General Program | Cost | T-TEN Program | Cost | BAR Smog Technician | Cost | | |
|---|---|---|---|---|---|---|---|
| Enrollment Fees | 1909 | Enrollment Fees | 1909 | Enrollment Fees | 345 | | |
| Books/ Supplies | 1600 | Books/ Supplies | 1750 | Books/ Supplies | 225 | | |
| Total | 3509 | Total | 3650 | Total | 570 | | |

D.   **Criteria Used for Admission**

The criterion for admission into the automotive program is the state minimum criteria for enrollment in the college.  There are no artificial barriers for enrollment into the automotive program.

E.  **College Vision**

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F.  **College Mission**

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community.  Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills.  We are committed to the sustainable continuous improvement of our college and its services.

G.  **College Core Commitments**

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access

- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

H.  **Organizational Structure**

**President:**  Dr. Greg Gillespie
**Executive Vice President:**  Dr. Daniel Seymour
**Dean:** Dr. Kathleen Schrader
**Department Chair**: Casey Mansfield
**Faculty/Staff**:

| Name | Chuck Rockwood |
|---|---|
| Classification | Professor & T-TEN Coordinator |
| Year Hired | 1981 |
| Years of Work-Related Experience | 6 |
| Degrees/Credentials | A.A./ASE Master Certified Technician/Vocational Teaching Credential/Toyota Certified Instructor |

| Name | Andrew Cawelti |
|---|---|
| Classification | Professor |
| Year Hired | 2005 |
| Years of Work-Related Experience | 35 |
| Degrees/Credentials | B.A./ASE Master Certified Technician/BAR Certified Instructor and Smog Technician/NATEF Evaluation Team Leader/Toyota Certified Instructor |

| Name | Robert Balderrama |
|---|---|
| Classification | Laboratory Teaching Assistant |
| Year Hired | 1978 |
| Years of Work-Related Experience | 2 |
| Degrees/Credentials | ASE Certified Technician |

| Name | Jim Doyle |
|---|---|
| Classification | Part Time instructor |
| Year Hired | 2008 |
| Years of Work-Related Experience | 25 |
| Degrees/Credentials | A.A./ASE Certified Technician |

| Name | Alan Penuela |
|---|---|
| Classification | Part Time Instructor |
| Year Hired | 1991 |
| Years of Work-Related Experience | 2 |
| Degrees/Credentials | B.A./ASE Certified Technician |

| Name | Richard Williams |
|---|---|
| Classification | Associate Professor at Oxnard College<br>Part Time Instructor at Ventura College (1 course) |
| Year Hired | 1991 |
| Years of Work-Related Experience | 25 |
| Degrees/Credentials | A.A./ASE Master Certified Technician/BAR Certified Instructor and Smog Technician |

**BAR = Bureau of Automotive Repair, State of California**
**NATEF = National Automotive Technicians Education Foundation (Auto Program Accreditation)**
**T-TEN = Toyota Technician Education Network**

**Section IIIa – Data and Analysis**

    A. **SLO Data**
- *Provide highlights of what you learned last year in your assessments and discussions.*
  A better assessment process was completed with a review of the Automotive Program by Toyota. The courses offered need to be updated to match the updated NATEF 2013 standards and aligned with Toyota T-TEN requirements for students. Teaching methods are excellent in the program. Student success is very high with excellent student retention and placement into jobs. Toyota wants the program to become a regional training center for automotive students.

- *Provide highlights of some of the changes made as a result of the assessments and discussions.*
  The program is in the process of modifying existing course offerings and offering two degree paths.  This is a major overhaul for the program and each of the courses.
- *How did the changes affect student learning – or how do you anticipate that they will?*
  Toyota is encouraging the automotive instructors to reduce lecture time; then, add worksheet lesson time during classroom hours.  The program has started to implement this lesson methodology with good success.  The student learning has increased, based on classroom test scores.
- *Based on what you learned, what <u>initiatives requiring resources</u> could you develop (or have you developed) to improve student learning?*
  1. The courses are being modified, deleted, or added per the NATEF 2013 standards and Toyota T-TEN standards.
  2. Toyota wants a set of worksheets developed for the Engine Performance Course representing 200 hours of classroom time.  It is estimated by Toyota that 1000 hours of development time will be required to complete this task.
- *What are the most significant <u>initiatives not requiring resources</u> you could (or have developed) to improve student learning?*
  At this time, a number of the Toyota worksheet lesson plans have been written.
- *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*
  The automotive courses are in the process of major realignment, new courses are being added to the program, and other courses are being greatly modified.  When this realignment is completed, the SLO rotational plan, mapping, and other work will be started to review the program.


B. **Performance Data**

1. **Retention – Program and Course**
   - *How does your program's retention rate compare to the college overall?  Is comparing it to the college average appropriate or not?  Please explain.*
     Automotive Program retention rate is 89%.  This compares favorably with the college retention rate of 86%.
   - *In looking at your program's retention rate over the past three years, is there a trend?  If so, explain.*
     The Automotive Program retention rate has remained stable the last three years.
   - *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students?  Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?*
     Comparing data by gender, 92% of students are male.  The program has successfully recruited female automotive students.  The program will search for female instructors in the future.
     Compared data by ethnicity: 51% of students are Hispanic.  The college is at 45%
                             39% of students are White.   The college is at 37%
     Other groups do not have a statically viable number of students.  It would be interesting to know the ethnicity breakdown for Ventura County and the city of Ventura for comparison.
   - *Do your retention rates meet your expectations? Are there areas that need improvement?*
     Retention rates do meet the program expectation.

- *What initiative(s) could you develop based on what you have learned?*
  The program is doing a fine job in most areas. The program does need to recruit more female students. This will require assigning someone with time for recruitment. The program will share this information with the program specialist focusing on Career Technology Transitions. Unfortunately, the program specialist position will end at the end of this school year.

2. **Success – Program and Course**
   - *How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
     Automotive student success rate is 89%. The college overall success rate is 86%. According to this measurement the program is working very well.
   - *In looking at your program's success rate over the past three years, is there a trend?*
     Automotive student success rate is 89% for the past three years. The trend is stable.
   - *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*
     Success rate for Hispanic students is 86%. Success rate for White students is 87%. These numbers are stable over the last three years. Other ethnic groups had numbers too low to be statistically viable. Female students had numbers too low to be statistically viable.
   - *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*
     Yes, these numbers meet program expectations.
   - *What initiative(s) could you develop based on what you have learned? Explain briefly.*
     More female students need to be encouraged to become automotive majors.

3. **Program Completion – for "Programs" with Degrees/Certificates Only**
   - *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*
     The completion rates for students are increasing. The automotive industry does not encourage or place a value on certificates and degrees for automotive technicians. The rate of completion has increased because the automotive instructors have encouraged students to get the degree or certificate. It would be great if the counseling or student services department could alert and encourage students to apply for the degree or certificate; when, they have completed the coursework. Since most of the automotive major students are attending classes at least 20 hours a week and working 20 to 30 hours per week, it is very difficult for these students to meet with a counselor. It would be very helpful if a counselor could have regular office hours in the WAM building. This would not only impact the automotive students, but also welding and machine students.
   - *Do the completion rates meet your expectations? Why or why not?*
     The completion rates meet program expectations. The automotive industry does not place a value on certificates or degrees for automotive technicians.
   - *What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and  institution-set standards for completion.*
     The automotive industry puts a high value on ASE (Automotive Service Industry) certificates and BAR (Bureau of Automotive Repair, State of California) smog licenses.

These certificates and licenses would be good standards to measure student completion and success in the automotive industry.

- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*

The automotive program needs additional staffing to improve the tracking of performance with automotive students. The program is operating at a high level of completion considering staffing levels.

- *Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?*

Instructors are pushing students to apply for degrees and certificates. It would be great if the counseling and student services staff would contact students when they qualify for the certificate or degree. Then, encourage the student to apply for the degree or certificate. In the automotive industry, the degree or certificate is not a measure of an automotive technician ability to fix vehicles.

## C. Operating Data

### 1. Demographics - Program and Course
*Demographics refer to the students enrolled in the program/course.*

- *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*

Most students are Hispanic or White and male.

- *How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?*

The significant difference is in the male/female ratio. The three year average is the same.

- *Is there a need to diversify the program in terms of age, gender or ethnicity?*

The program needs additional female students.

- *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*

There is a need to recruit more female students.

### 2. Budget

- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.*

The significant change to the budget over the past three years is the cut in wages for Classified. Since the program is below accreditation minimum levels, this has reduced the lab assistance available for students. With the addition of classes, the student/teacher ratio is 30 to 1. Compare this to the NATEF accreditation requirement of 15 to 1 in the lab classes. This funding level needs to be restored; and, increased to the minimum accreditation requirement.

- *Please check the appropriate box below then provide your summary beginning on the next line.*

x  Program members have reviewed the budget data.

No comments or requests to make about the budget

3. **Productivity – Program and Course**
   - *Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?*
     Yes, the program productivity does meet expectations except for the AUTO V88D course (now V49 course). This course was proposed for working smog licensed technicians. Saturday was the day of choice for working technicians; management would not allow Saturday courses. Moving the class from Saturdays to Fridays resulted in a 50% reduction in student enrollment.
   - *How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)*
     More courses need to be offered on Saturdays and in the evening. This is a huge and consistent request by students and the advisory committees.

D. **Resources**

1. **Faculty**
   - *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*
     Automotive Program FTEF is 547 compared with the college FTEF at 285.6.
     The trend for the automotive program for the last three years is stable at FTEF 544.
   - *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*

| Faculty Group | Fall 2013 | 3-Year Average (FY2010-12) |
|---|---|---|
| FT FTEF | 59% | 63% |
| PT FTEF | 41% | 37% |
| XL FTEF | 0 | 0 |
| Total | 100% | 100% |

   The PT FTEF is will grow with the automotive program adding courses in Spring, 2014. The college average FTEF is 42.4%.
   - *Does your area have difficulty finding hourly instructors?*
     Yes, it is very difficult to find Master Automotive Technicians with Toyota Educational requirements and BAR instructor licenses. Additionally, the candidate should have a BA or AA degree. Most colleges with Toyota T-TEN support have at least three full-time faculty members.
   - *Is the program lacking faculty with a particular specialty?*
     Not at this time, however the program is in the process of hiring Part time faculty.
   - *Are there any specific accreditation requirements for FT faculty?*
     Full time faculty should have the following accreditations:
     1. AA or BA degree
     2. ASE (Automotive Service Excellence)Master Automotive Certification with L1 Certification
     3. BAR (Bureau of Automotive Repair, State of California) Instructor Certification
     4. Toyota Certification for Instructors

2. **Classified Staff**
   - *Have there been changes in the number of classified staff in the program/department over the <u>last three years</u>?*
   No, but the contract went from a 12 month contract to a 10 month contract.
   - *What has been the effect of decreases/increases in classified staff on the program or department?*
   The maintenance in the department has suffered.  The timely ordering of supplies has been impacted.  Vehicles (approximately 35 lab vehicles) were not repaired/restored during the summer months.  Summer courses requiring a lab technician could not be offered.
   - *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department?  Explain briefly.  Requests need to be entered in more detail in Section V.*
   The program needs to have the instruction lab technician on a 12 month contract.  The program needs a second lab technician for approximately 16 hours per week to restore the program to accreditation minimum student to instructor ratio standards.

3. **Inventory**
   - *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment?  Is the current equipment aging and need replacement or is new equipment needed?  Is ongoing maintenance required for some equipment?  If so explain.  Requests need to be entered in more detail in Section V.*
   <u>Inventory is in process and not available as of 10/14/2013</u>
   <u>Maintenance needs list is in process as of 10/14/2013</u>

4. **Facilities or other Resource Requests**
   *Instructions:*
   - *Is your program/department making any other requests for resources, including for facilities?*
   No

5. **Combined Initiatives**
   *Instructions:*
   *Does your program have any combined initiatives that address more than one data element?*

E. **Other Program/Department Data**
   - *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
   Yes, the advisory committee notes are attached.
   - *What does the data indicate about the students, student performance, or any other aspect of the program?*
   Student performance is tracking to expectations.
   - *What about the data encourages or gives you cause for concern?*
   The data shows a need for recruitment of female students and automotive major students, especially from high school programs.  The data from the advisory committee shows that more courses should be offered on Saturdays and in the evenings.
   - *Does the data meet your expectations?  Why or why not?*
   Yes.
   - *What initiative(s) could you develop based on what you have learned from the data.  Explain briefly.  Initiative to be entered in more detail in Section V.*
   Instructor time is being stolen from the students to review data lists.  Managers need to review the data and share it with the teachers.  This may require more management

support personnel.  It should be noted that the CTE Dean is responsible for many diverse areas.  This makes it impossible to provide the adjunct support to help maintain, develop, and improve the program.

- *Provide the data in an attachment or provide an online link.*

## Section IIIb – Other Program Goals and Initiatives

### A. Other Program Goals

*Instructions:  Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding?  If so, please explain and enter it as an initiative with more detail in Section V.  Such goals may include:*

- *Innovation*
- *Legislation*
- *Regulations*
- *Industry Standards*

- *New Technology*
- *Professional Development*
- *Advisory Committee Recommendations*

## Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

## Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years.  Add as many as needed. Deans/division offices will put the information onto the initiatives charts.  Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking.  The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

**R** = Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.)
**H** = High – Approximately 1/3 of the total program/department/division's initiatives by resource category
**M** = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category
**L**  = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

*Example:*

**Initiative:**  *Provide a brief title*
**Initiative ID**: *(i.e. CD1301 = Child Development, 2013, first initiative.  Maintain initiative numbers from prior program review if any are being carried forward into this new year.)*
**Link to data (Required):**  *From which area of data is this request associated?  Within the category, be specific.  (i.e. Success data for a specific course, PSLO #1,  . . . , etc.)*
**Expected Benefits:**  *What benefits to student learning or completion, etc. do you anticipate?*
**Goal:**  *What do you believe needs to occur? (i.e. raise student success in _____ course)*
**Performance Indicator:**  *What do you see as a realistic goal?  (i.e. a 5% increase in student success)*
**Timeline:**  *When do you expect to achieve this success within in the next three years? (i.e. by May 2015).  These timelines will create a multi-year plan for your program/department.  (a drop down menu is provided.*
**Ranking:**  *(i.e. **H**) (a drop down menu is provided)  Note:  Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low).  These initiatives will be further ranked by the division.*

A. **Initiative: Replace retiring faculty member Chuck Rockwood**
**Initiative ID**: AT13/14-01
**Link to Data: Productivity Measures sections report 3.44 faculty in FY13**
**Expected Benefits:** Maintain the program
**Goal:** Continue to offer the set of courses and grow the program
  **A realistic goal would be to replace Mr. Rockwood with two instructors,** he is the:
   1. Toyota T-TEN program coordinator, most Toyota supported automotive educational programs have a minimum of three full-time faculty members and adequate support staff
   2. Automotive instructor working on reports, accreditation guideline revisions, scheduling, supply orders, and interacting with part-time faculty
   3. Developing employer partners and working to match employers and student interns
**Performance Indicator:** Total faculty productivity report 3.44 FY13 and program FTES 125
**Timeline:** 2013-2014
**Funding Resource Category:** No new resources needed
**Ranking:** R

B. **Initiative: Maintenance of Emission Control Analyzers**
**Initiative ID:** AT12-02
**Link to Data:** This equipment is required to instruct in the following courses:
  AUTO V15 & Labs, AUTO V16 & Labs, AUTO V17 & Labs, AUTO V46, AUTO V48
**Expected Benefits:** Maintain the current courses with state BAR required equipment
**Goal:** Provide maintenance contracts on equipment for regular service and repairs, this should be an annual cost
**Performance Indicator:** Equipment will be available for instruction
**Timeline:** 2013-2014
**Funding Resource Category:** Services(including maintenance contracts)
**Ranking:** H

C. **Initiative: Instructional Lab Technician position restore to 12 months (now 10 months)**
**Initiative ID:** AT13/14-03
**Link to Data:** The maintenance costs in the automotive shop have greatly increased without summertime maintenance of equipment and vehicles, summer courses requiring Instructional Lab Technician support could not be offered, supplies were not inventoried/ordered, vehicles were not restored from student caused problems, resetting the shop for different specific courses was extremely difficult due to lack of time.
**Expected Benefits:** Lower maintenance costs, supplies can be ordered in a timely manner, transmissions/engines and other large hands-on materials will be set-up in a timely manner. Lab vehicles would be repaired, cleaned and ready for class use.
**Goal:** Course set-up in a timely manner, lower maintenance costs and supplies ordered in a timely manner
**Performance Indicator:** Total faculty in automotive 3.44 (ref. FY13). Lab courses must have support. We need to support lab courses at required accreditation levels. Supplies and equipment will be available to students when needed.

12

**Timeline:** 2013-2014
**Funding Resource Category:** Staffing Funds
**Ranking:** H


D. **Initiative: Part-time Instructional Lab Technician (16 hours requested)**
**Initiative ID:** AT13/14-04
**Link to Data: Automotive department is below required support staffing levels**
by accrediting agency NATEF (National Automotive Technicians Educational Foundation)
**Expected Benefits:** Students will be safer with additional instructional "eyes" in the automotive lab and students will receive proper lesson support in the labs.
**Goal:** Students will receive required 15/1 student/teacher ratio in automotive lab courses
**Performance Indicator:** Students will complete lab assignments in a timely manner
**Timeline:** 2013-2014
**Funding Resource Category:** Hourly Instruction Funds
**Ranking:** R


E. **Initiative: Upgrade Internet Access in Auto Lab**
**Initiative ID:** AT13/14-05
**Link to Data:** Internet wireless access is currently limited to approximately 10 computers
**Expected Benefits:** Students can connect to internet to complete in-lab assignments. Vehicle repair resources (library) are internet based requiring an adequate number of connections; so that, students can access required resources to complete assignments.
**Goal:** All students able to work on internet based assignments in the automotive lab
**Performance Indicator:** Students will show instructor completed lab assignments
**Timeline:** 2013-2014
**Funding Resource Category:** Technology Funds
**Ranking:** M


F. **Initiative: Replace outdated Air Conditioning Service Equipment**
**Initiative ID:** AT13/14-06
**Link to Data:** Air Conditioning Service Equipment does not meet current industry standards. Hybrid vehicles require different oil in compressors. If students contaminate the air conditioning oil in a Hybrid vehicle, it is likely that a fire will be the result.
**Expected Benefits:** Students will learn with industry standard level equipment
**Goal:** Students should be better prepared to work in the automotive industry
**Performance Indicator:** Students will show instructor completed lab assignments
**Timeline:** 2013-2014
**Funding Resource Category:** Technology Funds
**Ranking:** M


G. **Initiative: Update Emission Control Equipment**
**Initiative ID:** AT12-01
**Link to Data:** New smog testing machines are required January, 2014. This is a postponed start date, last year the BAR stated the machines would be required by January, 2013.
**Expected Benefits:** Meet program accreditation requirements by BAR
**Goal:** Teach students with currently required equipment

**Performance Indicator:** Students will show instructor completed lab assignments
**Timeline:** 2013-2014
**Funding Resource Category (Funding provided 2012/13):** No new resources needed
**Ranking:** R

H. **Initiative: Student recruitment and follow-up**
**Initiative ID:** AT12-05
**Link to Data:** The program needs data directly applying to VC automotive students
**Expected Benefits:** The program will better service students, industry, and articulated educational programs
**Goal:** Meet student needs
**Performance Indicator:** Recruiting better prepared students and scheduling follow-ups would be a more realistic way to tracking student success.
**Timeline:** 2013-2014
**Funding Resource Category:** Staffing Funds
**Ranking:** L

I. **Initiative: Inventory Automotive Equipment Maintenance Requirements and Equipment Replacement Schedules**
**Initiative ID:** AT12-03
**Link to Data:** Data is still be collected
**Expected Benefits:** Auto equipment has specific maintenance needs and useful life span
**Goal:** Maintain equipment for safety of students and instructors
**Performance Indicator:** Data collected
**Timeline:** 2013-2014
**Funding Resource Category:** Facilities Funds
**Ranking:** L

J. **Initiative: Provide Personnel to Research and Revise Program Courses and Curriculum to comply with the changes in Toyota T-TEN and NATEF 2012/13 requirements**
**Initiative ID:** AT12-04
**Link to Data:**
**Expected Benefits:** This will adjust program courses to meet changes in technology and required changes by T-TEN and NATEF (2013)
**Goal:** Maintain NATEF and T-TEN Accreditation
**Performance Indicator:** Program will maintain accreditation from T-TEN and NATEF
**Timeline:** 2013-2014
**Funding Resource Category:** Staffing Funds
**Ranking:** M

K. **Initiative: Computers in Two Automotive Computer Labs**
**Initiative ID:** AT13/14-07
**Link to Data:** Existing computers are aging
**Expected Benefits:** Student success with working computers able to handle software
**Goal:** Student success with working computers able to handle software
**Performance Indicator:** Student success with worksheets and exams

**Timeline:** 2013-2014
**Funding Resource Category:** Technology Funds
**Ranking:** L


L. **Initiative: Travel and Conference Fees**
**Initiative ID:** AT13/14-08
**Link to Data:** The T-TEN Instructor National Instructor Community, California Automotive Teachers Conferences, Workshops, Seminars, and Training classes. Program promotion and student recruitment expenses should be covered.
**Expected Benefits:** Program can maintain certification and teach to current technologies
**Goal:** Program can maintain certification and teach to current technologies
**Performance Indicator:** Program certification and Toyota T-TEN support
**Timeline:** 2013-2014
**Funding Resource Category:** Technology Funds
**Ranking:** M


M. **Initiative: Expand Engines Lab into AEP Building**
**Initiative ID:** AT13/14-09
**Link to Data:** Transmission Lab can have a dedicated space
**Expected Benefits:** Open additional engine/transmission lab space to add courses
**Goal:** To improve the transmission courses and have transmission specialty equipment in one lab with less dust. This would allow the program to offer transmission and engine courses during the same semester. This will require re-purposing current facilities and equipping the lab with tools and work benches.
**Performance Indicator:** Student enrollment would increase. Students should perform better if in a specialized lab.
**Timeline:** 2014-2015
**Funding Resource Category:** Technology Funds
**Ranking:** L


N. **Initiative: NATEF Review at 2.5 years**
**Initiative ID:** AT13/14-10
**Link to Data:** NATEF will review data submitted on approved form
**Expected Benefits:** Maintain NATEF accreditation
**Goal:** Maintain NATEF accreditation
**Performance Indicator:** NATEF will have 5 master ASE technicians review and report
**Timeline:** 2013-2014
**Funding Resource Category:** No new resources needed
**Ranking:** L


O. **Initiative: Administrative Assistance**
**Initiative ID:** AT13/14-11
**Link to Data:** Automotive Saturday classes at Oxnard College averaged 28 students. The same course with the same instructor at Ventura College had an enrollment of 15. There is no current data to review for Ventura College concerning Saturday Automotive courses.

**Expected Benefits:**  Classes can be offered on Saturday, consistently requested by the advisory committee.
**Goal:** Maintain NATEF accreditation and increase enrollment
**Performance Indicator:**  Student enrollment will grow
**Timeline:**  2013-2014
**Funding Resource Category:**  Staffing Funds
**Ranking:**  L

## Section VI – Process Assessment

A. **How have the changes in the program review process this year worked for your area?**

The program review process report seems to increase in size and scope yearly.  This trend is requiring more hours from full-time faculty each year to complete reports.  The result is faculty taking hours away from instructional preparation and the hours available for students.  Faculty find it frustrating to tell students, reports need to be completed and little time remains to help students during office hours.  Office hours should be used for instructional preparation and student assistance.

B. **How would you improve the program review process based on this experience?**
Much of the program review process seems to be management related.   Faculty would appreciate it of management completed 75% of this form.  Faculty would request the district to increase support staff (even temporary support) for the deans with the goal of reducing program review report paperwork for the faculty.  A short-form program review report needs to be developed to replace this long-form.  This report should be completed every 3 years, or when a program has significant changes.

C. **Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position.  Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

## VII – Submission Verification
*Instructions:  Please complete the following section:*

**Program/Department:  Automotive Technology**
**Preparer:    Andrew Cawelti and Chuck Rockwood**

**Dates met (include email discussions):**  8/27/13, 9/9/13, 9/16/13, 9/23/13, 9/26/13, 10/1/13,10/13/13

**List of Faculty who participated in the program Review Process:**

  Andrew Cawelti "Andy"

  Charles Rockwood "Chuck"

☐  **Preparer Verification:**  I verify that this program document was completed in accordance with the program review process.

☐  **Dean Verification:**  I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

**Automotive Technology Program Review**
**2013-2014**

# Program Review Process Map

**I .**      **Status report and accomplishments from prior year**

**II.**      **Description**

**III(b).**      **Other program goals and initiatives**

**(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)**

**IV.**      **Program vitality-(Academic Senate rubric)**

**V.**      **Summary of initiatives and requests**
**Minority reports if any**

**VI.**      **Process assessment**

**VII.**      **Verification of review**

## Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**Academic programs:**

| Point Value | Element | Score |
|---|---|---|
| **Up to 6** | **Enrollment demand** [1] | |
| | A "6" would be the ability to fill 100% of sections prior to the start of the semester. | 6 |
| | A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. | |
| | A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. | |

| Point Value | Element | Score |
|---|---|---|
| | **Sufficient capital / human resources to maintain the program, as defined by:** | |
| **Up to 3** | **Ability to find qualified instructors** | |
| | A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors. | 3 |
| | A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. | |
| | A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. | |
| | A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors. | |
| **Up to 3** | **Financial resources, equipment, space** | |
| | A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. | 3 |
| | A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment | |
| | A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. | |
| | A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment. | |

| Point Value | Element | Score |
|---|---|---|
| **Up to 4** | **Agreed-upon productivity rate** [2] | |
| | A "4" would indicate that a program has met or exceeded its productivity rate. | 4 |
| | A "3" would indicate that a program is at 90% or greater of its productivity rate. | |

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[1] Enrollment demand is determined by the ability to fill classes.
[2] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

# Automotive Technology Program Review
## 2013-2014

| A "2" would indicate that a program is at 80% or greater of its productivity rate. | |
|---|---|
| A "1" would indicate that a program is at 70% or greater of its productivity rate. | |
| A "0" would indicate that a program is at less than 70% of its productivity rate. | |

| Up to 4 | Course completion rate [3] | |
|---|---|---|
| | A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | 3 |
| | A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |

| Up to 3 | Success rate [4] | |
|---|---|---|
| | A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | 3 |
| | A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |

| Up to 3 | Ongoing and active participation in SLO assessment process | |
|---|---|---|
| | A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. | See Note |
| | A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |
| | A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |
| | A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |

Note rationale on next page.

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[3] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

[4] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

# Automotive Technology Program Review
## 2013-2014

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

> The faculty in this department with the accrediting agency (NATEF), Toyota T-TEN review, and advisory board review have found that many courses need revision, some courses need deletion and some new courses need to be added to the course offerings in Automotive.  The goal is to meet the automotive standards put into place in fall, 2012.  This in depth review took place during the spring, 2013 semester. The program was allowed to postpone SLO review reports until the revised course offerings were set.

Score interpretation, academic programs:

**22-26**      Program is current and vibrant with no further action recommended
**18-21**      Recommendation to attempt to strengthen program
**Below 18**      Recommendation to consider discontinuation of the program

# Automotive Technology Program Review
## 2013-2014

### Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**CTE programs:**

| Point Value | Element | Score |
|---|---|---|
| **Up to 6** | **Enrollment demand / Fill rate** [5] | |
| | A "6" would be the ability to fill 100% of sections prior to the start of the semester. | 6 |
| | A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. | |
| | A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. | |

| Point Value | Element | Score |
|---|---|---|
| | **Sufficient capital / human resources to maintain the program, as defined by:** | |
| **Up to 3** | **Ability to find qualified instructors** | |
| | A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors. | 3 |
| | A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. | |
| | A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. | |
| | A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors. | |
| **Up to 3** | **Financial resources, equipment, space** | |
| | A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. | 3 |
| | A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment | |
| | A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. | |
| | A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment. | |

| Point Value | Element | Score |
|---|---|---|
| **Up to 4** | **Agreed-upon productivity rate** [6] | |
| | A "4" would indicate that a program has met or exceeded its productivity rate. | 4 |
| | A "3" would indicate that a program is at 90% or greater of its productivity rate. | |
| | A "2" would indicate that a program is at 80% or greater of its productivity rate. | |
| | A "1" would indicate that a program is at 70% or greater of its productivity rate. | |

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[5] Enrollment demand is determined by the ability to fill classes.
[6] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

| | | |
|---|---|---|
| A "0" would indicate that a program is at less than 70% of its productivity rate. | | |

| Up to 3 | **Program Completion** | |
|---|---|---|
| | A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years. | |
| | A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years. | 2 |
| | A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years. | |
| | A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years. | |

| Up to 3 | **Employment Outlook for Students/Job Market Relevance** | |
|---|---|---|
| | A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years <u>and/or</u> "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college. | 3 |
| | A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years. | |
| | A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years. | |
| | A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years. | |

| Up to 3 | **Success rate** [7] | |
|---|---|---|
| | A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | 3 |
| | A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |

| Up to 4 | **Course completion rate** [8] | |
|---|---|---|
| | A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | 3 |
| | A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |

[7] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.
[8] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

# Automotive Technology Program Review
## 2013-2014

| Up to 3 | Ongoing and active participation in SLO assessment process | |
|---|---|---|
| | A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. | See Note Above |
| | A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |
| | A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |
| | A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

**27-32**      Program is current and vibrant with no further action recommended
**22-26**      Recommendation to attempt to strengthen program
Below **22**      Recommendation to consider discontinuation of the program

# Automotive Technology Program Review
## 2013-2014

**APPEAL FORM**
(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal:　　_____ Faculty

　　　　　　　　　　　　_____ Personnel – Other

　　　　　　　　　　　　_____ Equipment- Computer

　　　　　　　　　　　　_____ Equipment – Other

　　　　　　　　　　　　_____ Facilities

　　　　　　　　　　　　_____ Operating Budget

　　　　　　　　　　　　_____ Program Discontinuance

　　　　　　　　　　　　_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

**Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.).  You will be notified of your time to present.**