

# De Anza Faculty Request Form

## Division

Applied Technologies

## Department/Program

Automotive Technology

## Details on Faculty Positions Requested

\* if requesting more than one position within the same area, please provide the area’s priority ranking for each position to help inform RAPP of the priority preferences as determined by the area

Position	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction	*Area Ranking
Faculty	Replacement	Rick Maynard's retirement in June 2022	Instruction		

## Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

### A. Instructional Faculty

## Faculty Position Request Data Sheet



Fill Rates  
Applied Technologies - Automotive Technology-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Enrollments</b>	2,126	2,127	2,034	1,917	2,064
<b>Sections</b>	105	141	140	155	148
<b>Fill Rate</b>	107%	95%	95%	91%	102%

Success and Equity  
Applied Technologies - Automotive Technology-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Success Rate</b>	82%	85%	79%	85%	89%
<b>Withdraw Rate</b>	4%	4%	7%	5%	5%
<b>Equity Gaps</b>	-5%	-7%	1%	-6%	-5%

Faculty Load Ratios  
Applied Technologies - Automotive Technology-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Full Time</b>	62%	41%	60%	57%	59%
<b>Part Time</b>	6%	26%	7%	8%	13%
<b>Overload</b>	32%	34%	34%	35%	28%

Awards  
Applied Technologies - Automotive Technology-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Certificates</b>	161	85	99	100	135
<b>Associate Degrees</b>	45	31	24	32	30
<b>Associate Degree for Transfer</b>	0	0	0	0	0

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

## 1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

Auto Tech uses enrollment and fill-rate data to figure out how to best use our FTEF. Some of our fill rates are the sum of AUTO, APRN, and noncredit classes together. Seat counts for each of these sections are monitored and adjusted daily based on the popularity of credit versus noncredit. Near the end of each academic year, auto tech faculty get together to discuss the schedule for the following year. We use magnets placed on a white board representing each course section for each quarter. On the magnet is information on load, days-of-the-week, and possible instructor name. Based on **student-needs**, we are able to shift the magnets to other quarters to streamline the **pathways** for each certificate and degree. Our annual schedule remains flexible so that we can adjust the schedule based on how data

help us understand what our students are asking for. We use withdraw data to reinforce our need to communicate with students at the beginning of each quarter to reduce the number of students who withdraw. Success and equity gap data help us to determine which classes our students are struggling with, and how we can help. We then offer peer tutors for students of these classes. We hire some of our advanced students as peer tutors using Perkin's funds because our students respond better to the help from peers. We request specific certificate data from Institutional Research so that we can identify any certificates that are not being earned by students or help identify areas for new certificates.

Auto Tech also promotes the completion of pathways for credit certificates understanding the importance of the Student Success Allocation. We also promote the completion of noncredit Certificates of Completion demonstrating to students the value and success of completion.

## 2. Other information, if any?

To further show the importance of hiring a full-time faculty, is the recent news that we will be losing Xavier Silva at the end of the 23-24 school year. Xavier and his wife have come to the realization that they cannot maintain a quality of life in raising their young children the way they want to in the Bay Area. Xavier and his family will be moving out-of-state where they can grow as a family more affordably. We respect his decision and support he and his family, but it is a huge blow to the sustainability of our department. We realize we will not be able to request *his* replacement at this time, but we are asking RAPP members for consideration in light of this recent announcement.

## B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

NA

2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

NA

3. How does the position support on-going college operations and/or student success?

NA

## C. Instructional and Non Instructional Faculty Justifications

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

This full-time faculty position is needed in auto tech because of the many tasks that are required for a successful CTE program. Full-time faculty are vital in sharing the responsibilities that maintain the strength of the auto tech department in the industry and on campus. The success and persistence of our students is dependent upon the development of cohorts within the introductory, day, and evening tracks. Full-time faculty are more likely to help with high school outreach, advisory committee meetings, curriculum updates, assessing outcomes, advising auto tech club activities, and helping our students plan community service. The focus of this particular full-time position request is to add more full-time faculty leadership to the afternoon and evening programs not only for teaching and learning, but for building partnerships with the community and industry and taking over as our liaison with the unions that provide us with apprenticeship students. This position is also vital to the evening program growth as the transportation industry calls for new and emerging technologies.

2. How does this request align with the goals in the Educational Master Plan?

Even though auto tech spring 2023 enrollment was up 21% year-over-year and fall 2023 enrollment is up 28% year-over-year, we are still rebuilding after the pandemic. Full-time help is needed for **outreach** and the development of individualized pathways, promoting noncredit classes to our adult learners, promoting dual enrollment opportunities to high school students, and showing our students the potential for a high-demand career in automotive repair. Our faculty participate in 14 outreach events on average at local high schools, adult schools, and other job corps. Part-time faculty rarely can commit to helping in these areas during the afternoons.

Auto Tech will also need full-time help with developing new courses and programs in some of the emerging fields, like artificial intelligence, autonomous vehicles, electric vehicles, and alternative fuels vehicles. We will soon need more help promoting our upcoming pathway to a Baccalaureate degree for auto tech students. The new degree will provide educational and career **opportunities for our students**, many of whom would otherwise not have the opportunity of a Baccalaureate degree.

Full-time faculty also play a large roll in **nontraditional enrollment and retention**. As with other outreach events, full-time faculty also share the responsibility of attending events which have a high number of potential female students attending. We have created projects and set goals to increase female enrollment in the coming years. Our current female students are excited and willing to accompany us to outreach events and explain some of the opportunities for females in the automotive industry.

Auto Tech hosts several on-campus recruiting events each year that require the evening leadership to coordinate these with prospective employers. We cannot rely on part-time faculty to be available to coordinate outreach events.

3. How does this request align with the College's Equity Plan Re-Imagined?

Equity gaps: Auto Tech is -4.7% for 22-23. -12% school-wide, -9.6% district-wide

A full-time faculty will also share in the responsibilities of our focus on equity by helping to promote noncredit classes and certificates, improving our equity gap, and demonstrate to students that their participation and success is our primary focus. Adding another auto tech club advisor will also help the department encourage participation in club events and other extracurricular activities. The auto tech department has always experienced a natural cohort-development because our students spend so much time together. This is especially helpful for students who are not native English speakers, as we have witnessed bilingual students gravitating to those who are English language learners and helping them in lecture and lab. Encouraging these mentors to help other students with language skills also helps these targeted students feel more comfortable in our surroundings, leading to success and persistence. This is just one effort that auto tech is making to reduce our equity gap.

Each of the **key areas of focus** in the **equity plan re-imagined** is important to reducing equity gaps and making all students feel welcome at De Anza College, and the commitments in these areas can best be accomplished by full-time faculty. Part-time faculty can make commitments to some of these **areas of focus**, but certainly not the time-sensitive areas. Even though administrators, faculty, and staff all share in these responsibilities, most of the faculty contributions will be done by **full-time** faculty. The full-time position we are requesting is mostly to help balance the workload in the afternoon and evening programs.

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

The Automotive Service Excellence Education Foundation requires at least one faculty from each area of accreditation be ASE certified. Although it is not a regulation that they be full-time faculty, it does present a challenge to make sure that adjunct faculty maintain their certifications when needed. Although our department faculty obligation number is relatively high it is made up of a large amount of overload, so much that some faculty are nearing the maximum and leading to burnout.

5. Explain how the work will be accomplished if the position is not filled.

- It will take two or more part-time faculty to fill the voids in evening engine performance. We are grooming one part-time faculty now, but it will be difficult to get another ready in time. We may be forced to not offer certain classes and with our current enrollment up 28%, this would be a disaster
- We will have to shuffle the teaching assignments among the current full-time faculty to cover afternoon sections, because it is impossible to find part-time faculty with availability in the afternoons because all part-time faculty have full time jobs in industry. Unlike other disciplines on campus that rely on part-time faculty to teach morning, afternoon, and evening classes at multiple campuses, part-time CTE faculty do not typically teach on multiple campuses.

Other notes:

- Some full-time faculty in auto tech are nearing the maximum allowable overloads
- We do not want to ever ask a part-time faculty to teach four evenings per week, because they all have full-time jobs and families

6. Other information, if any.

N/A

This form is completed and ready for acceptance.