De Anza College

Faculty Request Justification

Complete One Per Department/Program

Date: 05/15/2023

Division: Applied Technologies

Department/Program: Automotive Technology

Number of Faculty Requested: 2

Position	Retirement, Resignation or Growth	Retirement/ Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction
Instructor	Resignation	4-18-2023	Instruction	NA
Instructor	Retirement	9-30-2022	Instruction	NA
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Note: Insert additional rows if needed.

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change*

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.

- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

The following data can be gathered from the departmental **program review data sheet.**

1. Enrollment data for each for each department in which the position is requested. Insert additional rows if needed.

	Enrollment (#)				Sections (#)				Fill Rate (%)			
Position	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23
Instructor	2138	2036	1912	1975	141	140	154	150	95	95	92	102

Note: Fill rate is the actual enrollment divided by the maximum enrollment per section.

2. Success and equity data for each department in which the position is requested. Insert additional rows if needed.

	Success Rate (%)			Withdraw Rate (%)			Equity Gaps (%)		
Position	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Instructor	85	79	85	4	7	5	-8	-1	-6

Note: Equity gap subtracts the course success rate of the overall population (Asian, White, Native American, Pacific Islander, and Decline to State) from the course success rate of the population areas of focus (African American, Latinx and Filipinx). A negative equity gap indicates that course outcomes for students from the areas of focus are lower than course outcomes for all other student groups.

3. Faculty ratios for each department in which the position is requested. Insert additional rows if needed.

	Full Time (FT %)			Part Time (PT %)			Overload (%)		
Position	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Instructor	41.1	60	57.1	25.5	6.5	8.2	33.8	33.5	34.7

Note: Overload represents full time faculty teaching overloads as well as all summer assignments.

4. Awards for each department in which the position is requested. Insert additional rows if needed.

		Certificates (#)				Associate Degrees (#)			Assoc. for Transfer (#)		
Position	18-19	19-20	20-21	21-22	18-19	19-20	20-21	21-22	19-20	20-21	21-22
Instructor	161	85	113	100	45	31	24	32	NA	NA	NA

5. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?
Auto Tech uses enrollment and fill-rate data to figure out how to best use our FTEF. The fill rates are based on a

combination of AUTO, APRN, and noncredit classes. Seat counts for each of these sections are monitored and adjusted daily based on the popularity of credit versus noncredit. Near the end of each academic year, auto tech faculty get together to discuss the schedule for the next year. We use magnets on a white board representing each course section for each quarter. Based on student-needs we are able to shift the magnets to other quarters to streamline the pathways for each certificate and degree.

We use withdraw data to reinforce the need to communicate with students at the beginning of each quarter to reduce the number of students who withdraw. Success and equity gap data helps us to determine which classes students are struggling with. We can then offer peer tutors for students of these classes. We hire some of our advanced students as peer tutors using Perkin's funds.

We request specific certificate data from Institutional Research so that we can identify any certificates that are not being earned by students. We can use these data to create new certificates and make changes to others.

6. Other information, if any?

B. Non-Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

3. How does the position support on-going college operations and/or student success?

C. Justifications for EACH requested position. Please limit each response below to no more than 300 words.

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

This full-time faculty position is needed in auto tech because of the many tasks that are required for a successful CTE program. Full-time faculty are vital to sharing the responsibilities that make auto tech a strong program. The success and persistence of our students is dependent upon the development of cohorts within the day program tracks. Full-time faculty are more likely to help with high school outreach, advisory committee meetings, curriculum updates, assessing outcomes, advising auto tech club activities, and helping students plan community service. This particular full-time position request is for one of the three day-program tracks, and it will be difficult, if not impossible to find a part-time faculty who is available during the mornings. This position also has the responsibilities of machine maintenance and repair that often occurs after class time.

2. How does this request align with the goals in the Educational Master Plan?

Even though auto tech spring 2023 enrollment is up 21% year-over-year, we are still *rebuilding after the pandemic*. Full-time help is needed for outreach and the development of individualized pathways, promoting noncredit classes to our adult learners, and showing our students the potential for a high-demand career in automotive repair. Part-time faculty rarely can commit to helping in these areas. Auto Tech will also need full-time help with developing new courses and programs in some of the emerging fields, like artificial intelligence,

autonomous vehicles, electric vehicles, alternative fuel vehicles.

3. How does this request align with the College's [Equity Plan Re-Imagined](#)?

A full-time faculty will also share in the responsibilities of our focus on equity by helping to promote noncredit classes and certificates, improving our equity gap, and demonstrate to students that their participation and success is important to us. Adding another auto tech club advisor will also help the department encourage participation in club events and other extracurricular activities.

The auto tech department has always experienced a natural cohort development because our students spend so much time together. This is especially helpful for students who are not native English speakers. We have witnessed bilingual students gravitating to those who are English language learners, and helping them in lecture and lab. This is just one effort that auto tech is making to reduce our equity gap.

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

The ASE Education Foundation *requires* that faculty of our accredited day program complete 20 hours of professional growth activities each year, maintain ASE certification standards, and meet the minimum qualifications for an instructor. These standards are *difficult* to accomplish with part-time faculty.

5. Explain how the work will be accomplished if the position is not filled.

All auto tech part-time faculty work in the automotive repair industry. It is impossible to find an industry technician who can teach every morning from 7:30AM to 12:25PM and still work a full-time job. The position that we are requesting is for a full-time faculty for the full-time day program. We currently have a contract instructor to finish the last part of spring quarter, but renewing the contract is unknown and the availability of the contract faculty for next year is also unknown.

6. Other information, if any.

The district and college made a commitment to hire new faculty to support the new Baccalaureate degree. Dave Capitolo transferred to the new degree program, so it makes sense to hire a replacement for Dave's teaching duties as part of this commitment. If Dave Capitolo were to stay teaching in the day program, we would have been able to hire someone to run the new program, also based on this commitment.

2022 AUTOMOBILE INSTRUCTOR QUALIFICATION SHEET
(an instructor qualification sheet must be filled out for each instructor)

Instructor _____ **ASE ID# (required)** _____

(please print or type instructor's name)   (as it appears on their certificate)

Are you a new instructor with the program? ☐ No ☐ Yes - Hire Date: _____

Please indicate the level of accreditation being sought:

Maintenance & Light Repair ☐   **Automobile Service Technology** ☐   **Master Automobile Service Technology** ☐

Current ASE Certifications:	Expiration Date	MLR	AST	MAST
A1 Engine Repair			If taught	If taught
A2 Automatic Transmission/Transaxle			If taught	If taught
A3 Manual Drive Train & Axles			If taught	If taught
A4 Suspension & Steering		**Required**	If taught	If taught
A5 Brakes		**Required**	If taught	If taught
A6 Electrical/Electronic Systems		**Required**	**Required**	**Required**
A7 Heating & Air Conditioning			If taught	If taught
A8 Engine Performance			If taught	If taught
G1 Auto Maintenance & Light Repair		**Required**	**Required**	**Required**
L1 Advanced Engine Performance				If taught*
L3 Light Duty Hybrid/Electric Vehicles				Recommended**

AST & MAST programs must indicate areas being taught by this instructor

Engine Repair ☐
Automatic Transmission/Transaxle ☐
Manual Drive Train & Axles ☐
Suspension & Steering ☐
Brakes ☐
Electrical/Electronic Systems ☐
Heating and Air Conditioning ☐
Engine Performance ☐
Hybrid/Electric Vehicle Diagnosis & Repair ☐

*ASE certification in A8 & L1 is required for MAST program instructors teaching Engine Performance
**ASE certification in L3 is recommended for MAST program instructors teaching Hybrid/Electric Vehicle Diagnosis & Repair*

INSTRUCTOR TRAINING FORM

ALL instructors are required to attend a minimum of 20 hours of recognized automotive industry technical update training each year that is relevant to their program. Please list all relevant industry update training for the past year below. Note: educational courses to fulfill state teacher licensure requirements, professional improvement and/or in-service activities do not count as industry technical update training. Use a separate form for each 12-month period (calendar year or academic year).

Hands-on Work Option: Under specific conditions, automotive instructors may substitute ten (10) hours of documented hands-on work for one (1) hour of update training. See the Hands-on Work Report on the next page for full details and requirements.

Instructor's Name				
Date of Training	Training Provider/Company	Course Title	Online or In Person	Hours