



Skyline College

Comprehensive Program Review

SKY Dept - Automotive Technology

Instructional Comprehensive Program Review

Submitter Name:

Ruben Parra

Submission Date:

01/23/2026

BACKGROUND

1.A. DIVISION:

Business, Education, and Professional Programs (BEPP)

PROGRAM NAME:

Automotive Technology

1.B. YEAR OF REVIEW:

2025 - 2026

1.C. PROGRAM REVIEW TEAM

Ruben Parra, Juan Roman-Medina, Thomas Broxholm

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

Automotive Mission Statement:

An Automotive Technology program that inspires and guides all students toward rewarding technical careers in the transportation service industry.

Goals:

1. To provide three levels of technical training as guided by our advisory board and community employers:
 1. Entry maintenance level
 2. Comprehensive Career Track Program
 3. In-Service training
2. Play a central role in the preparation of a future workforce and expand networks and partnerships with the local business community, Audi of America, Subaru University, Nissan/Infinity (NTTA/ITTA), Ford ACE, and the Joint Apprenticeship Council.
3. Enhance the student's ability to perform analytical and technical analysis, service and repair of transportation systems.
4. Provide AS degree guidance and encourage transfer.

We believe this compliments the college's Mission Statement: "To empower and transform a global community of learners".

ii. Alignment with the College Values:

Community Partnership

Student Success and Equity

For each chosen Value, provide a concrete example of how each connects to your program.

The Automotive Technology Program at Skyline College advances community partnership, student success, and equity by aligning curriculum with regional workforce needs and collaborating with local education and industry partners such as JUHSD and local industry. Dual-enrollment pipelines and articulated pathways help high-school students transition into college while reducing financial and academic barriers. The program integrates EV and clean-energy training and offers paid work-based learning opportunities to connect students directly to high-demand careers. Wraparound student supports and targeted outreach further promote retention, completion, and access for historically undeserved populations.

SKY Dept - Automotive Technology

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

4

Adjunct Faculty FTE:

1.47

Classified Professionals FTE:

3

Manager/ Director FTE:

0

Dean FTE (if applicable):

1

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

We have lost 2 full-time faculty who have not been replaced. This has severely impacted the program ability to offering required courses which affects student completion.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Since the last CPR, Automotive Technology program personnel have completed required ASE Education Foundation professional development (minimum 20 hours annually), including training in current diagnostic practices, emerging vehicle technologies, and industry safety standards. Faculty have also engaged in equity-focused professional development emphasizing culturally responsive instruction and inclusive learning strategies to support student access, persistence, and success.

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

We are concerned and apprehensive about the new \$5,000 training cap imposed by the SMCCD school district. This will impact the amount and quality of the training hours that we are required to complete annually.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

We have maintained our student success and retention rates on an average of approximately 90% despite the impact of Covid. Working with SWF Auto has received a new Toyota Prius to provide late model technology training to our students.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

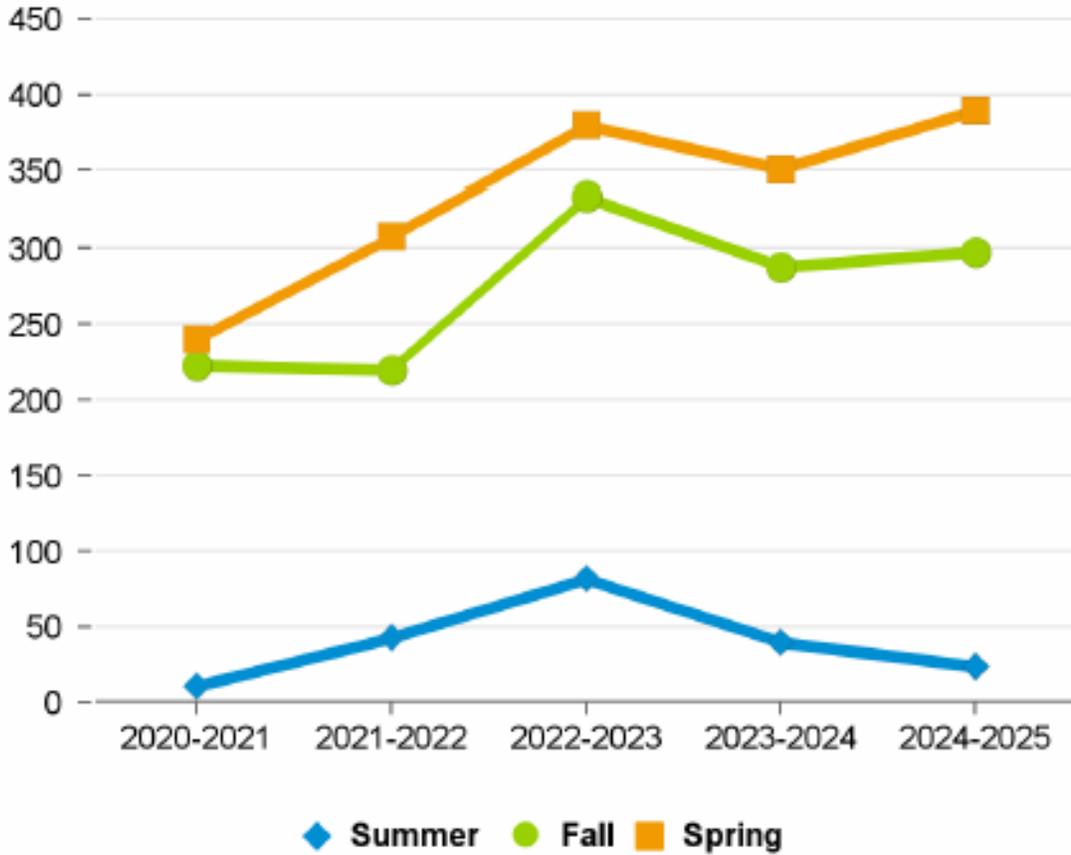
The \$5000 professional development limit has the potential to impact professional development opportunities annually. Due to the lack of new instructor hire we work short handed and the new policy on load balancing is causing a negative impact on our program.

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ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

Unduplicated Headcount by Term



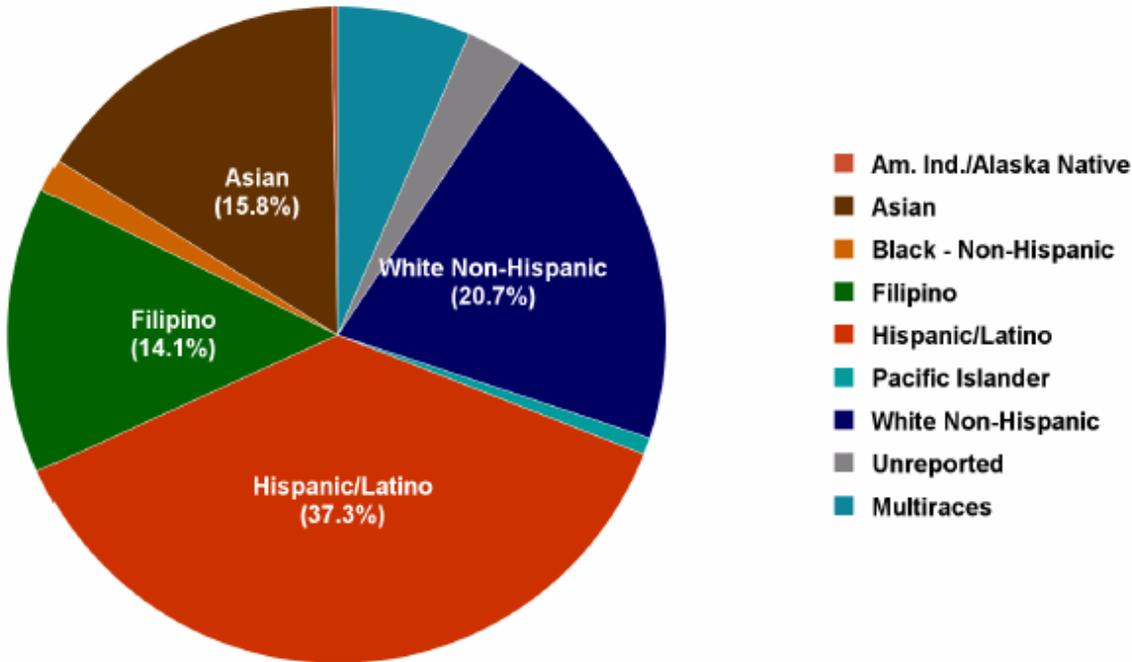
Trends seem to be increasing since after covid and dropped a little in 23/24 and increasing in 24/25.

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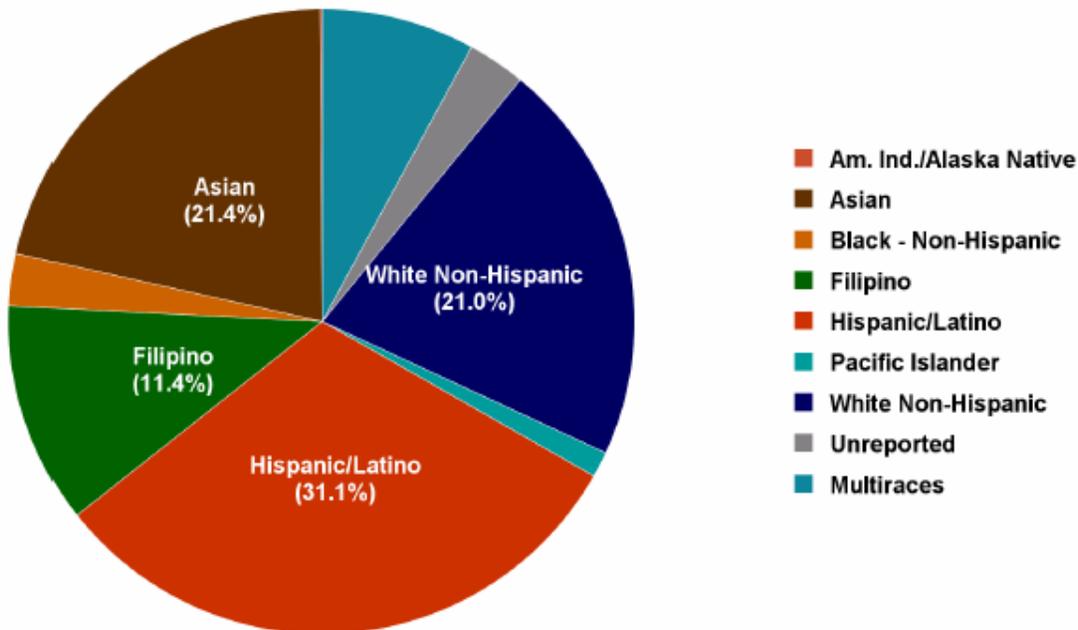
3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. **PROGRAM ACCESS:** How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?



Auto Disaggregated by Ethnicity



College-wide Disaggregated by Ethnicity shows Automotive technology student enrolment is propotional to college wide.

SKY Dept - Automotive Technology

- ii. **COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?**

Automotive core degree classes have maintained a steady enrollment over the past 5 years filling at an average between 80% and 100% throughout the department. We noticed a trend in two upper level classes that require prerequisites (Auto 751 and Auto 546) with lower than average enrollment. Due to this we have recently adjusted the prerequisites and curriculum to improve enrollment.

- iii. **What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.**

Program outreach to outside events on instructors personal time reaches a diverse population which increases equitable access to our program.

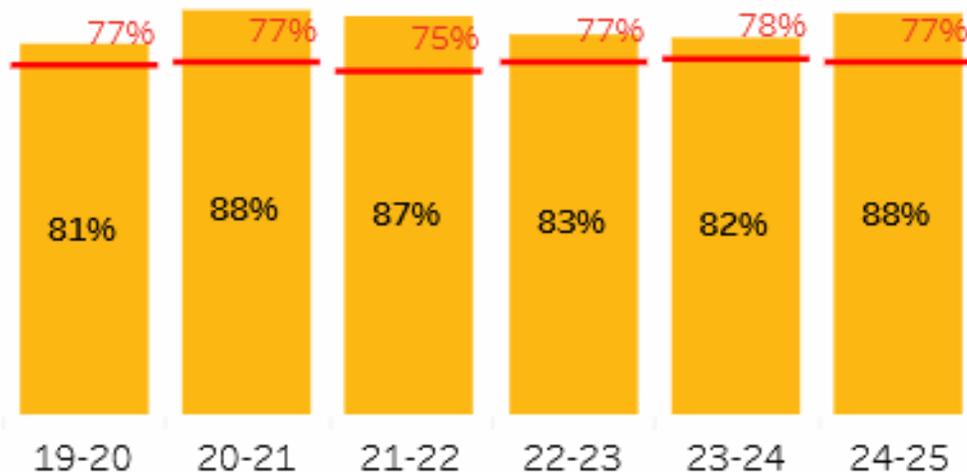
EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

- i. **How do the overall course success rates compare to the College and/or Division success rates?**

Course success is higher than college average. (The college average is in red.)



- ii. **What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).**

Based upon the disaggregated information, the chart shows the auto department has a higher success rate than the collage average. It is apparent that the Automotive program large block structure enhances student success.

- iii. **If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?**
We do not see inequities from the disaggregated information.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which

SKY Dept - Automotive Technology

exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

The Automotive core classes and most supplemental courses all have a success rate average between 80% and 100% over the last 5 years. We have identified a small selection of courses that fall below 80% and have noticed that these are often entry level survey courses. We also noticed that some of the courses that fall below the 5 year average of 80% are technical courses with prerequisite recommendations of automotive knowledge and experience that they may not have.

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

Number of Course SLOs:

110

Percentage:

35

ii. How well is the program meeting its PSLOs?

Observation of student participation and task completion in all Automotive ASE areas combined with written documentation and communication shows that we are meeting our PSLO's. Written and oral exams helps to solidify our PSLO effectiveness.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

Yes

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

None can be identified at this time.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

The Automotive core classes and most supplemental courses all have a success rate average between 80% and 100% over the last 5 years. We have identified a small selection of courses that fall below 80% and have noticed that these are often entry level survey courses. We also noticed that some of the courses that fall below the 5 year average of 80% are technical courses with prerequisite recommendations of automotive knowledge and experience that they may not have.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

Degrees

Automotive CTE programs have students who are generally more certificates driven as compared to degree driven. Analysis of Automotive AS degrees across the State of California shows an average of 8 degrees per college annually. Skyline's Automotive program is on par with this average and we always strive to increase that number and encourage students to complete an AS degree.

Certificate of Achievement (CoA)

This information shows a problem that Automotive has recently identified. The method for applying for a CoA was changed a few years ago which did not work and created a roadblock for our students to apply for their CoA. By design each semester produces close to 80 CoA for every student who passes their course. The success rate of 80% - 90% supports the completion of close to 80 CoA

SKY Dept - Automotive Technology

every semester. Therefore the number of earned certificates starting in 2020- 2021 to 2023-2024 are skewed and inaccurately reflect the number of earned CoA.

Number of Awards by Academic Year								
(Click column headers to sort)								
Award	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Grand Total
AA-T	Art - Studio Arts	5	7	5	13	11	19	60
AA-T	Art History	*	6	*	*	*	*	20
AS	Automotive Technology	8	*	8	8	10	8	46
CERT	Automotive Technology	167	141	51	33	78	37	507

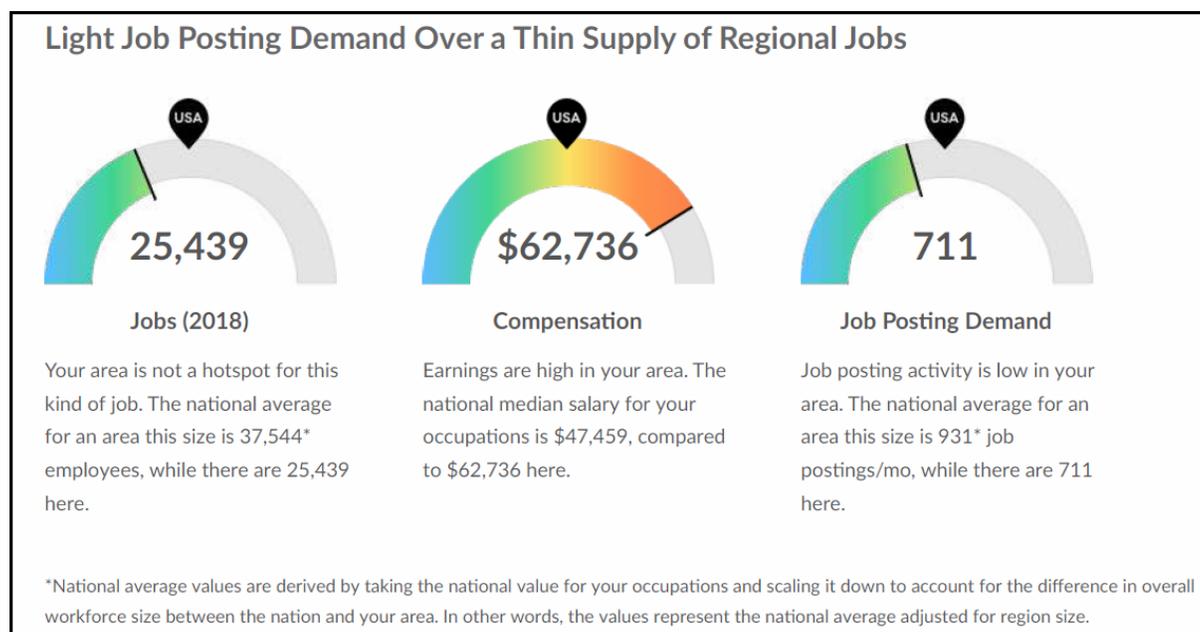
ii. What changes do the data suggest are necessary for the program to explore?

A correction and better system for applying and or awarding student Certificates or Achievement is needed by Admission and Records (A&R).

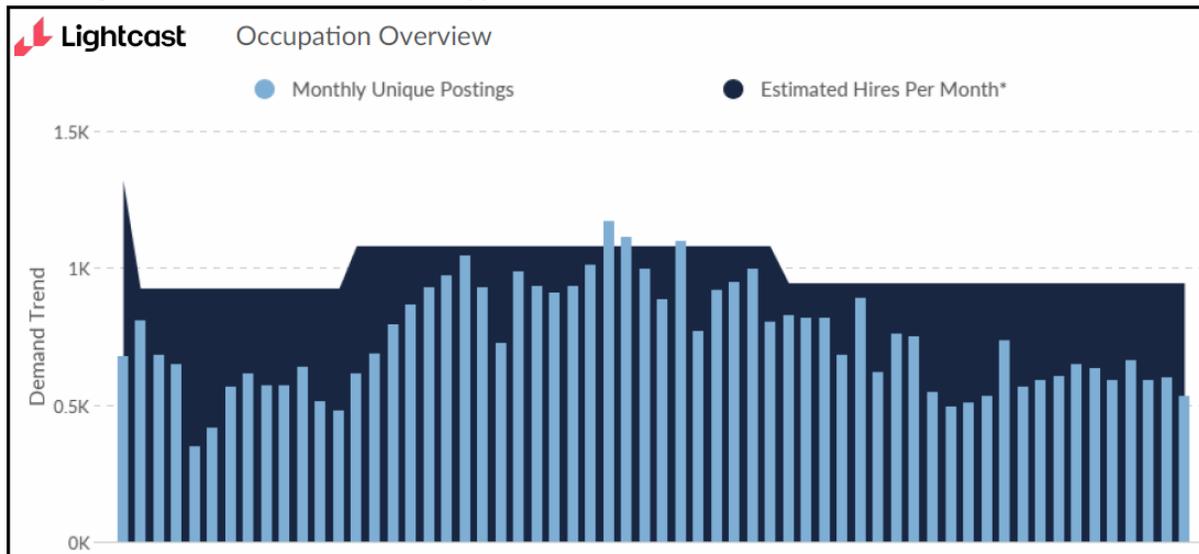
4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

After reviewing the LC Occupational overview document for Automotive we found the 2018 data in some areas to be too old to be accurate. The data in 2018 suggested that the bay area lagged in job employment as compared to the national average. In our department through advisory board meetings and industry contacts there are considerably more job openings available for Automotive technicians and Automotive students. The data only considers job posting, which is not a true indicator of job openings because many of the technician are hired prior to the employer needing to post a position. The report also showed that bay area technicians are compensated at a higher wage than the national average. Additionally, our industry contacts have informed us that the average income for an experienced technician is considerably higher than indicated in the documentation.

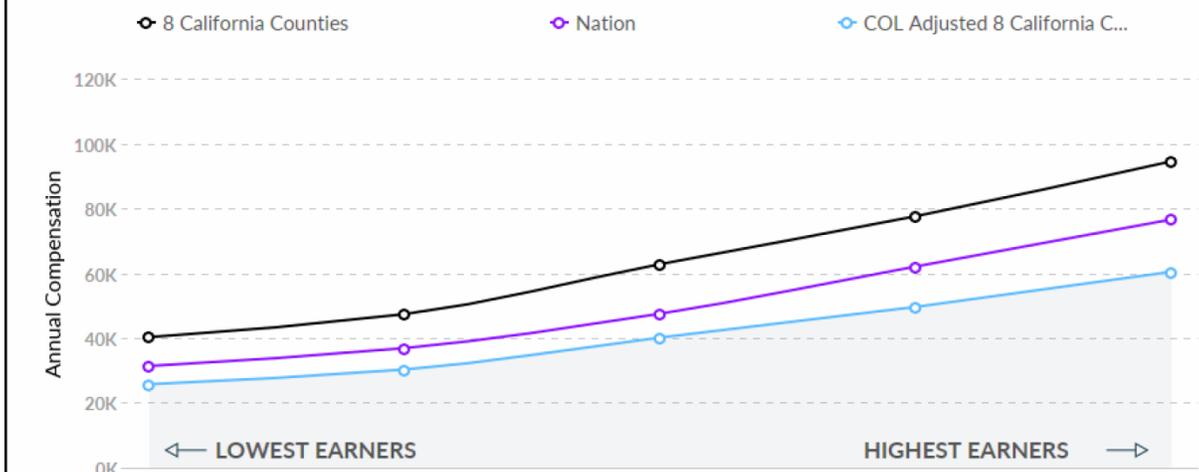


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Regional Compensation Is 32% Higher Than National Compensation

For your occupations, the 2023 median wage in your area is \$62,736, while the national median wage is \$47,459.



4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

The Automotive program periodically surveys our students, however we do not implement an official student survey of our program on a regular basis. Recent accreditation requirements have made us aware of the need for a regular student program survey. We will be implementing this in the near future.

4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Not Applicable

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Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

It's difficult to find accurate data for the bay area Automotive job market. We plan to implement a regular Automotive program student survey. We continue to encourage AS degree completions. We plan to follow through with working with A&R on fixing the certificate application process. We will be monitoring the \$5000 professional development cap and how it will impact our ability to obtain the necessary training hours for Automotive Technology.

Goals & Resource Requests

Advisory Board Curriculum Review

Work with the advisory board to update curriculum to benefit students who seek employment in the automotive industry. Student success is measured by surveying employers about students retaining employment during school and after graduation. Surveys will be sent out 3 months and at 6 months after employment.

Due to Covid limitations we have completed approximately 50% of this during our last 2 advisory board meetings.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

We hold 2 advisory board meetings per year.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

- SKY College Values: (X - Selected)

- **Student Success and Equity:** undefined (X)
- **Sustainability:** undefined (X)

UPDATE

Goal Update Date

01/24/2026

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

Curriculum is discussed at every advisory meeting. Survey implementation has been limited therefore the employers and student retention/success input has been minimal. We will actively pursue regular employer surveys.

UPDATE

Goal Update Date

11/13/2023

Academic Year Updated

2024 - 2025

Goal Update

On Schedule

Goal Update Narrative

Curriculum and student retention/success is discussed at every advisory meeting. Employer participation in the surveys has been minimal. We will re-discuss and ask for employer input and better participation.

Goals & Resource Requests

Enrollment Outreach

Enrollment Outreach with a goal to increase enrollment in general into automotive classes as well as to increase the enrollment of diversified and under privileged students. Data provided by PRIE on an annual basis can be used to measure progress and success.

(a) Covid added restrictions on recruitment however we have used some alternative methods and we have completed approximately 50% despite the lack of funding.

(b) Virtual career/Driving Your Future day which included all high schools and a virtual tour of the facility.

We are working with the San Mateo County Educational Department, South San Francisco Unified School District, and Jewish Vocational Services (JVS) to secure cohorts for our entry level program.

(c) Covid.

(1) We will revise visiting high schools and instead attend career events off site and host career events on our campus. This change is due to Covid, time constraints on staff and funding.

We will be implementing during the spring 2022 and Fall 2022 semesters and success will be measured by enrollment during the fall 2022 and spring 2023.

(2) Create a social media calendar and a high school counselor tool kit using a hired student assistant.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

Ongoing outreach to our high schools and community.

Work with JVS on enrollment for underrepresented community

Mapping

- SKY College Values: (X - Selected)

- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)
- **Sustainability:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)

UPDATE

Goal Update Date

01/27/2026

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

Goals & Resource Requests

Our goal is to increase enrollment into automotive classes while maintaining our diverse student body and while welcoming non-traditional CTE students into Automotive.

(a) Outreach is typically done by instructors on their own time without compensation attending multiple events on and off campus.

(b) Due to class scheduling and time constraints, we are unable to meet all of the Automotive outreach requests.

UPDATE

Goal Update Date

11/13/2023

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

The funding for JVS has expired along with the support provided. We are currently working with other funding sources and entities to accomplish these goals. Outreach as always continues as we visit feeder schools and community organizations with emphasis on diverse populations. In addition we continue to holding on-campus events to attract students to our program.

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2025 - 2026

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Automotive Outreach Representative

Resource Description

A dedicated Automotive outreach person

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

By providing Automotive with a dedicated outreach person more of the outreach events can be attended providing a positive impact on enrollment. If this person is already a marketing employee or counselor there would be no additional costs.

Cost

0

Level of need, with 1 being the most pressing

1

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Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

Goals & Resource Requests

2025 - 2026

Resource Type

Other

Resource Name

Off site Outreach compensation for faculty or staff

Resource Description

Funding for faculty or staff when they attend offsite outreach events that take place outside of their normal contract or work hours.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

This will enable us to reach more possible students during events with the potential to increase enrollment and diversity.

Cost

10,000

Level of need, with 1 being the most pressing

1

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ASE Student Success

ASE Student Success. Our goal is to have every student successfully pass a minimum of 4 ASE Student certifications tests before they complete the program.

(a) Unable to complete any student evaluation during spring 2020 to spring 2021 due to Covid. 0% completed for this cycle.

Our advisory board support student ASE certification.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

We are scheduled to resume this fall 2021 either virtually or in-person.

Mapping

- SKY College Values: (X - Selected)

- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)
- **Sustainability:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

01/24/2026

Academic Year Updated

2025 - 2026

Goals & Resource Requests

Goal Update

On Schedule

Goal Update Narrative

Currently we are ASE testing approximately 35 students per fiscal year with a success rate of 85% to 100% passing for every student who participates.

UPDATE

Goal Update Date

11/13/2023

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

Student ASE tests are being implemented every semester as scheduled. Student success is on track with our goal.

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2025 - 2026

Resource Type

Other

Resource Name

ASE Student Test Fees

Resource Description

Currently each test cost \$56 per student per year.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

The department PSLO and program goals are to achieve a minimum of 4 ASE test completions for each student before graduating from the Automotive program. With an enrollment between 100 and 125 students each semester this cost adds up fast.

Cost

6,720

Level of need, with 1 being the most pressing

1

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Professional Development

Maintain and update instructor knowledge and skills through professional development. 20 hours of professional development is required by our ASE Educational Foundation certification. Not all professional development is supported by the college professional development committee.

The entire faculty has been keeping up with on going training and we have completed 100% for this cycle. Ongoing training for faculty keeps us current and our curriculum current. It is required by or accreditation body. ASE Educational Foundation. The students benefit when instructors stay current with the industry.

Goals & Resource Requests

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

Ongoing. We attend training events as they are offered.

Mapping

- SKY College Values: (X - Selected)

- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)
- **Sustainability:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

UPDATE

Goal Update Date

01/27/2026

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

Maintain and update instructor knowledge and skills through professional development. 20 hours of professional development is required by ASE Educational Foundation certification. We share growing concerns with the new \$5000 per person limit per academic year since some events span multiple days out of state which can easily exceed this amount.

The entire faculty has been keeping up with training, and we have completed 100% for this cycle.

Ongoing training for faculty keeps us current and our curriculum current. It is required by the ASE Educational Foundation that we are in the process of certification. The students benefit when instructors stay current with the industry.

UPDATE

Goal Update Date

11/13/2023

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

Instructor professional development is on schedule with our program goals.

Goals & Resource Requests

Facility Updates

Facility updates to include refinishing the epoxy floor and incorporate the safety lines embedded into the floor surface. Not only is a properly finished floor a safety issue it also sends a message to all who tour our facility that our program is top notch.

Still waiting on approval and funding

We have submitted the official request through facilities and had a quote provided to us. As a stop gap safety lines were painted on the floor but that doesn't solve the problem that the entire floor is past its cycle and needs to be reconditioned.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

We will follow up with facilities on revising or resubmitting our request form.

Mapping

- SKY College Values: (X - Selected)

- **Student Success and Equity**: undefined (X)
- **Sustainability**: undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Thriving Environment**: Foster a thriving learning and work environment (X)

UPDATE

Goal Update Date

01/27/2026

Academic Year Updated

2025 - 2026

Goal Update

Behind Schedule

Goal Update Narrative

Facility updates to include refinishing the epoxy floor in building 8 and building 9 labs and incorporate the safety lines embedded into the floor surface. Not only is a properly finished floor a safety issue it also sends a message to all who tour our facility that our program is top notch.

UPDATE

Goal Update Date

11/13/2023

Academic Year Updated

2023 - 2024

Goal Update

On Hold

Goal Update Narrative

Still waiting on approval and funding

We have submitted the official request through facilities and had a quote provided to us. As a stop gap safety lines were painted on the floor but that doesn't solve the problem that the entire floor is past its cycle and needs to be reconditioned.

Goals & Resource Requests

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2025 - 2026

Resource Type

Facilities

Resource Name

Refinish lab floors

Resource Description

Approval to refinish the lab floors in building 8 and 9.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Not only is a properly finished floor a safety issue it also sends a message to all who tour our facility that our program is top notch.

Cost

75,000

Level of need, with 1 being the most pressing

1

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Upgrade Video and Audio

Upgrade the video and audio capabilities in building 10 classrooms to strengthen student learning and accommodate hy-flex learning. Measure of success can be done by tracking overall student success and by meeting benchmarks in slo assessment.

We have met with retired Rich Tidd from IT in 2016, 2017 and 2018. We received a quote for electrical infrastructure work in 2018. Rich Tidd indicated that he had equipment that he could install at that time. The quote was submitted through the chain of command with no response.

The challenges are getting approval and funding.

The media upgrade for building 10 involves projectors that are connected to the ceiling and audio systems in all the classrooms. Upgrading the video and audio capabilities in these classrooms improve the educational experience for all in-person sessions. These upgrades could also help with a highflex lecture.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

We will continue to follow up with facilities managers and IT sometime before March 1, 2022.

Mapping

- SKY College Values: (X - Selected)

- **Student Success and Equity**: undefined (X)
- **Academic Excellence**: undefined (X)
- **Sustainability**: undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

Goals & Resource Requests

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

UPDATE

Goal Update Date

01/27/2026

Academic Year Updated

2025 - 2026

Goal Update

Behind Schedule

Goal Update Narrative

Upgrade the video and audio capabilities in building 10 classrooms to strengthen the student learning experience.

The media upgrade for building 10 involves projectors that are connected to the ceiling and audio systems in all the classrooms. Upgrading the video and audio capabilities in these classrooms improve the educational experience for all in-person sessions.

UPDATE

Goal Update Date

11/13/2023

Academic Year Updated

2023 - 2024

Goal Update

On Hold

Goal Update Narrative

Our requests have been put on hold, we will continue to seek out improvements to IT in our facilities.

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2025 - 2026

Resource Type

Technology

Resource Name

Video and Audio to upgrade building 10 classrooms into smart classrooms.

Resource Description

Video and Audio to upgrade building 10 classrooms into smart classrooms.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

The media upgrade for building 10 involves projectors that are connected to the ceiling and audio systems in all the classrooms. Upgrading the video and audio capabilities in these classrooms improve the educational experience for all in-person sessions.

Cost

Goals & Resource Requests

50,000

Level of need, with 1 being the most pressing

1

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Advanced Driver Assist Systems Courses

Create and/or update curriculum to include Advanced Driver Assist Systems (ADAS) courses to maintain currency of the Automotive program.

Ruben Parra and I have already been through several specialized training courses on ADAS systems. We are both capable of being an instructor for an ADAS course.

A new course and or additions to our current curriculum to include ADAS training. Several levels of ADAS are currently available in vehicles today. Our program needs supporting space and equipment to implement ADAS training to keep our program current.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

Write the curriculum and get it approved before the end of the 21/22 fiscal year.

Seek out and secure funding to purchase the required equipment and training vehicles along with space preparation. before November 2022.

The timeline would be to be able to offer an ADAS course during our evening courses starting no later than Spring 2023.

Mapping

- SKY College Values: (X - Selected)

- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)
- **Sustainability:** undefined (X)

UPDATE

Goal Update Date

01/27/2026

Academic Year Updated

2025 - 2026

Goal Update

Completed

UPDATE

Goal Update Date

11/13/2023

Academic Year Updated

2023 - 2024

Goal Update

Completed

Goal Update Narrative

We have completed the curriculum, most of the equipment and training are in place.

3/9/2026

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Page 20

Goals & Resource Requests

Annual Equipment Repair Budget

Maintain proper operation and function of all equipment through an annual equipment repair budget line of credit or fund that can only be used for this purpose.

If equipment doesn't work the students will not have the tools to learn on.

If the equipment works but needs maintenance it could be operating in an unsafe or inaccurate manor.

Specific funding is needed beyond the current Automotive budget to maintain our equipment on an annual basis.

Up to now when we get hit with a repair bill for over \$1000.00 I have to ask our dean if there are any funds for the repair. This process if approved always delays the repair. With a line item budget for repairs I can process the repair request much faster.

Our college values are to provide a quality and safe educational experience for our students. Broken, damaged or inoperative equipment does not support these values.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

It has not been documented until now but I have been asking for and working for years with the administration for this line item in our budget.

Adding this to our program goals is our first step to document this program need which is critical to maintaining program operation. Now that it is documented I can add this financial requirement to the ARR.

Mapping

- SKY College Values: (X - Selected)

- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)
- **Sustainability:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

UPDATE

Goal Update Date

11/13/2023

Academic Year Updated

2023 - 2024

Goal Update

Behind Schedule

Goal Update Narrative

Auto continues to request a budget line item for equipment repairs. We have not received this request.

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Goals & Resource Requests

Year of Request

2025 - 2026

Resource Type

Other

Resource Name

Equipment repair budget

Resource Description

Equipment repair budget

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Specific funding is needed beyond the current Automotive budget to maintain our equipment on an annual basis.

Up to now when we get hit with a repair bill for over \$1000.00 I have to ask our dean if there are any funds for the repair. This process if approved always delays the repair. With a line item budget for repairs I can process the repair request much faster.

Cost

10,000

Level of need, with 1 being the most pressing

1

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