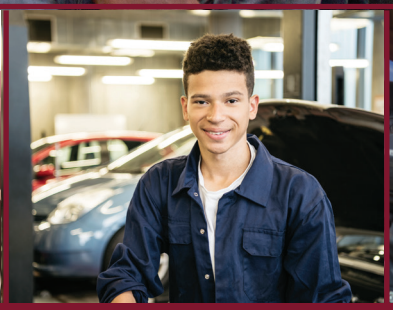
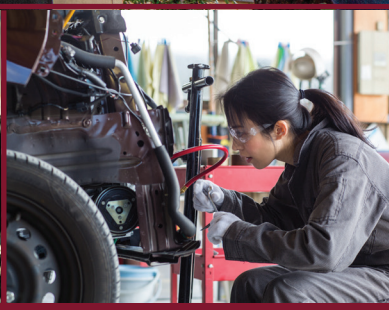
De Anza College

Substantive Change Application: New Baccalaureate Degree Program





Automotive Technology Management

Submitted to ACCJC on Jan. 19, 2022

De Anza College · 21250 Stevens Creek Blvd. · Cupertino, CA 95014

ACCJC
Outcomes | Innovation | Improvement
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Substantive Change Application Form
New Baccalaureate Degree Program

Directions: This application should be submitted *at least* 30 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org. Fees must be submitted to ACCJC, 331 J Street, Suite 200, Sacramento, CA 95814

Date of Inquiry: **1/10/2022** **Anticipated Start Date:** **9/20/2023**

Institution Name: **De Anza Community College**

Address: **21250 Stevens Creek Blvd**

City: **Cupertino** **State:** **California** **Zip:** **95014**

ALO Name: **Mallory Newell** **Telephone:** **408.864.8777** **Email:** **newellmallory@fhda.edu**

Title of Application and Description of Proposal: Bachelor of Science in Automotive Technology Management

Introduction:

Concise description of the proposed program:

The Bachelor of Automotive Technology Management degree will offer students opportunities for employment and career growth within the automotive industry, by helping fill the management needs of dealerships, independent repair shops, municipalities and privately owned fleets – including those in the new and growing field of autonomous and electric vehicles. The degree will also contribute to the mission of economic growth and global competitiveness that guides California Community Colleges.

Rationale for the proposed program:

The automotive industry is an important California employment sector, strengthened by continuing advances in consumer automotive technology and expanding into new markets such as autonomous vehicles for passengers and delivery of goods. With that growth has come increased demand for managers and employees who have business training as well as automotive knowledge. De Anza College is well-positioned to meet this demand by offering a new Bachelor of Science degree through its highly regarded Automotive Technology Department, which has a strong track record of developing innovative programs – including noncredit classes, evening programs and career pathways in autonomous and electric vehicles – that provide new opportunities for a diverse student body, including women and other populations that have been historically underserved in higher education.

Evidence of sufficient demand for proposed program:

The table below shows principals from the automotive industry who support a Bachelor of Science degree in Automotive Technology Management. These individuals have expressed the need for management employees, at dealerships and independent repair shops, who have an automotive background as well as business savvy. Graduates with a Bachelor of Science degree in Automotive Technology Management could help meet these needs.

Contact Name	Company
Shaun Del Grande	Del Grande Dealer Group
Brad Lewis	Snap-on Incorporated
Rob Meder	AutoNation Incorporated
Mike Rockafellow	John's Bascom Auto Repair
David Mesa	City of San Jose
Dave Biasatti	Fletcher Jones Motorcars
Bob Garzee	Green Team of Silicon Valley
Tim Cooper	Automotive Joint Apprenticeship

Labor Market Information data has been requested. At the time of this application submittal, the updated LMI data is not ready.

According to Career.com, the overall job outlook in the transportation management field has been positive since 2004. Demand for transportation managers is expected to increase, with an expected 12,090 new jobs filled by 2029. Employment in the field of fleet or automotive/transportation management is projected to grow between 5% and 9% during the decade ending in 2026.

According to the U.S. Bureau of Labor Statistics, the median salary in the transportation management field is $94,730, the top 10% is $158,370, and the bottom 10% is under $56,050.

Related NCES and EMSI data are included below (the report is posted at EMS SOC 49-1011). A copy is attached.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Describe how the proposed program is consistent with college's mission and goals.

The mission of the Foothill-De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

The Bachelor of Automotive Technology Management degree will offer students opportunities for employment and career growth within the automotive industry, by helping fill the management needs of dealerships, independent repair shops, municipalities and privately owned fleets – including those in the new and growing field of autonomous and electric vehicles. The degree will also contribute to the mission of economic growth and global competitiveness that guides California Community Colleges.

Describe the planning process that led to the proposed baccalaureate degree.

- Identified need in the automotive industry for all levels of management at dealerships, municipalities, OEMs, and local franchises
- Consulted with dealer principles, city managers, manufacturers' representatives, and franchise owners to verify the need for management positions for employees with an automotive education/background
- Obtained Academic Senate approval of resolution in support of offering Bachelor's degrees (March 5, 2014)
- Consulted with existing automotive technology advisory committee for feedback

- Surveyed alumni and current students to discover interest level in a Bachelor of Automotive Technology Management
- Created a list of possible upper division courses, including general education
- Communicated with all academic deans for support
- Solicited the approval and the college commitment to support from the college president and the vice president of Instruction
- Obtained the Foothill-De Anza district chancellor's approval and commitment to support the program
- Completed application for Bachelor of Automotive Technology Management

Describe how the baccalaureate degree program will be evaluated and fit into the existing college planning process.

The program will follow the standard college evaluation process which require assessing student learning outcomes and the completion of program reviews annually. Every fifth year, a program review reflection is conducted. Program reviews provide a means through which each division or department sets goals and objectives that support the college's mission and strategic goals, through focusing on the student as a learner. Program reviews are also used for resource allocations to ensure that programs are successful and meet the college's mission, vision, and equity agenda for closing equity gaps.

Standard II: Student Learning Programs and Support Services

Explain the program requirements (include program sheet for the college catalog).

- **Must provide evidence Baccalaureate Degree has 120 credits**
- **Must provide evidence degree has 36 units of General Education**

<u>Bachelor of Science in Automotive Technology Management</u>:

The Bachelor of Automotive Technology Management degree will offer students opportunities for employment and career growth within the automotive industry, by helping fill the management needs of dealerships, independent repair shops, municipalities, and privately owned fleets – including those in the new and growing field of autonomous and electric vehicles. The degree will also contribute to the mission of economic growth and global competitiveness that guides California Community Colleges.

The program is designed for students who have completed all the automotive-related courses (about 40 quarter or 27 semester units or more) at any California community college, or at a regionally accredited institution of higher education, and have completed the general education requirements from the CSU GE/IGETC). Applicants must have completed the following requirements prior to applying:

- CSU Breadth or IGETC General Education requirements
  - Must include transfer-level math
  - Must include transfer-level English
- Minimum of 40 quarter/27 semester units or more of automotive-related courses
- Automotive related courses must be completed with a C or higher
- 2.0 or higher GPA for transferrable courses and a 2.0 or higher GPA in automotive courses
- A.S. degree in automotive technology is desired

Residence Requirement:

Students must complete a minimum of 45 of the required 60 quarter units of upper-division courses for the Automotive Technology Management degree at De Anza College.

Student Learning Outcomes:

Students who complete the program will:

- Demonstrate proficiency in theory, diagnosis, service, and repair techniques in the automotive repair industry, specifically in the ASE certification areas.
- Understand the role and function of management in corporate and small business structures in the automotive repair industry.
- Use market research tools and practices to evaluate market potential and forecast demand in the automotive industry, while communicating effectively.
- Use automotive sales management tools such as sales forecasting, sales compensation methods, sales budgeting, sales reports, routings, quotas, sales analysis and evaluation of performance by means of a team project that creates a sales force plan.
- Identify the key factors in establishing and maintaining high morale, teamwork, conflict resolution, and sensitivity to working with diverse employees and customers in the automotive workplace.

Program Requirements:

The proposed baccalaureate degree will require the completion of 180 quarter units:

- General Education requirements:
  - 43-58 lower-division units
  - 12-15 upper-division units
- Lower-division automotive technology courses:
  - 62-77 units
- Upper-division automotive technology management courses:
  - 45 units

General Education (GE) Requirements (43-58 Quarter Units):

The bachelor's degree in Automotive Technology Management builds upon De Anza's associate degree program in Automotive Technology, allowing students who complete the associate degree or equivalent coursework from other accredited colleges to enter as juniors and earn a bachelor's degree. To fulfill the general education requirements, students entering the bachelor's degree in Automotive Technology Management must complete either the CSU GE Breadth or IGETC requirements. The college's general education patterns can be viewed at: https://www.deanza.edu/articulation/ge-requirements.html. Additional upper-division courses required by the major will offer more depth in the areas of effective communication, critical thinking, and global awareness. Suggested upper-division courses include:

ABC 3XX: Technical Writing for Business and Technology
ABC 3XX: Leadership Skills and Team Dynamics
ABC 3XX: Society's Role in Environmental Sustainability
ABC 3XX: Applied and Professional Ethics

ABC 3XX: Analysis of Social Change

Lower-Division Automotive Technology Management Courses (62-77 quarter units)

As a core requirement, students will be required to complete 62-77 quarter units completed at De Anza College or awarded by other accredited institutions. Those courses are currently the core of the automotive pathways at De Anza College and can be reviewed at: https://www.deanza.edu/autotech/autopathways.html. They are common offerings in most automotive technology programs in the state. Below is the complete list of the lower-division courses (may also be accessible via List of Lower-Division Courses):

AUTO 50A: Introduction to Automotive Principles (4 units)
AUTO 50B: Applied Automotive Principles (2 units)
AUTO 51A: Introduction to Automotive Principles - Chassis Systems (4 units)
AUTO 51B: Applications of Automotive Principles - Chassis Systems (2 units)
AUTO 53A: Automotive Mechanisms (4 units)
AUTO 53B: Automotive Electromechanical Systems (2 units)
AUTO 57A: Career Research and Employment in the Automotive Industry (2 units)
AUTO 60: Automotive Electrical Systems (9 units)
AUTO 60A: Electrical Schematic Diagnosis (4.5 units)
AUTO 60B: Automotive Electronics (4.5 units)
AUTO 60C: Automotive Ignition, Fuel and Emission Systems (9 units)
AUTO 60D: Ignition Analysis and Oscilloscope Diagnosis (4.5 units)
AUTO 60E: Automotive Fuel Injection (4.5 units)
AUTO 60F: No-Start Diagnosis (4.5 units)
AUTO 60G: Advanced Scan Tool Diagnosis (4.5 units)
AUTO 60H: Advanced Drivability and Onboard Diagnostics (4.5 units)
AUTO 60J: Advanced Lab Scope and Waveform Diagnosis (4.5 units)
AUTO 60K: Automotive Body Electrical Systems (4.5 units)
AUTO 60N: Hybrid Vehicle Safety and Maintenance (2 units)
AUTO 61A: Automotive Brake Systems (4.5 units)
AUTO 61B: Electronically Controlled Brake Systems (4.5 units)
AUTO 62A: Automotive Suspension, Steering and Alignment (9 units)
AUTO 62B: Advanced Wheel Alignment (9 units)
AUTO 63: Automatic Transmissions and Transaxles (9 units)
AUTO 63A: Advanced Manual Drive Train (9 units)
AUTO 63D: Transmission Diagnostic and Repair Techniques (4.5 units)
AUTO 64: Automotive Machining and Engine Repair (9 units)
AUTO 64HP: High Performance Engine Preparation (9 units)
AUTO 65P: Smog Inspector - Level 1 Training (7 units)
AUTO 65W: Smog Inspector - Level 2 Training (2.5 units)
AUTO 66: Automotive Air Conditioning (4.5 units)
AUTO 67A: Hybrid Electric Vehicles (4.5 units)
AUTO 67B: Plug-In Electric Vehicle Technology (4.5 units)
AUTO 67G: Gaseous Fuels (4.5 units)
AUTO 67J: Introduction to Automotive and Light Truck Diesel Systems (4.5 units)
AUTO 69Y: Smog Check Update (1.5 units)
AUTO 91A: Automotive Brake Systems (6 units)
AUTO 92A: Automotive Steering and Suspension (6 units)

AUTO 92B: Automotive Alignment (6 units)
AUTO 92C: Automotive Electronic Chassis Controls (2 units)
AUTO 93A: Automotive Final Drive Train (6 units)
AUTO 93B: Standard Transaxles (2 units)
AUTO 93C: Automatic Transmissions (6 units)
AUTO 93D: Automatic Transaxles (2 units)
AUTO 93E: Diagnostic Techniques (1.5 units)
AUTO 93F: Automotive Transmission Service (6 units)
AUTO 94A: Principles of Four Stroke Cycle Gas and Diesel Engines (6 units)
AUTO 94B: Automotive Machining and Engine Service (6 units)
AUTO 94C: Automotive Machining and Engine Service (6 units)
AUTO 94D: Automotive Machining and Engine Service (6 units)
AUTO 94E: Automotive Machining and Engine Service (6 units)
AUTO 94F: Automotive Machining and Engine Service (6 units)
AUTO 99A: Automotive Electricity, Battery and Cranking Systems (7 units)
AUTO 99B: Automotive Charging, Ignition and Accessory Systems (7 units)
AUTO 99C: Introduction to Engine Performance Systems (7 units)
AUTO 99D: Intermediate Engine Performance Systems (7 units)
AUTO 99E: Basic Engine Performance Diagnostic Procedures (7 units)
AUTO 99F: Intermediate Engine Performance Diagnostic Procedures (7 units)

Rationale: The core unit requirements were intentionally designed to accommodate transfer from other accredited community colleges based on the various automotive technology associate degree requirements, allowing access to all students for equity purposes.

Upper-Division Requirements (45 quarter units):

The upper-division automotive technology courses will be developed in areas recommended by the industry and in consultation with the program industry advisory board. The topics will include courses in the following areas:

ATMB 3XX: Automotive Shop Practices
ATMB 3XX: Fleet Management
ATMB 3XX: Customer Relations and Quality Assurance
ATMB 3XX: Automotive Finance and Leasing
ATMB 3XX: Consumer Behavior
ATMB 3XX: Automotive Business Management
ATMB 3XX: Automotive Internet Marketing
ATMB 3XX: Operations and Supply Chain Management
ATMB 3XX: Service Management
ATMB 3XX: Human Resource Management
ATMB 3XX: E-commerce in Business and Industries
ATMB 3XX: Operations Management
ATMB 3XX: Principles of Accounting and Management of Fixed Operations
BUS 318: Business Law
BUS 354: Business Planning and Small Business Management
ATMB 490: Capstone Senior Project

Provide evidence that program learning outcomes are the appropriate level for Baccalaureate Degree.

Program Learning Outcomes:

- Demonstrate proficiency in theory, diagnosis, service, and repair techniques in the automotive repair industry, specifically in the ASE certification areas.
- Understand the role of the function of management in corporate and small business structures in the automotive repair industry.
- Use market research tools and practices to evaluate market potential and forecast demand in the automotive industry, while communicating effectively.
- Use automotive sales management tools such as sales forecasting, sales compensation methods, sales budgeting, sales reports, routings, quotas, sales analysis and evaluation of performance by means of a team project that creates a sales force plan.
- Identify the key factors in establishing and maintaining high morale, teamwork, conflict resolution and sensitivity to working with diverse employees and customers in the automotive workplace.

Describe the impact on Student Services (counseling/advising, etc.), Learning Support Services (tutoring, etc.), Library Services, and other activities that will support students.

The resources De Anza College will provide the program include:

- Financial support by the Foothill-De Anza Community College District and the De Anza College Career Technical Education and Workforce Development Division
- Student support services including:
  - Financial aid
  - Dedicated Career Technical Education counselors – two positions
  - Library resources
  - Disability support services
  - Veterans support
  - Student success services – including tutoring and career exploration

Standard III: Resources

Please describe the staffing plan to support the proposed program.

Faculty:

The program will be taught across three areas:

- Automotive Technologies: there are currently seven full-time faculty members.
- Business: there are five full-time faculty members
- Accounting: there are five full-time faculty members.
- Additionally, there are over 30 adjunct faculty members who teach in the three programs.

Staff:

The college is committed to providing adequate staff to ensure the success of the program:

- There are two administrative assistants in the Division of Business, Computer Science, and Applied Technologies with one dedicated to Automotive Technologies.
- There are several classified staff members to help with technical equipment needs and for students to check tools to conduct exercises.
- While there are two dedicated Career Technical Education counselors who are always supporting both the day and evening programs in the Automotive Technology program, additional general counselors are also available to help students.

Administration:

- A program director/chair will be in charge of the bachelor's program.
- The program will be further supervised by the dean of Business, Computer Science, and Applied Technologies.
- The dean will be reporting to the vice president of Instruction, who will be reporting to the president of the college.

Provide faculty qualifications.

The faculty who will be teaching in the baccalaureate program will meet the minimum requirements for teaching the upper division courses, including having a master's degree.

Explain the impact on the following resources:

Physical Resources

Inside a dedicated, state-of-the-art, 12,000-square-foot automotive technology building, students begin early in the morning and work well into the evening to gain experience in becoming quality entry-level technicians. The facility is open from 7 a.m. to 10 p.m.

In addition, there are five multimedia-ready classrooms for lecture purposes as well as a student success center where students can get help from peer tutors.

Technology

There are various multimedia-equipped classrooms in addition to Wi-Fi connectivity in the Automotive Technology facility. The college has multiple computer labs throughout the campus which are accessible to students. The Applied Technology Center is one of the major technology facilities on campus with approximately 400+ computers available to students. Students have participated in a pilot iPad program, which allowed students to retain the devices during their course of study.
The college understands the importance of technology and assesses technology needs through periodic reports aligned with the district technology plans. The most recent technology plan can be viewed at: https://www.deanza.edu/gov/techcommittee/documents/DAC-Technology-Plan_2021-2024_Final-Draft-to-College-Council.pdf

Equipment

The Automotive Technology facility includes various outside work areas, lab areas, and classroom space. The lab areas include workstations with 15 lifts, a powertrain laboratory, machine shop and stationary engine lab.

In addition, there are five multimedia-ready classrooms for lecture purposes as well as a student success center where students can get help from peer tutors.

Voters in the Foothill-De Anza Community College District approved two bond measures for a total of nearly $1.4 billion in 2006 and 2020, which have funded state-of-the-art capital improvements districtwide, as well as furniture, fixtures, and equipment, including funds allocated for Automotive Technology facilities improvements and modernization.

Additionally, more than $2 million dollars are allocated to De Anza College through Strong Workforce initiatives. A large portion of this allocation is typically spent to meet the needs of Applied Technologies programs to ensure that facilities are up to date and provide the best educational experience for our students. Occasionally, other adjacent educational institutions, including San José State University, are allowed access to our automotive facility to gain the needed hands-on experience that their respective facilities lack.

Explain the impact on financial resources.
Provide a budget showing evidence the institution has the capacity to start and maintain the proposed program.

Financially, the Foothill-De Anza Community College District is among the strongest in the state. This information is based on the 2020-2021 Adopted Budget report (https://business.fhda.edu/_downloads/2021-22%20Adopted%20Budget.pdf). The Adopted Budget plan for $196.3 million in unrestricted general fund revenue is $4.3 million higher than the prior year's Adopted Budget. The Adopted Budget has an unadjusted positive operating result of $2 million and an ending fund balance of $36.3 million. The district has earned AAA and AA ratings from Moody's Investors Service and Standard & Poor's on all or most of its general obligation bond issues and consecutive refinancing.

In addition to the general funds, over $2 million dollars are allocated to De Anza College through the Strong Workforce initiatives. A large portion of the allocation is typically spent to meet the needs of Applied Technologies departments, to make sure the facilities are up to date and provide the best educational experience for our students.

The program director for this baccalaureate program will receive a release in spring 2022 to work on the baccalaureate curriculum and accreditation processes. Planning and implementation costs will be funded by a combination of CTE Enhancement Funds, Perkins funding, Chancellor's Circle, the President's Innovation Fund and divisional operating budgets.

An additional tenured full-time faculty position was approved in fall 2021. The faculty hiring processes will start in winter 2022 and the hire will be effective in September 2022.

The current staffing of the program is adequate to launch the baccalaureate program and for tracking outcomes. De Anza College's Office of Institutional Research has the staffing to assist with surveys and data analysis. Our current facility meets the needs of the pilot program. In addition, De Anza College's Online Learning Center has the experience and infrastructure to assist the baccalaureate program with coursework that might be offered in online or hybrid formats. An additional Online Faculty Director position was approved and funded in December 2021, with a hire date in early 2022.

De Anza College's academic counselors and financial aid departments are aware of the proposed Automotive Technology Management program and are ready to meet the needs of its students once the program is approved. Additionally, the college has a well-funded Student Success Center that is also ready to support the program through peer tutoring and related services. There are several general counselors with two dedicated to Career Technical Education programs, including both the day and evening Automotive Technology programs.

Standard IV: Leadership and Governance

Describe the leadership and governance structure that will ensure academic quality and institutional effectiveness are sustained and maintained.
The Faculty Ssenate and the college curriculum committee have given full support of the proposal to offer a bachelor's degree in Automotive Technology Management. The courses will be developed by the faculty from the various programs. All proposed courses in the program will be approved by the Dean of Business, Computer Science and Applied Technologies and forwarded to college's curriculum committee. Once approved, the approval of the Associate Vice President and the Vice President of Instruction will be obtained. De Anza follows a shared governance model, in which all members of the college community – students, faculty, classified professionals and administrators – are encouraged to participate. Through their constituent organizations, these groups provide representation to the planning and budget teams, shared governance committees and the College Council, which makes recommendations to the president. The college's shared governance structure can be viewed at: https://www.deanza.edu/gov/
Describe the internal approval process.
The proposed program has been approved through the shared governance structures at the college. It was approved by the Academic Senate, the college president, and the vice president of Instruction. The plan was reviewed and approved by the College's Chief Financial Officer. The application was submitted on Jan. 13, 2022. Once the college receives an approval to proceed, around May 2022, curriculum development will begin and will go through the curriculum development approval process of the college and the district.
Describe the external approval process (state/federal approvals, etc.).
The intent to offer the bachelor's degree was submitted to the California Community College's Chancellor's Office (CCCCO) on Jan. 13, 2022. Once the application is reviewed by the CCCCO, colleges will be notified by May 31, 2022.

Evidence

Please include documentation that will help the Committee understand the process by which the change was developed, such as former and proposed mission and/or objectives, summary of discussions and approvals with campus constituents, (Board of Trustees, Academic Senate, students, community members), strategic plans, financial plans, copies of Board minutes, as appropriate, copies of draft legal documents regarding the new location, copies of draft legal documents dealing with matters of facilities and other institutional property, as appropriate. Please include documentation of all state and/or federal approvals, as appropriate.

Expertise, Resources, and Student Interest

Expertise:

The following demonstrates the expertise that De Anza College would bring to this program:

- Auto Tech faculty members have over 100 years, combined, of automotive repair experience.
- The Auto Tech program consistently draws over 2,000 enrollments annually.
- The program's student success rate is always over 80%.
- The program's student retention rate is 95%.
- There is no equity gap for this program: Success rates for students of color are within 5 percentage points of the rates for other student groups.
- The Auto Tech program is accredited through the ASE (Automotive Service Excellence) Education Foundation. Next year, we will begin a reaccreditation process that includes a self-assessment and a site visit by the ASE evaluation team.
- The program has ongoing partnerships with Audi, Nissan/Infiniti, Subaru, Ford, and Mercedes Benz.
- A program advisory committee, with representatives from private industry, meets twice a year to review the curriculum and provide input.
- The Auto Tech department offers over $50,000 in student scholarships each year.
- The program has employment partnerships with numerous dealerships and independent repair shops.

Awarded Degrees and Certificates:

Category	2016-17	2017-18	2018-19	2019-20	2020-21
Associate in Science Degrees	42	27	45	31	24
Certificates of Achievement and Certificates of Achievement-Advanced	92	79	150	79	92

Resources:

The resources De Anza College will provide the program include:

- Financial support by the Foothill-De Anza Community College District and the De Anza College Career Technical Education and Workforce Development Division
- Student support services including:
  - Financial aid
  - Dedicated Career Technical Education counselors – two positions
  - Library resources
  - Disability support services
  - Student success services – including tutoring and additional support
- Full-time Auto Tech Department technician position, responsible for hazardous materials and building maintenance
- Full-time administrative assistant, responsible for supporting department routines
- An industry advisory committee, with representatives from local and national employers, meets regularly to review the curriculum and provide input.

Potential Candidates' Interest in the Program:

Surveys were conducted on Dec. 22, 2021. A summary of the results is presented below. As shown, there is an extremely high interest among both alumni and students who are currently enrolled in the program but had not received any certificates at the time of this survey.

Category	Surveyed	Responded	Response Rate	Extremely interested	Somewhat interested	Not so interested	Not at all interested
Alumni	549	134	24.41%	52.99%	32.09%	10.45%	4.48%
Current Students	348	111	32.18%	48.21%	44.64%	3.57%	3.57%

Participants' Career Interests:

The list below shows the career interests of both alumni and current students. Participants were allowed to indicate multiple career choices. Some of the career choices are enriched by working in the automotive field and understanding growth opportunities. Among respondents who selected "Other," some indicated the desire to eventually become a business owner, while a small number indicated their goals are to become an automotive engineer. For Automotive Engineering, the partnership with San José State University, which established a pathway to mechanical engineering, will be an appropriate option.

Career	Alumni	Current Students
Repair and Service Manager	59.70%	62.50%
Body Shop Manager	8.21%	32.14%
General Manager	54.48%	31.25%
Parts Director	23.88%	17.86%
Fleet Manager	29.85%	11.61%

Career	Alumni	Current Students
Sales Manager	13.08%	14.29%
Automotive Accounting and Finance Manager	16.42%	14.29%
Customer Relations Manager	12.69%	9.82%
Other	14.18%	23.21%

Similar Programs at Other Colleges in Service Area

The following Northern California community colleges all have Automotive Technology classes and programs. Students from all of these colleges will have the opportunity to transfer to De Anza College and earn a baccalaureate degree in Automotive Technology Management.

- American River College
- Butte College
- Chabot College
- City College of San Francisco
- College of Alameda
- College of Marin
- College of the Redwoods
- Columbia College
- Contra Costa College
- Cosumnes River College
- Cuesta College
- Evergreen Valley College
- Fresno City College
- Hartnell College
- Las Positas College
- Lassen Community College
- Los Medanos College
- Mendocino College
- Merced College
- Modesto Junior College
- Monterey Peninsula College

Master Planning: How the Proposed Baccalaureate Degree Program Fits Into the Mission, Curriculum, and Master Planning of the College and Higher Education in California

California Community Colleges Mission Statement:

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

Foothill-De Anza District Mission Statement

The mission of the Foothill-De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

De Anza College Mission Statement

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character, and abilities; realize their goals; and be socially responsible leaders in their communities, the nation, and the world. The college engages students in creative work that demonstrates the knowledge, skills, and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social, and environmental justice
- Critical thinking

Automotive Technology Department Mission Statement

Our department's 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 integrity, personal achievement, service to our community, and **excellence in all we do**.

Enrollment and Completer Projections

Results of Alumni and Current Students Survey:

As previously mentioned, recent surveys show high interest from both alumni and current students as indicated here.

Category	Surveyed	Responded	Response Rate	Extremely interested	Somewhat interested	Not so interested	Not at all interested
Alumni	549	134	24.41%	52.99%	32.09%	10.45%	4.48%
Current Students	348	111	32.18%	48.21%	44.64%	3.57%	3.57%

Projection:

The table below shows a conservative projection number. However, based on the survey results, we expect higher enrollment numbers.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
De Anza College	15	15	20	20	25	25
Partnering CCs*	0	0	5	5	10	10
TOTAL	15	15	25	25	35	35

Program Timeline:

Date	Proposed Action
Jan-2022	• Submit the application • Contact the Commission for Community and Junior Colleges (ACCJC) to report a substantive change and initiate the required reporting process

June 2022-June 2024	• Curriculum Development
	  ○ Advisory Committee meetings
	  ○ Student Learning Outcomes and Program Learning Outcomes
	  ○ Creation of course outlines and finalize degree requirements

March 2022-June 2023	• Communicate with the campus community, including the Admissions and Records Office and various student support services • Approval of Substantive Change Proposal
June-2024	• Obtain final college approval for the new course outlines • Submit curriculum for state approval
Sept-2022 through June-2024	• Complete the course development for the new courses (learning objectives, instructional materials and resources) • Finalize the program application online, and test • Host program information webinar. Invite all community colleges and partners • Host Applicant Information Nights
Sept-2024	• Start admitting students into the program • Create an open enrollment process where students can enter the program in either fall, winter, spring, and summer • Graduation is possible within two years of being admitted into the program
Fall 2027	• First program graduation

Place of Program in Curriculum/Similar Programs

The Automotive Technology program is an equity-focused program: It offers both day and evening course sequences to accommodate the needs of students who may work or have other obligations, and it is designed on the concept of stackable credentials, which allows individuals to progress on a career path that can improve their economic status. Students can complete a certificate, then an associate degree, and will now have the opportunity to earn a bachelor's degree – which many students would not otherwise be able to afford.

De Anza's Guided Pathways initiative also helps students get on track and stay on track to complete their goals, by providing clear information about program sequences, supportive services and a community of peers, faculty and staff who share their interests. With the new bachelor's degree, the stack will be complete for many students who may not have had a chance for career advancement before, as shown in this list of programs.

Associate in Science (A.S.) Degree:

Automotive Technology Day Program

- Automotive Machining and Engine Repair
- Automotive Engine Performance
- Automotive Chassis and Powertrain

Automotive Technology Evening Program

- Automotive Machining and Engine Repair Technology
- Advanced Engine Performance Technology
- Automotive Chassis Technology
- Automotive Powertrain Technology

Bachelor of Science (B.S.) Degree:

- Automotive Technology Management

Program Transitions or Transfer to Associate Degree Programs and Transfer to Other Four-Year Institutions If Needed.

This degree will provide an affordable way to earn a bachelor's degree for many students who would not otherwise be able to continue to the next level of their college education. This aligns well with De Anza's collegewide goals for equity in student access and success.

Automotive Technology courses taken at any community college will be transferable for admission into the proposed bachelor's degree program. All approved general education courses from an accredited institution may also be transferred. All upper-division courses will be offered with multiple learning modalities in mind to accommodate all learners.

The proposed Bachelor of Science in Automotive Technology Management is planned to be the next step in a series of stackable awards, allowing students to earn certificates, associate degrees, and finally a bachelor's degree. The Automotive Technology Department already has high persistence and employment rates, making a bachelor's degree the next logical step for student success.

Students will receive counseling support to help meet their educational goals, which includes the possibility of transitioning/transferring to other colleges and universities. The Program's admission requirements include a 2.0 CSU transferable GPA and completion of CSU GE Breadth or IGETC which, along with 90 CSU transferable quarter units, would meet transfer

eligibility requirements for CSU and other 4-year institutions. Most automotive courses offered at California community colleges are CSU transferable and will work towards the 90 transferable units. Counselors will be able to advise students who decide to transfer to institutions that require a higher GPA and specific coursework.

Board of Governors Fee Waiver

FOOTHILL-DE ANZA
Community College District
Judy C. Miner, Ed.D., Chancellor

BOG Fee Waiver Verification Form

The District has a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.

Signed

Judy C. Miner, Ed.D
Chancellor

January 4, 2022
Date

California State University and University of California Consultation

De Anza College has an excellent working relationship with the California State University and University of California systems and campuses. One example is the annual meeting hosted by the president of California State University, East Bay for the ten community colleges in San Mateo and Santa Clara counties. These meetings were launched more than a decade ago by Leroy Morishita and continued by Cathy Sundeen. Both the chancellor of the Foothill-De Anza district and the president of De Anza College have attended regularly to support transfer in workforce disciplines such as computer science, engineering, environmental studies, and business to name just a few.

De Anza's Automotive Technology Department currently has a partnership with San José State University's Mechanical Engineering program. Auto Tech students who complete their transfer requirements at De Anza can be admitted as juniors in the San José State Mechanical Engineering program.

Our newest collaborative workforce pathway is through the Universities Space Research Association (USRA), which is developing a partnership that includes the Foothill-De Anza

district, San José State University, and the University of California, Berkeley. Our district is excited to grow in its role as a key contributor to the equitable economic recovery of Silicon Valley and strongly believes the way forward is through strategic partnerships involving education, business, government, and community organizations.

California State University and University of California Non-Duplication

Neither the California State University nor the University of California system offers baccalaureate degree in Automotive Technology or Automotive Technology Management. A list of the bachelor's degrees offered by the California State University system can be found here: https://www.calstate.edu/attend/degrees-certificates-credentials/Pages/search-degrees-results.aspx?campuses=&. For the University of California, a list of baccalaureate degrees offered can be found here: https://admission.universityofcalifornia.edu/counselors/files/undergraduate_majors_list.pdf