

De Anza College
Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).
 - The auto tech department has updated the department mission statement, based on informative feedback. RAPP members commented that we have good ideas relating to what our focus is, but nothing on *how* we accomplish this. We then added certificates and degrees to the mission statement, as *how* we focus on equity, integrity, personal achievement, and service to our community.
 - We provide clarification with our goal descriptions and assessments in Q3 below, based on RAPP feedback.
 - We are currently talking with a female student who is interested in teaching. She has applied in our part-time pool and is sitting-in on classes to understand more about teaching and learning. This is the result of feedback from RAPP concerning success rate, even though the comment was about females in the automotive industry.
 - Registered for national conference on recruiting female students with the National Institute for Women in Trades, Technology, and Science (iWitts). iWitts focuses on the recruitment and retention of females in the trades and helps with job placement
 - Clarification for number one in “Reflecting on Award Offerings”: AUTO 53B was originally created as a degree requirement for full-time day students. AUTO 60 was set up as a blanket petition for AUTO 53B. Now, all of our students are taking AUTO 60 to earn our new General Service Technician certificate. As a result, we have deactivated AUTO 53B and completed a program revision to change the requirement and units
 - We are looking into what can be done to address the success rate of foster youth, and will likely need help

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

Notable changes and updates:

- Classes in the Automotive Technology Management Baccalaureate Degree Program begin Fall of 2025. Auto Tech hosted a live webinar for former students to learn about the program details and have questions answered.
- New Certificates of Completion (noncredit) for Fall 2024 in EV and Fuel Safety, Automotive Body Electrical, and Autonomous and Electric Vehicle Technology
- New Certificates of Achievement for Fall 2024 in Autonomous and Electric Vehicle Technician (Levels 1 and 2)
- Hired a full-time faculty to replace a previously retired faculty
- Hired an Instructional Technician to replace our retiring technician
- Developing new partnership with Northrup Grumman (NG) to train existing NG employees and develop of job placement plan. Also, developing a partnership with Lucid Motors providing our students with technical information and employment opportunities
- Hosted a career fair for high school students in conjunction with the California New Car Dealer Association Foundation (CNCDA). Over 100 local high school students attended

an industry roundtable event, attended several technical break-out sessions, and visited booths of sponsoring vendors

- Attended outreach events at Pioneer High School and Belle Haven Community Campus in Mountain View. Presented at Employment Connection of Santa Clara County, Saratoga Library, Campbell Library, and The View Teen Center in Mountain View
- Attending a tabling event at the Silicon Valley Auto Show in February

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

- Attended Mission Driven Goal Setting meeting on November 5, 2024

Goal 1 – Course level success rates

- Faculty have begun to report on the success rates of student learning outcomes

Goal 2 – Increase shop space and equipment

- Currently reorganizing the shop to better utilize the space that we have, knowing that it will be difficult to fund a renovation or a new building
- Installed new vehicle lifts, ordered a new ABS trainer, a suspension trainer, new machine shop equipment, and hybrid/EV trainers

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

- Goal 1 clarification: The evidence that we will use for success rate is the results of student learning outcomes from each course. Our goal is for students to achieve an 80% success rate in all assessments of student learning outcomes.
- Goal 2 clarification: The intent on lab space is not so much to increase lab space as it is to make the existing lab space more efficient by reorganizing the space. Currently, demonstrations and lab work are limited by the shop layout. For example, there are work benches and other items being stored in the shop that are in the way of group work. As a result, demonstrations and performance assessments will be more successful.
- New resource requests:

Request	Goal
Outside storage containers	To help with shop reorganization (Goal 2)
Heat induction tools	Modernize tool selection for students (Goal 2)
Transmissions, rebuilding kits, and storage units	Modernize transmissions to teach (Goal 2)
Ultrasonic cleaning equipment	Safer parts cleaning equipment (Goal 2)
Industry associations and web-based service information subscriptions	Continue to provide needed information for students (Goal 1)
Tire machines and on-car brake lathe	Modern equipment for demonstrations and student use (Goal 1)

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success

or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Approved

Personnel: We were able to hire Gerilowie Escalona, who officially replaced Rick Maynard (retired). The timing of this hire could not have been better for us, due to Xavier Silva taking a leave-of-absence and likely not returning to De Anza auto tech. Gerilowie has taken over the classes that Xavier taught in the evenings, and enrollment in these classes did not skip a beat. *Equipment:* The new lifts have created more usable floor space for lab activity in the west lot, created a safer and cleaner space, and with more lifts of a similar style, the lab experience for students is more equitable. The new trainers are already being utilized to give better in-class demonstrations that help bridge the gap between lectures and actual on-vehicle repair training.

- 6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The sample size is still small, but we are confident that Gerilowie Escalona has already had a positive impact on the success of our evening students, especially those from underserved populations. Gerilowie is a Filipino-American who is helping to make an impact with other students of color.

- 7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Example below is from AUTO 99A, Pete Vernazza

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	The student will demonstrate the ability to perform a battery load test, a starter draw test, a charging system test and analyze the readings.
Method of Assessment of Learning Outcome (please elaborate)	The student is assessed via a performance final. During this final, vehicles are set up in different testing stations. At each station, the student performs each of the above tests, one-on-one in front of the instructor. The students are graded on the accuracy and results of each test performed.
Summary of Assessment Results	Eighteen students exceeded expectations, four met expectations, two approached expectations, and two did not meet the outcomes.
Reflection on Results	During the performance final, many students showed that they had sufficiently prepared as evidenced by their scores. The two students that did not meet expectations had one thing in common and that was poor attendance throughout the quarter.

Strategies Implemented or Plan to be Implemented (aka: enhancements)	Next quarter, I plan on reiterating to my students the importance of being on time and attending class. I will stress how attendance is directly tied to student success.
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Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The Auto Tech Department is committed to fostering student success through a range of initiatives, including strong teamwork within the department, collaboration with other areas of the college, partnerships with external organizations, continuous innovation, and community-focused efforts. The department's updated mission statement emphasizes core values such as equity, integrity, personal achievement, and service to the community, all of which are vital for student success.

Key updates include the launch of new certificates in EV and autonomous technologies for Fall 2024 and the Automotive Technology Management Baccalaureate Degree program starting in Fall 2025, which will provide students with additional career-oriented opportunities. The department has also strengthened partnerships with industry leaders like Lucid Motors and Northrop Grumman, further supporting our students' job placement and training pathways. The department's outreach efforts, from career fairs to CNCDA events, at libraries, high schools, and community centers, demonstrate a proactive approach to engaging diverse student populations. Their initiatives to involve more female students in the field, including partnerships with iWitts and mentoring opportunities, are commendable.

I fully support the department's goals to:

1. Address course-level success rates – the department faculty's aim of achieving an 80% success rate in all assessments underscores their dedication to fostering meaningful student learning experiences.
2. Add new equipment and reorganize the shop space. Their proactive approach to optimizing shop space and modernizing equipment highlights their innovative response to resource challenges, which improves lab functionality and creates safer, more dynamic learning spaces.

I sincerely thank the auto tech department faculty for their dedication and hard work in creating one of the best college experiences for our auto tech students.