

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

AUTOMOTIVE TECHNOLOGY

2017-2018

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PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 pages).

Catalog description, 2017-18:

Automotive

Automotive Technician

Program Description

This program is designed to prepare graduates for entry level employment in the automotive industry as apprentice technicians, parts specialists, service consultants, or specialists in one of the many areas in the automotive service and repair industry.

Associate in Science Degree

The Associate in Science Degree can be obtained upon completion of 66 units, including the major, and the general education requirements. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes

Students who complete the Associate Degree will be technically proficient in entry level skills as defined by the National Automotive Technician's Education Foundation (NATEF) by demonstrating:

1. Completion of 85 percent of the tasks established by NATEF for the Master Automobile Service Technology Certification.
2. Proper service and repair procedures of the following systems:
 - Engine Repair
 - Light Duty Hybrid/Electric Vehicle
 - Automatic Transaxles/Transmissions
 - Manual Drivetrain
 - Suspension, Steering and Alignment
 - Brakes
 - Electrical/Electronic Systems
 - Heating and Air Conditioning
 - Engine Performance
3. Proper safety procedures and techniques.
4. Efficient oral and written communication.
5. The ability to apply fundamental automotive technology principles.
6. Skills for successful employment in the field of Automotive Service and Repair
7. Appropriate methods for hazardous waste handling and disposal.

REQUIRED COURSES.....Units

ATEC 070 Automotive Fundamentals	3
ATEC 130 Automotive Suspension and Steering	4
ATEC 131 Automotive Electrical Systems	4
ATEC 132 Automotive Brake Systems	4
ATEC 133 Automotive Engine Repair.....	4
ATEC 134 Automatic Transmissions/Transaxles	4
ATEC 135 Automotive Engine Performance.....	4
ATEC 136 Automotive Manual Drivetrain and Axles	4
ATEC 137 Automotive Heating and Air Conditioning ...	4
ATEC 138 Automotive Electronics.....	4
ATEC 139 Advanced Engine Performance	4
ATEC 140 Hybrid Vehicle Maintenance and Repair	2
Total Units	45

Recommended Electives

BUS 005 Introduction to Business
MT 120 Principles of Analog Electronics
IT 110 Modern Welding
IT 140 Industrial Materials
IT 150 Industrial Processes
MT 122 Principles of Digital Electronics
OCED 090 Occupational Work Experience
OCED 091 General Work Experience

*This is a Gainful Employment Program. For additional information, please visit
http://www.solano.edu/gainful_employment/ and select "Automotive Technician."*

Solano College's Automotive Technology program is designed to prepare graduates for employment in the automotive industry as apprentice mechanics, parts people, service station attendants, or specialists in the many areas in, or jobs related to, the automotive industry.

Faculty members include: Paul Hidy, Rick Marshall, Andrew McGee, and Chip Reeves. Laboratory technicians include: Ritzdane Suriben. The program facilities have grown tremendously over the past few semesters, to include relocating into a brand new, state of the art facility located at 1687 N. Ascot Parkway in Vallejo. The facility includes engine and transmission dynamometers for testing components off the vehicle, as well as an all-wheel drive chassis dynamometer.

Current courses pending curriculum approval include: Automotive Service Advising, Automotive Data Acquisition, and Smog update courses. Future plans also include offering courses to suit the needs of technicians who are currently in the automotive field and wish to update and expand their knowledge of the many technological advancements of today's automobiles.

The program shows signs of continuous growth and improvement. Lack of staffing has plagued the program since its rebirth, but Faculty and Staff were able to combat the pitfall with careful planning and preparation. Large influxes of new students are anticipated, given the new facilities, and even the best planning and preparation can potentially prove inadequate without proper staffing.

Students will be introduced to the theory and practice of automotive repair and maintenance and you will study the vital parts of the internal combustion engine and power transmission. Students will learn basic electrical concepts and you will practice testing, maintaining, adjusting and repairing batteries, alternators, starters, wiring and ignition systems as well as accessories. They will be shown methods of scientifically diagnosing automotive malfunctions and the techniques of troubleshooting. They will practice with special machines, instruments and oscilloscopes for examination of exhaust emissions, fuel and other systems.

1.2 Relationship to College Mission. Describe two or three components of your program that embody the college's mission: "Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities." (Limit to 1-2 paragraphs)

The Automotive technology program fully embodies the college's mission in its day-to-day endeavors. The students, Faculty, and staff populations are exceptionally diverse, and in terms of student population, come from beyond Solano County. Career and Technical Education are on the forefront, as students are encouraged to pursue higher levels of education if they are willing.

ATEC courses prepare students for the workforce by implementing technology and skill based activities relevant to common vehicles on the road today. Students are also introduced to the latest cutting edge technology which is forecasted to become the norm in the near future.

There are currently three certificates and an Associate's Degree offered to students. These certifications are stepping stones for students who decide to pursue further education upon completion of the Automotive Program.

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

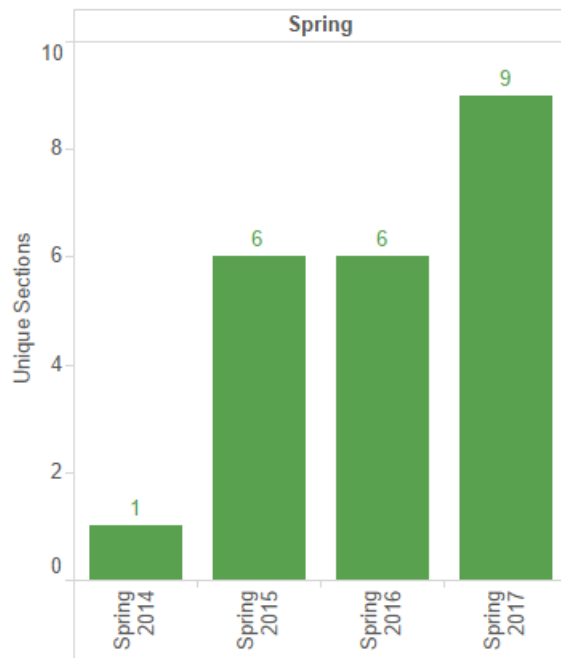
Student enrollment has not shown too much consistency over the past several semesters. The general trend seems to be that more students tend to enroll in fall semesters versus spring or summer semesters. The data reflected on the charts below indicate enrollment over several spring semesters, data is unavailable for fall. In selecting courses to offer for semesters, Faculty considers many factors, including instructor load and facility usage.

Student enrollment spring 2018 numbers are higher than spring 2017 in part because of high school students who have enrolled in ATEC 070. Heavy recruitment has been done with local high schools to offer high school students the opportunity to enroll in automotive classes while still in high school.

Future predictions suggest that students in the future will include those who are currently working in the automotive field, and plan to take courses during the evenings. The advanced level courses currently in curriculum review will cater to these students.

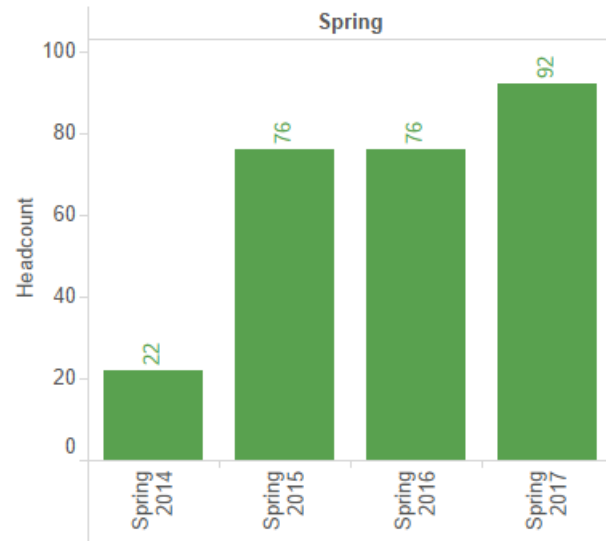
Sections Offered (Auto Technician)

Chart shows number of sections offered by semester.



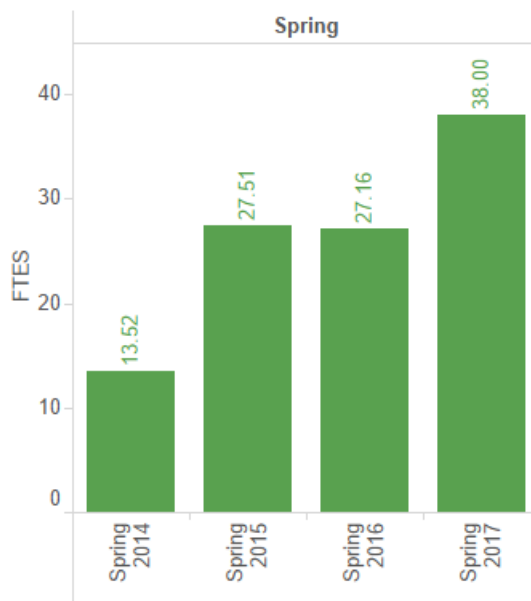
Headcount - Auto Technician

Chart shows student headcount by Semester within Auto Technician



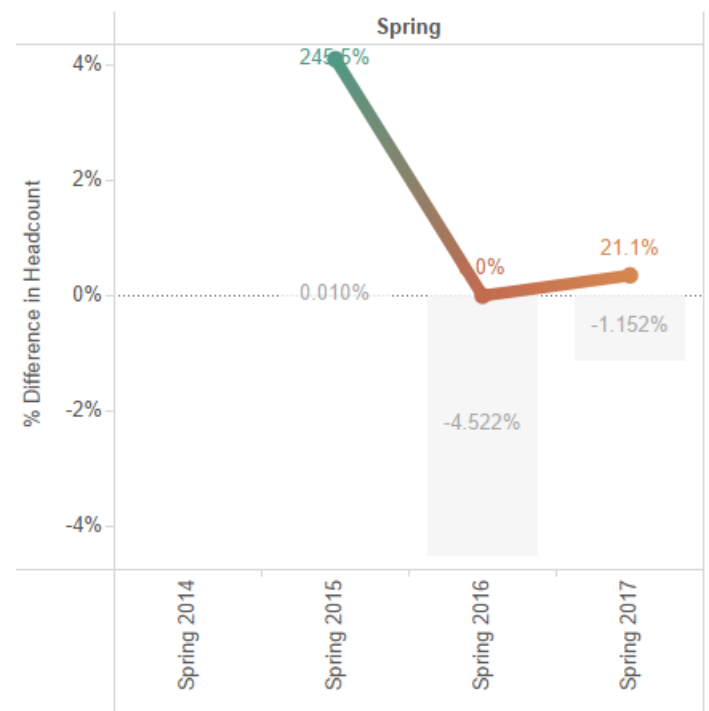
FTES (Auto Technician)

Chart shows total FTES by Semester within Auto Technician



Headcount Pattern - Auto Technician

Chart shows total percent change in headcounts within Auto Technician (line) and % change for college (bar)



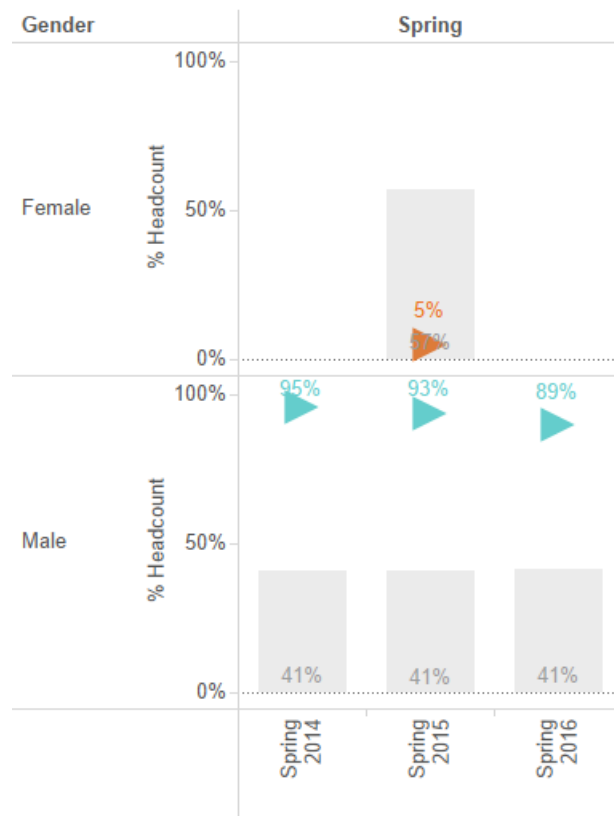
1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

Student population data closely resembles Solano County's data referencing age and ethnicity. Gender data seems like female students are nonexistent. The trend for spring 2018 seems to be that more female students have enrolled in courses. In all sections of ATEC 070 alone, there are a half dozen female students enrolled—out of approximately 50 students. We can expect female student population to remain around 10-15 percent or increase in the foreseeable future. The vast majority of our students are male, which is a trend that closely represents the automotive industry.

As far as recruitment of underrepresented student populations, a partnership with an advertising and marketing firm has been established by Solano College with a goal of reaching underrepresented student populations more effectively. Outreach at local high schools and community events also occurs frequently by ATEC faculty/staff with hopes of attracting nontraditional students into the automotive technology student population.

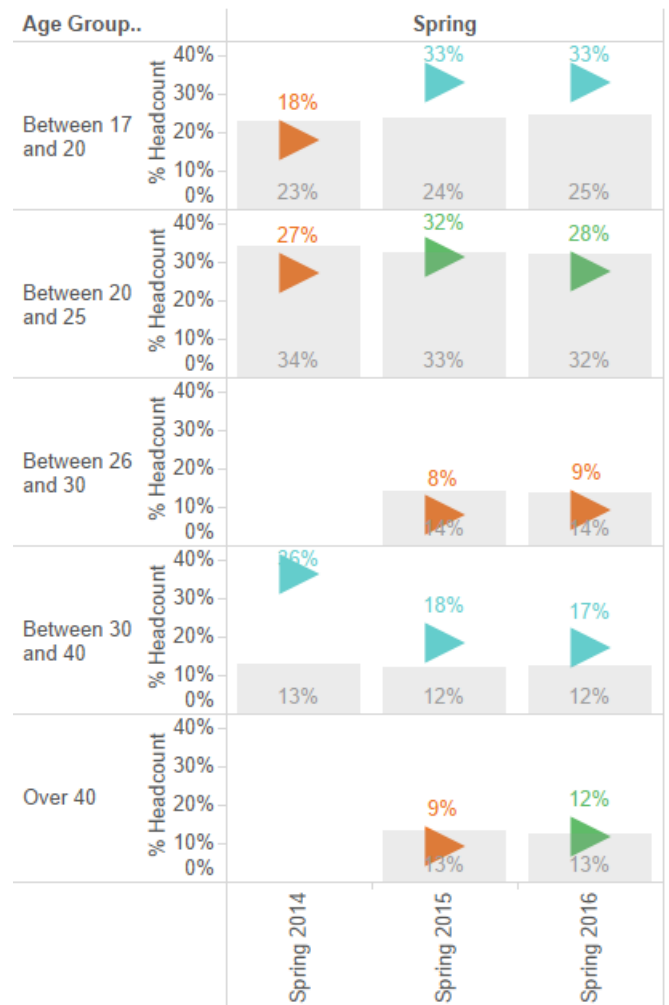
Pop Served Gender (Auto Technician)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 3 students



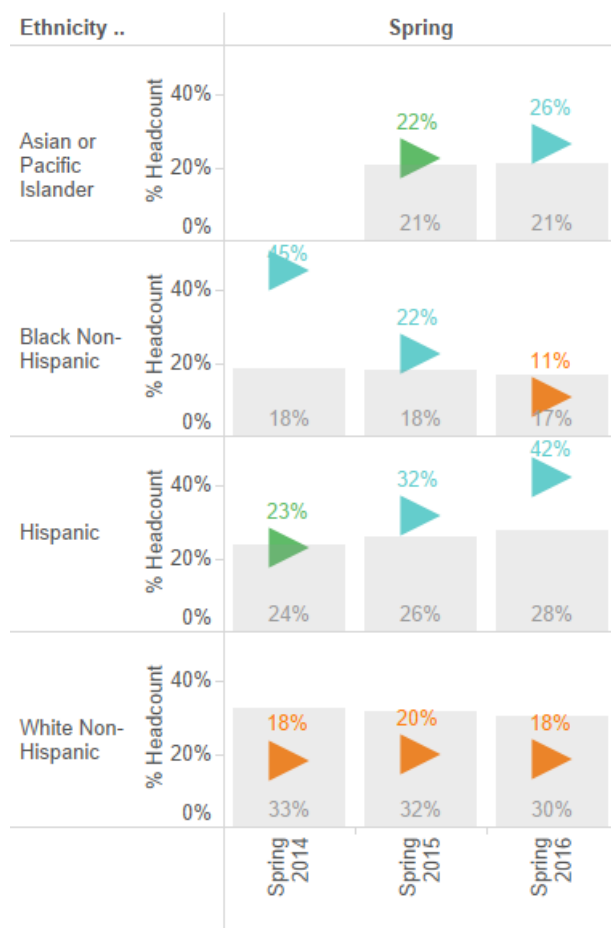
Pop Served Age (Auto Technician)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 3 students



Pop Served Ethnicity (Auto Technician)

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 3 students



1.5 Status of Progress toward Previous Goals and Recommendations. Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

Table 1. Status of Previous Goals

Program Goals	Planned Action (s)	Status
Create new degree/certificate	We are working on offering smog training and certifications to technicians.	Courses submitted through CurriCUNET
Assessment Goals	Planned Action (s)	Status
Assessment is up-to-date and		

ongoing; no goals at this time		
Curriculum Goals	Planned Action (s)	Status
Review/change course scheduling	Offer more classes	More Faculty/Staff needed to accommodate increase in class offerings
Campus & Community Integration/Outreach Goals	Planned Action (s)	Status
Other	Looking at the need for advanced training to existing technicians throughout the community, we have found that we need to offer workshops for those workers.	Awaiting faculty/ staff to accommodate increase in class offerings.
Student Equity & Success Goals	Planned Action (s)	Status
Other	Analyze data at later date to ensure demographic accuracy with larger student population representation.	Pending
Professional Development Goals	Planned Action (s)	Status
Development in subject area	Continuous training in ATEC subject areas for Faculty/Staff	Pending
Human Resources Goals	Planned Action (s)	Status
Add/replace/change staff position	Add staff, including lab technicians and student workers, to fulfill the demand of the program	No full time admin support, ft/pt lab techs hired, 3 student workers utilized.
Expand part-time pool	More classes will require additional instructors	Pending
Technology & Equipment Goals	Planned Action (s)	Status
Add/upgrade classroom/lab technology, equipment, instructional materials	More classes will require more supplies	Perkins funding utilized to purchase tools/equip. Still require more tool duplication
Facilities Goals	Planned Action (s)	Status
Other facilities goal	Facility will need continuous maintenance	
Library Resource Goals	Planned Action (s)	Status
Add/update library resources	Offer textbook copies for students to check out on-site	VJO and FF centers have copies of textbooks
Other Resource Goals	Planned Action (s)	Status

1.6 Previous Program Review Goals Leading to Improvement. Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

No past program review data.

1.7 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level: <http://www.labormarketinfo.edd.ca.gov/> “Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools”: <https://www.calpassplus.org/>. (Limit to one page or less.)

Following is the OES Employment and Wages Data Table for the first quarter of 2016:

Geographic Area Name	SOC Code	Occupational Title	May 2015 Employment Estimates	2016 - 1st Quarter Wages					
				Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (1)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
California Statewide	49-3023	Automotive Service Technicians and Mechanics	61,140	\$21.86	\$45,450	1.20	\$15.01	\$19.77	\$27.63

Source: State of CA Employment Development Department,
<http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html#Tool>

Following is the Projection of Employment by Occupation, 2014-2024, California Employment Development Department:

TOP Code(s):

- 094800 Automotive Technology

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
493023	Automotive Service Technicians and Mechanics	69,200	2,440
492093	Electrical and Electronics Installers and Repairers, Transportation Equip	2,100	60
492096	Electronic Equipment Installers and Repairers, Motor Vehicles	2,100	40
	Total	73,400	2,540

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Source: <http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

Career Technical Education Planning

(Non-CTE program proceed to Section 2, Assessment.)

Labor market data indicates growth in the automotive industry and CTE-related industries in general. There are several potential conditions that could affect the program, a few are listed here. Internal conditions affecting the program include: growth, staffing, and funding. External conditions include: wages, technology, and job availability.

If the automotive program continues to grow at an exponential rate without increasing staffing or funding, growth will be stagnated. This can have a tremendous negative impact long-term. If technology continues to advance on automobiles, wages should increase, which may decrease job availability.

1.8 Advisory Boards/Licensing (if applicable). Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix. Talk about WHO is in the advisory team, and what they propose.

Advisory meetings are forecasted to be held twice per calendar year. There was one advisory meeting held in 2017. Constant hot topics of the committee are: night/ evening courses, technician upgrade courses, and courses that incorporate industry related “soft skills” into the curriculum.

New courses are currently in the queue (CuriCUNET) to be offered to students that the advisory committee has identified should be offered by the automotive program. These courses will incorporate interpersonal skills, and will focus on digital fluency as well as written expertise.

1.9 Core Indicator Report. Review the Perkins core indicator reports for your TOP code: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx . What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
948	AUTOMOTIVE TECHNOLOGY	100	0	88.89	100	0	

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Source:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf_22_116iT0R6R0x4

ASSESSMENT

Program Learning Outcomes

2.1 PLOs and ILOs. Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

In progress.

Table 2a. Program Learning Outcomes

Program Learning Outcomes	ILO	How PLO is assessed
1.		
2.		
3.		

2.2 PLO Mapping. Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

Table 2b. Program Courses and Program Learning Outcomes

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3
ATEC 070, SLO --			
ATEC 130, SLO --			
ATEC 131, SLO --			
ATEC 132, SLO --			
ATEC 133, SLO --			
ATEC 134, SLO --			
ATEC 135, SLO --			
ATEC 136, SLO --			
ATEC 137, SLO --			
ATEC 138, SLO --			
ATEC 139, SLO --			
ATEC 140, SLO --			

2.3 PLO Results and Planned Actions. Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as

well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

In progress.

Table 2c. Program Learning Outcomes Assessments

No PLOs for ATEC, will be completed on the next cycle.

PLO 1	
Program Learning Outcome	TBA
Date(s) Assessed	
Results	
Action Plan	

PLO 2	
Program Learning Outcome	TBA
Date(s) Assessed	
Results	
Action Plan	

PLO 3	
Program Learning Outcome	TBA
Date(s) Assessed	
Results	
Action Plan	

Table 2d. PLO Assessment Calendar

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment schedule, p. 2).

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1					x					
PLO2					x					
PLO3					x					

2.4 PLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments.

No changes to courses or program

Student Learning Outcomes

2.5 SLOs Status. Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).

- Are there 2-4 measurable SLOs for each course in your discipline?
- Have success criteria rubrics been created to standardize the evaluation of student success?
- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? You may wish to include a SLO assessment calendar for each course in the discipline (Table 3); move to appendix if lengthy. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*?
- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face?
- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)?
- If deficiencies are noted in any of the above areas, describe planned actions for change.

SLOs are currently in CurriCUNET Meta, and are regularly assessed. Instructors utilize a common rubric for all ATEC courses.

2.6 SLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

General Education & Institutional Learning Outcomes

2.7 GELOs and ILOs. Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

Note: Since GELOs and ILOs have been updated college-wide, all programs with general education courses will have to update those courses in CurriCUNET.. If that is the case, then

please add that goal to the Assessment portion of Table 4. If there are no general education courses in the program, please write N/A.

No general education courses offered at this time. ILOs have been mapped in CurricUNET Meta.

CURRICULUM

3.1 Course offerings. Attach a copy of the course descriptions from the most current catalogue.

See Appendix A.

Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report.

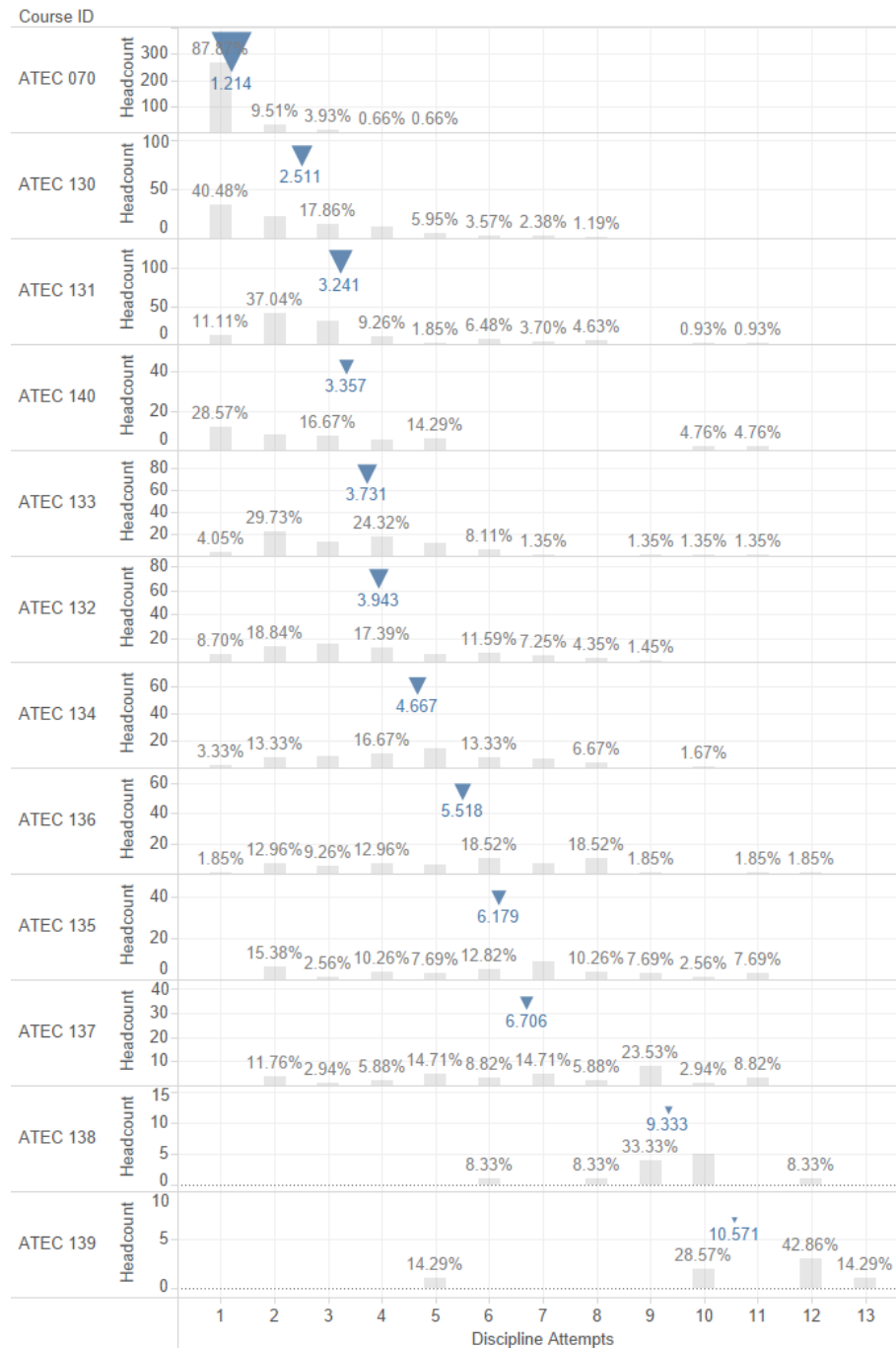
3.2 Scheduling and Sequencing. Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student's timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

Data observed regarding student course selection over past semesters reflects the modifications to scheduled courses and the availability of Faculty/Staff/Equipment to facilitate the class.

There are courses that fill continuously, and consideration will be taken when building future schedules in terms of including certain courses. Consistent course offerings will require adequate staffing and tool duplication.

Student Sequencing (Auto Technician - All)

Chart shows % of students by course and attempt number in sequence, blue triangle shows average attempt number. Shows student major - All



Scheduling (All)

Chart shows number of sections offered by course id, campus and semester.

Course ID	Campus Sched Type	Spring 2014	Spring 2015	Spring 2016	Spring 2017
ATEC 070	Vallejo Center		2	2	2
ATEC 131	Vallejo Center	1	1	1	1
ATEC 133	Vallejo Center		1	1	1
ATEC 134	Vallejo Center		1	1	1
ATEC 136	Vallejo Center		1	1	1
ATEC 135	Vallejo Center				1
ATEC 137	Vallejo Center				1
ATEC 139	Vallejo Center				1

3.3 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

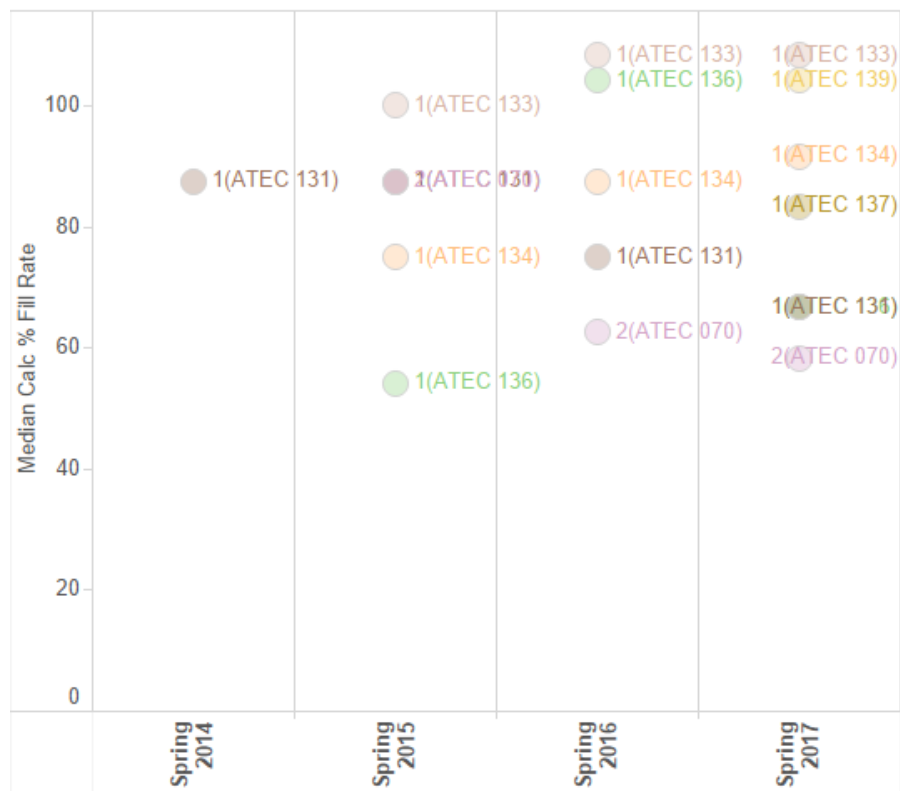
Students have responded to surveys with negative feedback regarding course offerings. Many students were a handful of units short of program completion, and the class(es) they needed were not offered at a convenient time or semester. This can be remedied by adding Faculty/Staff to facilitate more course offerings.

3.4 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)

Class size is currently limited to 24 students. The laboratory in the ATEC facility is designed for classes with less than 24 students (5 bays each side X 4 students max per group). Groups are currently as many as six per group, which can prove cumbersome and can become a burden to a student's learning. (See fill rates of courses in chart below). Fill rates don't always hit 100%. Reducing class size to 20 in the future may be a better option for ATEC.

Fill Rates Median by Course ID (Auto Technician)

Chart shows median fill rates by course ID



3.5 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs).

Not Applicable.

3.6 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

Currently working with local high schools who have automotive courses offered to start articulation agreements with. Currently hosting ATEC 070 class at convenient times for high school students.

3.7 Distance Education (if applicable). Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)

Possible online/hybrid “soft skills course” in the future.

CAMPUS & COMMUNITY INTEGRATION

4.1 Campus Integration. Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

Announcements are shared by Faculty/Staff to students about on-campus happenings. Faculty diligently pass relevant information to students about “happenings” around the school. Faculty members are required to serve on committees, which helps bridge the gap between the remote ATEC facility and the rest of the campus.

4.2 Counseling. Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

In progress

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included

(conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

ATEC has a decent amount of representation in the local community. Students are issued shirts with the automotive technology logo, and are encouraged to wear them in good taste outside of school. There is an open house event planned for spring 2018 to allow the public and potential students an inside view of the ATEC program. The event is themed as a Carshow/ Career fair. Local automotive businesses and advisory committee members have been invited, and the event will showcase the ATEC program, its curriculum, and its student population. This event is forecasted to be an annual occurrence.

STUDENT EQUITY & SUCCESS

5.1 Student Success/Underprepared Students

- Anecdotally describe how the program works to promote student success for *all* students
- Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.
- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?
- If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses
- If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success

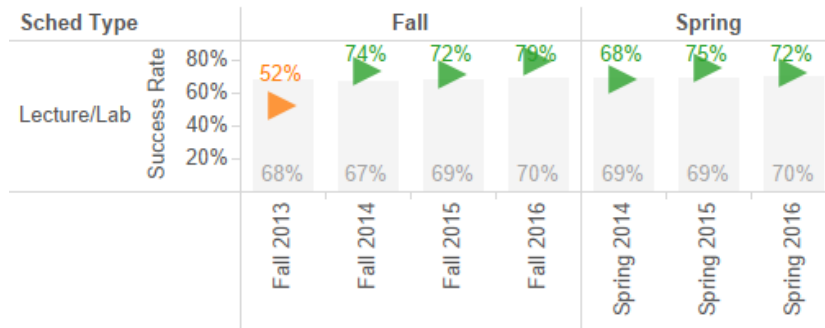
Most students seem to be well prepared when they enroll, according to the data. No assessment needed. Prerequisite/ co-requisite of ATEC 070 sets the foundation for ATEC students. Classes utilize books from the same publisher, and have similar syllabus requirements. Consistency is key and exercised throughout the ATEC curriculum.

There are many reasons students have enrolled in the ATEC program, and a large number of failing students does not mean the program is unsuccessful. Each student has specific goals, and many of the students who failed in the program have gone on to work in the automotive industry. This should be remedied as the internship program gains traction, and more students can complete the program and work in the automotive field simultaneously.

5.2 Success Analysis. Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then, analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

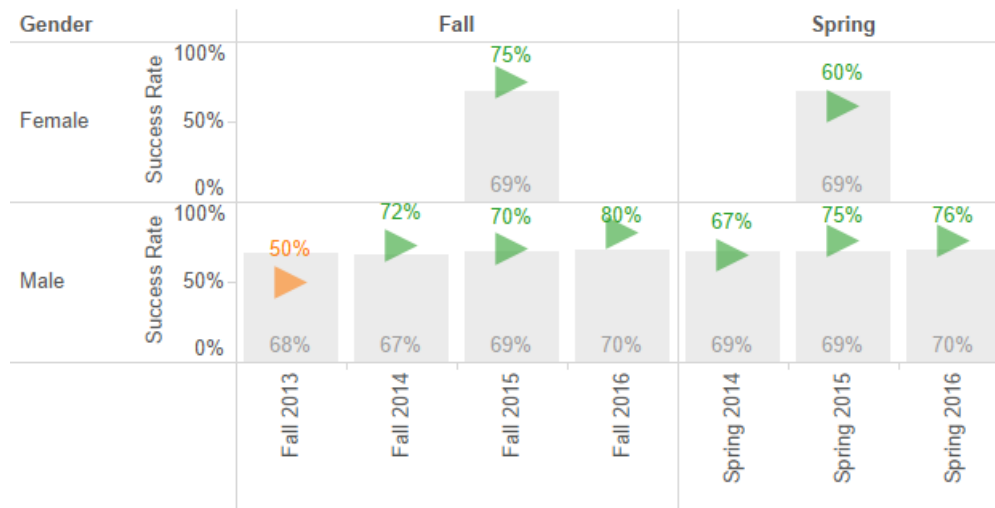
Success by Modality (Auto Technician)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (outside of green shading) is noted in triangle color.



Success by Gender (Auto Technician)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 3 students

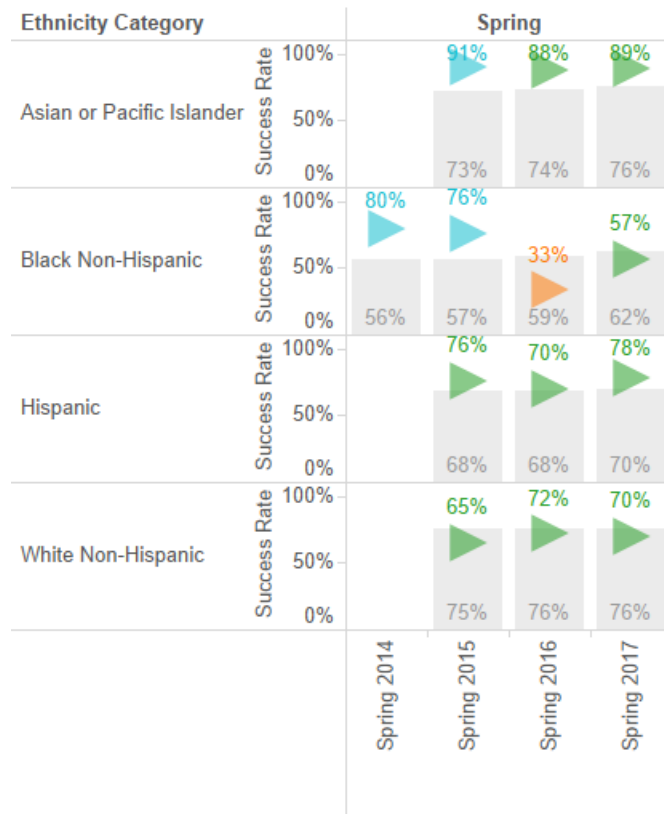


Note: Ethnicity success rates are compared with success rates for all students at SCC with that ethnicity.

Success by Ethnicity (Auto Technician)

Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color.

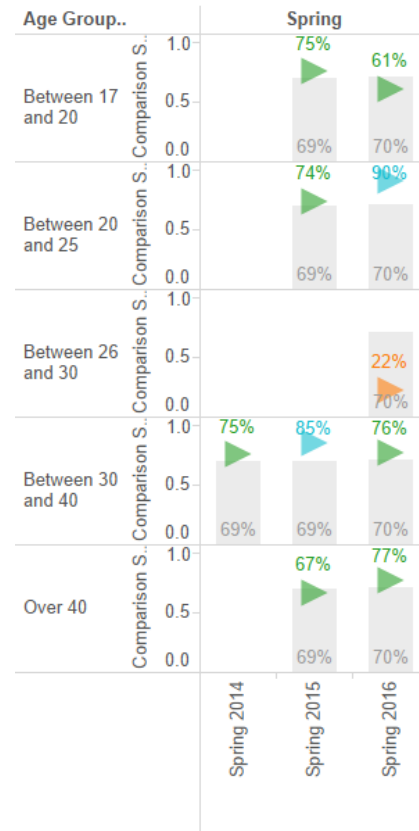
Only shows student groups greater than 6 students



Success by Age Group (Auto Technician)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color.

Only shows student groups greater than 6 students



Finally, in courses with many sections (5 or more per semester), compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all courses?

Not Applicable

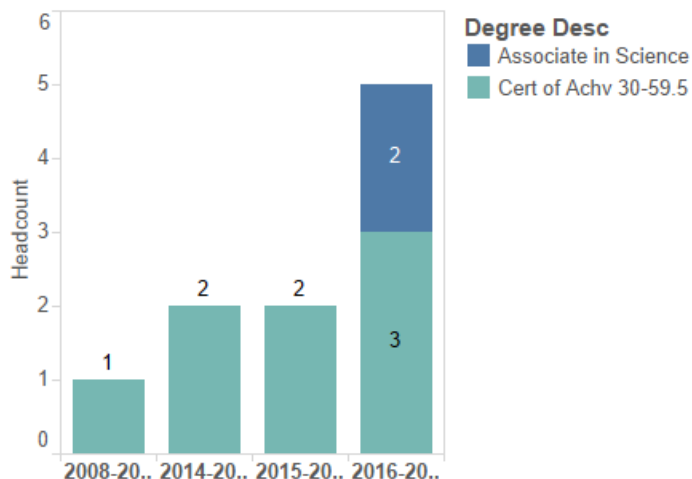
5.3 Cross-Discipline Collaboration (if applicable). For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)

Not Applicable

5.4 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

Plan to offer more degrees/certificates in the future, pending Faculty/Staff additions..

Number of Degrees (Auto Technician - All)



5.5 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs). For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs)

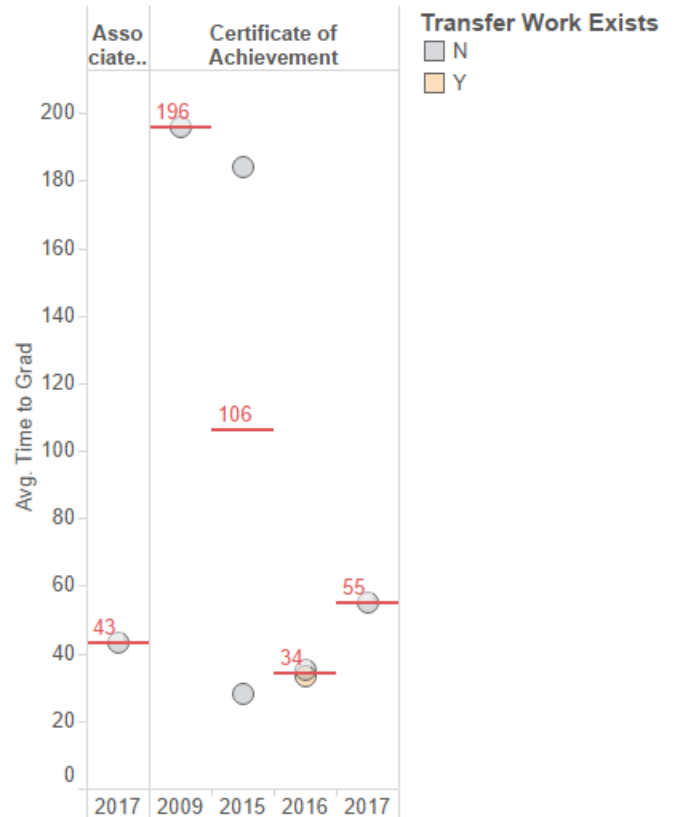
Most ATEC students do not plan to transfer to four-year institution.

5.6 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

Surveys are conducted at the beginning and end of each semester, and students are encouraged to fill them out. The survey includes general questions, as well as an inquiry as to if the student is currently working in the field. Internships and manufacturer partnerships are in the near future, and will put our graduates in pole position for job placement.

Time to Degree (Months) (Auto Technician - All)

Shows time to degree in months from first entry at SCC to graduation. Each circle represents one graduate, the color of the circle indicates whether the student entered SCC with transfer work. Median for the group in red.



RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.) (Limit to 1-2 paragraphs)

Insufficient staffing is stifling the program. Lack of admin support is taxing on the faculty and staff. Future goals include expanding the adjunct pool, and adding additional staff.

6.2 Technology & Equipment.

Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

Technology resources are adequate at this time. 2 computer stations were recently added to the lobby for student use. These stations do not have access to a printer for students. Currently, students typically print at the main campus or Vallejo center.

6.3 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs) maintaining the facility

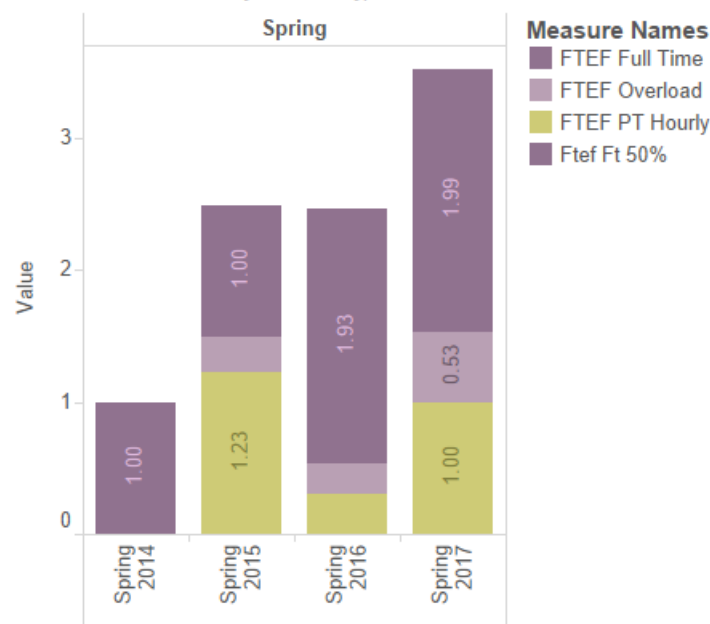
The ATEC facility is still not quite a year old, and some of the deficiencies are still being worked out. It is important to note that providing adequate, ongoing maintenance for the facility is paramount. Maintenance includes, but is not limited to: structure, equipment (lifts, machines, etc.), and flooring. Many of the maintenance/ repair of specialized equipment within the facility will need to be contracted. Examples of this equipment include but are not limited to: Dynamometers, alignment lifts, automotive software equipment, etc.

6.4 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

Coordinated with librarian, now have textbooks on reserve at the Fairfield and Vallejo campuses.

FTEF (Auto Technician)

Chart shows total FTEF by contract type



6.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

Budget will need to be increased based on prior semesters' accounts. Currently have purchase order accounts for several local auto parts suppliers, SnapOn tools, and Aramark for uniform and shop rag service. As the program expands, it is crucial that our budget adjusts accordingly. Vehicles constantly require parts and equipment when used in the lab environment.

GOALS & PLANNING

This section will be submitted to the Superintendent-President as an overview of programmatic strengths and areas of growth.

7.1 Program Strengths and Areas for Improvement. Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement. Attracting diverse faculty, student maturity (ready for college/work)

One of the major strengths of ATEC's Faculty/Staff profile is its strong diversity. This helps to give students a sense of equality, which is directly in line with SCC's mission. Another point to note is the generally high level of maturity that our students possess. There have been incidents that required disciplinary action with students, but nothing outside of the scope of the Faculty/Staff/Administrative team.

7.2 Program Goals. Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean, inputted in CurriCUNET and shared with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during fall flex in CurriCUNET.

Table 4. Program Goals**PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)**

Program Goals (click on text below for drop-down options, add goals as necessary)	Planned Action (s)	Person(s) Responsible	Priority ranking of program goals
Other	NATEF certification	All	1

ASSESSMENT (Sections 2.1-2.7)

Assessment Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking of assessment goals
Assessment is up-to-date and ongoing; no goals at this time	Complete the Assessment prior to March, 2018	Andrew McGee	1

CURRICULUM (Sections 3.1-3.7)

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Curriculum is up-to-date; no goals at this time			
New Courses/ certs/degrees	Create/modify courses as deemed necessary by industry	All Faculty	2

CAMPUS & COMMUNITY INTEGRATION (Sections 4.1-4.3)

Campus & Community Integration/Outreach goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Create bridge/pathway	Continue to coordinate with local high schools to improve	Andrew McGee	3

	enrollment/articulation/pathway agreements		
Advisory Committee	2 meetings per year, more broad participation pool	All	4

STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Data shows student success and equity across all modalities and demographics; no goals at this time			

PROFESSIONAL DEVELOPMENT (all sections)

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Development in subject area	Attend automotive training for Faculty/Staff—continuing education	All Faculty/Staff	6

RESOURCES (Sections 6.1-6.5)

Human Resources Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Add/replace/change staff position	Recruit for positions	All	7
Expand Part time Adjunct pool	Recruit for positions	All	5
Technology & Equipment Goals (click on text below for	Planned Action	Person(s) Responsible	Priority ranking

drop-down options)			
Other technology/ equipment/ instructional materials goal	Manufacturer specific diagnostic tools/ other software-based tools	Staff	6
Manufacturer specific software/ diagnostic tools			
Facilities Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Other facilities goal	Continued maintenance on facility	Facilities	7
Library Resource Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Other	Potential materials available for High school student check out	Library/Staff	8
Other Resource Goals (add below)	Planned Action	Person(s) Responsible	Priority ranking

SIGNATURE PAGE

Please include all full-time faculty and as many part-time faculty as possible.

The undersigned faculty in the Automotive Technology Program, have read and have had the opportunity to provide feedback on the attached program review self-study, dated 2-23-2018.

Paul Hidy

Faculty Name

Rick Marshall

Faculty Name

Andrew McGee

Faculty Name

Faculty Name

APPENDICES

Appendix A: Course Descriptions

Automotive Technician

(For additional listings see "Industrial Education" section of this catalog.)

ATEC 070 3.0 Units **Automotive Fundamentals**

Course Advisory: SCC minimum English and Math standards. This course serves as the pre-requisite for all automotive technology certificate and/or degree applicable courses and provides the knowledge and skills needed to prepare students for entry into the automotive core curriculum. The study of automotive industry fundamentals including careers; safety; fasteners; hand tool identification and usage; vehicle systems; electrical fundamentals; service information access and use; automotive chemical and fluid applications; hazardous waste handling; general shop equipment usage, and vehicle servicing. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will in part prepare the student for the ASE Maintenance and Light Repair G1 Certification Examination. *Two hours lecture, three hours lab.*

ATEC 130 4.0 Units **Automotive Suspension and Steering**

Prerequisite: ATEC 070 with a minimum grade of C (may be taken concurrently). *Course Advisory:* ATEC 131 Automotive Electrical Systems, and SCC minimum English and Math standard. The study of automotive suspension and steering fundamentals including: Diagnosis, inspection, repair, and adjustment of modern automotive steering, suspension, supplemental restraint, tire pressure monitoring, and alignment systems. Theory of operation, common automotive steering and suspension systems, wheel alignment principles, methods of diagnosis, adjustment and repair, and the use of suspension service equipment will be covered. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will in part prepare the student for the ASE Suspension and Steering A4 Certification Examination. *Two hours lecture, six hours lab.*

ATEC 131 4.0 Units **Automotive Electrical Systems**

Prerequisite: ATEC 070 with a minimum grade of C (may be taken concurrently). *Course Advisory:* SCC minimum English and Math standard. A course covering theory and principles of automotive electrical systems. The course includes basic electrical theory, Ohm's Law, series and parallel circuits, electrical symbols and schematics, automotive batteries, charging systems, voltage regulation, starting systems, lighting systems, and various accessory systems. The laboratory portion of the course will place emphasis on diagnosis and testing techniques required to effectively determine the necessary action in an electrical system failure. The use of schematics, technical specifications, voltmeters, ohmmeters, ammeters, and circuit testers will be required. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will in part prepare the student for the ASE Electrical / Electronic A6 Certification Examination. *Two hours lecture, six hours lab.*

ATEC 132 4.0 Units **Automotive Brake Systems**

Prerequisite: ATEC 070 with a minimum grade of C (may be taken concurrently). *Course Advisory:* ATEC 131 Automotive Electrical Systems, and SCC minimum English and Math standard. The study of modern automotive braking systems. Hydraulic principles, coefficients of friction, and thermodynamics will be discussed. Diagnosis, repair, overhaul, and adjustment procedures of drum, disc/drum, and four-wheel disc systems will be emphasized. Anti-lock Braking Systems (ABS) diagnostics, servicing, and repair procedures will also be covered. The course will cover common domestic and import passenger vehicles, and light trucks only. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will prepare the student for the ASE Brakes A5 Certification Examination. *Two hours lecture, six hours lab.*

ATEC 133 **4.0 Units**
Automotive Engine Repair

Prerequisite: ATEC 070 with a minimum grade of C (may be taken concurrently). *Course Advisory:* ATEC 131 Automotive Electrical Systems, and SCC minimum English and Math standard. The study of four stroke combustion cycle theory, engine torque, horsepower, materials, and manufacturing processes as they relate to internal combustion powerplants used in production automobiles and light trucks. The theory, principles, and diagnosis of cooling systems, lubrication systems, and common engine mechanical failures will be emphasized. The laboratory portion of the course will focus on comprehensive engine testing, in-vehicle engine servicing, engine disassembly / reassembly, precision measuring, and inspection of internal engine components. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will prepare the student for the ASE Engine Repair A1 Certification Examination. *Two hours lecture, six hours lab.*

ATEC 134 **4.0 Units**
Automatic Transmissions/Transaxles

Prerequisite: ATEC 070 with a minimum grade of C (may be taken concurrently). *Course Advisory:* ATEC 131 Automotive Electrical Systems, and SCC minimum English and Math standards. The study of hydraulic and electronically actuated automatic transmissions and transaxles. Topics will include positive and variable displacement pumps, torque converters, bands and clutches, hydraulic valves, electronic shift solenoids, governors, and common compound planetary gear arrangements. The laboratory portion of the course will focus on diagnostic and overhaul procedures, in-vehicle testing, and bench testing of various components. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will prepare the student for the ASE Automatic Transmission A2 Certification Examination. *Two hours lecture, six hours lab.*

ATEC 135 **4.0 Units**
Automotive Engine Performance

Prerequisite: ATEC 070 with minimum grade of C (may take concurrently), or equivalent. *Course Advisory:* SCC minimum English and Math standards. ATEC 131. Lecture, demonstration and practical lab experience in the operation, troubleshooting and repair of the ignition, fuel and emission control systems of import and domestic passenger vehicles and light trucks. Emphasis is on theoretical knowledge and the proper use of diagnostic tools and equipment. *Prerequisite:* ATEC 070 or equivalent (may be taken concurrently). The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently, will in part, prepare the student for the ASE Engine Performance A8 Certification Examination. *Two hours lecture, six hours lab.*

ATEC 136 **4.0 Units**
Automotive Manual Drivetrain and Axles

Prerequisite: ATEC 070 with a minimum grade of C (may be taken concurrently). *Course Advisory:* SCC minimum English and Math standards. A course covering theory and principles of manual transmissions / transaxles, clutches, driveshafts, half shafts, variable and constant velocity joints, differentials, rear wheel drive axle assemblies, all wheel drives, and four wheel drives. Gear types, ratios, and noise, vibration, harshness diagnostic routines will be discussed. Diagnosis, repair, overhaul, and adjustment procedures for common domestic, import, and light truck drivetrain components will be emphasized. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will prepare the student for the ASE Manual Transmission/Transaxle & Drivetrain A3 Certification Examination. *Two hours lecture, six hours lab.*

ATEC 137 **4.0 Units**
Automotive Heating and Air Conditioning

Prerequisite: ATEC 070 with a minimum grade of C, may be taken concurrently. An Automotive Technology course covering theory and operation of automotive heating systems and air conditioning refrigeration systems. Topics will include the refrigeration cycle, evacuation principles, humidity, heat transfer, automotive refrigerants, temperature pressure relationship, greenhouse gases, and proper handling and storage of refrigerants. The laboratory portion of the course will focus on the diagnosis and repair of heating and cooling systems, use of refrigerant recycling-reclaiming equipment, use of evacuation equipment, retrofitting, and environmentally sound refrigeration handling techniques. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently, will prepare the student for the ASE A7 Air Conditioning and Heating Certification Examination. *Two hours lecture, six hours lab.*

ATEC 138 **4.0 Units**
Automotive Electronics

Prerequisite: Minimum grade of C in both ATEC 070 and ATEC 131. Emphasis on applied techniques in schematic reading, scan tool usage and diagnosis of various automotive electronic systems, including power doors, mirrors, windows and seats; sun roofs; air bags; keyless entry; networks and other body control electronics. This course builds on the concepts introduced in Automotive Electrical Systems. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will in part prepare the student for the ASE Electrical / Electronic A6 Certification Examination. *Two hours lecture, six hours lab.*

ATEC 139 **4.0 Units**
Advanced Engine Performance

Prerequisite: Complete each ATEC 070, ATEC 131 and ATEC 135 with a minimum grade of C. Emphasis on applied techniques in advanced engine performance systems diagnostics including fuel injection; ignition; emission controls; OBD II and CAN/BUS. The course is correlated with the National Institute for Automotive Service Excellence standards and is designed to prepare the student for the ASE A8 and L1 Engine Performance Certification Examination series. *Two hours lecture, six hours lab.*

ATEC 140 **2.0 Units**
Hybrid Vehicle Maintenance and Repair

Course Advisory: SCC minimum English and Math standards with a minimum grade of C. Study of hybrid vehicles, safety issues associated with hybrid vehicles, maintenance and repair procedures specific to hybrid vehicles. *One hour lecture, three hours lab.*

Appendix B: Advisory Minutes

AUTOMOTIVE TECHNOLOGY (ATEC) ADVISORY COMMITTEE MEETING

**Tuesday, 28 March, 2017
1301 Georgia St. Vallejo, CA 94591**

Meeting called to order by Paul Hidy at 1830.

Members Present

Paul Hidy, Solano College
Avery Greene, Avery Greene Honda
Traci Taylor, Vaca Valley Auto Parts
Trevor Martin, Vaca Valley Auto Parts
Debra Barrett, Solano College
Dave Wamie, Matco Tools
Chip Reeves, Solano College/ Will C. Wood High School
Andrew McGee, Solano College
Frank Cetani, Solano College
Scott Xuereb, Snap-On Industrial
Rick Marshall, Solano College

Old Business

Motion to approve minutes from last meeting:

Motion made by Trevor Martin to approve minutes from last meeting @ 1832, seconded by Avery Greene. Motion Carried @ 1832.

Agenda

Curriculum:

Committee members discussed curriculum issues. Among the top concerns were translating industry needs and desires into classrooms for future technicians to learn and carry into the field. (NATEF accreditation) Members were shown a NATEF task sheet on relay replacement. Other topics included incorporating more soft skills training as well as possible certifications requiring less units.

Motion to approve current curriculum:

Motion to approve current curriculum made by Trevor Martin, 2nd by Avery Greene @ 1648, motion carried.

Motion to implement softskills:

Motion to implement soft skills/ service writer training in ATEC 070 and other classes by Avery Greene, 2nd by Trevor Martin @ 1651, carried.

New Building:

Paul Hidy is looking into scheduling a walkthrough for all advisory members prior to the official grand opening. Also spoke about the grand opening is tentatively set for some time in August. Noted that lunchtime may be better for most Advisory members to attend versus evenings.

Hiring Day Internships:

Debra Barrett from Occupational Education and Rick Marshall have been working on a grant that integrates internships into our programs. Noted that Skyline College has an outstanding internship program—an 8 week shadowing of mentors in real life shop environment. Paul Hidy mentioned that it is “crucial to our success to have internships”. Will need to look into the approval based on # of units an internship requires. Also noted that a DEDICATED staff/faculty member will be needed in order to put the program into action and keep it functioning properly. A drawback that was found among students is the internship class does not count toward a degree or certificate in Automotive Technology. Debra mentioned that if students are not enrolled in a bona fide internship course, they are not officially interns, whether or not they are currently interning with an employer.

Occupational ED:

Key issue was the time for students to enroll. Debra Barrett mentioned a summertime course offering, Andrew McGee mentioned the probability of students “forgetting to enroll” between the summer break and fall classes. Potential “fix” would be to have an adjunct instructor present during summer to host the courses. Paul Hidy suggested that staffing should be in-house, to include a student services employee, tool person, vehicle fleet manager, outreach person.

New Business:

Motion to push for staffing:

Debra Barrett motioned to push for staffing in order to make internships more feasible for students, 2nd by Chip Reeves @ 1925. Andrew McGee will be in contact with Patricia Young and work on more outreach opportunities. Chip p Reeves mentioned a high school competition that can possibly be held at the new Auto Tech center.

State of the Fleet:

Purchased new Chevy Sparks and a Chevy Bolt. The fleet will likely need to salvage up to 8 training vehicles (25 percent of the fleet) if they are not in compliance within the next three days (31 March deadline). The district’s policy states that vehicles used for Auto Tech must be smogged and currently registered. Repair is currently in work for vehicles that are not currently in compliance.

Smogging fleet:

Paul Hidy mentioned recent contact with the Bureau of Automotive Repair regarding conducting smog tests on the Solano College Fleet. This will halt the need for a faculty/staff member to transport vehicles to Suisun where the vehicles are currently smogged.

Motion to smog:

Avery Greene made a motion to move forward with the process to gain the ability to smog Solano College vehicles in-house @ 1935, 2nd by Trevor Martin. Carried.

Acquiring New Vehicles:

Avery Greene Stated that he has lost contact with a potential vendor that would be used to obtain training vehicles. Paul Hidy reached out to LKQ, but they auction vehicles rather than sell them. A future manufacturer partnership should allow for a steady stream of training vehicles.

Donation of Sponsorship Vehicle:

Trevor Martin mentioned having a company donate and/or wrap a vehicle for use in our program. Uses could include: Racecar, advertisement, classroom learning tool.

Motion for donated vehicle:

Trevor Martin Motioned to move forward with seeking a donated and/or wrapped vehicle for program use @ 1942, carried.

Next Meeting:

Noon time meetings are more popular and preferred among Advisory Committee members. Rick Marshall stated that Fridays are not always best. Collaborative Advisory meeting 26 Apr. at 1600. This would be collaborative with other college programs. Meeting will be at the Sheet metal Union Meeting Cynthia will send an email out regarding pressing issues in the CTE areas. Gathering people from different industries meeting on 21 Apr from 1100-1300. Meeting will include: soft skills, point person (Point of contact for programs), marketing, etc. RSVP with Karen of CTE department.

Motion for adjournment:

Motion to adjourn meeting by Paul Hidy @ 1948, 2nd by Trevor Martin. *meeting adjourned*

Recorder: Andrew W. McGee