ATECH Program Review Report

1. College: COA

Discipline, Department or Program: Atech

Date: October 16, 2016

Members of the Comprehensive Instructional Program Review Team: Rick Greenspan, Wayne Fung, Rufino Ramos, John Taylor (note – two contract faculty, Ed Jaramillo and John Peterson, are on leave this semester and were unable to participate)

Members of the Validation Team:

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2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The Automotive Technology curriculum is designed to prepare students for employment as apprentice auto mechanics or to allow students to continue toward a Baccalaureate degree in other advanced schools of technology in preparation for future management and teaching careers in the automotive industry.

The College of Alameda ATECH program is certified by the National Automotive Technicians Education Foundation (NATEF), NATEF certification guidelines and procedures are attached (Appendix D1 and D2) The program also works with the Apprentice program to meet their training needs, as well as with the Calif Bureau of Automotive Repair (BAR) in supplying required update programs for certified California Smog Mechanics and including in the regular curriculum the material required for Calif State Smog Licenses (as well as Calif State Lamp and Brake licenses)

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

Curriculum is reviewed every five years by an outside certification team as part of the Mater Level Program Certification by the National Automotive Technicians Education Foundation (NATEF). See APPENDIX D2 for documentation on how NATEF works. Course outlines have been updated whenever required by Curriculum Committee and Ed Code. SEE APPENDIX E.

NATEF certification occurs every 5 years, with mid-cycle review every two and a half years. During the NATEF certification, outside reviewers look not only at course outlines, but review lab sheets, lecture plans, lecture presentations, day-by-day plans, and student learning in laboratory situations. They also interview students and call local employers regarding the proficiency of students and former students as automotive technicians.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

Prerequisites, co-requisites, and advisories been validated, mainly based upon issues of safety for our students.

Curriculum is constantly being reviewed and improved, primarily to keep up with ever-changing industry and NATEF standards. Instructors attend curriculum development workshops and training regularly, as well as attending California Auto Teachers conferences annually. We are currently working with a statewide Industry Driven Regional Collaboratives (IDRC) grant to update/improve alternative fuels curriculum. We also teach a 16 hour fee-based Update classes to smog technicians, which must be created every two years.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

Degrees/Certificates along with latest update information from Curricunet are listed in Appendix E (none can be completed 50% or more online)

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

"At a glance" printout is Appendix G

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  Included in Syllabi

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  This is a totally ridiculous question. We assess ALL classes EVERY academic year in May, and we improve ALL classes every year. We need to keep up with Calif State Bureau of Auto Repair standards, NATEF standards, and general industry standards (as noted in our advisory committee minutes) for EVERY CLASS, EVERY SEMESTER, EVERY YEAR.

  We've attached Appendix H, to show three random "snapshots" from Taskstream, to show that we update all our classes every year in numerous ways.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Another ridiculous question. It's impossible to know what we will need to do in the next three years.
  We are CONSTANTLY reviewing our curriculum and our courses, and our Taskstream SLO report is but a tiny part of that process.

  What we can say as of today is that

  ***We've needed to overhaul our lab curriculum to eliminate the need for late model Toyota vehicles, after Toyota took those vehicles back when they terminated their contract with PCCD.**
  ***We are currently working on our mid-cycle compliance report to NATEF, reviewing our curriculum with our Advisory Committee.**
  ***We are starting a new fee based Smog update class in Digital Storage Oscilloscopes, which will be integrated into our regular curriculum during the coming years**
  ***We are working with Calif Automobile Assn, the Peralta Foundation, Elnora Webb, and many other sources to try to get donations of late model vehicles. If we get those vehicles, our lab curriculum will need to be updated to do work on those vehicles. We are working with Marie Hampton in purchasing to see how we could purchase used vehicles using requisition process**
  ***We are working with the IDRC grant and will be teaching a 3-unit class (paid for by the grant) on alternative fuel vehicles in the spring. This information will then be incorporated into our curriculum, although at present, we don't have ANY hybrid, electric or fuel cell vehicles on which to train those students.**

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

  We don't teach distance ed classes

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

  We have very few multi-section classes. The few that we do have get similar results.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

  We find this kind of exercise not at all helpful to the success of our students. So we spend as little time on it as possible.

  Plus, the only way to evaluate institutional and program level outcomes is to contact students who have completed a certificate or degree. However, since it is illegal for Student Services to even tell us which students have applied for certificates or degrees until AFTER they have graduated and left COA, we have had great difficulty assessing program level outcomes with those students.

  If the administration wishes to evaluate institutional outcomes for COA students who complete degrees and certificates, they are free to contact graduates from our programs and assess them as they wish.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

  See Appendix I

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  ***Quality lectures**
  ***up-to-date labs, with vehicles which reflect the current vehicles on the market**
  ***all classrooms have projectors and internet connections**
  ***up-to-date equipment, reflecting state of the art used in the trade**
  ***regular advisory committee meetings**
  ***keeping up with the latest industry standards, as per NATEF and our advisory committee**

- How has new technology been used by the discipline, department or program to improve student learning?

***Professional Development so that faculty can get trained on the latest systems, tools and diagnostic processes in the field.**
***purchase and use of state-of-the-art diagnostic equipment in lab settings**
***purchase and utilize "state-of-the-art" vehicles for training**

NOTE: All these requires substantial commitment to CTE funding by California, Peralta and COA

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid, and Distance Education courses?

  ***we constantly meet informally to review our classes, our labs, and our standards**
  ***we go over one eighth of our curriculum each time we meet with advisory committee (which means we review the entire curriculum every 4 year cycle, since we have 8 areas in which we must be certified under NATEF certification)**
  ***we undergo rigorous NATEF review of our entire program, including academic standards, every five years to maintain "master" program status. This must be done by trained evaluators who have nothing to do with our program and have been trained by NATEF.**

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  no distance ed classes are taught

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
  - Overall enrollment trends in the past three years

College of Alameda
4 Year Productivity Trends
Fall Semesters

Fall 13	ATECH	13	353	113.58	7.06	16.56	-	27
Fall 14	ATECH	12	267	82.43	6.99	11.95	-38.58%	22
Fall 15	ATECH	9	211	73.53	5.87	12.53	4.63%	23
Fall 16	ATECH	8	162	51.13	5.51	9.47	TBD	20

Fall 14	13.42	21	-8.27%
Fall 15	12.13	21	-10.63%
ATECH			
Fall 14	11.95	22	-38.58%
Fall 15	12.53	23	4.63%
KIN			

ORITY

College of Alameda
4 Year Productivity Trends
Spring Semesters

Spring 13	ATECH	10	319	119.96	7.23	16.6	-	32
Spring 14	ATECH	10	269	105.84	7.23	14.65	-13.31%	27
Spring 15	ATECH	10	264	95.69	7.23	13.24	-10.65%	26
Spring 16	ATECH	14	225	75.83	6.99	10.84	-22.14%	16

Spring 15	14.34	29	-3.91%
ATECH			
Spring 14	14.65	27	-13.31%
Spring 15	13.24	26	-10.65%
SPAN			

- An explanation of student demand (or lack thereof) for specific courses.

Enrollment "trends" haven't changed for the last 30 years – when the economy in the Bay Area is better, enrollment goes down. That's true of all Bay Area colleges, that's true of Peralta, it's true for the vast majority of Peralta's CTE programs and it's certainly true for Atech.

Demand for our beginning courses is always higher than that for our advanced classes.
But we have a higher dropout rate from our beginning classes, since many of those students find the discipline to be more demanding and complex than they may have imagined.

Could we "recruit" more students in low-enrollment times? Could we recruit better students? Or students more likely to complete? During the final 5 years of our Toyota program, we sent not one but two faculty to Toyota's training workshops on "recruiting," taught by a "champion recruiter" from a private technical college.

Both John Taylor and John Peterson followed the Toyota recruiting system to the letter and IT MADE NO DIFFERENCE IN TOYOTA ENROLLMENT! So in our experience, 'recruiting' is not the answer to low demand.

When the overall economy takes a turn for the worse, and there are fewer jobs available in construction, fast food, FedEx, etc., then 'demand' for Atech classes will get better. Otherwise, in order to maintain our certification with NATEF, we need to run our current set of classes and continue to provide the best, highest quality automotive training available.

Invariably, we find that the more advanced the class, the lower the enrollment/demand.
This is because, unlike AMT or Nursing or Cosmetology, passing a licensing exam is not required to repair vehicles in the state of California. So students drop out of the program and go to work full-time – typically in the area of auto repair. In our opinion, when a student drops out of our program to work full-time as an auto technician, that's a mark of program success. It should not

be a "ding" on enrollment, productivity, success and retention. Lower demand isn't related to a low quality program.

- Productivity for the discipline, department, or program compared to the college productivity rate.

  Please insert the data chart here - SEE CHARTS ABOVE

  College productivity rate __15.29__

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

  see above

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

We've tried every imaginable scheduling various over the last 35 years that Rick has been here, and enrollment trends haven't changed. The current schedule allows the most efficient use of the laboratory and lecture facilities available, along with faculty availability.

- Recommendations and priorities.

Maintain NATEF certification; continue to involve advisory committee.
Keep up the good work!!

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6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

7. Career Technical Education Rate (Scorecard) (Optional)

Percentage of students tracked for six years who started first time and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, cretificate, or transferred
(Goal should be set as rate)

Historical Rates					Goals	
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Short-term (1 Year) Goal (goal for 2016-2017)	Long-term (6 Years) Goal
60.3	52.5	54.1	51.5	53.5	60%	65%

Department/discipline course completion rates:

Retention by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
F15	Alameda	ATECH	11	ENGINES/FUEL SYSTEMS	19	22	86.4%
F15	Alameda	ATECH	12	ELEC/ELECTRONIC SYS	16	21	76.2%
F15	Alameda	ATECH	15	DRIVE TRAIN/TRANSMIS	12	12	100.0%
F15	Alameda	ATECH	21	TRANS TECH PRINCIPLS	35	40	87.5%
F15	Alameda	ATECH	22	INTRO AUTO MECHANICS	36	53	67.9%
F15	Alameda	ATECH	23	AUTO AIR CONDITIONNG	16	18	88.9%
F15	Alameda	ATECH	234	BRAKES/ALIGNMENT/HEADLAMP	11	15	73.3%
F15	Alameda	ATECH	30	TOYOTA CHASSIS SYSTEMS	8	8	100.0%
F15	Alameda	ATECH	40	ADV AUTO CHASSIS	4	4	100.0%
F15	Alameda	ATECH	41	ADV ENGINE REPAIR	7	7	100.0%
F15	Alameda	ATECH	42	ADV AUTO ELECTRONICS	10	10	100.0%
F15	Alameda	ATECH	45	ADV AUTO TRANSAXLES	1	1	100.0%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	ATECH	11	ENGINES/FUEL SYSTEMS	22	15	68.2%	3	13.6%
F15	Alameda	ATECH	12	ELEC/ELECTRONIC SYS	21	15	71.4%	5	23.8%
F15	Alameda	ATECH	15	DRIVE TRAIN/TRANSMIS	12	11	91.7%	0	0.0%
F15	Alameda	ATECH	21	TRANS TECH PRINCIPLS	40	22	55.0%	5	12.5%
F15	Alameda	ATECH	22	INTRO AUTO MECHANICS	53	33	62.3%	17	32.1%
F15	Alameda	ATECH	23	AUTO AIR CONDITIONNG	18	15	83.3%	2	11.1%
F15	Alameda	ATECH	234	BRAKES/ALIGNMENT/HEADLAMP	15	9	60.0%	4	26.7%
F15	Alameda	ATECH	30	TOYOTA CHASSIS SYSTEMS	8	8	100.0%	0	0.0%
F15	Alameda	ATECH	40	ADV AUTO CHASSIS	4	4	100.0%	0	0.0%
F15	Alameda	ATECH	41	ADV ENGINE REPAIR	7	7	100.0%	0	0.0%
F15	Alameda	ATECH	42	ADV AUTO ELECTRONICS	10	10	100.0%	0	0.0%
F15	Alameda	ATECH	45	ADV AUTO TRANSAXLES	1	1	100.0%	0	0.0%

Total Graded = any grade, including W
Success = A, B, C, or Pass
Success Rate = Success / Total Graded
Withdraw = Withdraw from class
Withdraw Rate = Withdraw / Total Graded

Discussion:

These rates are typical of CTE classes such as Atech. Higher withdrawal rates and lower retention are in the beginning classes; the more advanced classes are smaller with higher retention and completion rates.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

  No Distance Ed Classes are taught

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

  N/A

- Describe the discipline, department, or program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard _____52%_____

Discipline, department, or program retention rates

Course Retention: Subject by Course

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER

CAMPUS	Alameda
SUBJECT	ATECH
CATALOG_NBR	(All)

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ATECH 10 - AUTOMOTIVE CHASSIS	NA	NA	65.38%	NA	NA	48.39%	NA	NA	80.00%
ATECH 11 - ENGINES/FUEL SYSTEMS	NA	96.43%	90.63%	NA	90.63%	95.45%	NA	88.00%	78.95%
ATECH 12 - ELEC/ELECTRONIC SYS	NA	NA	100.00%	NA	NA	96.97%	NA	NA	80.77%
ATECH 14 - ADV. ENGINE PERFORM.	NA	90.00%	NA	NA	88.89%	NA	NA	93.33%	NA
ATECH 15 - DRIVE TRAIN/TRANSMIS	NA	82.35%	NA	NA	66.67%	NA	NA	50.00%	NA
ATECH 21 - TRANS TECH PRINCIPLS	85.71%	97.14%	60.00%	73.91%	93.18%	79.17%	92.31%	77.50%	81.58%
ATECH 22 - INTRO AUTO MECHANICS	76.00%	75.32%	57.89%	55.56%	70.27%	77.78%	84.38%	69.23%	67.61%
ATECH 23 - AUTO AIR CONDITIONNG	NA	NA	78.05%	NA	NA	75.00%	NA	NA	82.76%
ATECH 234 - BRAKES/ALIGNMENT/HEADLAMP	78.26%	NA	NA	93.33%	NA	NA	92.86%	NA	NA
ATECH 24A - COMPUTER CONTROLS	93.33%	NA	NA	96.77%	NA	NA	85.00%	NA	NA
ATECH 25 - CLEAN AIR COURSE II	NA	97.06%	NA	NA	84.38%	NA	NA	95.83%	NA
ATECH 26 - INTRO AUTO ELECT SYS	NA	96.77%	NA	NA	69.44%	NA	NA	64.71%	NA
ATECH 27 - SMOG CHECK II	NA	100.00%	NA	NA	75.00%	NA	NA	96.30%	NA
ATECH 30 - TOYOTA CHASSIS SYSTEMS	NA	100.00%	NA	NA	86.67%	NA	NA	100.00%	NA
ATECH 31 - INTRODUCATION TO TOYOTA	NA	NA	NA	80.95%	NA	NA	88.00%	NA	NA
ATECH 32 - TOYOTA ELECTRICAL SYSTEMS	NA	92.00%	NA	NA	95.65%	NA	NA	89.47%	NA
ATECH 33 - TOYOTA ENGINES & COOLING	NA	NA	72.73%	NA	NA	100.00%	NA	NA	50.00%
ATECH 34 - TOYOTA ENGINE PERFORMANCE	NA	NA	63.16%	NA	NA	93.75%	NA	NA	76.47%
ATECH 35 - TOYOTA DRIVETRAIN/TRNSMSNS	NA	NA	78.95%	NA	NA	78.57%	NA	NA	77.78%
ATECH 40 - ADV AUTO CHASSIS	NA	NA	100.00%	NA	NA	80.00%	NA	NA	60.00%
ATECH 41 - ADV ENGINE REPAIR	NA	100.00%	100.00%	NA	88.89%	75.00%	NA	100.00%	100.00%
ATECH 42 - ADV AUTO ELECTRONICS	NA	NA	100.00%	NA	NA	100.00%	NA	NA	100.00%
ATECH 45 - ADV AUTO TRANSAXLES	NA	NA	NA	NA	NA	NA	NA	100.00%	NA
ATECH 49 - I/S- AUTO TECHNOLOGY	NA	100.00%	NA	NA	100.00%	NA	NA	100.00%	NA
Grand Total	**82.05%**	**90.31%**	**73.40%**	**77.78%**	**80.91%**	**80.38%**	**87.50%**	**81.65%**	**76.36%**

Discussion:

In general, retention is higher in smaller, more advanced classes. It is lower in larger, beginning classes. This is typical of all CTE areas.

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

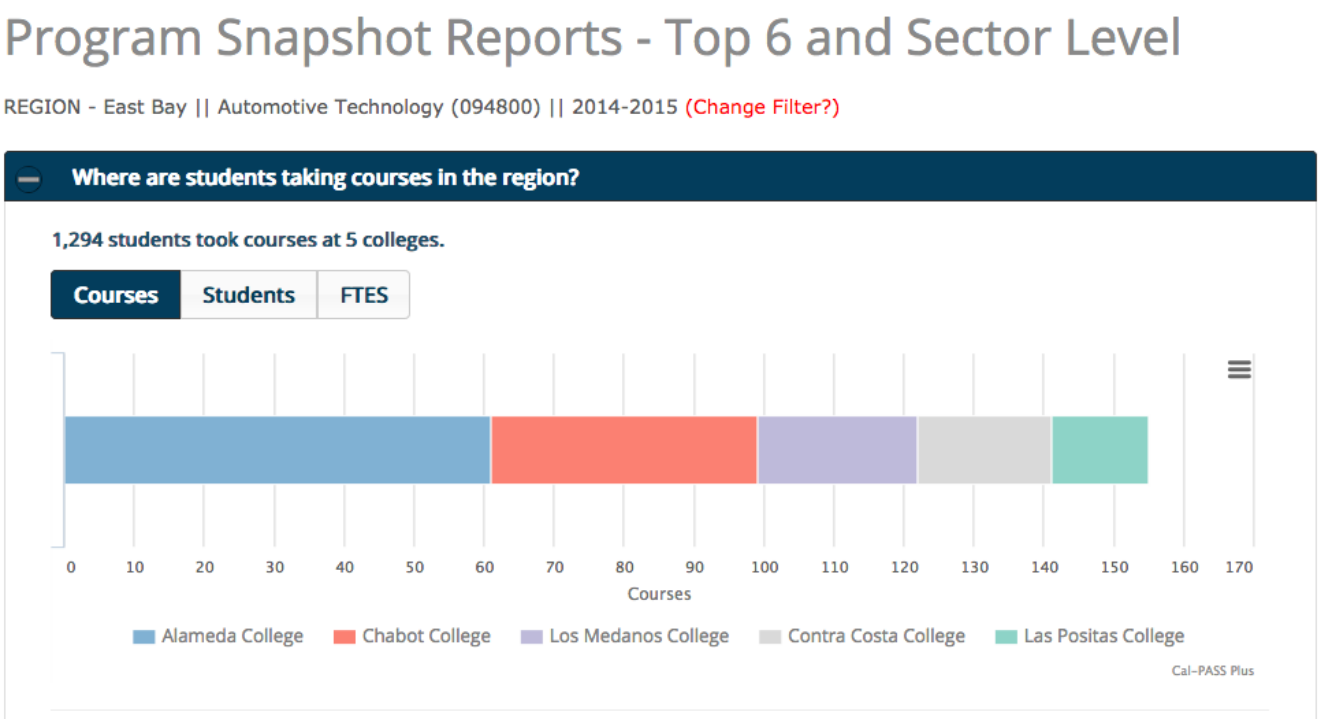
The same as we've done for the last 3 years, and the same as we plan to do for the next three years and the three years after that, and so on!

***Maintain quality of program**
***Keep up with changes in industry**
***Professional development for faculty**
***Continue to maintain NATEF master program certification status**
***Update equipment, such as hybrid vehicles, for student labs**
***Update diagnostic equipment to match industry standards**

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

	A	B	C	D	E
1	**Number of Awards by Subject Area, Program and Academic Year at College of Alameda**				
2					
3	CAMPUS_NAME	College of Alamed			
4					
5	**Subject/Department**	**Academic Year**			
6	**Program**	**2012-2013**	**2013-2014**	**2014-2015**	**Total**
7	**Anthropology**	**1**	**4**	**2**	**7**
8	Anthropology (AA)	1	4	2	7
9	**Apparel Design and Merchandisi**	**11**	**11**	**17**	**39**
10	Apparel Design and Merchandising (AA)	4	3	4	11
11	Apparel Design and Merchandising (CA)	7	8	13	28
12	**ART**		**2**	**3**	**5**
13	Art (AA)		2	2	4
14	Art History for Transfer (AAT)			1	1
15	**Auto Body And Paint**	**7**	**12**	**14**	**33**
16	Auto Body (AS)		1	1	2
17	Auto Paint (AS)		1	1	2
18	Auto Body (CA)	3	5	6	14
19	Auto Paint (CA)	4	5	6	15
20	**Automotive Technology**	**22**	**40**	**36**	**98**
21	ATECH Light Duty Auto Repair (CP)	1	2	5	8
22	Auto Electronics Specialist (AS)	1	1	2	4
23	Chassis and Drivetrain (AS)	2	2	2	6
24	Engine Performance (AS)	2	6	3	11
25	Engine Repair Specialist (AS)	1	2		3
26	Light Duty Auto Repair (CP)		1		1
27	Auto Electronics Specialist (CA)	1	4	4	9
28	Chassis and Drivetrain (CA)	1	3		4
29	Chassis Specialist (CA)	3	2	2	7
30	Drivetrain Specialist (CA)			1	1
31	Engine Performance (CA)	5	10	6	21
32	Engine Repair Specialist (CA)	2	3	1	6
33	Toyota Specialist (CA)	3	4	10	17

We are proud of our rates of degrees and certificates and don't see any major areas that need changing. Of course, curriculum content will continue to change to keep up with the industry. And with enrollment currently down, we expect that the number of degrees/certiificates will also drop accordingly.



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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount ____ **5 full time; two are on leave this semester**

  Part-time faculty headcount _____**Two this semester, three next semester**

  Total FTEF faculty for the discipline, department, or program _____**4.63 this semester**____

  Full-time/part-time faculty ratio **_____5 (2 on leave) to 2 (fall) or 3 (spring)_____**

  Classified staff headcount _____**One**

Fall 16 at Alameda

No.	Subject	SECT	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
1	ADAM	8	1.85	0.78		2.63
2	AFRAM	5	1.00			1.00
3	AMT	10	1.80	0.83	1.47	4.10
4	ANTHR	7	1.00	0.01	0.40	1.41
5	ART	9	0.70	0.05	1.49	2.24
6	ASTR	4			0.80	0.80
7	ATECH	7	2.75	1.09	0.79	4.63
8	ATHL	1			0.29	0.29

- Describe your current utilization of facilities and equipment.

  Our facility is used pretty much all day, M-F, plus three to four evenings a week.
  We also teach smog update classes on Saturdays and Sundays, about once every month or two.

  We often have three classes in labs at the same time, so the equipment gets heavy use, which is why it is important to have consistent maintenance programs and to replaced aged, outdated, broken and worn out equipment on a regular basis.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  Our staffing levels are well matched at present to our student demand.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  Please see NATEF certification standards (Appendix D1 and D2) for the evidence supporting our requests for new technology – new equipment, new vehicles, new trainers, new diagnostic tools, etc.

  If anyone can predict the changes in automotive technology three years into the future, they should probably be working for Tesla or Google!

  Among the upcoming changes in automotive technology:
  ***Increased use of navigation and onboard camera systems**
  ***"heads up" displays of data**

***Radar**
***Lidar (Laser Radar)**
***Lane control**
***Increased stability controls**
***Engines which turn off and on every time vehicle comes to a stop**
***Self driving vehicles**
***Electric vehicles**
***Plugin Hybrids**
***Fuel Cell vehicles**

We need to develop curriculum in all these areas as they are added to our instructional program.

Another issue is what curriculum areas we eliminate to make room for the changes? That will be based on industry input from our advisory committee and based on NATEF certification standards

Overall, it's all we can do to keep up, one-year-at-a-time.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  Facility improvements don't need any supporting data – they are just common sense so that students can learn in a safe and comfortable environment.

  All classrooms need functioning climate control systems. At present there is essentially no heat in the winter and no cooling in the summer.

  The vehicle exhaust system in the building is 40 years old, they don't make parts for the pumps any more, and yet Peralta refuses to replace anything as long as it continues to work.

  All the vehicle lifts need regular servicing, something PCCD refuses to pay for. Instead, faculty and students essentially maintain the lifts, and PCCD only pays for repairs when something breaks outright.

  PCCD did finally sign a 5 year maintenance agreement on the air compressors, after it was discovered that PCCD maintenance engineers had no idea how they worked or how to service or repair them, since they are 100% computerized and PCCD maintenance refuses to train/update their engineers in computerized compressor systems.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Rick Greenspan: CoChair, COA Budget Committee; Chief negotiator, Peralta Federation of Teachers, former TRC Facilitator for COA, currently PFT liaison to TRC facilitators, numerous hiring committees and TRCs
Ed Jaramillo: Faculty Senate, PFT Executive Council, numerous hiring committees and TRCs, currently on two-year leave as President of the Peralta Federation of Teachers
Rufino Ramos: Latino Unidos club sponsor, COA Car Club sponsor, lots of charitable work with the Latino Lions club, plus numerous hiring committees and TRCs
Wayne Fung: lots of charitable work with his community and church
John Peterson (currently on medical leave)

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

John Taylor – works with IDRC grant, supervises internships

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

John Taylor, part-time faculty, is Dept Co-chair. He supervises student interns. He is also COA's head on the IDRC Automotive grant, and will be teaching a Hybrid class in the spring.

All part-time faculty are contacted via email regarding all scheduling and other decisions.

Part B.

- What are the job placement rates for your discipline/department/program for the past three years?

Not available. Since student services won't contact us with the names of program graduates until after they graduate, they are notoriously hard to track down. With so few, any rates that were calculated would be statistically unreliable.

- What are the projected job openings in your discipline for the next three years?

B	C	D	E	F
Program-TOP Code-Associated Occupations	MEDIAN WAGES 2014	PROJECTED JOB GROWTH 2012-2022	EMPLOYMENT 2012	PROJECTED JOB OPENINGS 2012-2022
Automotive Technology-094800				
Electrical and Electronics Installers and Repairers, Transportation Equipment	$ 56,000	LITTLE OR NO CHANGE (-2% TO 2%)	16,000	3,600
Electronic Equipment Installers and Repairers, Motor Vehicles	$ 31,020	DECLINE (-3% OR LOWER)	15,000	1,300
Automotive Service Technicians and Mechanics	$ 37,120	AVERAGE (8%-14%)	701,000	237,600

Nearly 250,000 openings between now and 2022, nationwide. Essentially "average"

- How is the discipline/department program responding with regard to labor market demand?

  The most important response is keeping up with the equipment, diagnostic tools, vehicles and skills that are required in the trade. Sometimes this means expensive equipment, such as alignment machines; other times it might mean adding navigation systems, CAN networks, hybrids or Smartkey systems to the curriculum.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

  See appendix F

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

  Virtually every program update and change is discussed with our Advisory Committee. Minutes of those meetings are included in the Appendix F

- Does your program require state or national licensing? Please explain. What is your licensing status?

  Certified by NATEF as Master Training program. Currently undergoing mid-term compliance report. NATEF is a voluntary certification program.

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

  Students voluntarily can get ASE certifications, but we don't keep records on that.

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

  Working with Pam Gutman and Jerry Bernstein, Deputy Sector Navigators for Advanced Transportation (from CCSF). Participating in IDRC grant for training in hybrids and soft skills with numerous other program in the state.

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

  ***Attend CAT conferences (Calif Auto Teacher Assn), where instructors participate in technical training, meet vendors and exchange/update instructional methods.**
  ***IDRC Grant (see above)**

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	**Granting Agency**	**Grant Goals**
IDRC	Calif State Workforce	Hybrid Training and soft-skills improvements

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  ***NATEF requires 20 hours of technical update training for every faculty member (part-time and contract) every year. May be online or in person**

  ***We do lots of "cross training," where instructors work together to develop and execute curriculum updates and changes**

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

The same as we've done for the last 3 years, and the same as we plan to do for the next three years and the three years after that, and so on!
*Maintain quality of program
***Keep up with changes in industry**
***Professional development for faculty**
***Continue to maintain NATEF master program certification status**
***Update equipment, such as hybrid vehicles, for student labs**
***Update diagnostic equipment to match industry standards**

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Activities and Rationale: **Continue to update and change as required by NATEF, advisory committee and industry standards**

- **Goal 2. Assessment:**

  Activities and Rationale: **Continue to assess class and program learning outcomes as best we can, within the limitations of law (especially problematic for program learning outcomes)**

- **Goal 3. Instruction:**

  Activities and Rationale: **Continue to update instruction in terms of new technologies, new vehicles, new diagnostic techniques, and keeping up with the standards of the trade.**

- **Goal 4. Student Success:**

  Activities and Rationale: **Keep equipment up-to-date with industry standards; purchase up-to-date diagnostic equipment; obtain up-to-date vehicles; maintain NATEF certification;**

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale: **Continue to work with Calif Auto Teachers, Deputy Sector Navigator, NATEF certification processes, Bureau of Auto Repair and Calif Air Resources Board (Smog program), as well as participate with training programs from Hunter, Snapon, Subaru, Honda, etc.**

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review
Prioritized Resource Requests Summary

College: _____COA_____

Discipline, Department or Program: _____Atech_____

Contact Person: _____Rick Greenspan_____

Date: _____October 2016_____

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	Continue same as currently	2			ILO: 1, 2 District: A, B, C
Human Resources: Classified	Continue same as currently	2			ILO: 1, 2 District: A, B, C
Human Resources: Student Workers	Continue with Student workers at the same rate as we've had in the past	2			ILO: 1, 2 District: A, B, C
Technology	It's impossible to predict technology needs in advance. Whether you call it "equipment" or "technology," here's the tip-of-the-iceberg of what is needed: *hybrid vehicles (4 vehicles @ $40,000 each), *Hybrid vehicle trainers	1	Approximately $750,000	See above in sections regarding curriculum, equipment, etc.	ILO: 1, 2 District: A, B, C

	(2 @ $40,000 each), *hybrid motor/generator diagnostic trainers (2 @ $10,000 each) *smartkey vehicles (2 @ $40,000 *electric vehicles (2 @ $40,000) *new computers in lab area (25 @ $600 each (see photo Appendix J) * Diagnostic technology for all the above ($100,000 and up) *Upgrade diagnostic tools and equipment for current fleet of donated vehicles *refrigerant recyclers as new refrigerants come on the market, plus replace old ones as they break down (approx $25,000) *New diagnostic tools for late model vehicle diagnosis and repair, as determined by automotive manufacturers and as required by NATEF master level certification standards (approx $25,000)				
Equipment	See Technology above. Also: *replacing broken or worn out diagnostic tools, equipment, computers, vehicle lifts, jacks, tool boxes, and other items required for vehicle service and repair. For a basic "Required Equipment" list, please see Appendix A, Auto Program Standards, p 111 - 124	1	see Technology	see Technology	ILO: 1, 2 District: A, B, C
Supplies	Supplies are defined as items typically costing $200 or less per unit. Includes: *general hand tools such as sockets, wrenches,	1	Approximately $75,000 per year	See Program Review sections dealing with keeping up a quality program and keeping up	ILO: 1, 2 District: A, B, C

	ratchets, etc. *general shop tools such as micrometers, vacuum pumps, compression gauges *electric and air tools such as drills, impact guns, etc. *specialized tools for specific jobs on specific vehicles, as recommended by vehicle manufacturers *electronic test tools which cost less than $200 *"loaner" tools which can be used by financial aid students in lab *consumables – oil, refrigerant, coolant, sealants, greases, sprays such as WD-40, gasoline, etc. *fasteners, batteries for vehicles and for test equipment *Other supplies as required by NATEF certification and as required to train students to be automotive mechanics			with changing industry standards.	
Facilities	Upgrade/replace/maintain: *Vehicle exhaust system *garage doors *fencing *classroom HVAC *shop HVAC *heavy equipment (compressors, lifts, alignment and balance equipment	1	$750,000 or more –no estimates have been obtained	See above sections on facilities	ILO: 1, 2 District: A, B, C
Professional Development	Continue same as currently. Prof Devel opportunities often occur during the summer, so it is difficult to utilize PCCD Staff development funding because we can never meet committee deadlines	2	$20,000 or less funding should be available in Strong Workforce COA fund	See above regarding professional development	ILO: 1, 2 District: A, B, C

Other (specify)					

Appendix B

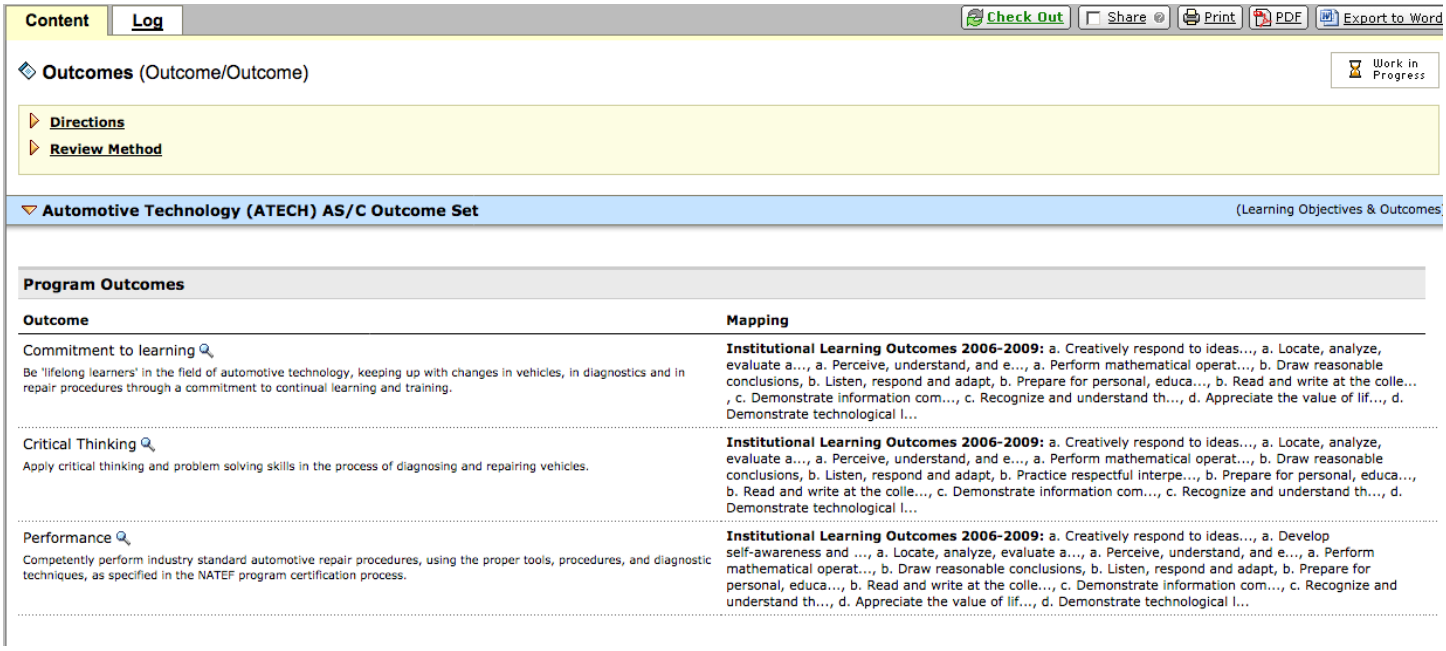
PCCD Program Review
Alignment of Goals Template

College: _____COA_____

Discipline, Department or Program: _____Atech_____

Contact Person: _____Rick Greenspan_____

Date: _____October 2016_____



Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked

1. The narrative information is complete and all elements of the program review are addressed. 2. The analysis of data is thorough. 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
1. Accepted. 2. Conditionally Accepted. 	1. Complete the signatures below and submit to the Vice President of Instruction. 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair. 3. Provide commentary that indicates areas in the report that require

3. Not Accepted.	improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team

Print Name	Signature	Date

Validation Team

Print Name	Signature	Date

Received by Vice President of Instruction

Print Name	Signature	Date

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.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** 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. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** 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. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.


PERALTA COMMUNITY
COLLEGE DISTRICT