Program Efficacy Report
Spring 2015

Name of Department: Diesel Technology

Efficacy Team: D. Knight, M. Moneymaker, R. Pires

Overall Recommendation (include rationale):

> **Continuation**
> The Diesel program offers a certificate in diesel engine technology. In recent years, the program was moved from the SB Airport to the campus. This has presented challenges as the campus does not have adequate space and resources, and valuable instruction equipment was displaced in the process. Consequently, it is unclear if the program is operating at an acceptable level. The program has made modifications to its curriculum to maintain currency and provide students with greater opportunities within the job market. The program is awaiting approval from the state chancellor's office for its new A.S. degree and in the future it plans on expanding its certificate offerings. Full time instructor has been active in developing partnerships with local high schools and employers and to secure both temporary and more permanent funding sources. The program is commended for its efforts to expand opportunities for students. Automotive and diesel engine technologies are becoming similar, and the Diesel program would benefit from sharing physical space or being in close proximity to the automotive program.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	*The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population*	*The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.* *If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program provides an analysis of demographic data. With the exception of gender, there are minimal discrepancies. In regards to gender, the program primarily attracts male students. This is attributed to the field being male dominated however plans are detailed to recruit female students.

Pattern of Service	*The program's pattern of service is not related to the needs of students.*	*The program provides evidence that the pattern of service or instruction meets student needs.* *If warranted, plans or activities are in place to meet a broader range of needs.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
Students can complete certificate within four semesters and the program rotates classes, and schedules sections in mornings, late afternoons, and evenings which allows students to work in entry level positions as they seek certification. The program reports surveying students regarding scheduling. Program has entered into a MOU with SB School district to offer a diesel class to high school students. It is also waiting for approval from the state chancellor's office to begin offering A.S. degree which will allow students to be more competitive in the job market.

Part II: Student Success		
Data demonstrating achievement of instructional or service success	*Program does not provide an adequate analysis of the data provided with respect to relevant program data.*	*Program provides an analysis of the data which indicates progress on departmental goals.* *If applicable, supplemental data is analyzed.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program reports that certificate completion has dropped significantly and explains contributing factors including a move from the SB Airport to campus and consequently this new space and resources are inadequate, and a lack of a full time instructor for a period of time. Programs has aligned curriculum with the National Automotive Technicians Foundations (NATEF) and the program has been able to utilize grants and donations to replace some of its equipment which disappeared during the move. The program has placed a few prerequisites on courses which might be contributing to an improvement in success rates. Lower retention rates might be attributed to unprepared students and an improving economy.

Student Learning Outcomes and/or Student Achievement Outcomes	*Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.*	*Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program demonstrates assessment and evaluation of student learning outcomes and program level outcomes and includes an analysis of assessment data. The program details improvement efforts resulting in the evaluation SLOs/PLOs including partnering with DSPS, and modifying instruction techniques. It is unclear if program has mapped courses to institutional core competencies.

Part III: Institutional Effectiveness		
Mission and Purpose	*The program does not have a mission, or it does not clearly link with the institutional mission.*	*The program has a mission, and it links clearly with the institutional mission.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program has a mission statement with a clearly defined purpose and target population. The program adequately explains its mission within the context of the college mission

Productivity	*The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.*	*The data shows the program is productive at an acceptable level.*

Efficacy Team Analysis and Feedback: <mark>Does Not Meet</mark>
The program maintains steady FTES. Although program reports WSCH to be above college average, this is inaccurate based on the data reported in the EMP data for the program. It is unclear how WSCH compares to other certificate programs. While the program details efforts to improve program, including the purchase of equipment and various partnerships, this section lacks analysis of productivity data specifically; WSCH, and certificate completion. It is also unclear whether the program is productive at an acceptable level.

Relevance, Currency, Articulation	*The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* *Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.*	*The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
With the exception of two courses, all curriculum is up to date. It is unclear if Diesel 025 and Diesel 027 are active or inactive courses.

Part IV: Planning		
Trends	*The program does not identify major trends, or the plans are not supported by the data and information provided.*	*The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.*

Efficacy Team Analysis and Feedback: <mark>Does Not Meet</mark>
The program reports that auto and diesel engine technology are becoming similar and almost identical. There is a suggestion that both programs would benefit if they were located in closer physical proximity on campus. The program presents general data regarding campus forecasted enrollment projections and high school projected graduation rates. However there is no analysis of how any of these trends might affect the program. Given that in the productivity section of this report the program did not indicate whether it operates at productive levels, it is difficult to gauge the future of this program.

Accomplishments	*The program does not incorporate accomplishments and strengths into planning.*	*The program incorporates substantial accomplishments and strengths into planning.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>

Program lists three primary strengths including curriculum modification, and creation of new A.S. degree. The program works with the Advisory committee to maintain currency. Secondly, the program has purchased instruction equipment, and third, the program operates with a full time instructor who has support of the community outside of the campus having been nominated as Teacher of the Year for the Inland Empire. These strengths compliment the program's planning efforts including expanding its certificates, and creating partnership opportunities with local high schools such as articulation agreements.

Weaknesses/challenges	*The program does not incorporate weaknesses and challenges into planning.*	*The program incorporates weaknesses and challenges into planning.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>

The main challenges for the program include adequate space and resources to keep up with trends in the field including green technology. The program incorporates these challenges into its planning efforts including advocacy for replacement of current building. The program also works to attain grants to update its instruction equipment and currently is approved to receive $56,000. Grant monies however are sporadic and the program reports a need for a steady source of funding.

Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	*Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.	*Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>

The program lists current efforts as well as plans that meet technology, partnerships, and campus climate strategic initiatives. Some of these include the incorporation of technology within its curriculum, maintaining an updated departmental website, developing employment opportunities with local companies for students, and advocating for campus efforts regarding green technologies.

Part VI: Previous Does Not Meets Categories	
Program does not show that previous deficiencies have been adequately remedied.	*Program describes how previous deficiencies have been adequately remedied.*

Efficacy Team Analysis and Feedback (N/A if there were no "Does not Meets" in the previous efficacy review):

There were no Does Not Meet categories in previous efficacy report.