

# College of Alameda

## Annual Program Update

### Supplemental/Revised Template 2015-2016

<b>I. Overview</b>			
BI Download:		Dept. Chair:	
Subject/Discipline:		Dean:	
Campus:	College of Alameda		
Mission Statement			

<b>II. Enrollment</b> – <i>see department specific data sheet</i>
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<b>III. Student Success</b> – <i>see department specific data sheet</i>
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<b>IV. Faculty</b> – <i>see department specific data sheet</i>
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#### V. Qualitative Assessments

**CTE and Vocational:** Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

The AMT program meets mandated curriculum administered by the US Federal Aviation Administration (FAA), which qualifies graduating students for the aircraft maintenance technician certification. Although US economic projected growth for aircraft maintenance technicians is 3 to 7%, while California's expected job availability averaged at 450 openings per year until 2022. Private institutions predicts a much more optimistic outlook, AVJobs foresee an average of 10,000 opening per annual growing to 40,000 opening within the next decade for aviation technicians. United Airlines in the San Francisco foresee opening of over 5,000 technicians within the next two to three years due to aging and retirement of Baby boomers from its current workforce; while other smaller general aviation companies a competing within this hiring of available, or unavailable skill pool in aviation maintenance technicians.

**Transfer and Basic Skills:** Describe how your course offerings address transfer, basic skills, and program completion.

Department curriculum is mandated by the FAA to be an independent and inclusive of basic knowledge and skill as maintenance technicians, these basic knowledge and skills extends into all other CTE program, such as analytical skills, math and physical science, mechanical, electrical and hydraulic mechanical, and computer skills enable students to be able to move into other CTE field if so desired.

Due to the modernization of aircraft, the FAA is now looking into expanding the required curriculum into advanced avionics, human factors and advance composite, which would better prepare students for the aviation and other non-related fields.

<b>VI. Course SLOs and Assessment</b>	
	<b>Fall 2015</b>
Number of active courses in your discipline	9
Number with SLOs	9
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	
% Assessed/SLOs	
Describe types of assessment methods you are using: Aside from the typical sectional examinations and practical projects evaluations, there are certification examinations by the FAA in written, oral and practical examination conducted by third party companies and individuals, rated and compared to other similar schools nationwide.	
Describe results of your SLO assessment progress: With the AMT program that has just recertified within the last 2 years, nationwide results would be available in 2016. Thus far, graduates from 2013 and 2014, about 50 percent of these students have taken the certification examinations, those who took the examinations, 100 percent have passed; official results from the FAA should be available in 2016.	
Describe how assessment results and reflection on those results have led to improvements. Feedback from examiners, there is need to broaden the scope and curriculum in advance electricity/avionics.	

**VII. Program Learning Outcomes and Assessment**

**Fall 2015**

Number of degrees and certificates in your discipline

Number with Program Learning Outcomes

Number assessed

% Assessed

Describe assessment methods you are using

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

**VIII. Prioritized Resource Requests Summary**

College: \_\_\_\_\_

Discipline, Department or Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Date: \_\_\_\_\_

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	One additional full time faculty	1			
Human Resources: Classified	One additional part time staff	4			
Human Resources: Student Workers	On-going 4 student workers	3			
Technology	Smart classrooms	2	\$15,000		
Equipment	Advance avionics 24 students learning kits Paint booth (remodel)	2	\$20,000 + \$20,000		
Supplies	Advance composite materials	2	\$6,000		
Facilities	Repaint – inside and outside	3			
Professional Development	Faculty – industry internship	5			
Other (specify)					

**IX. Alignment of Goals Template**

**College:** \_\_\_\_\_

**Discipline, Department or Program:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

## **College of Alameda**

### **MISSION**

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

### **VISION**

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

### **VALUES**

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- \* Academic Excellence
  
- \* Budgetary Competence
  
- \* Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

### **Institutional Learning Outcomes**

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

## District-College Strategic Goals & Institutional Objectives

**Strategic Focus:** Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

<b>Strategic Goals</b>	
<b>A: Advance Student Access, Equity, and Success</b>	<p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<b>B: Engage and Leverage Partners</b>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<b>C: Build Programs of Distinction</b>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<b>D: Strengthen Accountability, Innovation and Collaboration</b>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>