

**ADVANCED TRANSPORTATION TECHNOLOGY (ATT)
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***The Advanced Transportation Technology and Energy Center***

2. Person(s) completing the questionnaire: *David Esmaili*

3. Date of completion: *October 12, 2007*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The ATT&E Center is one of ten Economic and Workforce Development Programs established by the California Community College System to train students in emerging technologies, train incumbent works, and provide technical assistance to industry and government. Our program works with academic programs to develop and maintain course offerings and certificate programs, provide equipment, offer training to faculty and students, and support regional business need for an educational services. Economic development is part of the mission statement of the California Community College System and specifically to West Valley College.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

We have acquired additional on-going funding to support the college and program goals and objectives. As a result, additional staff is being added.

The program has been short staff and it was made worse with both of the program's employees on child leave this year.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The number of students trained by the ATTE has been increasing and should continue to increase. The biggest trend is in specialized, short-term training needed in a specific area or by a specific company. Increased funding has improved our ability to support the expansion of the Geographic Information System certificate program and the development of energy curriculum for the Interior Design department. Additional energy sector programs are being developed in coordination with the Silicon Valley Leadership Group, U.C. Davis, and other community colleges.

The ATTE should continue to work with college programs and outside organizations that have established a common interests and goals. Additional staff and funding would allow for greater program development and support.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The ATT is a regional program that reaches out to people of various demographic and socio-economic communities throughout the region. Our student population has been and likely will remain diverse due to our course diversity and regionalness. Our services are provided to unemployed workers, incumbent workers, students entering the job market, as well as faculty training and business support services. The ATT does not typically provide personal enrichment - most services are job skill based. Our target audience includes mechanics, decision-makers, emergency response personnel, fleet managers, faculty, engineers, government, farmers and the traditional student.

As a result of our diversity in offerings, we should continue to support a wide demographic population. Additional resources will allow our program to develop new programs and/or expand existing programs.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Based on our survey results, our customer satisfaction is consistently high. We offer a diverse course listing that serves various constituents, using multiple teaching methods. We are unable to meet all industry demand for educational services due to a limited budget and limited staff. Additional resources will allow for new project development as well as expansion of existing programs.

4. *In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):*

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

Our program focus is not based on transfer, degrees, or retention rates. We provide specific training to develop skills required to acquire or retain a job, provide information to decision-makers, and help a companies improve their bottom line.

We support college academic programs by providing equipment, training, and program funding that ensures high level of service to students.

The ATT is willing to work with other campus programs with like goals, but few have shown any interest. Better marketing of the Economic and Workforce Development Programs (EWD) by higher level administrators may increase the campus awareness of the potential partnership. Currently, little is known campus-wide of the EWD Programs and how they can be a service to the college's overall goals.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Our outside funding via contracts and grants has continued to increase over the last several years. In an effort to improve our services to our students and costumers, the ATTE has made an effort to increase our funding to expand the number of programs we offer. As a result, a substantial increase in funding has been generated. Additional obligations have resulted in a substantial increase in workload and new staff is being added.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

Student learning outcomes are based on industry and / or companies training needs. Course work considers any industry trade associations and governmental compliance regulations when developed.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

External forces have a major impact on our program. Because our mandate is to be responsive to industry needs, those needs influence which programs and classes are offered. It also dictates the need to develop new courses or the expansion of existing programs. Mandates and laws have big impacts on company's training needs. Advisory committees input is also very important in guiding what direction the program moves.

External funding sources and contract increases have influenced program goals and results. New programs are being developed to support the demand for renewable energy, energy efficiency and emission reductions.

The ATTE needs to remain flexible and adaptive to industry and student needs. The program must continue to grow and react to changes in the industry and develop the necessary training. Additional funding and staff support would greatly increase our ability to serve students and industry's growing need for training and educational services.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

The ATTE Program has put much more emphasis on the Energy sector. Working with local and regional partners, the ATTE is conducting needs assessments, surveying industry, conducting DACUM, and developing course work in the biomass, wind, solar, and energy efficiency sectors. The ATTE has expanded the Hydrogen and Biofuels programs

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The ATTE continues to grow and expand in the diversity and number of programs offered. Funding has increased and staff is being hired. The number of students and businesses served is increasing as is the number of programs offered. Additional resources are needed to continue expanding the programs and to effectively serve our students in the rapidly developing transportation, energy, and environmental sectors.

2. Program Strengths:

The ATTE has a diversity of services, very supportive partnerships, motivated staff, and the ability and desire to meet student and industry needs.

3. Program Challenges:

Our program area is rapidly developing and transforming. The need for our services is growing at a very rapid rate, beyond our ability to meet those demands.

The lack of space is an issue facing the program. As the staff increases, interns, and hourly employees increase - space is becoming limited. Our program shares space with community education, CDAP, and Districts PIO.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Continue to identify training need gaps and fill that need with specifically designed educational services, continue to market the college and program, serve student and industry needs, and continue to modify the program offerings, add funding, and modify staffing levels

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

ATTE will continue to identify and fill training needs and opportunities. This is an ongoing process. Staff will identify funding opportunities to expand existing and develop new programs.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

The priority is to identify and implement training opportunities in the renewable energy sector.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): Additional hourly employment has increased	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: The process of hiring additional part-time staff has begun	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

Facilities (brief narrative description):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
 (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

The additional staff is in process of being hired. Hourly staff is helping to off-set the departure of permanent staff out on leave.

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu