De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Automotive Technology

2. Name of individual(s) completing the form:

All Auto Tech faculty and staff: Dave Capitolo, Pete Vernazza, Bill Wishart, Ivan Kojnok, Gerilowie Escalona, James Tallent, Brett Johnson, Bob Paredes, Bobby Kalivitis

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

- The auto tech department has updated the department mission statement, based on informative feedback. RAPP members commented that we have good ideas relating to what our focus is, but nothing on *how* we accomplish this. We then added certificates and degrees to the mission statement, as well as *how* we focus on equity, integrity, personal achievement, and service to our community.

- We provide clarification with our goal descriptions and assessments in Q3 below, based on RAPP feedback. **Fall 2025 update: We added a third goal of increasing the number of awards our students earn. We have found that there are some students who are a few classes away from an award, and that with a little encouragement they often will persist. We also have a new AS degree that will be part of the Spring 2026 catalog addendum. The required major courses in this new degree are from all the specialty areas in automotive technology, making this degree more valuable for students who want to earn a single, well-rounded degree.**

- We are currently talking with a female student who is interested in teaching. She has applied to our part-time pool and is sitting in classes to understand more about teaching and learning. This is the result of feedback from RAPP concerning success rate, even though the comment was about females in the automotive industry. **Fall 2025 update: This same previously mentioned female student is currently working for automotive technology as a TEA. She is helping with lab activities in the chassis/powertrain day program track, with an emphasis on helping a high-functioning autistic student. This idea is proving to be extremely effective for the student and is providing the employee with valuable experience working in education. We are also in the process of onboarding a female part-time faculty to teach our upper division class in Human Resources Management for our BS degree in Automotive Technology Management.**

- Registered for national conference on recruiting female students with the National Institute for Women in Trades, Technology, and Science (iWitts). iWitts focuses on the recruitment and retention of females in the trades and helps with job placement. **Fall**

2025 update: Automotive Technology was awarded one of the 25-26 Innovation Grants offered by President Torres. The funding from this grant will help our department pay for training on recruiting and retaining females in automotive technology. With this additional funding we may be able to arrange private training from iWitts on our campus and potentially invite other departments to join us in the training. Focusing on this goal or increasing our nontraditional enrollment is also in line with the Strategic Enrollment Management Plan to, "*maximize funding through the Student-Centered Funding Formula (SCFF) and make the most of opportunities to enroll nontraditional student populations, in line with the region's changing demographics*"

- Clarification for number one in "Reflecting on Award Offerings": AUTO 53B was originally created as a degree requirement for full-time day students. AUTO 60 was set up as a blanket petition for AUTO 53B. Now, all of our students are taking AUTO 60 to earn our new General Service Technician certificate. As a result, we have deactivated AUTO 53B and completed a program revision to change the requirement and units
- We are looking into what can be done to address the success rate of foster youth, and will likely need help. **Fall 2025 update: We have met with counselors from NextUP and Guardian Scholars to talk about ways to help support foster youth. Flora, Long, Amalinh, and Cindy provided us with some helpful advice for helping foster youth and also ways that NextUp and GSP can help promote auto tech opportunities for foster youth in the future.**

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Notable changes and updates:
- Classes in the Automotive Technology Management Baccalaureate Degree Program begin Fall of 2025. Auto Tech hosted a live webinar for former students to learn about the program details and have questions answered. **Fall 25 update: The first two classes in the first cohort have begun in Fall 2025. We are offering ATMG 601 and EWRT 610, each with the maximum of 35 students enrolled.**
- **Fall 25 update: We have begun our first-ever introductory class being taught by a part-time faculty on location at Elmwood Correctional Facility. Our goal is persistence at De Anza Auto Tech once clients are released. This first cohort at Elmwood appears to be successful so far.**
- New Certificates of Completion (noncredit) for Fall 2024 in EV and Fuel Safety, Automotive Body Electrical, and Autonomous and Electric Vehicle Technology
- New Certificates of Achievement for Fall 2024 in Autonomous and Electric Vehicle Technician (Levels 1 and 2). **Fall 25 update: A new AS degree in Automotive Service and Repair has been approved and will be part of the Spring 2026 Catalog Addendum.**
- Hired a full-time faculty to replace a previously retired faculty
- Hired an Instructional Technician to replace our retiring technician
- Developing new partnership with Northrup Grumman (NG) to train existing NG employees and develop a job placement plan. Also, developing a partnership with

Lucid Motors providing our students with technical information and employment opportunities. **Fall 2025 update: Other new partnerships include -- Mopar Career Automotive Program (CAP) program which allows our students to enroll in more factory training while they are attending class. -- Ongoing conversations with Waymo for a new internship program. -- New internship developed, in partnership with the Del Grande Dealer Group (DGDG) and the California New Car Dealer Association (CNCDA). We placed two current students at local DGDG dealerships, and they are also enrolled in an internship course at Foothill College. These two students have been offered a full-time job when they finish school. -- Ongoing conversations with the City of Mountain View to create a new internship for 2 current students.**

- Hosted a career fair for high school students in conjunction with the California New Car Dealer Association Foundation (CNCDA). Over 100 local high school students attended an industry roundtable event, attended several technical break-out sessions, and visited booths of sponsoring vendors
- Attended outreach events at Pioneer High School and Belle Haven Community Campus in Mountain View. Presented at Employment Connection of Santa Clara County, Saratoga Library, Campbell Library, and The View Teen Center in Mountain View
- Attending a tabling event at the Silicon Valley Auto Show in February. **Fall 25 update: Attending the 25-26 Silicon Valley Auto Show again in January**
- **Fall 25 update: Began offering scholarships to auto tech students through the Metallica Scholars Initiative**
- **Fall 25 update: Helped develop and initiate the Credit for Prior Learning (CPL) program by identifying courses that students can use industry certification to earn credit for. We already have one industry technician who submitted the application requirements.**
- **Fall 25 update: Completed faculty and student interviews for a mini documentary on CTE opportunities, highlighting De Anza Automotive Technology. Interviewing and filming is being done by faculty and students from Mission College, in collaboration with Workforce Innovations Labs as part of the California CTE Showcase.**
- **Fall 2025 update: To increase enrollment, we are offering classes on Tuesday and Thursday afternoons. These afternoon times have previously been underutilized, and now we are able to offer new sections for our previously waitlisted students. For fall 2025 and winter 2026, we are expecting an increase of approximately 75 students in the three classes. Without these afternoon classes, there was the potential for our department to lose students who remain on the waitlists.**

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to	How have you assessed your goal?	What changes have been made based

				monitor progress?		on the assessment?
Goal 1	Course Level Success Rates	Faculty		Assessment cycles of SLOs department-wide. Student success analytics.	Faculty have begun to report on the success rates of student learning outcomes and continue to update SLO cycles throughout the department.	Faculty have utilized De Anza Connect and early alert programs to connect students with resources that will promote student success.
Goal 2	Increase Shop Space and Equipment	Faculty and Classified Staff		Classroom and lab efficiency and productivity with our given footprint.	Currently reorganizing the shop to better utilize the space that we have, knowing that it will be difficult to fund a renovation or a new building. Monitoring shop usage by students and faculty to determine the efficiency of overall shop layout and equipment.	Installed new vehicle lifts, ordered a new ABS trainer, a suspension trainer, new machine shop equipment, and hybrid/EV trainers.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Goal 3	Increase Number of Certificates and Degrees Earned	Faculty and Staff	CTE Counselors, Office of Institutional Research	Total number of associate degrees and certificates awarded in academic year '25-'26	Utilize Institutional Research data to compare current year-to-date awards and compare data to previous academic year totals. The department would like to see the total number of awards earned increase by 5-10%.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what

have you been able to and unable to accomplish due to resource requests that were approved or not approved?

- **We currently have not received notification that any of our requests have been approved, as of this writing. December 2, 2025.**

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

    Fall 25 update: The best example of serving disproportionately impacted students is our work with incarcerated clients at the Elmwood Correctional Facility. We currently have a part-time faculty teaching our introductory lab class at the Elmwood facility. These clients are part of the Rising Scholars program at De Anza College and attend class and lab activities at the Elmwood facility. Our part-time faculty is doing a great job making connections with the clients, in the hope that they continue taking classes at De Anza auto tech upon release.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

New example below is from AUTO 60 by Ivan Kojnok

Learning Outcome (SLO, AUO, SSLO)	• Demonstrate the ability to diagram and construct simple electrical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter. • Develop a testing sequence to diagnose inoperative charging, cranking, and battery circuits.
Method of Assessment of Learning Outcome (please elaborate)	Exam: Students will demonstrate the diagnostic sequence and findings of a malfunctioning cranking circuit by using electrical testing tools, checking fuses, reviewing scan tool data, and testing the circuit on a passenger motor vehicle. Additionally, students will complete 50 multiple-choice questions to demonstrate their knowledge of Ohm's Law and the proper use of a voltmeter.

Summary of Assessment Results	9 students exceeded expectations 13 met expectations 3 approached expectations
Reflection on Results	Most students met or exceeded expectations for this activity, demonstrating a strong understanding of diagnostic procedures and electrical testing. Their ability to correctly interpret scan tool data, identify fuse faults, and apply proper circuit testing techniques reflected both technical competence and logical reasoning. Performance on the multiple-choice assessment also showed solid comprehension of Ohm's Law and effective use of a voltmeter. Overall, the results indicate that students have developed a confident and accurate approach to diagnosing cranking circuit malfunctions.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	In an effort to help students like the three who approached expectations, I will continue to integrate current industry practices and real-world diagnostic examples into classroom instruction. As always, my goal is to provide high quality, equitable learning experiences that support every student's understanding and skill development. Continuous updates on evolving automotive technologies and diagnostic methods will ensure students remain aligned with industry standards and maintain excellence in both theory and practical application.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Automotive Technology Department continues to be a strong, close-knit community where students feel supported both inside and outside the classroom. Faculty place clear emphasis on building belonging through activities such as the annual food drive, the Thanksgiving lunch shared by students and faculty, the Auto Tech car show, and regular participation in the Silicon Valley Auto Show. These shared experiences, traditions, and strong faculty mentorship help students build confidence, stay engaged, and feel a sense of connection to the program.

Student engagement is further strengthened through the Auto Tech Club, which is one of the largest and most active clubs on campus and provides meaningful opportunities for leadership, hands-on learning, and industry exposure. The department is well regarded for its teaching practices, and industry partners regularly reach out to faculty to collaborate on training and workforce-aligned opportunities for students while they are enrolled at De Anza.

The launch of the Automotive Technology Management Baccalaureate program has been a strong success, with all seats filled in its first cohort. It is especially noteworthy that four Automotive Technology faculty members are enrolled in the program themselves, modeling continued learning and professional growth for students. The department has also continued to expand degrees and certificates, strengthen industry training and internship opportunities that have led to job offers, and provide scholarships and Credit for Prior Learning options that support student completion.

Equity and access remain central to the department's work. The program received a 25–26 President's Innovation Grant to support the recruitment and retention of women in automotive technology. In addition, the department has taken meaningful steps to support foster youth through collaboration with NextUp and Guardian Scholars and to expand access through the successful introductory course offered at the Elmwood Correctional Facility. This annual program review reflects the collective work of the entire Automotive Technology team and was developed collaboratively under the leadership of the department chair. Overall, the department continues to demonstrate a strong commitment to students, meaningful industry connections, and a supportive learning environment that helps students succeed.

11. Vice President/Associate Vice President Comments:

The Automotive Technology Department continues to be a flagship workforce program distinguished by strong student engagement, industry alignment, and innovative program design. The successful launch of the Automotive Technology Management Baccalaureate, expansion of certificates and degrees, and growth of noncredit and correctional education offerings demonstrate a comprehensive approach to access and career mobility. The department's extensive employer partnerships, internships, and Credit for Prior Learning pathways directly connect students to high-wage careers. Equity-focused initiatives—including support for foster youth, women in the trades, and Rising Scholars—reflect a deep commitment to inclusive workforce development. Automotive Technology remains a model for CTE excellence and student-centered innovation at De Anza College.