

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: Automotive Technology

Division Name: Career and Technical Education/Business

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Automotive Technology Program Review

PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

The Automotive Technology program at Golden West College is designed to provide students with the opportunity to successfully prepare for careers in the automotive service industry as entry level technicians or other related occupations. It is certified by the National Automotive Technicians Education Foundation (NATEF) and its courses and instructions align with NATEF requirements and standards. Advanced course work is also available to employed technicians to meet state licensing requirements or to pursue promotional opportunities. Instructors are well qualified to teach in their areas of expertise and are certified by the National Institute for Automotive Service Excellence (ASE), which has national prominence and recognition by the automotive industry.

The lab facilities, operations and equipment are intended to reflect industry standards to assist students for easy transition into employment opportunities.

The Automotive Technology program also offers advanced coursework to employed technicians who seek state licensing or promotional opportunities.

College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

College goals(check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment

- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The Automotive Program holds the same values as the college's mission statement. We strive to provide rigorous and relevant instruction to our students and therefore providing high quality candidates for employers in the independent and dealership sector.

By Partnering with Honda PACT, we have expanded our ability to place student in part-time and full time employment. Our program enrollment averages 450 students per semester. Overall retention for the automotive program, for 2014-2015, are above 90% for in Spring/Fall Semesters, while success hovers around 80%. Comparatively, college wide retention is similar at just under 90%, while success hovers around 70%. Collaboration with Coastline ROP helps to target recruit as well as articulate students through our fundamentals course directing them into our program in an efficient manner which helps to bolster our current rates.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

The Automotive program is aligned with NATEF which governs curriculum, annual instructor training (20hour per year and ASE certifications) facilities, and equipment necessary for instruction as per their nationally recognized standards. NATEF certification is review every five years by an independently appointed panel.

Our agreement with Honda PACT, our corporate partner, dictates similar requirements as NATEF with the addition of the following:

- Inclusion of student employment tracking
- Minimum teachable space (5,000 feet)
- Minimum two full time Honda dedicated instructors who are factory trained to Master status
- A paid apprenticeship model at a dealership (minimum 640 hours) for students

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

- We have not restructured curriculum to include certificates of specialization. This process is still under review pending changes required by our corporate sponsorship with American Honda Motors. We are currently reviewing a new program structure.
- We analyzed student completion numbers and scheduling practices and found that scheduling of courses did not match the catalog course order for each certificated/degree path, thus delaying student completions. Prior to adding certificates of specialization we decided to alter the schedule offerings to match the catalog order of classes for each completion path. Completion data shows an upward trend since a completion data anomaly for the 2012/13 year.
- Our scheduling analysis results showed that students were not aligning their goals to meet specific degree/certificate paths. Students were taking classes based on their interest rather than requirements for completion. We worked with the career center and counseling to create workshops for students to create SEP's to help guide them through the courses necessary for completion of a certificate and degree. CTE worked with counseling to bring in a part-time CTE counselor to work with students.
- Our corporate sponsor has recommended a structural change to create a cohort model to include paid internships. This would be best suited in an 8 week semester split where students spend 8 weeks on campus learning subject area fundamentals followed by 8 weeks of on the job training in a paid internship at the dealer. An "earn and learn" model like this will ensure any student in the cohort to have employment during the duration of the program, and significantly increase their future employability. We can incorporate stackable certificates throughout this model to increase completion numbers based on attained skill sets. This will also capture skill builders who complete abbreviated student education plans.
- Enclosing all auto buildings to create one giant warehouse type auto shop is far too expensive, and would displace the program during construction. It would be best to build a new building to for automotive as an expansion of the current facility. During construction the program can remain in the current location. Once the expansion building is completed, then the program can move into the new building while the current facility gets a full restoration and modernization.
- We are in need of more classroom and lab space in order to grow the entire program. A new renovation plan is currently being discussed in the department.

American Honda Motors requires an allocation 5,000 square feet of dedicated shop and classroom space for the PACT program to secure Honda loaned assets and promote continuity between the official Honda Technician Training Centers and Honda PACT schools. Through discussions with Honda PACT administration, we have determined that the southern building of the automotive compound will meet the space requirement. Fall 2016 marks the first official Honda PACT cohort where students will take an average of three classes per semester for two years. Fall 2017 will be the beginning of the second Honda cohort potentially placing six classes per semester in the Honda PACT dedicated area.

- Our current building is in need of a carbon monoxide extraction/ventilation system for health and safety. The building has been neglected for decades and it needs restoration. The facility is not welcoming to potential partners due to the lack of luster and maintenance. We have three functional classrooms that are outdated and dingy. A complete modernization is required to bring these rooms along with lab spaces. This will include completely new storage and security systems. Paint on both inside and outside surfaces. Updated lighting, and an expansion of the female restroom.
- We have an internal courtyard that has an area for parking that is 4,800 square feet. This area could be converted to work space if we erect a permanent lean-to type structure, similar to covered parking, to cover the entire area, protecting students and equipment from weather. The structure could be a solar generation station if the roof of the structure is comprised of solar paneling. We estimate that we can install work benches, and approximately 12 to 15 vehicle hoists under this structure, which would help to alleviate congestion in our main lab area during peak times when multiple classes are scheduled. This will add approximately 20% more usable lab space within our current compound and will act as a stop gap while waiting for a new expansion facility. By converting our parking area to usable lab space, we can repurpose areas inside our buildings for for larger classroom space and specialized lab areas..

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the

area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

According to the Bureau of Labor Statistics (BLS), there are 739,900 Automotive Service Technicians jobs nationwide. The projected growth by 2024 is 5%, adding approximately 39,000 jobs. Since the average growth rate for all occupations is 7%, the BLS considers this rate of change fast.

California holds approximately 72,400 automotive service technician jobs. This data shows that the trend for growth with the annual addition of new jobs.

The amount of growth in the industry allow for full enrollment in our automotive program and other programs at local colleges with room to continue to grow our program.

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

- Core Indicator 1: Technical Skill Attainment

Our department has met and exceeded performance goals negotiated by the district for all student populations, with the exception of students with disabilities. Due to the physical demands of our industry, there are accommodations that are difficult to address by employers. However, traditional employment requires technicians to meet specific physical demands, such as mobility, hearing, and vision. Many disabled student often find the barriers to employment and insurmountable and drop prior to skill attainment, which lowers output for this population. The automotive department continues to work in conjunction with DSPTS to provide accommodations and services for our disabled students.

- Core Indicator 2: Completions, Certificates, Degrees and Transfer Ready

The biggest population in this cohort is economically disadvantaged students, which makes up a total of 65 students yet still falls short of the negotiated level by 3.5%. Through student survey data we have found that, transportation cost, tuition, cost of textbooks, and cost of tools are factors that affect student success in this population. Technicians are required to purchase their own set of personal tools when working in the industry. Our department policy directing students to purchase basic tools reflects this standard. Based on our survey data, this year, we used Perkin funding to purchase tool kits consisting of basic hand tools for student to check out from our tool room during class sessions. In addition, many instructors are using digital versions of text books which, in many cases, will reduce the cost by half. We are continuing to explore strategies to eliminate or reduce cost to students.

- Core Indicator 3: Persistence in Higher Education

Economically disadvantaged and students with Limited English Proficiency fall below negotiated levels. Traditional CTE students are skill builders and employment seekers therefore they typically focus on CTE certificate paths over degree paths limiting our persistence numbers.

- Core Indicator 4: Employment Rate

Economically disadvantaged students, the only population reported in this area, falls below the negotiated level. Survey Data correlates with the core indicator data which shows a high percentage of non-employed students who identify as economically disadvantage. This trend could be influenced by Economically Disadvantaged Students enrolling in classes to attain skills needed for employment along with the schedule of course offering that would prohibit employment options and certificate/degree completion.

- Core Indicator 5: Non-Traditional Student Participation Rate

Automotive programs typically have low participation from non-traditional student populations. Although our department encourages non-traditional participation through job placement and advertising, we recognize that more work need to be done and will continue to target non-traditional populations through strategic outreach and community partnerships.

- Core Indicator 6: Non-Traditional Student Completion Rate

The automotive department's non-traditional population falls short on completion. The national average for women employed as Automotive Service Technicians is 1.8%. Overcoming stereotypes and misconceptions is a priority with our department. We intend to address this through target recruiting and advertising.

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

The following suggestions were made by our advisory council:

- Renovation of the current facility with an expansion to a new building.
 - Creating modern storage and workspace areas to include and increase computer access by students.
 - Painting interior and exterior
- Implementation of “soft skills” curriculum to complement our existing course offerings.
 - Ethic, punctuality, and professionalism are core values for employment in the automotive industry.
- Expansion of our program to include courses to cover emerging fields such as passenger diesel, hybrid safety and alternative fuels training.

- Creation and implementation of an apprenticeship programs by partnering with municipal and corporate organizations that provide fleet service, along with independent repair facilities.
- Updating tools and equipment, including scan tools, oscilloscopes, CAN identifiers, and other diagnostic equipment.

SWOT ANALYSIS

Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

The strengths of our department are as follows:

- NATEF Certified
- Honda PACT agreement
- Partnership with Coastline ROP
- Our program provides rigorous and relevant curriculum that prepares students for careers in the automotive field
- Provide employers with knowledgeable employees who have a strong work ethic and are able to meet the demands of the automotive industry
- Quality instructors who are passionate about their discipline
- State of the art technology that meets and exceeds current industry standards

Weaknesses:

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing?
-

Weaknesses of our program include:

- Dire need of interior and exterior building renovation and expansion (classroom and lab space). Renovation to bring our building up to the condition of surrounding programs would include painting the interior & exterior, updating cabinets and storage, new signage, etc.
- Need for usable shop vehicles or similar training aids for demonstration and skill attainment.
- Updating technology such as scan tools and other diagnostic equipment to continue to stay current with emerging technology

Opportunities

- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

-

Opportunities consist of:

- Develop partnerships with additional manufacturers, community members, and other colleges.
- Grow the department by adding courses and certificates for alternative energy and alternative fuel technologies related to the automotive industry.
- Increase certificate production
- Upon completion of renovation and expansion; hosting industry training, conferences, and community services

Threats/Challenges

- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

-

Threats to program improvement are as follows:

- Shortage of useable classrooms
- Shortage of full time and part time faculty
- Shortage of technology in the classroom (smart boards, elmo, audio systems, etc)
- Shortage of reusable learning objects (cars)
- No policy governing the acceptance or removal of donated vehicles.
- Lab space in need of renovation including creating modern workspaces and storage in the labs.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs

to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision (example ENGL 225)	Timeline to complete review	Person responsible
G101	March 2019	Mike Russell
G110	March 2019	Mike Russell
G120	March 2019	John Kasabian
G121	March 2019	John Kasabian
G130	March 2019	John Kasabian
G131	March 2019	John Kasabian
G140	March 2019	Mike Russell
G141	March 2019	John Kasabian
G145	March 2019	Suspend
G150	March 2019	Mike Russell
G151	March 2019	Mike Russell
G160	March 2019	John Kasabian
G170	March 2019	Mike Russell
G173	March 2019	Mike Russell
G175	March 2019	Mike Russell
G181	March 2019	John Kasabian
G201		Suspend
G202		Suspend
G203		Suspend
G204		Suspend

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

We currently do not have C-ID designations for automotive course outlines. We will be working on the ground floor on C-ID designations within our discipline.

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
(example 1: COMM 225/PEACE 225)	May 2015	Maintain dual-listing
(example 2: SOCSG133/SOCG133)	November 2015	Retire SOCS G133

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
ex. FARM 300	Add
Auto G145	Suspend
Auto G201	Suspend
Auto G202	Suspend
Auto G203	Suspend
Auto G204	Suspend

- Automotive G145 is a level 1 smog certification course. At this time, we are exploring options to add a level 2 course or create a combined level 1&2 course, which more closely reflect current industry trends.
- Automotive G201-204 are part of a cohort that was used in 2012, lower than expected success. We are exploring options to restructure our current offerings and strategic class times to guide students through the program to graduation with two certificates in two years.

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment

Auto G101	Auto G131	Auto G151
Auto G110	Auto G140	Auto G160
Auto G120	Auto G141	Auto G170
Auto G130	Auto G150	Auto G181

List of courses offered in the last 3 years that have not been assessed

Auto G121	Auto G175
Auto G145	Auto G201
Auto G173	

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

Courses that have not been assessed:

- Auto G121: Primarily taught by an adjunct instructor who is no longer teaching at Golden West College.
- Auto G145: Last offering was Spring of 2013. The Instructor is no longer teaching at Golden West College.
- AutoG173: This course has not been offered yet
- Auto G175: This course will be offered for the first time in Fall of 2016.
- Auto G201: Last offering was Spring of 2013. The Instructor is no longer teaching at Golden West College.

Proposed Plan, non-assessed courses:

Remind adjunct faculty that participation in SLO assessment is a mandatory and will be considered when offering determining course assignment.

Proposed Plan, Courses with ongoing assessments:

Some of the SLO's assigned to specific courses need to be reviewed to verify they apply to course they are validating.
Continue to assess courses with an emphasis on specific SLO's that have not been assessed previously. Develop an assessment over time chart that will insure that all SLO's are assessed.

Student Demographics (Headcount by Discipline)

Questions:

- **How does your student population compare to GWC's general student population?**

The automotive population compares similarly to GWC's general student population in most areas. Areas where populations vary more than minimally would include the automotive program's Hispanic population. As with the college, this group continues to grow. However, in the automotive department the Hispanic student population is growing at a consistent rate of 3% per year compared to the college which is averaging 1.5% per year.

The two greatest differences are with Veterans, who make up 4.3% of the automotive student population compared to 1.7% of GWC's total population, and Female students who comprise only 6.1% of the automotive student population compared to 54% of the GWC population.

- **Based on the trend that you're seeing, what type of adjustments would you make to your program?**

Although the ethnicity make-up of the students in the automotive program is trending toward Hispanic, this should not warrant major adjustments. While the Hispanic population is growing, White and Asian populations are dropping. Many of the Asian students, as well as the Hispanic students speak English as a second language. Techniques and strategies to teach to this demographic will stay relatively the same.

Female students in automotive programs are traditionally low. However, continuing to create an environment where female students are welcome is a priority. Focusing on recruitment practices, educating students on automotive career opportunities, and reviewing program literature are areas that are continually adjusted.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census FTES/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

The hiring of two full-time faculty has given consistency and stability to the automotive program. In the past two years, retention and success have increased as a direct correlation to the new hires starting the 2012-2013 year. We have aligned classes to catalog offering in 2014-2015 which increased completion rates due to the offering matching the needs of the students. As these changes were implemented total enrollment has continued to increase.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

Current labor trends and emerging technology in the automotive industry drive the need to increasing course offerings. The Automotive Technology Department is in the process of developing a new certificate path for Hybrid/Electric Vehicles. With this new certificate, we will need to add sections of our new course which focuses so

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

The FTES/FTEF ratio for Automotive Technology is lower than the college as a whole (27.1 vs. 35.8). It should be noted that automotive classes are capped at 24 with many instructors accepting up to 6 additional students per class. This practice aligns with other programs within the region to promote adequate access to resources by students, and the creation of a safe work environment. In keeping with the nature of our industry, it would be difficult to meet the average of the college.

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

Since the 2011-2012 academic year we have seen stability and success rates with all ethnicity groups except those designated as “Two or More”. While most groups are trending in a positive direction, “Two or More” is trending downward. It is also noteworthy to mention that the data for the “Two or More” group is also the most unstable of any ethnic group.

Success based on gender shows that female success took a dip in Fall 2010 reaching its lowest in 2013. In Fall of 2014 female success increased by over 20%. Since Spring, 2011-2012, female student success has mirrored that of the male population.

- **If there are student groups experiencing disproportionate impact, what’s your department’s plan to address the disproportionate impact?**

Due to inconsistency in data plots for the “Two or More” group, we are having difficulty pinpointing the root cause with this group.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- **Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.**

Automotive Technology has issued 150 certificates in the past six years. The number of certificates issued in 2014-2015 (25) is significantly higher than in 2013-2014 (9). At the peak, Automotive Technology awarded 67 in the 2012-2013 academic school year. The high rate of certificates award during the 2012-2013 semester was indirectly influenced by the addition of a cohort program. Although only a handful of cohort students earned certificates, the cohort model forced scheduling to be “student centric”, offering classes in a sequence prescribed by the course catalog and allowing students to efficiently navigate through the course requirements to completion. In the following years, courses were offered because they filled, not because of student needs. We continue to work on streamlining course offering to efficiently guide student enrollment toward certificate completion.

We also recognize that continuing to increase course offerings will also increase FTES and certificate output. To increase course offerings, our department will need to increase the number of full time faculty to teach during hours where part-time faculty availability is low.

- **Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?**

This question does not apply to our department.

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- **In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?**

Since automotive classes are highly specialized, and qualified adjunct faculty usually have full-time employment during the day, it is extremely difficult to find qualified candidates. In addition, part-time faculty members, who do not have full-time employment outside of the institution, are typically looking to find full-time employment. We recently lost a highly qualified, daytime adjunct instructor to the fifth, full-time/tenure track position at Cypress College. In the past 6 years, local colleges have all increased full time faculty, continuing this trend this year with the hiring of full time faculty at three other institutions, placing our department at the bottom of the list with the fewest full-time faculty members.

At this time, we have seven adjunct faculty members, two of which are borrowed from Cypress College. Current trends persisting, we will likely need to replace two adjunct faculty members annually.

- **Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?**

As per department discussions, seven full-time faculty members would allow our department to promote student success through expansion of current course offerings and building new programs that reflect new trends in the industry. The distribution of the 7 is listed below.

- 2 full time Honda faculty dedicated to 2 revolving Honda PACT cohorts, fulfilling our corporate agreement.
- 2 full time faculty for a new alternative fuel/hybrid vehicle program, and future partnership development
- 2 full time faculty for the general program
- 1 faculty member to float between the various programs and focus on industry, and educational outreach.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- **What does your program want to accomplish in the next three years?**
 - Facilities Renovation and expansion
 - Increase budget for repairs, leases, and equipment needs
 - Honda Coordinators need more release time to build and manage the curricular development need along with the internships and dealership needs

- Acquire all necessary equipment necessary to expand Honda course offering to all areas of instruction within the PACT program
 - Increase available certificates to include stackable certificates of specialization and achievement
 - Increase number of courses offered per academic year
 - Develop policies regarding use of vehicles, resources, and facilities
 - Set minimum curriculum and instructional standards for adjunct instructors
 - Implement an electronic inventory control system
 - Acquire necessary staff and tools/technology for outreach and student employment tracking
 - Create an outreach package which includes literature and media that will target specific student populations such as non-traditional and economically disadvantaged.
 - Diversify faculty to target specific student populations such as non-traditional and ethnic populations.
 - Training for curriculum development
- **What areas does your program plan to improve?**
 - Certificate and degree completion
 - Employment rates for all students
 - Reaching under represented student populations to facilitate higher levels of success.
 - Curriculum development for full time and adjunct faculty
- **What specific actions will you take to improve upon those areas?**
 - Schedule classes to increase potential certificate completion routes for a one year completion timeline for each certificate either through a cohort model or student centric scheduling as prescribed by the course catalog
 - Restructure curriculum to facilitate clear pathways for certificate/degree completion
 - Develop a set of stackable certificates which include prerequisite classes common to all certificate paths (G101, G120)
 - Collaborate with Comm. Studies, CBA, Business, English and Math departments to develop a course offerings that will support and increase in VTEA core indicator 3 (Persistence and Transfer)
 - Create an apprenticeship/internship model to increase employment opportunities for our students

- Create an outreach package which includes literature and media that will target specific student populations such as non-traditional and economically disadvantaged.
- Send full and part time faculty to curriculum development workshops
- Attend workshops on reaching under-represented populations
- **How will you assess whether your program has accomplished those goals?**
 - By taking an analytical, data driven, approach to determine improvement based on key performance indicators
 - Use newly acquired staff and technology for student employment tracking.
 - Assessment annually of core indicators through Perkins
 - Assessment of Key Performance Indicator for College wide goals.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

In reviewing our program, we have identified a need to increase staff, expand and renovate our facility, update equipment, and acquire vehicles and other types of teaching resources. We will be including a list of required resources for final submission

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development

Golden West College Faculty Request

Requestor's name(s): John Kasabian Email: jkasabian@gwc.cccd.edu Phone #: 51002

Program Review Unit/Department: Automotive Technology

POSITION REQUESTED

1. Title and area of specialization (if applicable)
Automotive Instructor, General Program
2. Is there a clear health and safety component to this request? Please explain. (This is an information item only and is not used in the rating process):
No, there is not a clear health or safety component for this request.
3. Does this department have a position previously ranked through the last program review process? (This is an information item only and is not used in the rating process):
 Yes No
4. Program Classification (Check all that apply. This is an information item only and is not used in the rating process):
 Transfer
 Basic Skills
 CTE
 Student Service / Student Success
5. Does this program offer a(n):
 ADT
 Certificate
 AA/AS degree

Reviewed by:

Dean: David Gatewood

Date:

Vice President:

Date:

Office use only:

President _____

Date _____

() Hire position

() Forward to rating process

() Hire One-Year Temporary

() Hold until next hire window

How does this request for a faculty position meet the following criteria? (2 page max.)

(To be used by Senators to rate the request)

Respond fully to each of the following two questions. Your responses are the basis from which Senators apply the criteria to determine the rating of this request. Be as specific as possible in your responses.

#1 PROGRAM/DEPARTMENT NEEDS(0-60 points)

The Automotive Department will be requesting two full-time faculty members for this program review cycle, but only one with this request. Several conditions within our department are contributing to the need. Due to new program requirements placed on us by our industry partner American Honda Motors. We are required to have a minimum of two dedicated fully certified Honda/Acura PACT instructors. To accomplish this, instructors must attend extensive amounts of professional development, and complete all Honda/Acura training to reach Master Technician level. The Honda PACT instructors have been selected and will begin the first true Honda cohort in the fall of 2016. These two PACT instructors currently teach approximately 40% of the courses offered each term. If they will be dedicated to Honda instruction, then we will need replacement instructors for the general program. The Honda PACT program will become a stand-alone program here at GWC, which will increase total section offerings in addition to the general program offerings. The development and management of an apprenticeship model will be a responsibility of Honda PACT instructors. The commitment to dealership visits and apprenticeship courses will limit the PACT instructor's abilities to aide in general program development and maintenance.

Even without changes the changes to our Honda Agreement, we have had a deficit of qualified instructors to teach our offerings. Over the last few semesters we have continually had staffing issues. Due to not having qualified instructors we have had to cancel classes that were at or near 100% fill rates.

The cancellation of key sections has disrupted potential program pathways for our students, which limits completion numbers of both certificates and degrees. The majority of our program load is in the morning and afternoon time blocks, which makes it very difficult to get part-time coverage, because most of part-time instructors have full-time employment during these time blocks.

The two PACT instructors will be responsible for the entire PACT program's curriculum development, which will inhibit the general program's ability to maintain and update curriculum. Our NATEF Accreditation requires constant revisions to be made to course curriculum. The load will be too high for the remaining full-time faculty. The general program needs full-time faculty replacements to maintain and grow enrollments.

We have recently added new programs which will explore alternative fuels including EV/hybrid, and passenger light duty diesel. We need to target recruit full-time faculty with knowledge and experience with passenger diesel vehicles. Changes in the industry are increasing the numbers of alternative fuel vehicles on the road. Our students and program must grow with the industry.

#2 COLLEGE-WIDE NEEDS(0-40 points)

Our student population is changing, and we are seeing larger numbers of Asian and Hispanic students. We have low numbers of women (non-traditional population for Automotive), and high numbers of economically disadvantaged students. Within these populations our Core Indicator data shows a need for improvements in the areas of Student Success, Transfers, Persistence, and Completions. We need to increase the diversity of our faculty to better reflect the populations that we serve. Diversifying our faculty and staff will have a positive effect on our success and completion numbers for these populations.

This aligns with the Student Equity Plan, and the following GWC College Mission and Values:

Access and Equity. We value and strive to ensure open access to our college and equitable opportunities for all the residents of our community

Inclusiveness and Diversity. We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility

The Student Equity plan addresses the need for improvements in access, course completions, ESL and basic skills, degree completions, and transfers in Core Indicators #1-5. Our department core indicators for non-traditional populations indicate the need for improvements in several of these areas most notably with our Economically disadvantaged population.

Technology. We value the role that technology plays in reducing barriers to learning, increasing access to educational opportunities, creating new ways of addressing students' learning needs, and enhancing the administrative aspects of serving students and faculty.

We are in new program development phase in the areas of electric vehicles, and alternative fuel vehicles. Instructing these new technologies is the future of the automotive industry. This aligns with the GWC College Mission and Values in the area of Technology. We must provide students to with access to these emerging technologies. With specialized instruction of these technologies we hope to see an increase in the number transfer students in the areas of engineering and STEM majors.

#1 PROGRAM/DEPARTMENT NEEDS (0-60 points)

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty such as:

- Programs/departments with no or few full-time faculty to teach in particular high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- Supervision required to reduce health and safety hazards.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty. (There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)

- Preparation for careers/employment in fields with strong current and future prospects
- There is a verified difficulty in finding and keeping qualified PT faculty (such as excessive numbers of PT selection processes yielding minimal additions to the PT pool.)
- New developments and/or trends in the service area that would influence a determination of need for the position
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.

0-20 points: Little or no contribution or impact

21-40 points: Some contribution or impact

41-60 points: Significant contribution or impact

#2 COLLEGE-WIDE NEEDS (0-40 pts)

How does this position address stated long-term college priorities identified by College plans?
Refer specifically to the GWC plan and goal (including page number for reference).

Stated long-term college priorities based on the results of appropriate College-wide discussions identified by College plans (see Mission/Vision Statement, Values and College Goals at <http://www.goldenwestcollege.edu/about/mission.html>)

- Where other considerations are relatively equal, positions in programs that contribute to the operations of other college programs are given greater priority. Other college programs include:
 - Coursework required or recommended for several degree/certificate programs,
 - Significant general education requirements
 - Serve substantial numbers of the student population
 - Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Basic Skills, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity

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The following plans are available at: [Strategic Plan and College Plans](#)

GWC Student Equity Plan
GWC Title III Grant
GWC SSSP Plan
GWC 2014-2015 BSI Plan
GWC Educational Master Plan
GWC Enrollment Management Plan
GWC Long-Range Financial Plan
GWC Planning and Decision Making Guide
GWC Facilities Plan
GWC Technology Plan
GWC SLO Assessment Plan
Coast District Vision 2020 Educational Master Plan

0-14 points: Little or no contribution or impact
15-28 points: Some contribution or impact
29-40 points: Significant contribution or impact

Academic Senate Faculty Hiring Criteria:

Rating Criteria

- | | |
|----------------------------|-------------|
| 1. Program/Department Need | 0-60 Points |
| 2. College-Wide Need | 0-40 Points |

The primary sources of information for rating program/department need are:

- Faculty Request Form
- Program Review
- Program Vitality Reports (if applicable)
- Data tables summarizing key program measures
- Student Info
 1. FTES and headcount per semester in last academic year
 2. Fill rate per semester in last academic year
- Scope of program
 1. number of sections (lecture and/or labs)
 2. number of courses offered within the last 2 years
 3. success rate or retention rate
 4. current number of full time tenured or tenure track faculty
 5. current number of temporary full time faculty
 6. current number of part time faculty
 7. FTEF per FTES
 8. Full Time Capacity Formula
(Full time faculty LHE + Part time faculty LHE + Overload LHE) /15 = Number of full time faculty required for department/program

All data listed above will be provided by the Office of Research, Planning and Institutional Effectiveness.

[Office of Research, Planning and Institutional Effectiveness](#)

-

Golden West College Faculty Request

Requestor's name(s): John Kasabian Email: jkasabian@gwc.cccd.edu Phone #: 51002

Program Review Unit/Department: Automotive Technology

POSITION REQUESTED

1. Title and area of specialization (if applicable)
Automotive Instructor, Alternative Fuels/Electric Vehicle

2. Is there a clear health and safety component to this request? Please explain. (This is an information item only and is not used in the rating process):
No, there is not a clear health or safety component for this request.

3. Does this department have a position previously ranked through the last program review process? (This is an information item only and is not used in the rating process):
 Yes No

4. Program Classification (Check all that apply. This is an information item only and is not used in the rating process):
 Transfer
 Basic Skills
 CTE
 Student Service / Student Success

5. Does this program offer a(n):
 ADT
 Certificate
 AA/AS degree

Reviewed by:

Dean: David Gatewood

Date:

Vice President:

Date:

Office use only:

President _____

Date _____

() Hire position

() Forward to rating process

() Hire One-Year Temporary

() Hold until next hire window

How does this request for a faculty position meet the following criteria? (2 page max.)

(To be used by Senators to rate the request)

Respond fully to each of the following two questions. Your responses are the basis from which Senators apply the criteria to determine the rating of this request. Be as specific as possible in your responses.

#1 PROGRAM/DEPARTMENT NEEDS(0-60 points)

The Automotive Department will be requesting two full-time faculty members for this program review cycle, but only one with this request. Several conditions within our department are contributing to the need. Due to new program requirements placed on us by our industry partner American Honda Motors. We are required to have a minimum of two dedicated fully certified Honda/Acura PACT instructors. To accomplish this, instructors must attend extensive amounts of professional development, and complete all Honda/Acura training to reach Master Technician level. The Honda PACT instructors have been selected and will begin the first true Honda cohort in the fall of 2016. These two PACT instructors currently teach approximately 40% of the courses offered each term. If they will be dedicated to Honda instruction, then we will need replacement instructors for the general program. The Honda PACT program will become a stand-alone program here at GWC, which will increase total section offerings in addition to the general program offerings. The development and management of an apprenticeship model will be a responsibility of Honda PACT instructors. The commitment to dealership visits and apprenticeship courses will limit the PACT instructor's abilities to aide in general program development and maintenance.

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We have recently added new programs which will explore alternative fuels including EV/hybrid, and passenger light duty diesel. We need to target recruit full-time faculty with knowledge and experience with passenger diesel vehicles. Changes in the industry are increasing the numbers of alternative fuel vehicles on the road. Our students and program must grow with the industry.

#2 COLLEGE-WIDE NEEDS(0-40 points)

The Enrollment Management Plan Goals states we will be increasing sections to help increase the number overall CTE Division courses offered (pg. 3). The goal is to grow CTE offerings, and automotive technology will be slated to grow with the entire division. We currently do not have enough faculty members to address the courses we already offer, and to grow would require the need for more full-time faculty.

The plan also indicates the following for CTE:

Improve CTE Completion: o Adjust unit size of CTE certificates to better match student completion behaviors and employer needs. Golden West College Enrollment Management Plan – Revised Draft February 9, 2015 9 o Create stackable CTE certificates to better meet the needs of employers. o Increase CTE certificate completion rate by 10% within the next three years. o Increase the use of the statewide LaunchBoard as the source of data to report and view outcome of the CTE programs. o Explore options to increase internships and job placement opportunities for CTE certificate completers.

We want to update the curriculum to include stackable certificates and improve overall completion numbers. We need faculty to help with the curriculum revisions required to create stackable certificates of specialization. To increase completions by 10% we would have to increase our enrollments and schedule classes to allow for more completion pathways for these certificates. To do this we need more full-time faculty. Our department requires personnel who are specialized in many areas to maintain NATEF accreditation. Our offerings are morning and afternoon heavy, which is time that it is difficult to find qualified part-time instructors to cover.

New full-time faculty will help increase CTE representation on participatory governance committees on campus. This aligns with College Goal #4, and will help with college planning, and promote collaboration with other departments and divisions on campus. The institutional value addressed would be that it would help foster a collaborative climate.

New full-time faculty will also be required to perform outreach and community engagement. This will be required as we move forward with an apprenticeship/internship model with community partners. This aligns with College Goal #5, which addresses the need for community engagement. We need to increase our ability to reach our community members and partners to a greater degree. The currently workload and challenges the program faces inhibits adequate community outreach. Increasing full-time faculty numbers will address this.

#1 PROGRAM/DEPARTMENT NEEDS (0-60 points)

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[Office of Research, Planning and Institutional Effectiveness](#)

-

**Requests for Resources
2016-2019 Program Review Cycle**

General Fund One-Time Funding Resource Request (page 1)

(Complete pages 1 and 2 of the form for EACH type of funds requested and submit electronically with your program review report)

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel requests including faculty, classified, and hourly positions.)

- Equipment (Technology) Equipment (Non-Technology)
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)
 Other (e.g. conferences, funding for professional development)

Requestor's Name: Michael Russell

Email: mrussell@gwc.cccd.edu

Phone # : 714-892-7711 ex 51288

Area: Instruction and Student Learning Student Life and Admin Svcs Executive

Supervisor: David Gatewood

Program Review Unit/Department: Automotive Technology

Request reviewed/approved by area manager: Yes No

The department submitted 5 Step-Model course assessments for 2015-16:

- Yes No N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

- Yes No

The department submitted 2016 Program Review Report by May 02, 2016

- Yes No

Description of Item(s) / Cost \$ Carbon Monoxide (CO) Extraction System /\$217,631.38

The CO Extraction system consists of an exhaust fans system that connects to the vehicle's tail pipe and diverts the exhaust outside of the building. The result is no dangerous levels of CO build-up in the lab area where students are working.

The quote includes installation.

Total Requested: \$ \$217,631.38

Health and Safety Justification

Does this request address a clear health and safety issue? Yes No

(If you check "No", skip to page 2 of this form)

What is the health and safety issue?

This addresses the buildup of Carbon Monoxide gas produced by running engines in the student lab areas due to limited ventilation.

How long has this condition existed?

10+ years

Have any work orders been submitted for this issue and when?

Yes. 2013

What are the consequences if not funded?

Carbon Monoxide can build up rapidly causing a danger to students and staff. Improper ventilation restricts the use of vehicle in the lab areas where immovable equipment such as automotive hoists, work stations, and equipment are located.

General Fund One-Time Funding Request (page 2)

How does this request for funds meet the following criteria? (2 page max.)

To be used by planning teams to rate and prioritize the request.

#1. Program Needs (40 points):

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

Proper ventilation of the automotive lab areas allow for students and staff to work in an environment that free from toxic fumes created by normal operation of automotive vehicles. During rain and high winds, when bay doors need to be closed, students can continue to work in an environment free of toxic fumes, unrestricted. By properly venting lab areas, the number of vehicles that can be used by students will increase, which will reduce the number of students working on a single vehicle (smaller groups sizes), which will allow students to have longer and more quality contact while completing required NATEF tasks, finally leading to higher student achievement.

#2. Support of College Goals (30 points):

How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

This request will support Goal 2 (Institutional Effectiveness) Goal 3 (Institutional Programs) and Goal 7 (Facilities and Campus Improvement).

Having the ability to have more vehicles running inside the lab will allow for more student learning groups, with fewer students per group. Goal 2's KPI, *Student Engagement for Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Supports for Learners* and Goal 3's KPI, *Student Success by Class Size*, will be affected positively by more quality interaction time with students in smaller learning environments. Both KPI's for Goal 7, *Adequacy of facilities to support educational programs comparing Spring 2006 to Fall 2011* and *Perceptions of campus safety comparing Spring 2006 to Fall 2011* will be

addressed through creating an environment that is safe, and models safety measures found in the automotive industry in general.

#3. Contributions to Other College Operations (15 points):

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

Since the CO extraction system will be installed in the automotive building, it will only be for the safety of the automotive students.

#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

Installing a CO evacuation system will reduce health risks to faculty and students within our program therefore reducing incidents of illness caused by excessive carbon monoxide. As stated previously, students will have smaller learning groups, since more vehicles can be used in a closed space, leading to higher student success. Student will also become familiar with a CO evacuation system that is used in shops throughout the automotive industry.

Please note that all requests will need the following information:

Sales quote need to include

- a. Sales tax
- b. Installation fee
- c. Training fee
- d. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

HONDA

Tool and Equipment Programs

Nick Minchokovich
Region Manager

6651 Melbourne Drive
Huntington Beach, CA 92647
Cell 562-412-8279
Fax 330-659-7950
nick.minchokovich@snapon.com



BUSINESS SOLUTIONS

Nick Minchokovich
Snap-On Business Solutions

Phone: (562) 412-8279 ~ Fax: (330) 659-7950 ~ Mobile: (562) 412-8279
E-mail: nick.minchokovich@snapon.com

Sales Agreement

Bill To:	Ship To:	Sales Agreement:EQS-114275 Date: 10/09/2013
Golden West College 15744 Golden Wst Street Huntington Beach, California 92647 John Kasabian 1-714-892-7711 jkasabian@gwc.cccd.edu	Golden West College 15744 Golden Wst Street Huntington Beach, California 92647 John Kasabian 1-714-892-7711 jkasabian@gwc.cccd.edu	

Qty	Part #	Description	Unit Each	Net Price
CO Extraction System				
1	EQUIPMENT -AUTO ANNEX BUILDING	EUROVENT EQUIPMENT FOR AUTO ANNEX BUILDING*****SEE PACIFIC LIFT & EQUIPMENT QUOTE FOR EQUIPMENT COST BREAKDOWN ATTACHED****	\$18,713.05	\$18,713.05
1	EQUIPMENT - BUILDING AD103	EUROVENT EQUIPMENT FOR BUILDING AD103*****SEE PACIFIC LIFT & EQUIPMENT QUOTE FOR EQUIPMENT COST BREAKDOWN ATTACHED****	\$19,576.08	\$19,576.08
1	EQUIPMENT - BUILDING AD107	EUROVENT EQUIPMENT FOR BUILDING AD107 *****SEE PACIFIC LIFT & EQUIPMENT QUOTE FOR EQUIPMENT COST BREAKDOWN ATTACHED****	\$10,731.19	\$10,731.19
1	EQUIPMENT - BUILDING AD115	EUROVENT EQUIPMENT FOR BUILDING AD115*****SEE PACIFIC LIFT & EQUIPMENT QUOTE FOR EQUIPMENT COST BREAKDOWN ATTACHED****	\$28,786.06	\$28,786.06
1	EQUIPMENT - BUILDING AD118	EUROVENT EQUIPMENT FOR BUILDING AD 118*****SEE PACIFIC LIFT & EQUIPMENT QUOTE FOR EQUIPMENT COST BREAKDOWN ATTACHED****	\$10,655.00	\$10,655.00
				\$88,461.38

Miscellaneous

1	FREIGHT - AUTO ANNEX BUILDING	****ESTIMATED FREIGHT CHARGES****AUTO ANNEX BUILDING INSTALL	\$800.00	\$800.00
1	INSTALL - AUTO ANNEX BUILDING	****INSTALLATION CHARGES FOR AUTO ANNEX BUILDING****SEE PACIFIC LIFT & EQUIPMENT QUOTE****	\$24,750.00	\$24,750.00
1	FREIGHT - BUILDING AD103	****ESTIMATED FREIGHT CHARGES****BUILDING AD103 INSTALL****	\$850.00	\$850.00
1	INSTALL - BUILDING AD103	****INSTALLATION CHARGES FOR BUILDING AD103 ****SEE PACIFIC LIFT & EQUIPMENT	\$24,310.00	\$24,310.00



BUSINESS SOLUTIONS

Miscellaneous

1	1	AB107	INSTALL - BUILDING	AB107 INSTALL****	\$750.00	\$750.00	\$750.00	
1	1	AD107	INSTALL - BUILDING	****INSTALLATION CHARGES FOR BUILDING AD107 ****SEE PACIFIC LIFT & EQUIPMENT QUOTE****	\$17,270.00	\$17,270.00	\$17,270.00	
1	1	AB115	FREIGHT - BUILDING	****ESTIMATED FREIGHT CHARGES BUILDING AB115 INSTALL****	\$950.00	\$950.00	\$950.00	
1	1	AD115	INSTALL - BUILDING	****INSTALLATION CHARGES FOR BUILDING AD115 ****SEE PACIFIC LIFT & EQUIPMENT QUOTE****	\$37,950.00	\$37,950.00	\$37,950.00	
1	1	AD118	FREIGHT - BUILDING	****ESTIMATED FREIGHT CHARGES BUILDING AB118 INSTALL****	\$750.00	\$750.00	\$750.00	
1	1	AD118	INSTALL - BUILDING	****INSTALLATION CHARGES FOR BUILDING AD118 ****SEE PACIFIC LIFT & EQUIPMENT QUOTE****	\$20,790.00	\$20,790.00	\$20,790.00	
							\$129,170.00	\$129,170.00

Nick Minchovich
Sales Agreement:EQS-114275
Date: 10/09/2013



Nick Minchokovich
Sales Agreement:EQS-114275
Date: 10/09/2013

BUSINESS SOLUTIONS

CO Extraction System	\$88,461.38
Miscellaneous	\$128,420.00
Equipment Sub Total	\$88,461.38
Total Estimated Installation	\$125,070.00
Total Estimated Freight	\$4,100.00
Sub Total	\$217,631.38
Less: Deposit Amount	\$0.00
Total Due	\$217,631.38

Payment Terms:
NET 30 _____ (initial)

Valid For:
30 Days.

Tax not included. Actual sales tax to be added at time of invoicing _____ (initial)

Actual Freight to be updated at time of invoicing _____ (initial)

Forklift Required: No
Liftgate Requested: No

Notes:

TERMS AND CONDITIONS

1. Offering and Governing Provisions. Snap-on Business Solutions, a division of IDSC Holdings, LLC, ("Seller") offer for sale and for resale to the buyer (the "Buyer"), identified in the attached price quotation (the "Quote") equipment and services on the terms and conditions set forth herein. Seller offers to sell equipment identified in the Quote (the "Equipment") and services identified in the Quote (the "Services") subject to the following terms and conditions. Seller has separately contracted with certain manufacturers (each a "Manufacturer") to provide equipment to Seller for inclusion in the Seller's catalog (the "Catalog"). Seller's offer for sale is expressly conditioned upon Buyer's assent to these terms and conditions, and Buyer's placement of any order for Equipment and/or Services shall constitute Buyer's unconditional acceptance of these terms and conditions Buyer agrees to abide by these terms and conditions and not substitute additional or different terms. Seller hereby rejects any different or conflicting terms or conditions set forth on any purchase order, acknowledgement, or other document furnished by the Buyer and no such additional different terms will be of any force or effect. Any failure by Seller to object to any other terms and conditions shall not be construed as an acceptance of such terms and conditions or a waiver of these terms and conditions.

2. Product Changes. From time to time product enhancements, and/or additional products or superseded items may be available. While these items may not be specifically called out in the current Catalog, please see Seller's Snap-on Business Solutions Region Manager for details.

3. Prices. Prices of Equipment and Services shall be the prices cited in the Quote and are valid provided that a purchase order and/or contract for work quoted is received within 30 days of the date of the Quote. The Quote may contain discounts based on unit volume. If unit volume commitments identified in the Quote are not met, Seller reserves the right to renegotiate prices or revert to published prices in Seller's then current Catalog. Trade show and promotional pricing are only applicable for the time period stated or for 90 days from the date of the formal quote. Seller reserves the right to modify pricing from time to time. Seller further reserves the right to charge Buyer for any unanticipated expense. These may include, but are not limited to: encountering rock, water, or other unknown obstacles during excavation, unanticipated compliance requirements such as independent UL certifications, uncommunicated facility changes in structure, power or utilities, or anything outside of the originally agreed scope of work. Upon Seller's knowledge of any unanticipated expense, Seller shall notify Buyer of the circumstances surrounding the unanticipated expense and provide a new purchase order and/or Quote for the unanticipated expense.

4. Payment. Buyer shall select one of the three methods of payment outlined below, subject to the approval of Seller. Once the method of payment is selected and approved, Seller will process orders and invoices via the chosen payment method. Buyers may change their method of payment, subject to Seller's approval and upon written notice to Seller. Any change in method of payment may be subject to a change fee to cover administrative and financial costs. The payment terms on any amount (that has not been pre-paid) are net thirty (30) days from the date on the invoice and shall be subject to the payment terms then established by Seller. Seller reserves the right to charge interest of up to 1½% per month (but not more than the highest rate permitted by law) on all overdue accounts. Seller reserves the right to charge a processing fee for all credit card orders up to a maximum of 4%. This fee will be applied to the invoice.

4.1 Direct Billing. Buyer must complete an application and provide any financial documents required by Trinity Vendor Finance. If the application is approved, Buyer shall pay an advance deposit of 30% of the total order. Upon payment of the deposit, the order will be processed by

Seller.

4.2 Parts Billing. Parts Billing is available to Buyers that are Toyota/Lexus, Honda/Acura, and Kia Dealership(s) ("Dealer"). Buyers must complete the necessary application, which is subject to Seller's approval, except Dealer that is in good standing (with good standing determined at Seller's sole discretion) shall be automatically approved for an amount specified by Seller. Seller will process order(s) from Buyer up to the amount of credit approved. Any amount in excess of the approved amounts must be pre-approved by Seller and the respective OEM prior to the order(s) being placed. Dealers that change their method of payment from Parts Billing to Direct Billing or Leasing, after the first invoice has been issued, will be subject to a change fee equal to 2% of the order. (All Dealers are also Buyers.)

4.3 Leasing. Buyer must complete an application and provide any financial documents required by leasing company. Buyer may apply for leasing through a leasing company of Buyer's choice. All required documentation must be submitted, approved and the lease documents executed by Buyer prior to orders being processed by Seller. All leases must be structured on "Master Leases" with pre-arranged funding schedules agreed in advance with the leasing company and Seller.

5. Sales and Similar Taxes. Any Manufacturer's tax, occupation tax, use tax, sales tax, excise tax, duty, custom, inspection and testing fee, or any other tax, fee, interest, or a charge of any nature whatsoever imposed by any governmental authority, on or measured by the sale by Seller to Buyer, shall be paid by Buyer in addition to the prices quoted or invoiced. If Buyer is exempt from any such tax or charge, Buyer shall provide Seller the applicable exemption certificate. If Seller is required to pay any such tax, fee, interest or charge, Buyer promptly shall reimburse Seller therefore.

6. Errors. Stenographic and/or clerical errors may occur from time to time in the Catalogs, price schedules, program bulletins and announcements, order paperwork, and other documents developed and distributed by Seller in connection with the marketing of Equipment. All such errors are subject to correction by Seller.

7. Orders. Orders for Equipment may be placed by phone, fax or by delivery of a copy of the Quote signed buy the Buyer to Seller's Snap-on Business Solutions Region Manager. Orders may also be placed by Buyer mailing one of Seller's standard order forms to Seller. All orders are subject to these Terms and Conditions, as amended or revised from time to time by Seller. At Seller's discretion, Seller may require Buyer to confirm in writing any order placed by phone or fax. Buyer may place additional orders, subject to Paragraph 4 above, for Equipment at any time during the duration of the Quote. If an order is changed with Seller's written consent or canceled pursuant to Paragraph 8, below, Buyer may be liable to Seller for costs, cancellation charges or restocking charges. All such changes made to orders shall be subject to these Terms and Conditions.

8. Cancellation. No order, once received and accepted by Seller, may be canceled or altered by Buyer except upon Seller's written consent. If any order is canceled by Buyer, Buyer shall pay a cancellation fee to Seller as reasonably assessed by Seller.

9. Returns Equipment may be returned only upon Seller's advance written permission, except as provided below*. If Buyer wants to return any Equipment, Buyer's request to return such Equipment shall be made on a return goods authorization (RGA) form available from Seller (please see Seller's Snap-on Business Solutions Region Manager). Returned Equipment must be new, unused, and in the original carton, must be securely packaged to reach the location designated by Seller without damage, and must be shipped F.O.B. to designated location, freight prepaid. Returned Equipment may also be subject to restocking fee or similar charges, as determined by Seller. Seller will issue credit to Buyer for any Equipment returned only to the extent that the Manufacturer of such

Equipment issues credit to Seller for the return of such Equipment.

*This Paragraph 9 shall not apply to any Equipment that Seller delivers in error. If Seller delivers Equipment in error, Seller's Snap-on Business Solutions Region Manager will coordinate the return of such Equipment and the reorder and shipment of replacement Equipment. Please see Seller's Snap-on Business Solutions Region Manager for additional details.

10. Delivery. Except as otherwise specified in the Catalog, or as noted in the Quote, or except as otherwise agreed by Buyer and Seller in writing, Equipment shall be sold F.O.B. Manufacturer's shipping point, commercial carrier freight prepaid. Seller has the right to select the carrier and mode of transportation. Seller will manage and coordinate all such deliveries and unless agreed upon in advance and stated in the Quote, Seller reserves the right to make delivery in installments. Unless agreed otherwise in the Quote, all installments shall be separately invoiced and paid for as provided in Paragraph 4 (Terms of Payment), without regard to subsequent deliveries. Title to Equipment and risk of loss or damage shall pass to Buyer at the F.O.B. point. In the event of in-transit damage to the Equipment, Buyer shall accept the shipment and immediately contact Seller, who will assist Buyer in filing its claim with the delivering carrier. Claims must be filed within ten (10) days after receipt of the damages shipment (with a copy to Seller) or such claims will be deemed to have been waived.

For all claims for shortages or other errors in delivery, please contact Seller for assistance in filing any claims with manufacturer. Claims must be made in writing to manufacturer (with a copy submitted to Seller) within ten (10) days after receipt of shipment. Failure to give any notices required under this Paragraph 10 shall constitute unqualified acceptance and a waiver of all such claims by Buyer.

11. Unloading of Equipment. When agreed upon in advance, and noted in the Quote, the Seller will manage the unloading of Equipment and staging in preparation for installation. Unless explicitly stated in the Quote, the Buyer will be responsible for unloading of Equipment. Buyer shall be solely responsible for providing such unloading devices (e.g. fork lift, tow truck) as may be required to unload Equipment from the carrier.

12. Installation of Equipment. Seller generally prefers to install equipment for Buyer; however, unless otherwise agreed upon at the time of order and stated in the Quote, the Buyer will be responsible for installation, on site testing, or start-up of Equipment. Seller shall cause the Manufacturer to furnish Buyer with all written installation manuals, directions, and instructions that the manufacturer ordinarily supplies with the Equipment. Certain Manufacturers and types of Equipment include on-site testing and start-up of equipment. Please see Seller's Snap-on Business Solutions Region Manager for additional information regarding such on-site testing and start-up of equipment by Manufacturers. Furthermore, certain Manufacturers offer extended service contracts for certain Equipment. Please see Seller's Snap-on Business Solutions Region Manager to learn more about the terms and conditions under which such extended service contracts are available to Buyer. Such extended service contracts and their terms and conditions shall be determined between Buyer and Manufacturer.

13. Security Interest. The Buyer hereby grants Seller a security interest in all Equipment ordered or delivered, until Buyer has paid its bill in full. Buyer shall execute and deliver any financing statements or other documents as may be requested by Seller in order for Seller to establish and maintain a perfected security interest in the Equipment.

14. Right of Set-Off. In addition to any right of set-off provided by law to Seller, all monies and accounts owed Buyer hereunder shall be considered net of indebtedness of Buyer to Seller (including all its divisions, operating units and subsidiary corporations) arising from whatever cause; in addition, Seller has the right to deduct any amounts due to or that become due hereunder to Seller from any

amounts due or to become due to Buyer from Seller.

15. Notice of Defect. "Defective Equipment" is equipment that fails to perform upon delivery and installation. In the event Equipment supplied hereunder is claimed to be Defective, Buyer will contact Seller for assistance in filing any claims with the Manufacturer of such Equipment (please see Seller's Snap-on Business Solutions Region Manager for assistance). All claims must be made within thirty (30) days after Buyer's receipt of Defective Equipment. Seller shall be given ample opportunity to inspect the Defective Equipment; hence only satisfactory, non-Defective Equipment commences the terms of warranty. Buyer acknowledges and agrees that Seller shall not be liable for any transportation, fabrication, installation, or other expenses incurred by Buyer in connection with Defective Equipment.

16. Warranty; Limitation on Liability. Seller makes no warranty to Buyer regarding the Equipment (other than a warranty of title) and Seller authorizes no third person or party to assume any warranty obligation or liability on Seller's behalf. The only warranties applicable to the Equipment are those, if any, extended by the respective Manufacturer. The Manufacturer shall furnish to Buyer any and all applicable warranty documents. Seller hereby assigns to Buyer, without recourse, any applicable warranties extended to Seller. Such assignment shall constitute Seller's sole obligation and Buyer's sole and exclusive remedy from Seller with regard to defective Equipment.

SELLER SHALL HAVE NO OBLIGATION OR LIABILITY TO BUYER UNDER, AND HEREBY DISCLAIMS, ANY EXPRESS OR IMPLIED WARRANTY RELATED TO THE EQUIPMENT, INCLUDING, BUT NOT LIMITED TO, ANY WARRANTY AGAINST INFRINGEMENT OR ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

Seller's liability with respect to the Equipment sold hereunder shall be limited to the obligation to assign the Manufacturer's warranty as provided above, and with respect to other performance of the contract shall be limited to the contract price.

SELLER SHALL NOT BE SUBJECT TO AND HEREBY DISCLAIMS (1) ANY OTHER OBLIGATIONS OR LIABILITIES ARISING OUT OF BREACH OF CONTRACT, (2) ANY OBLIGATIONS WHATSOEVER ARISING FROM TORT CLAIMS (INCLUDING NEGLIGENCE AND STRICT LIABILITY) OR ARISING UNDER OTHER THEORIES OF LAW WITH RESPECT TO PRODUCTS SOLD BY SELLER, OR ANY UNDERTAKINGS, ACTS OR OMISSIONS RELATING THERETO, AND (3) ALL CONSEQUENTIAL, INCIDENTAL AND CONTINGENT DAMAGES WHATSOEVER.

Without limiting the generality of the foregoing, Seller specifically disclaims any liability for penalties (including administrative penalties), special or punitive damages, damages for lost profits or revenues, costs of any equipment recall, loss of use of equipment or any associated parts, costs of capital, costs of substitute equipment, facilities or services, downtime, shutdown, or slowdown costs, or for any other types of economic loss, or claims of Buyer's customers or any third party for any such damages.

17. Failure or Delay of Performance. All delivery dates are approximate. Neither party shall be liable for any costs, expenses, or damages of any nature, whether general, consequential, as a penalty, or liquidated or otherwise caused by or arising out of failure or delay in the performance of any of its obligations (other than payment obligations) under this Agreement or for any consequence thereof if such failure or delay is due to reasons beyond its reasonable control, including but not limited to, fire, flood, war, terrorist attack, accident or explosion, acts or omissions of any governmental authority or Buyer, civil unrest, riot or insurrection, strikes or labor difficulties, breakdown of essential machinery, priorities or embargoes, shortages, delays in transportation or inability to obtain labor services, energy, fuel, or materials from Seller's usual sources. In the event of

such delay, the time for performance by the party liable to perform shall be extended by a period equal to the period of delay.

18. No Agents. From time to time sales representatives of various Manufacturers may visit Buyer to promote the sale of Equipment. Buyer understands and acknowledges that all such representatives act for and on behalf of their respective Manufacturers only, and that no statements or representations made by such sales representatives are to be attributed to Seller or any of its divisions or other operating units, or subsidiaries, unless otherwise agreed in writing.

19. Equipment Changes. Seller has the right to discontinue or suspend the sale of any Equipment and to make or permit changes in design or specifications of any Equipment at any time without incurring any obligation or liability to Buyer with respect thereto; provided, however, that if any pending orders placed by Buyer would be affected by such a design or specification change, Seller shall give Buyer advance notice thereof and an opportunity to cancel such orders.

20. Waivers. Except as otherwise provided herein, no omission or delay by either the Seller or Buyer at any time to enforce any right or remedy reserved to it, or to require performance of any of the terms and conditions herein, shall be a waiver of any such right or remedy to which either party is entitled, nor shall it in any way affect the right of either party to enforce such provision(s) thereafter.

21. Entire Agreement. This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter of this Agreement and supersedes all previous negotiations, agreements, commitments and representations written or oral with respect to the subject matter hereof. Each party undertakes that it has not entered into this Agreement in reliance upon any representation, promise or statement which is not expressly set out in this Agreement. This Agreement shall not be discharged, changed or modified in any manner except by instruments signed by duly authorized representatives of both parties.

22. Choice of Law. These Terms and Conditions, and any contract for the sale of Equipment or Services by Seller, shall be governed by and construed in accordance with the laws of the State of Wisconsin, without reference to its principles of conflicts of laws. Any claims arising hereunder, which are not settled by negotiation, shall be exclusively prosecuted in the appropriate court of the State of Wisconsin or in a federal court located in the State of Wisconsin, and both parties hereby consent to the exclusive jurisdiction of such courts.

NOTE: Prices subject to changes based on Manufacturer's price increase.

Accepted by Customer:

Accepted by Snap-on Business Solutions

Signature: _____

Signature: _____

Printed Name: _____

Printed Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

**Requests for Resources
2016-2019 Program Review Cycle**

General Fund One-Time Funding Resource Request (page 1)

(Complete pages 1 and 2 of the form for EACH type of funds requested and submit electronically with your program review report)

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel requests including faculty, classified, and hourly positions.)

- Equipment (Technology) Equipment (Non-Technology)
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)
 Other (e.g. conferences, funding for professional development)

Requestor's Name: Michael Russell

Email: mrussell@gwc.cccd.edu

Phone # : 1-714-892-7711 ext. 51288

Area: Instruction and Student Learning Student Life and Admin Svcs Executive

Supervisor: David Gatewood

Program Review Unit/Department: Automotive Technology

Request reviewed/approved by area manager: Yes No

The department submitted 5 Step-Model course assessments for 2015-16:

Yes No N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

Yes No

The department submitted 2016 Program Review Report by May 02, 2016

Yes No

Description of Item(s) / Cost \$

Design, and build a lab expansion, in a parking area between the two automotive buildings, which would include automotive lifts, charging stations, and shelter from the elements. The structure would be similar to covered parking with solar panels to offset energy costs. Adding 12 automotive lifts would expand our work space alleviating congestion in the automotive labs. The addition of charging stations would be incorporated into our emerging EV/alternative fuel program.

Total Requested: \$10,000.00 to work with an architectural team to develop a plan for the new building.

Health and Safety Justification

Does this request address a clear health and safety issue? Yes No
(If you check "No", skip to page 2 of this form)

What is the health and safety issue?

Click here to enter text.

How long has this condition existed?

Click here to enter text.

Have any work orders been submitted for this issue and when?

Click here to enter text.

What are the consequences if not funded?

Click here to enter text.

General Fund One-Time Funding Request (page 2)

How does this request for funds meet the following criteria? (2 page max.)
To be used by planning teams to rate and prioritize the request.

#1. Program Needs (40 points):

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

Since a new structure would affect all classes. All SLO's would also be affected. Expanding the current footprint of automotive would allow for growth through additional space for new class offering. Additional space would allow students to work in smaller groups, with more resources such as automotive lifts and workspace available alleviating the congestion in the lab space now used for all courses, providing double the amount of available automotive service lifts for students to use.

#2. Support of College Goals (30 points):

How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

Expansion of the Automotive Program's footprint supports multiple goals. Goals 1- 4 would be supported through the ability to add additional programs which will increase enrollment. This can be measured through KPIs, Student Enrollment and Success.

Goal 7 would be supported by converting parking into an efficient usable space that can double for vehicle storage when not used by students.

Goal 8 is supported partnering with the technology department in designing an efficient and practical plan for a technology infrastructure.

Goal 11 is supported through the Automotive Advisory Committee input on how the expansion would best satisfy the needs of our student populations and future corporate partnerships.

#3. Contributions to Other College Operations (15 points):

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

Contributions of this expansion would serve other departments such as Science. Solar panels and the related electrical system will be designed to allow for testing and monitoring of a working solar energy source.

#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

Expansion of the lab area would allow for growth in student enrollment/success and more instructor contact in a small group setting with students. The addition of solar panels would offset energy costs and allow collaboration with the Science department and STEM activities for research and monitoring. The design of the expansion will strategically place automotive lifts and charging stations where their use would be the most efficient.

Please note that all requests will need the following information:

Sales quote need to include

- a. Sales tax
- b. Installation fee
- c. Training fee
- d. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

**Requests for Resources
2016-2019 Program Review Cycle**

General Fund One-Time Funding Resource Request (page 1)

(Complete pages 1 and 2 of the form for EACH type of funds requested and submit electronically with your program review report)

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel requests including faculty, classified, and hourly positions.)

- Equipment (Technology) Equipment (Non-Technology)
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)
 Other (e.g. conferences, funding for professional development)

Requestor's Name: Michael Russell

Email: mrussell@gwc.cccd.edu

Phone # : 714-892-7711 x 51288

Area: Instruction and Student Learning Student Life and Admin Svcs Executive

Supervisor: David Gatewood

Program Review Unit/Department: Automotive Technology

Request reviewed/approved by area manager: Yes No

The department submitted 5 Step-Model course assessments for 2015-16:

Yes No N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

Yes No

The department submitted 2016 Program Review Report by May 02, 2016

Yes No

Description of Item(s) / Cost \$

- Renovation of existing Automotive Technology Building including interior, exterior, traffic and safety lines.
- Install workbenches and tool storage to increase student productivity and success and reduce tool loss.

Total Requested: \$ 700,755.31*

Cost include \$500,755.31 for Snap-on Build a Bay storage and work space, and estimated \$200,000.00 for paint costs. A quote for paint was requested through Maintenance and Operations; however the preferred vendor is no longer licensed to work on State facilities and is currently determining if he would like to seek reinstatement. Therefore, we are waiting for notification of a new vendor from Maintenance and Operations to contact.

Health and Safety Justification

Does this request address a clear health and safety issue? Yes No
(If you check "No", skip to page 2 of this form)

What is the health and safety issue?

Repainting safety lines around equipment is a NATEF requirement and is a safety issue. Painting the interior and exterior of the shop and installing workbenches and storage is not. Painted lines around equipment remind students of areas to stay clear of during equipment use.

How long has this condition existed?

Have any work orders been submitted for this issue and when?

Yes, 2013

What are the consequences if not funded?

Potential Loss of NATEF certification

General Fund One-Time Funding Request (page 2)

How does this request for funds meet the following criteria? (2 page max.)
To be used by planning teams to rate and prioritize the request.

#1. Program Needs (40 points):

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

Repainting safety line in the shop is a safety issue.

Renovation of the shop area will address key issues of appearance to corporate partners, potential students, potential future partners, and community advisors. Our corporate sponsor Honda PACT requires a certain level of appearance which include paint schemes and storage to reflect the appearance of the Honda Training center and Honda dealerships. Interior and exterior paint will give the department a professional appearance for students and the community, since our building is visible from the street. A freshly renovated automotive building can be used for community outreach, hosting automotive conferences, training technicians and employees of our business partners.

Updating storage and workspaces will allow students to work in a more efficient manner. Tool Room Monitors will be able to keep track of tools, preventing unnecessary misplacement and loss.

#2. Support of College Goals (30 points):

How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

A renovation of the facility will support multiple college goals:

Goal 2: KPI, *Student Engagement for Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Supports for Learners.*

Goal 7: KPI, *Adequacy of facilities to support educational programs comparing Spring 2006 to Fall 2011*

Goal 11: KPI, *Community Engagement*

Renovating the Automotive facility to create a modern, professional appearance will enhance our ability to reach and recruit students through outreach and conferences held at our facility. Using input from our advisory committee will dictate the best practices approach in shop layout and placement equipment when the renovation is complete.

#3. Contributions to Other College Operations (15 points):

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

Contributions to other programs will include use of the facility to outreach events, hosting high school automotive competitions, and community education workshops.

#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

Program efficiency and effectiveness will improve due to reallocation of current space to reflect a modern day automotive facility.

Please note that all requests will need the following information:

Sales quote need to include

- a. Sales tax
- b. Installation fee
- c. Training fee
- d. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.



Quote

Submit To: Snap-on Industrial
 A Division of IDSC Holdings, LLC
 21755 Network Place
 Chicago, IL 60673-1217

 (877)740-1900

Number **203908** Date: 5/2/2016
 Type **Quote**
 Customer # **201081147** Valid Until: 7/1/2016
 Cust PO #
 Ship Via **UPS FREIGHT**
 Terms **NET 30 DAYS**
 Sales Rep **049665 Steffan Morris, Phone: (949)482-9899**
 Fax/Mobile
 E-mail **Steffan.S.Morris@Snaon.com**

Delivery To: **201081147**
 GOLDENWEST COLLEGE
 15744 GOLDENWEST COLLEGE
 HUNTINGTON BEACH, CA 92647

 ATTN: Shop BAB

Bill To: **302031408**
 GOLDENWEST COLLEGE
 15744 GOLDENWEST
 HUNTINGTON BEACH, CA 92647

Item	Description	Qty	Unit Price	Total
*BAB010660	GWC - NSI16-89891	1	399,542.32	399,542.32
Build a bay Quotes are valid for 90 days after quote date.				

Tax and freight shown are estimates
 Applicable tax and freight will be charged to the Customers account.

Sub Total \$399,542.32
Tax \$31,963.39
Freight \$0.00
Total \$431,505.71

The sale of product is subject to Snap-on Industrial's standard terms and conditions of sale. Placement of an order is Customer's assent to these terms and conditions and Snap on hereby objects to any additional and/or different terms which may be contained in any Customer forms or other documents. No such additional terms will be of any force or effect.

The sale of product is subject to Customer meeting Snap-on Industrial's credit approvals. Financing through Snap-on Credit LLC is available on most purchases. Ask your Sales Rep for more information.

*Please provide vendor and pricing information to customer service on this part number.



Quote

Submit To: Snap-on Industrial
 A Division of IDSC Holdings, LLC
 21755 Network Place
 Chicago, IL 60673-1217

 (877)740-1900

Number **203912** Date: **5/2/2016**
 Type **Quote**
 Customer # **201081147** Valid Until: **7/1/2016**
 Cust PO #
 Ship Via **UPS GROUND**
 Terms **NET 30 DAYS**
 Sales Rep **049665 Steffan Morris, Phone: (949)482-9899**
 Fax/Mobile
 E-mail **Steffan.S.Morris@Snapon.com**

Delivery To: **201081147**
 GOLDENWEST COLLEGE
 15744 GOLDENWEST COLLEGE
 HUNTINGTON BEACH, CA 92647

 ATTN: GWC Parts Room

Bill To: **302031408**
 GOLDENWEST COLLEGE
 15744 GOLDENWEST
 HUNTINGTON BEACH, CA 92647

Item	Description	Qty	Unit Price	Total
*BAB020000R2	GWC Parts Room BAB	1	64,120.00	64,120.00
Freight and Install included				

Tax and freight shown are estimates.
 Applicable tax and freight will be charged to the Customers account.

The sale of product is subject to Snap-on Industrial's standard terms and conditions of sale. Placement of an order is Customer's assent to these terms and conditions and Snap-on hereby objects to any additional and/or different terms which may be contained in any Customer forms or other documents. No such additional terms will be of any force or effect.

The sale of product is subject to Customer meeting Snap-on Industrial's credit approvals. Financing through Snap-on Credit LLC is available on most purchases. Ask your Sales Rep for more information.

*Please provide vendor and pricing information to customer service on this part number.

Sub Total \$64,120.00
Tax \$5,129.60
Freight \$0.00

Total \$69,249.60

Quote

Submit To: Snap-on Industrial
 A Division of IDSC Holdings, LLC
 21755 Network Place
 Chicago, IL 60673-1217

 (877)740-1900

Number 203908 Date: 5/2/2016
 Type Quote
 Customer # 201081147 Valid Until: 7/1/2016
 Cust PO #
 Ship Via UPS FREIGHT
 Terms NET 30 DAYS
 Sales Rep 049665 Steffan Morris, Phone: (949)482-9899
 Fax/Mobile
 E-mail Steffan.S.Morris@Snapon.com

Delivery To: 201081147
 GOLDENWEST COLLEGE
 15744 GOLDENWEST COLLEGE
 HUNTINGTON BEACH, CA 92647

 ATTN: Shop BAB

Bill To: 302031408
 GOLDENWEST COLLEGE
 15744 GOLDENWEST
 HUNTINGTON BEACH, CA 92647

Item	Description	Qty	Unit Price	Total
*BAB010660	GWC - NST16-89891	1	399,542.32	399,542.32

Build a bay Quotes are valid for 90 days after quote date.

Tax and freight shown are estimates
 Applicable tax and freight will be charged to the Customers account

The sale of product is subject to Snap-on Industrial's standard terms and conditions of sale. Placement of an order is Customer's assent to these terms and conditions and Snap on hereby objects to any additional and/or different terms which may be contained in any Customer forms or other documents. No such additional terms will be of any force or effect

The sale of product is subject to Customer meeting Snap-on Industrial's credit approvals. Financing through Snap-on Credit I.I.C is available on most purchases. Ask your Sales Rep for more information

*Please provide vendor and pricing information to customer service on this part number

Sub Total	\$399,542.32
Tax	\$31,963.39
Freight	\$0.00
Total	\$431,505.71

Quote

Submit To: Snap-on Industrial
 A Division of IDSC Holdings, LLC
 21755 Network Place
 Chicago, IL 60673-1217

 (877)740-1900

Number	203912	Date: 5/2/2016
Type	Quote	
Customer #	201081147	Valid Until: 7/1/2016
Cust PO #		
Ship Via	UPS GROUND	
Terms	NET 30 DAYS	
Sales Rep	049665 Steffan Morris, Phone: (949)482-9899	
Fax/Mobile		
E-mail	Steffan.S.Morris@Snapon.com	

Delivery To: 201081147
 GOLDENWEST COLLEGE
 15744 GOLDENWEST COLLEGE
 HUNTINGTON BEACH, CA 92647

 ATTN: GWC Parts Room

Bill To: 302031408
 GOLDENWEST COLLEGE
 15744 GOLDENWEST
 HUNTINGTON BEACH, CA 92647

Item	Description	Qty	Unit Price	Total
*BAB02000R2	GWC Parts Room BAB	1	64,120.00	64,120.00
Freight and Install included				

Tax and freight shown are estimates
 Applicable tax and freight will be charged to the Customer's account

The sale of product is subject to Snap-on Industrial's standard terms and conditions of sale. Placement of an order is Customer's assent to these terms and conditions and Snap-on hereby objects to any additional and/or different terms which may be contained in any Customer forms or other documents. No such additional terms will be of any force or effect.

The sale of product is subject to Customer meeting Snap-on Industrial's credit approvals. Financing through Snap-on Credit I.L.C. is available on most purchases. Ask your Sales Rep for more information.

*Please provide vendor and pricing information to customer service on this part number.

Sub Total	\$64,120.00
Tax	\$5,129.60
Freight	<u>\$0.00</u>
Total	\$69,249.60

**Requests for Resources
2016-2019 Program Review Cycle**

General Fund One-Time Funding Resource Request (page 1)

(Complete pages 1 and 2 of the form for EACH type of funds requested and submit electronically with your program review report)

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel requests including faculty, classified, and hourly positions.)

- Equipment (Technology) Equipment (Non-Technology)
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)
 Other (e.g. conferences, funding for professional development)

Requestor's Name: Michael Russell

Email: mrussell@gwc.cccd.edu

Phone # : 1-714-892-7711 ext. 51288

Area: Instruction and Student Learning Student Life and Admin Svcs Executive

Supervisor: David Gatewood

Program Review Unit/Department: Automotive Technology

Request reviewed/approved by area manager: Yes No

The department submitted 5 Step-Model course assessments for 2015-16:

Yes No N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

Yes No

The department submitted 2016 Program Review Report by May 02, 2016

Yes No

Description of Item(s) / Cost \$

Design, and build an addition automotive shop to expand Automotive Department. Included in the new shop would be additional classroom space, lab space, parking, restrooms, and storage. Expansion would allow for growth through class offerings, increasing enrollment, and more efficient resource allocation.

Cost would be dependent on the design, size and location.

Due to the complexity of the project, we would request funding to consult with an architect on the design of a new facility.

Total Requested: \$10,000 to work with a design team to develop a plan for a new building.

Health and Safety Justification

Does this request address a clear health and safety issue? Yes No
(If you check “No”, skip to page 2 of this form)

What is the health and safety issue?

Click here to enter text.

How long has this condition existed?

Click here to enter text.

Have any work orders been submitted for this issue and when?

Click here to enter text.

What are the consequences if not funded?

Click here to enter text.

General Fund One-Time Funding Request (page 2)

How does this request for funds meet the following criteria? (2 page max.)
To be used by planning teams to rate and prioritize the request.

#1. Program Needs (40 points):

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

Since a new building would affect all classes. All SLO's would also be affected. Expanding the current footprint of automotive would allow for growth through additional space for new class offering. Additional space would allow students to work in smaller groups, with more resources such as automotive lifts and workspace available alleviating the congestion in the lab space now used for all courses. Growth through future partnerships, internships, and the addition of an alternative fuel/EV program facilitates the need for additional work space.

Targeting aspects that will attract non-traditional and economically disadvantaged student populations through surveys, and architectural insight will help to meet the negotiated rates of success set forth by the college for Perkins funding.

#2. Support of College Goals (30 points):

How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

Expansion of the Automotive Program's footprint supports multiple goals. Goals 1- 4 would be supported through the ability to add additional programs which will increase enrollment. This can be measured through KPIs, Student Enrollment and Success.

Goal 7 would be supported with the addition of a modern facility that is premier to the renovation and expansions done by automotive programs at other local colleges such as Fullerton (new building), Cerritos (new building), and Citrus (new building).

Goal 8 is supported partnering with the technology department in designing an efficient and practical plan for a technology infrastructure.

Goal 11 is supported through the Automotive Advisory Committee input on how the expansion would best satisfy the needs of our student populations and future corporate partnerships.

#3. Contributions to Other College Operations (15 points):

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

Contributions of this expansion would serve to enhance the appearance of our campus in general. Our footprint on campus is visible from the street. Enhancing the appearance through the addition of a modern facility would attract corporate sponsorship, and increase student enrollment.

#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

Expansion of the automotive facility would allow for incorporation of energy saving technology, such as solar, efficient lighting, water management and climate control.

Attracting corporate partners through this expansion opens the door to share expenses for tools and equipment and vehicle acquisition, advertising, and recruiting as demonstrated through our agreement with Honda PACT.

Please note that all requests will need the following information:

Sales quote need to include

- a. Sales tax
- b. Installation fee
- c. Training fee
- d. Service life agreement/fee

***Since there are vendors in place which we do not have access to, we would request assistance in developing a quote for starting the process of determining cost.**

Please note that approved requests over 10k will need 3 quotes before purchase.

**Requests for Resources
2016-2019 Program Review Cycle**

General Fund One-Time Funding Resource Request (page 1)

(Complete pages 1 and 2 of the form for EACH type of funds requested and submit electronically with your program review report)

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel requests including faculty, classified, and hourly positions.)

- Equipment (Technology) Equipment (Non-Technology)
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)
 Other (e.g. conferences, funding for professional development)

Requestor's Name: Michael Russell

Email: mrussell@gwc.cccd.edu

Phone # : 1-714-892-7711 x 51288

Area: Instruction and Student Learning Student Life and Admin Svcs Executive

Supervisor: David Gatewood

Program Review Unit/Department: Automotive Technology

Request reviewed/approved by area manager: Yes No

The department submitted 5 Step-Model course assessments for 2015-16:

Yes No N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

Yes No

The department submitted 2016 Program Review Report by May 02, 2016

Yes No

Description of Item(s) / Cost \$ 56,081.30

Verus Edge Certification Program

Verus is a wireless, PC based, automotive scan tool that can communicate with the majority of the vehicles on the road today. The Verus can retrieve/clear codes, graph data produced by automotive sensors, and actuate sensors that are on the vehicle. The certification program provides training curriculum for the scan tool and a certificate of achievement when the training is completed.

Total Requested: \$ 56,081.30

Health and Safety Justification

Does this request address a clear health and safety issue? Yes No

(If you check “No”, skip to page 2 of this form)

What is the health and safety issue?

Click here to enter text.

How long has this condition existed?

Click here to enter text.

Have any work orders been submitted for this issue and when?

Click here to enter text.

What are the consequences if not funded?

Click here to enter text.

General Fund One-Time Funding Request (page 2)

How does this request for funds meet the following criteria? (2 page max.)

To be used by planning teams to rate and prioritize the request.

#1. Program Needs (40 points):

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

SLO 2: Analyze and diagnose automotive engines and related components for correct system operation.

SLO 3: Demonstrate mastery of diagnostic tools and equipment used for automotive repair.

Scan tools are designed to analyze the electronics of the automobile, since most automotive systems use electronics in some form, scan tools are used throughout the program in all classes. In reviewing data for our Perkins Grant, we recognized, through survey data, that tools and acquiring tools, for economically disadvantaged students, was an obstacle to success.

Providing scan tools and a process to obtain a certificate of achievement will make our students for desirable for employment.

#2. Support of College Goals (30 points):

How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

This request supports the following College Goals:

Goal 2: Institutional Effectiveness

Goal 11: Business and Industry Partnership.

KPI for Goal 2, *Student Engagement for Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Supports for Learners*, will improve by using equipping students with a certification and training on scan tools that are used in the industry. Functions of the

Verus scan tools will dramatically improve our students to interpret data in graph form and actuate electrical components remotely, all to accurately diagnose complex problem on today's automobiles.

KPI for Goal 11 is satisfied through the endorsement of our advisory committee in purchasing more scan tools to provide adequate training to our student population. In addition, participation in the training program allows for development of community workshops to deliver the scan tool certification curriculum.

#3. Contributions to Other College Operations (15 points):

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

As stated for Goal 11, the provided scan tool curriculum can be developed into a community based workshop for established, working technicians to gain certification.

#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

Participation in the Verus Edge Certification Program allows for regular updates to scan tool software. Typically scan tool updates happen annually to cover new vehicle models. The cost of updates can run into the thousands of dollars. This cost would be included in participating in the Verus Edge Program.

Please note that all requests will need the following information:

Sales quote need to include

- a. Sales tax
- b. Installation fee
- c. Training fee
- d. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.



Quote

Submit To: Snap-on Industrial
 A Division of IDSC Holdings, LLC
 21755 Network Place
 Chicago, IL 60673-1217

 (877)740-1900

Number **203871** Date: 4/28/2016
 Type Quote
 Customer # 201081147 Valid Until: 6/27/2016
 Cust PO #
 Ship Via UPS GROUND
 Terms NET 30 DAYS
 Sales Rep **049665 Steffan Morris, Phone: (949)482-9899**
 Fax/Mobile
 E-mail Steffan.S.Morris@Snapon.com

Delivery To: 201081147
 GOLDENWEST COLLEGE
 15744 GOLDENWEST COLLEGE
 HUNTINGTON BEACH, CA 92647

 ATTN: Verus Edge Cert Kit

Bill To: 302031408
 GOLDENWEST COLLEGE
 15744 GOLDENWEST
 HUNTINGTON BEACH, CA 92647

Item	Description	Qty	Unit Price	Total
VEDGECERTKIT	VERUS EDGE CERTIFICATION KIT	1	51,500.51	51,500.51
Includes Tool Storage, Foam, 5 Verus Edges, and a set of curriculum, as well as an available Certification testing program for NC3				

Tax and freight shown are estimates.
 Applicable tax and freight will be charged to the Customers account.

Sub Total \$51,500.51
Tax \$4,120.84
Freight \$459.95
Total \$56,081.30

The sale of product is subject to Snap-on Industrial's standard terms and conditions of sale. Placement of an order is Customer's assent to these terms and conditions and Snap-on hereby objects to any additional and/or different terms which may be contained in any Customer forms or other documents. No such additional terms will be of any force or effect.

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Quote

Submit To: Snap-on Industrial
 A Division of IDSC Holdings, LLC
 21755 Network Place
 Chicago, IL 60673-1217

 (877)740-1900

Number	203871	Date:	4/28/2016
Type	Quote		
Customer #	201081147	Valid Until:	6/27/2016
Cust PO #			
Ship Via	UPS GROUND		
Terms	NET 30 DAYS		
Sales Rep	049665 Steffan Morris, Phone: (949)482-9899		
Fax/Mobile			
E-mail	Steffan.S.Morris@Snapon.com		

Delivery To: 201081147
 GOLDENWEST COLLEGE
 15744 GOLDENWEST COLLEGE
 HUNTINGTON BEACH, CA 92647

 ATTN: Verus Edge Cert Kit

Bill To: 302031408
 GOLDENWEST COLLEGE
 15744 GOLDENWEST
 HUNTINGTON BEACH, CA 92647

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