**Logo, company name

Description automatically generated**

**College of Alameda**

2022-23 Program Review – Diesel and Truck Mechanics

**Lead Author:**

|  |
| --- |
| **John Taylor** |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

|  |
| --- |
| The COA Diesel and Truck Mechanics Programs provide students of all experience levels with comprehensive knowledge and skills covering Diesel Engines and Truck Mechanics and Chassis Systems. Through lecture and hands-on lab courses, students will learn the skills required to troubleshoot and repair mechanical, electrical and electronic systems in diesel engines and trucks. Students will learn to use computers to diagnose equipment and research information. Students will be trained to operate shop machinery and equipment as well as select and use precision tools involved in the repair and maintenance of mechanical and electronic systems. |

List your program faculty and/or staff

|  |
| --- |
| John Taylor and Blair Norton as Co-Chairs and full-time instructors  Si Yazid Kahil as part-time instructor |

Describe your current utilization of facilities, including labs and other space

|  |
| --- |
| Current utilization is Monday through Thursday Mornings from approximately 7 AM to 1 PM.  Monday through Thursday evenings from approximately 4:30 PM to 10: 15 PM.  Intermittent contract education CCDET diesel emissions classes offered on Fridays and some Saturdays each semester. Special functions such as our upcoming Electric School Bus Train the Trainer sessions on Saturdays; one currently scheduled for Saturday, October 29, 2022.  We held our first summer offering for an introductory diesel mechanics course in summer of 2022.  We also offered a pre-apprentice course in the afternoons with a grant program. |
|  |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

|  |  |
| --- | --- |
| **Program Goal** | \*Space development for new courses: |
| Status: In-Progress or Complete? | Our extra work to add additional space in the design of our new facility, which is about to break ground, for a heavy construction program, was shot down. We are not receiving any additional classroom, office, lab, storage, parking, or outdoor training space. It would have been the easiest, most cost effective, and timely way to do this. What really is disappointing is that no one even gave us any indication that this was rejected, and we had to request the final plans from someone else. After working so hard over the last 3 years to select the architects and design the new facility, we feel cheated and neglected with this outcome.  They break ground in November, if what we were recently informed is true. The facility is not complete, the plans and approvals as it currently was submitted are complete. |
| Which college or district goal is aligned with your program goal? | Work very hard and dedicate time for no measurable results.  Develop and Manage Resources to Advance Our Mission |

|  |  |
| --- | --- |
| **Program Goal** | Develop partnerships with Industry related educational opportunities: |
| Status: In-Progress or Complete? | We are now in partnership with Peterbilt for enrolling worthy student candidates into Peterbilt University. After a long delay with a simple contract in the district legal department, the paperwork was finally completed within the last two months.  We just connected with the Peterbilt University National Training Manager during the past week.  I’m not sure whether to call this complete, or a beginning of a new chapter… |
| Which college or district goal is aligned with your program goal? | Develop and Manage Resources to Advance Our Mission |

|  |  |
| --- | --- |
| **Program Goal** |  |
| Status: In-Progress or Complete? |  |
| Which college or district goal is aligned with your program goal? |  |

**Career Education**

Using [**Launch Board**](https://www.calpassplus.org/LaunchBoard/Home.aspx)or other labor market data, what are the employment rates for students that have exited your program for the past three years?

|  |  |  |  |
| --- | --- | --- | --- |
| Diesel Technology (094700) | 2018-19 | 2017-18 | 2016-17 |
| 93% | 61% | 69% |

*Source:* [*https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx*](https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx)

*Employed in the second fiscal quarter after exit*

Using the [**Launch Board**](https://www.calpassplus.org/LaunchBoard/Home.aspx) or other labor market data, what are the projected job openings in your discipline for the next three years?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SOC Code[2] | Occupational Title | Base Year Employment Estimate 2018[3][4] | % Change 2018-2028 | Total Job Openings [8] |
| 49-3031 | Bus and Truck Mechanics and Diesel Engine Specialists | 2480 | 2% | 2370 |
| 49-9000 | Other Installation, Maintenance, and Repair Occupations | 19180 | 7% | 21010 |
| 53-7051 | Industrial Truck and Tractor Operators | 2680 | 10% | 3450 |

*Source:* [*https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html*](https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html)

*2018-2028 Occupational Employment Projections/Oakland-Hayward-Berkeley Metropolitan Division*

How is your discipline or program responding regarding changes in labor market demand?

|  |
| --- |
| We can’t fill the current need for this labor market and do not have enough students entering the program.  **We are working very hard to propel our curriculum and attain the required equipment and vehicles necessary to align with the technology changes that are here and coming in this field.**  Our activities regarding our involvement with organizations and industry partners to improve our course offerings by embracing the future of this industry to meet the labor market demand is a priority and our future depends on this.  Please see below for our efforts in this area. |

Do you have an industry advisory board in place? If so list, your board members.

|  |
| --- |
| Yes, will **attach our advisory board list.** |

Has your industry advisory board met regularly (at least once per quarter or semester)?

|  |
| --- |
| No, the school system and the district move too slowly regarding major change and progress to require semester frequency. We did not do online advisory meetings the past two years due to the pandemic. We would like to hold an in-person one during this current school year.  Our normal target month for that is in November, prior to the holidays.  Due to us being overwhelmed and understaffed with scheduling changes, new curriculum development, special projects, APUs, new textbooks, recruiting efforts, equipment problems, fiscal mismanagement with the district not paying our vendors on time, local industry relationships, working on the design committee for our new facility, apprentice committee commitments, recruiter’s visits, and the special grant projects we are involved with and doing additional training sessions for, we are going to have to shoot for spring of 2023 to do an effective job, pull together a worthy report, and give the committee ample time to plan and commit.  The air resources board reached out to us to schedule training for their employees, and write new curriculum for the CCDET program, but we had to turn them down as we are spread too thin at this time. |

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

|  |
| --- |
| There were no changes that were requested in our basic program and our regular curriculum.  Industry would like to see additions to the basic program to cover other areas and enhance what we have with more technical training in electric, electronics, ADAS systems, Alternate fuels, and power trains. At the same time, since all of the material we currently encompass is still relevant in our field, we can’t easily replace some aspects in lieu of other topics. Without additional space and instructors to fill this need, we are presently stuck. |

Does your program require state or national licensing? If yes, are there substantial differences with the set standard pass rate for this exam or license and the percent of students passing this exam?

|  |
| --- |
| No licensing is required for our basic program.  We are one of only a few CCDET certified colleges in the state that offer that training to certify students for emissions testing via the California Air Resources Board. |

Do your students participate in other third-party certifications? If yes, are there substantial differences with the standard pass rate and the percent of students getting successfully certified?

|  |
| --- |
| We have several OEM online training opportunities for our students, ASE certification training and books, our CCDET training. We also have the Bendix Online Academy for students to be certified.  Some of our students take advantage of these opportunities. We do not track the pass rate of the students that take advantage of these opportunities, but the students who are struggling in our classes do not participate in these additional offerings.  Many of the apprentices in the East Bay Machinists Union are struggling with ASEs. |

What programs similar to yours exist in the surrounding area or at nearby East Bay colleges? In which ways is your program collaborating with other community colleges in the region?

|  |
| --- |
| There are no other schools in the East Bay that have a Heavy Duty Diesel Mechanics program.  We collaborate with other automotive programs where possible, by working together in training offerings, online courses for instructors, sharing information, etc. Both on campus and with other school districts in the east bay, San Francisco, and the peninsula. |

**Enrollment Trends**

Chart

Description automatically generated

**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

Discuss enrollment trends over the past three years

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline*

|  |
| --- |
| The numbers in this census data were heavily affected by the Pandemic and the economy with such low unemployment.  We had to go online in spring of 2020 and have not fully gone back to an in-person class status for our lecture classes.  We did manage to keep all but two students through that spring semester when we were locked down, and we volunteered to run make-up labs in the summer once we were cleared to return to campus for our lab classes.  We have been working with our regional director and participating in an online marketing strategy to recruit new students into the auto and diesel programs. |

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

|  |
| --- |
| We have worked very hard to design our content within and around the online mediums that we were forced into with the pandemic. We trained for several years and became certified to run our classes in these mediums. We have gone to online textbook systems with more content, training resources, audio, video, other study options, and multilingual choices. |

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

|  |
| --- |
| By following the regulations, recommendations, and guidance for effective online courses.  We participate in training and open office sessions with the online effectiveness committee.  We set our course scheduling to fit the student’s needs. As instructors, we rotate our morning and evening courses each year so that our students can stay on the same track for our online. hybrid, and in person course sessions. |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?

[](https://peralta.curricunet.com/)

**https://peralta.curricunet.com/**

☐ Yes x☐x No, please explain:

|  |
| --- |
| We updated curriculum and changed course numbers recently and did some evaluations at that time, while working with members of the curriculum committee.  We have some SLOs to assess, but have great difficulty maneuvering through CurriQunet without one on one help. Blair and I spent several hours of our spare time over the past week, attempting to find and update the assessments in our courses. We really could use a CurriQunet for dummy’s or something like that.  I have a set of notes from zoom sessions, chair meetings, tutorials, etc. and we still get lost.  We couldn’t even find the right section to get to them this past week. We were stuck in proposals, approvals, history, and couldn’t even find our lecture classes. |

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

|  |
| --- |
| We just did this over the past two years. We have no additional plans to change anything for the immediate future. |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

|  |
| --- |
| This program is a 2-year career education program. There are very few schools in California and Washington State that have a 4-year program in this field. None of those institutions are within a reasonable distance for our students. It is rare that that topic ever comes up with our students or the members of our advisory committee. |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

|  |
| --- |
| Research specifications, diagnostic information and repair instructions in technical service manuals and factory online databases  Critical thinking to diagnose and identify the cause of failure in diesel engine components such as oiling systems and cooling systems  Hands-on manipulation of specialized tools for the precision measuring of heavy-duty diesel engine components  Problem solving in the disassembling of heavy-duty diesel engines |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

|  |
| --- |
| Students are successfully learning these outcomes, or they are dropping or failing the program. |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

|  |
| --- |
| We’ve learned that for many of our students, we have to assign content, review content, practice procedures in lab class, quiz students on the procedures, have them write what they’ve learned, evaluate what they wrote, question them again, make corrections and / or practice procedures again, before we evaluate their performance a final time. |

Have you assessed your program learning outcomes (PLOs) within the past few years? How have your assessments informed improvements/changes to your program. If you have not assessed your PLOs, explain the plan to assess and the expected timeline.

|  |
| --- |
| Yes. As we updated our course curriculum, we reviewed our PLOs and updated them over the past year.  The changes were just recently updated, mid-pandemic. With fewer students enrolled, and other variables such as having to transition online, it would be difficult to evaluate those changes, except from a perception of better engagement with our current students, based on those changes. |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

* **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
* **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
* **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
* **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
* **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

|  |
| --- |
| We participated in assessment of ILOs when we were updating curriculum for this department.  We serve on the Chairs committee. |

**Course Completion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| College | Academic Year | Subject | Total Graded | Course Completion | Course Completion Rate |
| Alameda | 2022 | DMECH | 71 | 61 | 86% |
| Alameda | 2021 | DMECH | 120 | 104 | 87% |
| Alameda | 2020 | DMECH | 131 | 126 | 96% |
| Alameda | 2019 | DMECH | 118 | 108 | 92% |
| Alameda | 2018 | DMECH | 143 | 108 | 76% |

Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of **67%**?

|  |
| --- |
| Our numbers pre-pandemic, and post pandemic, have been relatively consistent. We are approximately 20 percentage points above the College Institution numbers.  We took over the department and made some changes that affected our completion rates by enhancing our existing presentations, lab projects, course material, and online content.  We think that the current data speaks for itself, although we strongly feel that many of our existing student population are over-stressed, working too many hours to maintain a full-time student load, and have poor time management and study skills when they enroll in this program. The work ethics of our current student population seems to be getting less each year, with a soft commitment and a cavalier attitude from too many of them. |

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

|  |
| --- |
| We are heading back to more in-person classes and engagement in this program.  If we look at the data based on completion rates, it seems clear, although there are many factors that should be considered, and just moving to more in-person course sessions is not the entire answer to the difference in the completion rates. |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

|  |
| --- |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| College | Academic Year | Subject | Total Graded | Total Retained | Course Retention Rate |
| Alameda | 2021-2022 | DMECH | 71 | 64 | 90% |
| Alameda | 2020-2021 | DMECH | 120 | 108 | 90% |
| Alameda | 2019-2020 | DMECH | 131 | 127 | 97% |
| Alameda | 2018-2019 | DMECH | 118 | 110 | 93% |
| Alameda | 2017-2018 | DMECH | 143 | 119 | 83% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

|  |
| --- |
| We’ve consistently beat the average. Pre-pandemic was better than current. |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

Note: The table reflected use 2021-22 course data to calculate DI.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | **Subject** | **Target Population** | **Census Enrollment** | **Success Rate** | **PPG Index** | **MOE** | **DI Identified** |
| Alameda | DMECH | All Students | 71 | 85.9 |  |  |  |
| Alameda | DMECH | First Generation | 49 | 79.6 | -6.3 | -9.7 | FALSE |
| Alameda | DMECH | Hispanic / Latino | 43 | 88.4 | 2.5 | -10.4 | FALSE |
| Alameda | DMECH | Male | 71 | 85.9 | 0.0 | -8.1 | FALSE |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

|  |
| --- |
| If we had qualified tutors in our field, or coaches that understood our program, I think that could help our first-generation & new immigrant population.  Most of the academic program offerings have this support network. We do not.  These students face many barriers, including language, culture, technological, etc.  We encourage our students to work together in groups for labs and even to form their own study groups. We create online discussions for our online classes to encourage more student interaction.  We work hard to be inclusive and offer as much help as we can, but we can’t do this all by ourselves. |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

|  |
| --- |
| Yes.  We encourage every student to be successful, apply for their certificates, participate in campus life, take their general education requirements, and obtain their degrees. When recruiters come in and share their payment structure, we point out the salary differences with and without a degree. We post the application deadline date as important dates on our syllabi and we give students reminders two weeks out to apply for them, both in person and with online announcements in Canvas. |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

|  |
| --- |
| Our Total number of certificates and degrees has gone down from pre-pandemic levels to 40% of what we were achieving prior to 2020. Our regular program, full-participation students are the only ones qualified for a DMECH Diesel Mechanics Certificate. The apprentices in our program are not eligible to apply for that certificate. As enrollment has declined in our colleges and our programs, so too has the percentage of regular program participants. At the same time, there has been a lack of campus life and support network for students on campus. Especially at night, compared to what little there was since spring of 2020 when we were locked out and went online. Campus life and the support structure is just starting to turn around this year.  We also are contending with an industry that is currently so desperate for our students, since this industry is so shorthanded, that they are snatching at warm bodies with potential, instead of interviewing and selecting the best candidates. The vast majority of our students are employed in this industry before they finish this program, with a good salary and a promising career with benefits, full time work, advancement, and training opportunities.  The value of the certificate, coupled with the requirement to apply, becomes less of an incentive and more of a burden to bother with for many of our qualifying graduates as they are completing their semesters prior to graduation.  There were discussions of having the system automatically issue certificates and possibly AS degrees for students that qualify and students that transfer to a 4-year institution.  What happened there? We know more of our students are qualified than are applying for these certificates.  Blair and I can’t fill out the applications for them. All we can do is encourage them to apply.  Which we’ve been doing pre and post pandemic. |
|  |

**Engagement**

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

|  |
| --- |
| John Taylor serves on the **Budget Committee**.  John and Rick Greenspan from ATECH, have been working on investigating how our **strong workforce and Perkins funding** trickles down to our **CE programs** like trickle-down economics have worked on the less affluent areas of society. We are struggling to maintain and not able to make much improvement in our existing programs, nor invest much to move toward the future with new technologies for equipment, tools, vehicles, trainers, etc. We are finding it difficult just to maintain what we currently have, as our equipment ages and deteriorates.  Our DMECH Department has participated in meetings with the **Motor & Equipment Manufacturers Association in Northern California.**  We attend meetings with the **California Air Resources Board**. ARB has reached out to us to help them train their personnel.  Our DMECH Department has been working with a **California community colleges committee** through our regional Director, Pam Gutman, on developing, and delivering specialty training **for Electric School Bus Technicians in California**. We just completed the second set of curriculum development on electric vehicle training this past week at the end of October, 2022.  We were **training technicians at the Vacaville School District** Maintenance Facility on **Friday, October 21, 2022**.  We held an **in-house, live**, with zoom option, **Train the Trainer session on our new electric training content all day** this past **Saturday, October 29th from 9 AM to 5 PM.**  We are a member of the **CCDET council**. (Ca. College Council on Diesel Emissions Training)  John Taylor has joined the newly formed **EBCE**:  **East Bay Community Energy (**[**EBCE**](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Febce.org%2F&data=05%7C01%7Cjtaylor%40peralta.edu%7C1f9649fb38a148de63b508da442fb977%7Ceea16a1648af477b911305b1c01123ff%7C1%7C0%7C637897269006181694%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MxnFZ8HjHq5n133aOX%2FdnlE2DuHzbfRX%2B%2Foo8Fxtb0A%3D&reserved=0)**)** is the public power provider for **Alameda County** and the City of Tracy. They are a non-profit public agency responsible for buying electricity for their service area, and for **reinvesting in the community in the form of clean energy programs**.   EBCE received a California Energy Commission grant to prepare a **Zero-Emission Medium- and Heavy-Duty Goods Movement Blueprint**. This Blueprint will develop strategies and actions in five key areas (**Vehicles,** Infrastructure, **Workforce Development**, Financing, and **Community Benefit**), and will serve as *the***regional plan to support this transition**.  EBCE consultant CALSTART has conducted a listening tour to understand the workforce needs (i.e. skills and certifications) to maintain **electric M/HD vehicles**, as well as to install and maintain **electric vehicle fast charging infrastructure**.  John Taylor **also attended a tour on Friday, September 23, 2022** of the **GoMentum** facility in Concord:  **GoMentum Station** is **the nation’s largest dedicated secure testing facility for connected and automated vehicle technology at the former Concord Naval Weapons Station. GoMentum Station was founded by Contra Costa Transportation Authority (CCTA),** which currently leads and **facilitates collaborative partnerships to advance the next generation of transportation network infrastructure**. |
|  |

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

|  |
| --- |
| We participate in extra activities, community events, Job fairs, school recruiting at local high schools, etc. I **promoted the DMECH Program at summer programs for Oakland Unified** this year, by giving presentations on our program and career pathways at their schools. |

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

|  |
| --- |
| Our Adjunct instructor is always invited and included in these extra training events, discussions, and department decisions. **Yazid was here all day, Saturday, 10/29/22**, for a special session on train the trainers for **Electric School Bus Technician Training**. |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

|  |  |  |
| --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker | Tool room / equipment helpers for 4 classes over the two semesters for our current lab courses. | $15,000 |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty |  |  |

|  |  |  |
| --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed | We’d like to attend the NWDIC diesel instructors conference in Oregon in the beginning of March, spring of 2023 . It’s the first one since the pandemic and there is already an impressive lineup of special presenters from our industry registered for this event. | $4,000.00 for 3 instructors. |
| Professional Development: Personal/Individual PD needed | Dues, travel expenses, and Registration fees for the online or at-location spring 2023 CAT conference for 3 instructors. This is the closest conference available for our similar field which share some overlapping technologies and innovative instructional solutions and trade organizations. | $500 |
| Supplies: Software | Subscriptions to manufacturer software such as Cummins, Freightliner, Volvo, etc. | $5,000 |
| Supplies: Books, Magazines, and/or Periodicals | Our ASE test series study guides were a successful investment. Students and apprentices are checking them out for studying to prepare for their ASE Certification Exams. |  |
| Supplies: Instructional Supplies | Oil, gasket sets, fasteners, and small parts | $5,000 |
| Supplies: Non-Instructional Supplies | Printing toner, paper, batteries. | $2,500 |
| Supplies: Library Collections | See below under library. |  |
| Technology & Equipment | We are still trying to acquire a set of mobile Heavy Duty Vehicle Lifts for our Department. We’ve been requesting this for about 10 years now. This was the only equipment we asked for when discussing equipment for our new facility. Our one drive on-hoist is old, limits our capabilities, and restricts us to only one fixed bay with no options to lift vehicles in other bays or the work yard. This is a very inefficient use of space. | $85,000 |
| Library: Library materials/collections | Our CTE students rarely use this facility. Our textbooks are online, and we have new editions. Most of our students are not avid readers and I don’t think that ordering periodicals in this technical field would benefit most of our current students. |  |
| Facilities: Classrooms/Labs | A new facility is about to be built and they are breaking ground this month. **Except for maintaining the existing facility at Building E, in an operational state**, with **functioning heat**, (**currently not working**), **compressed air, (currently waiting for parts and repair)** power, lighting, water, and air quality, we are not recommending any expense in improvements for this existing facility, except for improvements that can be transferred from the old facility to the new one.  **We’d like to repeat our request for new portable lifts here as well.** |  |
| Facilities: Offices | Same as above. |  |
| Other |  |  |