## Instructional Program Review Update 2012/13
*(fields will expand as you type)*

### Section 1 - Program Information

| **1.0 Name of Program:** Automotive Technology | **Date:** 01/02/2013 |
| **1.1 Program Review Authors:** Paul Hidy, Michael Richards | |
| **1.2 Dean’s Signature:** Jeff A. Cummings | **Date:** 1/24/13 |

### 1.3 Individual Program Information

<table>
<thead>
<tr>
<th># of Degrees</th>
<th># of Certificates</th>
<th># of Courses</th>
<th># of GE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

*The shaded cells below are to be populated by the Program Review Committee as needed.*

<table>
<thead>
<tr>
<th># of Full Time Faculty</th>
<th># of Part Time Faculty</th>
<th># of Staff FTE</th>
<th>Personnel Budget</th>
<th>Discretionary Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2011-12</td>
<td>2010-2011</td>
<td>2010-2011</td>
<td>2010-2011</td>
</tr>
<tr>
<td>2011-12</td>
<td>2011-12</td>
<td>2011-12</td>
<td>2011-12</td>
<td>2011-12</td>
</tr>
</tbody>
</table>

### 1.3.1 State briefly how the program functions support the college mission:

**College Mission:**

*College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education.*

The Automotive Technology program provides students high quality career and technical education through our NATEF Certified Master Automobile Technician Training Program. NATEF Certification is the highest level of recognition currently available for automotive programs nationwide. College of the Redwoods Automotive Technology Program offers students the opportunity to learn occupational and technical skills required by today’s high tech automotive service and repair industries. Students may earn a two-year Associate of Science Degree, a Certificate of Achievement in Advanced Automotive Technology, or a Certificate of Recognition in Basic Automotive Technology. Students learn in a hands-on, high tech lab environment, using the latest industry service and repair equipment technology.
The college partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

The Automotive Program works closely with local automotive service managers and independent shop owners to ensure the training we offer meets the challenge for today’s highly skilled, entry-level technicians, and provide our students employment opportunities locally. Additionally, area technicians enroll in courses to attain higher competency levels and participate in professional development opportunities provided through College of the Redwoods. The Automotive Technology program partners with CR’s Community and Economic Development department providing not-for-credit classes in support of workforce training. This partnership provides Smog Technician Training to meet local employers’ needs, and provides update training for working automotive smog technicians within our community.

We continually assess student learning and institutional performance and practices to improve the programs and services we offer.

The Automotive Technology program faculty and staff assess student learning outcomes annually to determine if the educational experiences that take place in the classroom and lab are having the desired impact. Assessment data is continuously gathered and discussed between faculty and staff members to enhance educational experiences and improve student learning. Additionally, Automotive Technology holds regular Advisory Meetings with local industry leaders to guide program development and ensure we are meeting local industry needs. Automotive Technology also goes through a rigorous external accreditation site visit and self-study periodically to meet the NATEF Standards.

1.3.2 Program highlights/accomplishments:

In order to better serve our students and the needs of the local industry the Automotive Technology Program secured a Contract with Prometric Testing Partners as an Automotive Service Excellence (ASE) Testing Center. Instructor Paul Hidy Proctors the ASE Exams in the LRC.

To improve teaching/training we secured manufacturer donations of newer Nissan vehicles and Toyota Training Aids from Skyline College.

We successfully completed and passed the two-Year Accreditation Certification Compliance Review with the National Automotive Technicians Education Foundation (NATEF)

We recruited new community business members for the Automotive Technology Advisory Committee from local automotive dealerships.

We produced an Automotive Program marketing video for student recruitment through a CTEA Grant.

We secured grant funding for equipment and established California Bureau of Automotive Repair (BAR) Smog Technician Training Classes.
## Section 2 - Data Analysis

### 2.1 Enrollment & Fill Rate
Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Enrollments & fill rates
- **Enrollment ✓**
  - Comment if checked: The data sets indicate we are at or above the district average.
- **Fill Rate ✓**
  - Comment if checked: Automotive Technology Fill rates for 2011-2012 were 74%, an increase of 2% from the 2010-11 academic year while the district average declined 3% from 80% in 2010-11 to 77% for 2011-2012 so it appears AT is moving in right direction. Automotive Technology numbers are adversely affected by 2 courses AT 22 and AT 28 which have pre-requisites that we have only been allowed to offer once per year due to budget constraints resulting in average fill rate of 40% for these 2 courses. Using data from the IR website I factored out those 2 courses and our fill rate for the remaining 8 courses jumps to 82%, well above the district average. With little hope of the budget improving we are exploring significant program changes to alleviate the pre-requisite problem.

### 2.2 Success & Retention
Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Success & Retention
- **Success ✓**
  - Comment if checked: Automotive Technology success rates for 2011-2012 increased by 3% from 2010-11 while district averages only increased 1% from the previous academic year. We are 1% below the district average which in our opinion does not constitute a concern since our improvement rate seems to be above the district improvement rate. Also taking into consideration our enrollment increased slightly during this same time period we appear to be on track to surpass the district average.
- **Retention ✓**
  - Comment if checked: The data sets indicate AT is 5% above the district average and we increased by 4% from the previous year.

### 2.3 Persistence
Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Persistence
- **✓**
  - Comment: First and foremost it appears very few of our students declare Automotive Technology majors when you compare total enrollment of 147 to the 14 declared majors delineated in the persistence column. I realize that is a duplicated headcount but I was unable to locate an unduplicated headcount in the IR data sets. The majority of our students do not declare a major until they are very near completion of a certificate or degree despite encouragement from automotive faculty to do so.

### 2.4 Completions
Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Completions & Transfers
- **✓**
  - Comment: The high demand for trained workers in the industry leads to local employment for many of our students. Many of our students
students attend one or two semesters and complete a few classes to obtain enough technical skills to become employed. These students are often recommended for employment by automotive faculty to local employers who consistently inquire of employable students in this field. The result is many of our better students get employed during their first or second semester and do not complete their declared intention of a degree or certificate.

### Student Equity Group Data

#### 2.5 Enrollments by group

- **Review and interpret data by clicking here** or going to: [http://www.redwoods.edu/District/IR/Program_Select.asp](http://www.redwoods.edu/District/IR/Program_Select.asp)
- Select your program and click on ~ by Student Equity Group next to Enrollments & fill rates

**Comment:**

Automotive Technology is a non-traditional career choice for women and apparently Humboldt county is not the exception. Female students continue to be underrepresented in automotive careers and the result is few seek training in this area. This is an industry wide issue that is not easily resolved but, we are working on it and have considerably more women in our program this year so we hope to show improvement next year.

#### 2.6 Success & Retention by group

- **Review and interpret data by clicking here** or going to: [http://www.redwoods.edu/District/IR/Program_Select.asp](http://www.redwoods.edu/District/IR/Program_Select.asp)
- Select your program and click on ~ by Student Equity Group next to success & retention

**Comment:**

Automotive Technology success and retention rates for females and all represented ethnicities seem to closely parallel district averages.

#### 2.7 Persistence by group

- **Review and interpret data by clicking here** or going to: [http://www.redwoods.edu/District/IR/Program_Select.asp](http://www.redwoods.edu/District/IR/Program_Select.asp)
- Select your program and click on ~ by Student Equity Group next to persistence

**Comment:**

Due to the relatively small sampling I am unable to draw any reasonable conclusions from the data.

### Additional Indicators

#### 2.8 Faculty Information

- **Review and interpret data by clicking here** or going to: [http://www.redwoods.edu/District/IR/Program_Select.asp](http://www.redwoods.edu/District/IR/Program_Select.asp)
- Select your program and click on: Faculty (FT/PT) & FTES/FTEF

**Comment:**

Student safety, available space, limited lab support, and equipment collectively limit class size for the automotive program. Course caps are comparable to national averages for this type of training however, remain lower than district averages as is typical of CTE programs.

#### 2.9 Labor Market Data (CTE/Occupational programs only)

Refer to the California Employment Development Division:

- [http://www.edd.ca.gov/](http://www.edd.ca.gov/)
- [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)
Provide a narrative that addresses the following:

a. Documentation of labor market demand
b. Non-duplication of other training programs in the region
c. Effectiveness as measured by student employment and program completions.

Narrative:

a. Documentation of labor market demand:
The California Employment Development Department (EDD) "projections of employment report" for Automotive Service Technicians and Mechanics during the period of 2010-2020 indicates a growth of 13,740 jobs (20% growth) during the 10-year projection. This calculates to 3,070 job openings annually. The same report also indicates additional job openings of 17,800 due to net replacements during the same time period. Local employment data in the report indicates a projected growth of 12.5% for the North Coast Region. The median hourly wage for this occupation in California for the 1st quarter of 2012 was $19.42.

b. Non-Duplication of other training programs in the region:
The nearest comparable training programs are Shasta Community College and Mendocino College. Both are 160 miles travel distance.

c. Effectiveness as measured by student employment and program completion:
Formal data does not exist for tracking employment success of our students, it's graduates, and program completers. This is an ongoing well known issue for all programs within the CTE division at CR. Institutional Research is working with CTE Dean Jeff Cummings to implement a formal method to start this data collection.

**Overall, what has been the impact of the change in indicators on student achievement and learning:**
The indicators for automotive remain stable showing only very minimal change in the positive direction from the previous year. Increases in enrollment represent challenges due to our limited classroom and lab space, lack of adequate instructional support, enough duplication of equipment, and overall adequate supply of consumables and modern vehicles to accommodate the increases. Student safety is always a concern with additional enrollment due to the challenges in monitoring more students and maintaining a safe and healthy lab environment. Automotive faculty continue to manage these challenges very well and at this time no new impact has been identified to reflect any change in student achievement and learning that has not already been expressed in previous reviews or other areas of this current review.

**Provide narrative on the factors that may have contributed to the improvement or decline in the identified population:**
We see no real identifiable improvement or decline in any of the identified populations and as stated earlier in this document there is little change if any in our indicators with a minimal increase in overall enrollment. The majority of the data sets indicate we are at or above the district average in many areas and again with many of the equity groups having such relatively small sampling sizes we are unable to draw any reasonable conclusions from their data.

**Section 3 – Critical Reflection of Assessment Activities**

**Curriculum & Assessment Data**
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all courses on track for complete assessment of all outcomes in two years?</td>
<td>Yes</td>
</tr>
<tr>
<td>What courses, if any, are not on track with regard to assessment? Explain.</td>
<td>None</td>
</tr>
<tr>
<td># of PLOs Assessed and Reported during the 2011-2012 academic year.</td>
<td>PLO's: 0, SLO's: 28 All PLO's will be assessed by the end of Spring 2013 semester</td>
</tr>
<tr>
<td>% of Course Outlines of Record updated</td>
<td>100%</td>
</tr>
<tr>
<td>If there is no plan for updating outdated curriculum, when will you inactivate?</td>
<td>100% All courses updated on 05/13/2011</td>
</tr>
<tr>
<td>Assessment Reporting completed?</td>
<td>Yes &amp; No</td>
</tr>
<tr>
<td>AT 24 and AT28 were cancelled for the Fall 2012 semester due to the loss of our associate faculty member resulting in no closing the loop. Both classes are scheduled to be offered again during the Fall semester of 2013 and will be taught by full time faculty. We will close the loop on both of the classes at that time. AT18, AT26, and AT30 were assessed but we did not get the assessment data posted to the assessment website by the closing deadline. We plan to assess each course semester going forward and post the results; therefore, we will be closing the loop multiple times per year for the foreseeable future.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 3.0 How has assessment of course level SLO’s led to improvement in student learning (top three):

Based on assessment results automotive faculty have updated lab activities, created new test questions, and altered teaching methods which have helped to increase some test scores and a few lab participation scores.

Much of our assessment results indicated we are lacking adequate quantities of various tools, and we need to replace outdated equipment throughout the lab and facility as a whole. We lack hybrid vehicle technologies, various electronics diagnostic equipment and tools, and newer vehicles with many of the modern computer systems. Instructional support in labs is grossly inadequate, students are not receiving adequate lab assistance, and maintenance and repairs of vehicle, tools and equipment are not getting done. Much of this has been known to automotive faculty for sometime through critical reflection but the funding to meet these needs has not been available.

After much dialog and deliberation we developed a plan to use Measure Q funds to address the new equipment purchases, update existing outdated equipment and machinery, and upgrade and expand the facility. Working with the dean of CTE, our plan was submitted through the appropriate channels, accepted, and we were approved for an allotment of Measure Q funds. Automotive was allocated $350,000 in the fall of
2012 to implement our plan to upgrade the program and address our assessment findings. Before we could implement our plan, the Measure Q funds where frozen due to the college’s accreditation status.

Regardless we will move forward with our plan as soon as the accreditation status is cleared and the college can again move forward with the Measure Q fund allocation. Our hope is this will still take place during the 2013 fall semester allowing us to implement our plan using those funds. We will assess the course SLO’s and PLO’s during the following year.

3.1 How has assessment of program level outcomes led to degree/certificate improvement (top three):

Although we have not yet completed the assessment of our program PLO’s we have started the process and will have all our PLO’s assessed and a plan to address the assessment results by the end of this spring semester.

3.2 (Optional) Describe unusual assessment findings/observations that may require further research or institutional support:

Section – 4 Evaluation of Previous Plans

4.1 Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Current Status</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinstate 38 hours per week Instructional Support Staff (ISS) position.</td>
<td>Still needed/Not resolved</td>
<td>Instructional support hours remain at the same pre-2009 level of 19 hours a week which continues to be grossly inadequate considering the program doubled in size during the fall of 2009 due to the hiring of a second full-time tenure track instructor. Enrollment has also doubled resulting in increased student time spent in the lab. We are forced to stretch the 19 hour support between two instructors. Student learning is suffering due to the lack of lab support. The increase of enrollment has severely impacted the wear and tear on the vehicle fleet, and the increased wear on tools and equipment, all of which require much more maintenance and repair to keep the classes going. Additionally, we use more consumables, parts, and supplies all of which need to be procured and tracked</td>
</tr>
<tr>
<td>Action</td>
<td>Status</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Purchase modular simulation trainers for instruction in Electrical,</td>
<td>Still needed/Not</td>
<td>The program lacks modular training simulators and mock up training aids therefore students are underprepared for lab activities working with live vehicles. Modular trainers allow the theoretical-practical study of automotive systems through simulation and mock-up. They offer instant feedback and instructor-led student exploration. Modular trainers are also designed to teach computer and network controlled automotive systems operation. They support instructor demonstration, student hands-on reinforcement, and troubleshooting practice.</td>
</tr>
<tr>
<td>Electronics, Engine Performance, Hybrids, and Emission Controls.</td>
<td>resolved</td>
<td></td>
</tr>
<tr>
<td>Replace aging and nonfunctional retractable work lighting.</td>
<td>Still needed</td>
<td>Two of the ten lights were replaced with program operational funds. The remaining eight original lights still need replaced. These items are used daily and repeatedly during labs. They are critical to student success and safety in the lab setting. It would seem this would be a facilities responsibility both in funding and replacement. We are forced to use our own funding to purchase replacement lights and install the replacements ourselves.</td>
</tr>
<tr>
<td>Purchase scan tool annual software updates</td>
<td>Still needed/Not</td>
<td>Scan tools require software updating to maintain currency with changes in industry systems and compatibility with new emerging technologies. These software updates are annual purchases needed to maintain the functionality of our computer diagnostic scan tools. Without these updates the tools become obsolete and non-functional on many occasions.</td>
</tr>
<tr>
<td>Update classroom and related instructional technologies.</td>
<td>Still needed</td>
<td>The white board is worn out and needs to be updated with a smart board. We do not have an Elmo/document camera. The use of these modern teaching technologies would assist instruction to better address the multiple student learning styles. The room lacks adequate space for a modern classroom environment.</td>
</tr>
<tr>
<td>Purchase used hybrids vehicles for training purposes.</td>
<td>Still needed/Not resolved</td>
<td>Modern automotive training includes hybrid vehicle technology. To maintain currency in our industry we need to start offering hybrid vehicle training, however, we lack the vehicles and related tools and equipment. Our students are not being prepared to work with these technologies.</td>
</tr>
<tr>
<td>Grant funding is the only source relied on exclusively for professional development, equipment replacement and updating. This is an on-going problem with CTE programs. Vehicle updating and replacement has no funding stream. Industry manufacturer support is limited due to our isolated location within the state and relatively small population base.</td>
<td>Still needed/Not resolved</td>
<td>Not sure what will happen if grand funding goes away. Lack of current year model vehicles results in students not being prepared well to work on new technologies. Students and instructors lack exposure to new and emerging technologies. Problematic in an industry that is constantly changing.</td>
</tr>
</tbody>
</table>

**4.2 (If applicable) Describe how funds provided in support of the plan(s) contributed to program improvement:**

**Section – 5 Planning**
## 5.0 Program Plans

Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the program’s Action Plan for the 2012/13 academic year. If more than one plan, add rows. Include necessary resources. (Only a list of resources is needed here. Provide detailed line item budgets, supporting data or other justifications in the Resource Request).

## 5.1 Program Plans

<table>
<thead>
<tr>
<th>Action to be taken:</th>
<th>Relationship to Institutional Plans</th>
<th>Relationship to Assessment</th>
<th>Expected Impact on Program/Student Learning</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinstall 38 hours per week Instructional Support Staff (ISS) position. Supply adequate lab support to accommodate the doubled enrollment due to the addition of a second full time instructor.</td>
<td>III. Provide institutional support for educational effectiveness.</td>
<td>Instructional support in labs is grossly inadequate, students are not receiving adequate lab assistance, and maintenance and repairs of vehicle, tools and equipment are not getting done.</td>
<td>Increase student learning by providing adequate instructional support staff for all classes. Properly prepare vehicles and related equipment in preparation for lab activities. The vehicle fleet, tools and equipment, will obtain the much needed maintenance and repair which has been seriously neglected forcing us to place many vehicle out of service due to the lack of support to make repairs. Properly maintain and procure inventory of consumables, parts, and supplies which at this time is out of date and has been neglected.</td>
<td>Replace current 19 hour a week ISS with a 38 hours a week ISS @ a cost of $38,965 annually</td>
</tr>
<tr>
<td>Annual line item budget allocation for professional development costs as required by our outside accreditation agency.</td>
<td>IV. Provide technological support for organizational effectiveness.</td>
<td>The time required to actively seek funding annually for professional development takes considerable time away from faculty focus on</td>
<td>Not having to actively seek funding annually that takes considerable time away from effectively managing the program will allow the automotive faculty to focus on</td>
<td>$5,500 added to the annual program operational budget</td>
</tr>
<tr>
<td>Item</td>
<td>Goal</td>
<td>Description</td>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Purchase modular simulation trainers for instruction in Electrical,</td>
<td>I. Improve support for incoming students</td>
<td>We lack hybrid vehicle technologies, various electronics diagnostic equipment and tools, and newer vehicles with many of the modern computer systems. We are lacking adequate quantities of various tools, and we need to replace outdated equipment throughout the lab and facility as a whole. Modular trainers allow the theoretical-practical study of modern automotive systems through simulation and mock-up. They offer instant feedback and instructor-led student exploration. Modular trainers are also designed to teach computer and network controlled automotive systems operation. They support instructor demonstration, student hands-on reinforcement, and troubleshooting practice.</td>
<td>$25,000</td>
<td></td>
</tr>
<tr>
<td>Electronics, Engine Performance, Hybrids, and Emission Controls.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase scan tool annual software updates</td>
<td>IV. Provide technological support for organizational effectiveness.</td>
<td>We lack hybrid vehicle technologies, various electronics diagnostic equipment and tools, and newer vehicles with many of the modern computer systems. We are lacking adequate quantities of various tools, and we need to replace outdated equipment throughout the lab and facility as a whole. Scan tools require software updating to maintain currency with changes in industry systems and compatibility with new emerging technologies. Without these updates the tool becomes out of date and non-functional. Effectively they become obsolete and cannot be used for teaching and learning.</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Replace defective nonfunctional retractable work lighting.</td>
<td>III. Provide institutional support for educational effectiveness.</td>
<td>Much of our assessment findings indicated we are lacking adequate quantities of various tools, and we need to replace outdated equipment throughout the lab and facility as a whole. These items are used daily and repeatedly during labs. They are critical to student success and safety in the lab.</td>
<td>$600</td>
<td></td>
</tr>
<tr>
<td>Update classroom and related instructional technologies.</td>
<td>IV. Provide technological support for organizational effectiveness.</td>
<td>We lack hybrid vehicle technologies, various electronics diagnostic equipment and tools, and newer vehicles with many of the modern computer systems.</td>
<td>The white board is worn out and needs to be updated with a smart board. We do not have an Elmo/document camera. The use of these modern teaching technologies would assist instruction to better address the multiple student learning styles. The room lacks adequate space for a modern classroom environment. In addition the facility needs expansion and upgrading.</td>
<td>Equipment Costs: $20,000 Facility Upgrade Costs: unknown</td>
</tr>
<tr>
<td>Purchase used hybrids vehicles for training purposes.</td>
<td>IV. Provide technological support for organizational effectiveness.</td>
<td>We lack hybrid vehicle technologies, various electronics diagnostic equipment and tools, and newer vehicles with many of the modern computer systems.</td>
<td>To maintain currency in our industry we need to start offering hybrid vehicle training, however, we lack the vehicles and related tools and equipment. Our students are not being prepared to work with these technologies.</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

5.2 Provide any additional information, brief definitions, descriptions, comments, or explanations, if necessary.

Grant funding is the only source relied on exclusively for professional development, equipment replacement and updating. This is an on-going problem with CTE programs. Vehicle updating and replacement has no funding stream. Industry manufacturer support is limited due to our isolated location within the state and relatively small population base and dealership footprint. The large allocation of Measure Q funds will help to address many of the immediate facility and equipment replacement and technology updating needs of the program for many years to come. However, we will continue to work towards an alternative funding stream to address long term on-going future needs of the program.
### Section 6 - Resource Requests

6.0 Planning Related, Operational, and Personnel Resource Requests. Requests must be submitted with rationale, plan linkage and estimated costs. If requesting full-time staff, or tenure-track faculty, submit the appropriate form available at [inside.redwoods.edu/ProgramReview](http://inside.redwoods.edu/ProgramReview). Requests will follow the appropriate processes.

<table>
<thead>
<tr>
<th>Request</th>
<th>Check One</th>
<th>Amount $</th>
<th>Recurring Cost Y/N</th>
<th>Rationale Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>38 hours per week ISS support person</td>
<td>Planning</td>
<td>Operational</td>
<td>Personnel</td>
<td>X</td>
</tr>
</tbody>
</table>

### Section 7- Program Review Committee Response

Do not type in this section. To be completed by the Program Review Committee following evaluation.

7.0 The response will be forwarded to the author and the supervising Director and Vice President:

**S.1. Program Information:** Satisfactory.

**S.2. Data Analysis:** Good job justifying the data conclusions.

**S.3. Critical Reflection of Assessment Activities:** Only two courses assessed so far for 2012-2013. Author is expecting all courses and program SLOs to be assessed this spring, with two cancelled courses being assessed in the fall, when offered again. Regular advisory committee meetings in 2011-12.

**S.4. Evaluation of Previous Plans:** Previous plans were noted.

**S.5. Planning:** Overall, the plans were well justified, but there was no indication/plan to complete the assessment cycle.

**S.6. Resource Requests:** Continued request for a support person. Resource requests specified in Section 5 were included in Section 6.