

#21

COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Automotive Technology and Electronics Technology

Q2

I.2. Lead Author:

Brad McCombs and Ignacio Castaneda Garcia

Q3

Respondent skipped this question

I.3. Collaborator(s) - list of any person that participated in the preparation of this report:

Q4

I.4. Dean/Manager(s):

Larry McLemore

Q5

Respondent skipped this question

Initial Collaboration Date with Manager/Dean:

Q6

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

With the curriculum updates and grant implementation, two students from other colleges are able to graduate and receive Ford certification at the same time. Fernando Lopez (Palomar College) and Joel Escobar (Mira Costa College) are graduating with a degree/certificate from their home college. These students also took classes at Cuyamaca College to be able to graduate from the Ford ASSET program as well. Fernando's success was a result of visiting with faculty and students at Palomar college as a grant pilot project. Joel's success comes from instructors visiting dealerships and promoting Cuyamaca College's grant intentions of colleges working together instead of working in silos. These examples show tremendous opportunities for students to attend college's close to their home while leveraging Cuyamaca College's manufactures training programs using distance education technologies for assessment. This initial marketing attempt of college collaboration has proven successful and will benefit many students in the future if the human resources are made available.

The laboratory spaces are in the process of being utilized to their potential by moving automotive equipment and tools in the shop area. Making equipment and tools easily accessible allows students to spend more time learning and practicing on vehicles. We have updated all tool boxes with tools and designated laboratory space for each specialization. We have also placed large screens around the laboratory that allows students to see what is being worked on. This avoids having multiple students crowding around a small area. We helped design two portable distance education carts that allow instructors to take distance education equipment out to the laboratory or anywhere they want to teach from. The district has supported our efforts by increasing bandwidth and internet accessibility with routers, Wi-Fi boosters and cabling. These changes have increased accessibility, productivity and have made the laboratory more 'state of the art'. Furthermore, lab assistants act as assistance for instruction rather than 'tool room' monitors. Students benefit from different examples of instruction and additional human resources.

A complete curriculum redesigned was implemented this past year. We offer 10 degrees and 9 certificates that recognize specializations that occur in industry. For example, a service management degree is now offered. Students can take automotive technology lectures and not the laboratories. This also allows students with disabilities that cannot perform the physical tasks to be able graduate and gain employment. We have two examples of students with disabilities who are now working in the parts department and vehicle management department. The curriculum redesign separates lecture, laboratory and assessment. This allows more flexibility for students. The degrees and certificates are stackable and interchangeable for increase in student commencement and scheduling.

We implemented another Hi-Flex classroom in K-101. With the unfortunate loss of our senior faculty, Jim Hannibal, we have been able to continue teaching electronics and designing the course towards the global electrification movement. The concept of teaching students electronics from the standpoint of a natural science is profoundly relevant and has tremendous future potential with entities that have contacted us for career opportunities. The FBI, SDGE, and Port of San Diego have reached out to us in need of students for internships with a broader scope of knowledge and skills. The electronics department may become an entity of itself if the proper resources are available.

Q7

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

We are using the Canvas survey function embedded into the course container to track students to see if they have completed ASE tasks. If you refer to our comprehensive program review, you can find examples. One of the faculty has entered the SLO committee and is taking responsibility for department reports and innovations. Our SLOs have been standardized to align with our PLOs. This was done as part of our curriculum redesign with the SLO coordinator. Our plan is to access every course taught every semester.

Q8

OPTIONAL: You may upload a copy of your SLO assessment plan here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

PLO Plan.pdf (73.4KB)

Page 3: II. Assessment and Student Achievement

Q9

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

Our intention has been to hire more diverse faculty. Our department is half minority and matches our student population. Faculty have been trained in equity minded teaching and learning. We updated the student images on our website and marketing materials to include Latina X, and African American images.

Q10

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

The department will have each course provide surveys to students. Feedback from students allows the department to fix issues regarding student success and overall satisfaction. Faculty are readily available to assist students with education success and meet with students on a constant basis.

Q11

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

The automotive department has been a pioneer of distance education.

Q12

Yes

II.B.4. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

Page 4: II. Assessment and Student Achievement continued

Q13

II.B.5. Please share your observations about the employment rate for your program over the past several years.

There is a large demand for automotive technicians and electricians. Our employment rate for students who participate in our programs is in the 90th percentile. The demand has increased over the 5 years and we expect that increase to continue. The caveat will be the shift to electrification. We expect the demand for more electronically competent technicians to be a training gap needed to be filled by our departments.

Q14

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

The curriculum is designed for work-based learning. Almost all of our students are employed while in our program. 9 out of the 10 degrees and certificates offered require students to work in an automotive or electronic facility.

Q15

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

100% is our goal.

Page 5: II. Assessment and Student Achievement continued

Q16

Yes

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

Page 6: II. Assessment and Student Achievement

Q17

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

We do not view distance education as a barrier. We have been implementing distance education since before the pandemic. We have trained students from El Centro and other locations. There are no differences in success rates if done correctly.

Page 7: III. Previous Goals: Update

Q18

1. Previous Goal 1:

Modernize Department Facilities for Open Lab - Student Validation and Engagement

Q19

Student Validation and Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q20

In Progress - will carry this goal forward into next year

3. Goal Status

Page 8: III. Previous Goals: Update continued

Q21

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q22

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q23

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

The facilities are dated and not maintained to industry standards. It seems the college needs to work with the department to install needed hoists, paint, and building design. The hours of the lab need to be more open. Courses that have low numbers should be co-enrolled in the open lab.

Q24

Yes

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q25

1. Previous Goal 2:

Electronics Technology Degree and Certificate

Q26

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q27

In Progress-will carry this goal forward into next year

3. Goal Status

Page 11: III. Previous Goals: Update continued

Q28

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q29

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update (If Applicable) continued

Q30

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

It seems necessary that a Training Needs Assessment should be performed to assess if training students to work with high voltage commercial and residential electricity, solar panels, and wind turbines is viable. Initially, research about what already exists within the district and what is possible will be required. Electric vehicles are going to increase rapidly over the next five years. Most homes are going to supplement EV charging using solar. East county as wind and solar farms.

Q31

Yes

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q32

1. Previous Goal 3:

Maximize General Motors ASEP.

Q33

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q34 **In Progress-will carry this goal forward into next year**

3. Goal Status

Page 14: III. Previous Goals: Update continued

Q35 **Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

Q36 **Respondent skipped this question**

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q37
Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

General Motors has been under performing since a faculty retirement. Contact with GM has been made and a faculty assignment as well. GM is strongly engaged with this program. GM and Ford have contracts with the college and they are programs. However, somehow, the college has decided not to contract with the faculty who teach the manufacturer's programs. A faculty union contract is in the best interest of the college. We do not have the resources in our department to run manufacturer's training programs without a contract.

Q38 **No**

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q39 **Respondent skipped this question**

1. Previous Goal 4:

Q40 **Respondent skipped this question**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q41 **Respondent skipped this question**

3. Goal Status

Page 17: III. Previous Goals: Update continued

Q42

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 18: III. Previous Goals: Update continued

Q43

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Page 19: IV. New Goals

Q44

No

Would you like to propose any new goal(s)?

Page 20: IV. New Goals continued

Q45

Respondent skipped this question

1. New Goal 1:

Q46

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q47

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q48

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q49

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q50

Respondent skipped this question

6. How will this goal be evaluated?

Q51

Respondent skipped this question

Do you have another New Goal?

Page 21: IV. New Goals continued

Q52

Respondent skipped this question

1. New Goal 2:

Q53

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q54

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q55

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q56

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q57

Respondent skipped this question

6. How will this goal be evaluated?

Q58

Respondent skipped this question

Do you have another New Goal?

Page 22: IV. New Goals continued

Q59

Respondent skipped this question

1. New Goal 3:

Q60

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q61

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q62

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q63

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q64

Respondent skipped this question

6. How will this goal be evaluated?

Q65

Respondent skipped this question

Do you have another New Goal?

Page 23: IV. New Goals continued

Q66

Respondent skipped this question

1. New Goal 4:

Q67 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q68 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q69 Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q70 Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q71 Respondent skipped this question

6. How will this goal be evaluated?

Page 24: Resources Needed to Achieve Program Goal(s)

Q72 Technology Resource Needs,
Supplies/Equipment/Furniture/Other Needs,
Facilities Requests,
Faculty Resource Needs

Page 26: Final Check

Q73 I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
