Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

> *Our department mission is to **inspire, excite, and prepare** our automotive technology students to achieve a valuable place in our local and global community.*
>
> *We serve a **diverse student population** – including career-oriented students, lifelong learners, and those who choose our program to enrich their own knowledge base.*
>
> *Our focus is on equity, integrity, personal achievement, service to our community, and **excellence in all we do**.*

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

> We acknowledge, in our mission statement, that we serve a diverse community of students, which is central in De Anza's mission and also the daily work that we *all* do. We also acknowledge that we do not just teach automotive technology, but we also focus on helping individuals develop integrity and an awareness and understanding of the community around them. Auto Tech embraces the same values that drive De Anza College to help students with educational goals and success.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
SLO	Overall success rate of 80% or higher for each course student learning outcome	All auto tech faculty	Auto tech staff	Our own guided pathways posters and handouts serve as a resource for students	Student improvement in successful completion of learning outcomes	Each faculty will report on student learning outcome data
Student capacity	Increase functional lab space and equipment to create a more equitable training program, enabling students to do lab assignments in smaller groups and/or complete lab assignments individually.	All instructors who teach a class with a lab component	Auto tech staff	Our own guided pathways posters and handouts serve as a resource for students	SLO method of assessment, ability to perform a task after watching a demonstration, Laboratory Project, Presentation / Performance	Higher success rates for performance exams, lab projects, and written exams

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

> We cannot offer several noncredit courses because the certificates of completion have not been approved yet. The college has made the commitment to only offer enhanced noncredit courses, which must be tied to a Certificate of Completion. We will be able to offer all of our planned noncredit courses once all of the certificates are approved.
>
> We were also informed that we will be losing a full-time faculty at the end of the 23-24 school year, due to the lack of affordable housing for his family. **Copied from faculty request form:** *"To further show the importance of hiring a full-time faculty, is the recent news that we will be losing Xavier Silva at the end of the 23-24 school year. Xavier and his wife have come to the realization that they cannot maintain a quality of life in raising their young children the way they want to in the Bay Area. Xavier and his family will be moving out-of-state where they can grow as a family more affordably. We respect his decision and support he and his family, but it is a huge blow to the sustainability of our department. We realize we will not be able to request his replacement at this time, but we are asking RAPP members for consideration in light of this recent announcement."*

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Applied Technologies - Automotive Technology-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	611	613	635	533	550	-10.0%
Enrollment	2,120	2,127	2,035	1,911	2,066	-2.5%
Sections	105	141	140	154	148	41.0%
WSCH	4,260	4,246	3,905	3,725	4,134	-3.0%
FTES (end of term)	285	284	261	249	276	-3.2%
FTEF (end of term)	9.1	9.9	9.5	10.0	9.6	5.6%
Productivity (WSCH/FTEF)	466	430	410	374	429	-8.1%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐   the data trend shows an increase in Enrollment

☑   the data trend shows a decrease in Enrollment

☐   the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

> Enrollment during 19-20 and 20-21 shows strong numbers, considering we spent the majority of that time teaching remotely. We were excited that we did not lose too many enrollments during these two years. We also noticed that our headcount went up slightly in 20-21, because industry technicians were asking for smog classes to be offered online. This allowed some students who work in the automotive repair industry to complete those classes without commuting after work. Because of what we discovered, we are considering a hybrid section for these classes.
>
> Our enrollment is recovering well after the slight drop-off in 21-22, once students got the message that we were back on campus. All enrollment data in 22-23 indicates progress in returning to pre-pandemic numbers. Our fall 2023 enrollment, being up 28%, further proves that enrollment is rebounding well for auto tech.

In 19-20 there was a large increase in the number of sectioned offered. This increase was due to the approval of the majority of our noncredit certificates. De Anza College was then able to receive full CDCP apportionment because all noncredit classes are part of a Certificate of Completion.

We believe that our noncredit classes align with our mission because the majority of our **diverse student population** who take noncredit classes do so to be **inspired, excited, and prepared** for a career in our industry.

Other notable statistics:

About 20% of our enrollment each quarter is made up of the sum of apprentice (APRN) enrollment and noncredit enrollment

On average, 11% of our quarterly enrollment comes from noncredit classes

CTE Programs – Statewide and Regional Labor Market Trends

CTE Programs Only
1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

1. Lightcast shows a 7% decline in jobs by 2026, which does not make sense based on other data and the number of industry requests we receive each year. Each year we receive over 200 requests for technicians from all areas of the transportation industry. Many of these requests are not captured in data because the requests come directly to us. We encourage these prospective employers to join Handshake so the employment requests can be captured.

2. According to the U.S. Bureau of Labor Statistics, SOC Code 49-3023, employment of automotive service technicians is projected to grow 2 percent from 2022 to 2032. Employment in 2022 is 782,000 with projected employment in 2032 to be 795,000, a 2% increase. About 67,700 openings for automotive service technicians are projected each year on average over the decade.

California Labor Market Information shows as estimated 69,350 job openings by 2024, for several occupations that our students are qualified for. These occupations include technicians in automotive, truck and bus, farm equipment, heavy duty equipment, marine, motorcycle, recreational vehicles, and tire industries.

3. Our advisory committee consistently advocates that basic electrical content be added to many of our classes, because most vehicle systems are electrically operated or assisted. Committee members also demand soft skills like communication, collaboration, empathy, resilience, and adaptability. Committee members agree that the focus of our auto tech program should be on helping students build a foundation of basic skills that can be further built with on-the-job experience.

D. Course Success
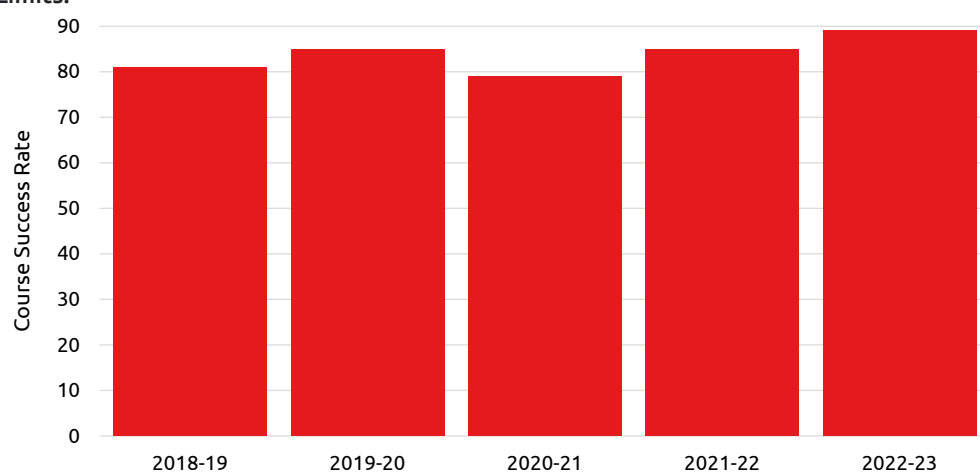saved report - pivot

Course Success

Automotive Technology-DA

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	2,120	81%	1,725	2,127	85%	1,809	2,035	79%	1,616	1,911	85%	1,631	2,066	89%	1,839

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☑   the data trend shows an increase in Course Success

☐   the data trend shows a decrease in Course Success

☐   the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

1. The primary influence on the success rate in auto tech is our attention to student engagement. Working to our mission, we strive to **"inspire, excite, and prepare"** our students. Our students genuinely feel a sense of belonging and we believe that this belonging translates to student success. We also use a cohort model so that students who are somewhat apprehensive about school can work together and help each other.

2. Auto Tech will continue to work to our mission to inspire, excite, and prepare our students for careers and life. We will continue to offer students help in our "student success center" by paying some more advanced students as tutors. We use our Perkins funds to hire student-employees to become peer tutors in the afternoons. We have found that students are more receptive to having other students help them in areas that students struggle in. This is an important component in our effort to increase success rates.

3. Prior to 19-20, the success rate in Auto 53A (Automotive Mechanisms) was in the 50% to 60% range. It can be a difficult course if students are not engaged and do not understand the relevance. With Xavier Silva taking this class over in 19-20 the success rate shot up to 80%, and now to its current 92% success rate. We attribute this to Xavier's ability to teach this course with compassion, his ability to show the relevance in the content, and his encouraging students to be open to meeting with peer tutors.

4. One of our goals is specific to success rates. We will be focusing on the individual success rates of every class we offer. Course success rates are related to each of our goals as we are focusing more on CSLOs and improving our department facilities, both physical and academic.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.
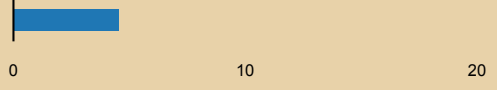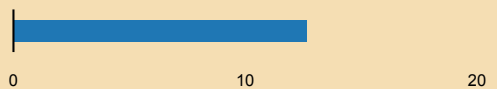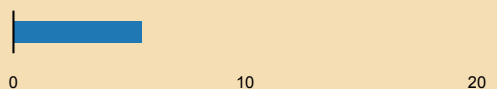
Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

Applied Technologies - Automotive Technology-DA
Number of sections: 148

2022 Summer to 2023 Spring

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Automotive Technology-DA, 148 sections)	2,066	89%	89%	0		
Asian	343	90%	89%	+1		
Black	30	83%	89%	-6		2
Filipinx	128	90%	89%	+1		
Latinx	953	87%	91%	-5		44
Native American	N/A					
Pacific Islander	0					
Unknown ethnicity	20	100%	89%	+11		
White	586	92%	88%	+4		
Female	136	77%	90%	-13		18
Male	1,921	90%	78%	+12		
Non-Binary	0					
Unknown gender	N/A					
Foster youth	15	73%	89%	-16		3
Individuals with disabilities	82	93%	89%	+4		
Low Income	882	86%	91%	-6		50
Not Low Income	1,184	91%	86%	+6		
Veterans	34	97%	89%	+8		

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐ there is no gap (e.g., 0)

☐ there is a negative gap of 5-percentage points or less (e.g., -5)

☐ there is a negative gap greater than 6 percentage points (e.g., -6)

☑ there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐ there is no gap

☐ there is a negative gap of 5-percentage points or less

☑ there is a negative gap greater than 6 percentage points

☐ there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☐ there is no gap

☐ there is a negative gap of 5-percentage points or less

☐ there is a negative gap greater than 6 percentage points

☑ there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐ there is no gap

☑ there is a negative gap of 5-percentage points or less

☐ there is a negative gap greater than 6 percentage points

☐ there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐ there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

> 1. Without restating the statistical differences, the Latinx successful course completion rate has our attention and our efforts for improvement. Even though a course success rate of 87% itself is pretty good, we fell strongly about reducing the gap that exists for this group.
>
> 2. Even though Latinx and low income students show a negative percentage point gap, the success rates themselves are relatively good compared the the campus success rates for the same groups. With 42% of our students being low income and 46% or our students belonging to the Latinx group, our plans should always have these groups in mind when devising plans to reduce gaps.
>
> 3. We also realize that students can belong to multiple groups and we really should be looking at more data to have the most impact. For example, we can have a female Latina student from a low income family with different needs than other Latinx students or other low income students.
>
> 4. Female: Part of increasing access and enrollment of nontraditional students in automotive technology is to do all we can to **_"inspire, excite, and prepare"_** our existing female population so these females have everything they need for student success. Our core indicator report for nontraditional students in automotive technology is a constant reminder that we have some work to do in showing the career opportunities to female students who my be apprehensive about a career in automotive technology. We have created a project within the CTE Committee to become more efficient at recruiting female students for automotive technology

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

> 1. Having students work in teams during shop work, implementing more formative assessments during lab work, encouraging students to embrace working in a flipped classroom/lab, and encouraging bilingual students to help with our non English speaking students.
>
> 2. Any new or improved teaching and learning strategy will benefit our **diverse student population.** All students will benefit from changes we make in teaching and learning, based on specific ideas to help narrow the gap in success rates. All students will benefit from our "**_focus on integrity, personal achievement, and service to our community_**" because improvements to our teaching and learning strategies have only our students' best interest in mind.
>
> Auto Tech has weekly meetings and discusses students who may need help, SLO progress, and the sharing of "better practices."
>
> With the large percentage of Latinx students in our department, we have had success in courses like AUTO 53A (Automotive Mechanisms) in connecting with those students with a Latinx instructor who can speak in their native language. Out Latinx students feel more at home in our building and feel much more comfortable getting involved in class and outside of class.

Trends in Awards

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Degrees and Certificates by Ethnicity

Automotive Technology-DA

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

↗ Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	**Asian**					1
	Total	0	0	0	0	1
Associate in Science	**Asian**	8	11	8	10	5
	Black		2			
	Filipinx	4			1	6
	Latinx	12	12	5	11	8
	White	21	6	10	10	10
	Unknown ethnicity			1		
	Total	45	31	24	32	29
Credit Certificate-Transcriptable	**Asian**	39	17	22	29	19
	Black	3	6	1		1
	Filipinx	9	5	6	13	11

	Latinx	53	25	43	25	47
	Native American	1		1		1
	Pacific Islander	1				
	White	53	31	22	25	40
	Unknown ethnicity	2	1	4		1
	Total	161	85	99	92	120
Noncredit Certificate	Asian				5	7
	Filipinx					2
	Latinx					2
	White				1	4
	Unknown ethnicity				2	
	Total	0	0	0	8	15
Total		206	116	123	132	165

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐ an increase in the number of Associate Degrees awarded

☐ a decrease in the number of Associate Degrees awarded

☑ no change in the number of Associate Degrees awarded

☐ Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐ an increase in the number of Associate Degrees for Transfer awarded

☐ a decrease in the number of Associate Degrees for Transfer awarded

☐ no change in the number of Associate Degrees for Transfer awarded

☑ Not applicable

Trends in Credit Certificates awarded show:

☑ an increase in the number of Credit Certificates awarded

☐ a decrease in the number of Credit Certificates awarded

☐ no change in the number of Credit Certificates awarded

☐ Not applicable

Trends in Non Credit Certificates awarded show:

☑ an increase in the number of Noncredit Certificates awarded

☐ a decrease in the number of Noncredit Certificates awarded

☐ no change in the number of Noncredit Certificates awarded

☐ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

> 1. Our number of AS degree awards has been fairly consistent over the last several years, even through the pandemic years. The large number of certificates in 18-19 was due to our newest certificate being approved, and auto tech faculty encouraging students who have already met the requirements, to complete the application for the certificate. Institutional Research was able to provide us with the contact information for all students who have previously met the requirements, making it easy for us to congratulate the students and encourage them to complete the application.
>
> The number of certificates continues to gradually increase each year because of the hard work that our faculty does in promoting our pathways. We have pathways posters in hallways and all classrooms so that our students just have to look on the wall for guidance. Our General Service Technician (GST) Certificate has helped increase our overall certificate and degree numbers. Many students have said that earning the GST "was the first certificate they have earned, and this achievement gave them confidence to attempt other certificates."
>
> 2. All of the hard work that faculty do in promoting awards is to *inspire, excite, and prepare* our students for a successful time in auto tech, a successful career, and a valuable place in the community.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

> 1. Auto 53B has not been offered in several years, but because we have a blanket petition for students to use Auto 60 for the requirement, students have been able to meet the requirements.
>
> 2. We currently do not have plans for removing degrees or certificates from the catalog. We have begun a course rotation for two evening certificate and degree programs that have a history of class cancellation. The certificates and degrees are still viable, each is just offered every other year. Students will still have plenty of opportunity to complete these requirements, because we are making it known to students that we will alternate the offerings.

3.Three new noncredit certificates are in the process of being approved now. One is effective for fall of 2023 and the other two **should be** effective for Fall 2024. Another plan is to add a Baccalaureate degree in Automotive Technology Management, but that will be in a new department.

Staffing Trends

Faculty Workload

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	5.7	4.1	5.7	5.7	5.7	1%
Full Time %	62.1%	41.1%	60.0%	57.1%	59.4%	-4%
Overload	2.9	3.3	3.2	3.5	2.7	-8%
Overload %	31.8%	33.8%	33.5%	34.7%	27.7%	-13%
Part Time Load	0.6	2.5	0.6	0.8	1.2	121%
Part Time %	6.2%	25.5%	6.5%	8.2%	12.9%	109%
Total FTEF	9.1	9.9	9.5	10.0	9.6	6%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐   the data trend shows an increase in Full Time %

☐   the data trend shows a decrease in Full Time %

☑   the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.
1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

1. Auto Tech is in dire need of a full-time faculty for 24-25 in light of the recent news that the department will be losing Xavier Silva, who is moving out of California so he and his family can live more affordably. Please see the attached faculty request form

2. Currently our classified staff is meeting all of our needs to support our students and faculty.

3. Individually, we each do everything in our power to ensure our students have everything they need to be successful. Collectively, we meet every week to discuss the department updates and needs. The first item on the agenda for each week is "students." This is when we all have the opportunity to discuss student who are struggling and students who are exemplary. Our faculty each have the opportunity of learning from each other and helping each other.

4. Auto Tech has a history of faculty longevity. The founders of our department retired after several decades of leadership, turning the reigns over to only the second generation of auto tech faculty. We do everything we can as a department to make sure we hire the right people for the job and then ensure that the faculty have all the support they need and the opportunities for professional growth. Auto Tech faculty enjoy the opportunities to teach in an area that they love, while helping young students prepare for our industry. Losing an exceptional instructor like Xavier because of the economic impact on his family is out of our control and extremely frustrating.

Assessment Cycle
Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

1. Auto Tech faculty and staff meet every week to discuss department updates, budgets, committee work, student issues, and class issues. Weekly discussions on student and class issues lead to discussions on SLOs and how we can all help our students. Four of six full time faculty either still going through the tenure process or just tenured, assessing outcomes has become a priority so these faculty can learn the process of the SLO cycle and more importantly, improve teaching and learning.

2. Auto Tech faculty help each other with ideas for improving outcomes in each class. Suggestions are often made about performance exams, the frequency of formative assessments, the supplies needed, the availability and condition of required equipment, and whether or not the outcomes are achievable.

3. One of our *goals* is to improve student learning outcomes for the entire department. We will continue to meet weekly to discuss department topics and learning outcomes. We discuss better practices for teaching and learning to make sure our students have everything they need for success. Auto Tech also uses the help of peer tutors in the afternoons to help students be more successful. We are also asking our career counselor come to our department once per quarter to offer help for students.

Dean/Manager Comments

I fully support the Auto Tech department's goals, initiatives, and the narrative outlined above. However, I am saddened to learn that the department is losing an outstanding faculty member. To maintain the department's consistent support and help reduce equity gaps, it is crucial to hire a full-time faculty member to replace the faculty leaving. I have also discussed the resource requests for the department with the department chair. Following our discussion, I endorse the proposal for faculty hiring and fully support their resource requests.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.