

# Peralta Community College District

Berkeley City College  
College of Alameda  
Laney College  
Merritt College



## Career Technical Education (CTE) Program Review Handbook

Fall 2016



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# Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

# Components in the Process

The CTE Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the CTE Program Review process include:

- The CTE Program Review Team
- Core data elements
- Completion of a CTE Program Review Narrative Report every three years
- Validation of the CTE Program Review Report
- Completion of three reporting templates (found in the appendix). They are:
  - The *CTE Program Review Resource Requests Template* in which to summarize key resource needs.
  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
  - The *Validation Process Form* in which to document the validity of the program review.

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- Annual Program Updates (APUs), which review progress in meeting goals identified in the CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.
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Thus, the recommendations and priorities from the CTE Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

# The CTE Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
- Division Dean
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE Program Review Narrative Report.

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**Validation:** A designated college body, such as a validation committee or institutional effectiveness committee, will review the CTE Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

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# CTE Core Data Elements

## Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1<sup>st</sup> of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
  - Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
  - FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
  - College productivity rate for the last three years.
  - Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
  - Total degrees and certificates awarded by the college, per year, for the last three years.
  - Retention rates by course and discipline, department or program for the last three years.
  - Overall college retention rate.
  - Course completion (student success) rates, by course and discipline, department or program for the last three years.
  - College course completion rates for the last three years
  - Faculty Demographics: Full-time/part-time, age, gender, ethnicity
  - Labor Market Information and Trends:
    - Data by O\*NET classification (from Career Zone California) on new and replacement job projections and wages
    - Data/Reports from Centers of Excellence (COE) on industry sectors
    - EMSI data
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## Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
- A list of degrees and certificates

Course Subject Co	Status	Course #	Course Title	Course Created On	COR last update
AUTOB	Active	010	Basic Auto Body Repair Concepts	09/19/2007	04/27/2012
AUTOB	Active	012	Service Welding for Transportation Technology	09/19/2007	02/21/2014
AUTOB	Active	020	Advanced Auto Body Repair Concepts	09/19/2007	04/27/2012
AUTOB	Active	030	Basic Methods of Paint Preparation and Equipment	09/19/2007	02/21/2014
AUTOB	Active	040	Advanced Study in Refinishing	09/19/2007	02/21/2014
AUTOB	Active	049	AUTOB049	09/19/2007	09/19/2007

AUTOB - Auto Body (AS, CA)	<i>The AS degree will be awarded upon satisfactory completion of the major course requirements and the Gen Education requirements for the AS degree listed in the Degrees and Programs section of the catalog.</i>		
	AUTOB 10	7/14/2016	
	AUTOB 20	7/14/2016	
	AUTOB 12	7/14/2016	
	MATH 225	7/14/2016	
AUTOB - Auto Paint (AS, CA)	<i>The AS degree will be awarded upon satisfactory completion of the major course requirements and the Gen Education requirements for the AS degree listed in the Degrees and Programs section of the catalog.</i>		
	AUTOB 30	7/14/2016	
	AUTOB 40	7/14/2016	
	ATECH 26	7/13/2016	
	MATH 225	7/13/2016	

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

<b>AUTOB</b>
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AUTOB10	X
AUTOB12	
AUTOB20	
AUTOB30	X
AUTOB40	

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C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

## Definitions

**Discipline:** An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

**Department/Program:** An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

**FTEF (Full Time Equivalent Faculty):** Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

**FTES (Full Time Equivalent Student):** This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

$$\text{WSCH (Weekly Student Contact Hours from the census)} / 525 \times 17.5 = \text{FTES}$$

The WSCH of “contact hour” is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

$$120 / 525 \times 17.5 = 4.0 \text{ FTES}$$

**FTES/FTEF (Productivity):** The ratio of full-time equivalent students to full-time equivalent instructors.

**Retention:** After the first census, the percent of students earning any grade but a “W” in a course or series of courses. To figure retention for a class, subtract the “W”s from the total enrollment and divide the number by the total enrollment.

**Student Success:** Course completion rate with a grade “C” or better.

# The CTE Program Review Report

## 1. College: COA

**Discipline, Department or Program:** AUTOBODY

**Date:**

**Members of the Comprehensive Instructional Program Review Team:**

**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.

Prepare for a well-paying career in Auto Body work or Auto Painting. Train for jobs in Auto Body Repair & Painting as Automotive Body and Related Repairers, Auto Body Work, Auto Painter Automobile Painting, Automotive Body Repairer, Collision Repair Technician, Auto Body Repair and Car Body Repair.

The Auto Body and Paint program prepares students to enter the job market as trained and qualified technicians, and allows students to continue toward a Baccalaureate degree in advanced schools of technology, as teachers, or to broaden their skills in management, design or business. Lecture and laboratory instruction covers safety, trade ethics, use of hand and power tools, as well as theory, repair and painting of automobiles.

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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.

AUTOB 10 and 20 were last updated in 2012 and will be updated during this 3 YR cycle.

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

There are opportunities to re-develop and enhance the welding aspect of the program.

- 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?

N/A

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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.

*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)

Program Level can be found on Webpage and College Catalog. Course levels are on 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.

Improvement 1.

**Hiring of a fulltime Auto paint Instructor in 2013 (replace position due to retirement) Auto 30 Auto 40.**

Improvement 2.

**Purchase of Smart classroom technology, 2015 This technology brings updated teaching technology to the classroom**

Improvement 3.

**Purchase of new “state of the art” automotive frame straightening and measuring equipment. This allows students to use modern technology when repairing damaged vehicles.**

- 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”
- 
- **Plan 1. We plan to be upgrading and overhauling the curriculum in the AutoB 012 welding program. We plan to redesign the welding area and upgrade it with new modern welding stations and welding equipment.**

**Plan 2. We have curriculum in the process with starting new classes in bumper repair on modern vehicles, this class will specialize in this area of repairing urethane bumper covers and reduce the cost of replacing them**

### **Plan 3. Work closely with California Autobody Assoc and the ICAR foundation with enhancing curriculum and training materials to assist with student placement skill needs to improve our job placement**

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

N/A

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

N/A

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).  
The Department PLO is mapped to the College ILO and assessed via an assessment rubric on a 3 year cycle.
- 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 Goal Alignment Summary” from TaskStream

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#### **5. Instruction:**

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

Lectures that are current content, using internet with “Smart classroom” technology , current teaching materials

Audio-Visual aides, use of You Tube during classroom lecture. Visiting local automotive museums, encouraging students to attend auto shows to better understand fabrication ,customizing techniques.

Requirement of a variety of projects during lab

Working with the ICAR foundation to encourage students and local technicians to stay current with continuous advancing technology on todays automobiles.

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

**Purchase of new modern equipment, “state of the art” computerized frame measuring.**

**Working with modern vehicles with new technology**

**Purchase of updated welding machines to do modern welds that are required on todays vehicles**

- 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?

N/A

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

N/A

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

Course	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
AUTOB 10 - BASIC AUTOB REPAIR	30			20	17	15	16
AUTOB 12 - SERVICE WELDING		0	10	26	21	14	
AUTOB 20 - ADV AUTO BODY REPAIR	15			12	7	9	6
AUTOB 30 - PAINT PREP/EQUIPMENT		15			11	20	14
AUTOB 40 - ADV STUDY/REFINISHNG		20			7	8	10
<b>Grand Total</b>	<b>45</b>	<b>35</b>	<b>10</b>	<b>58</b>	<b>63</b>	<b>66</b>	<b>46</b>

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

Student demand has been steady over the past 3 years

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

Fall 13	AUTOB	2	58		22.67	1.27		17.89
Fall 14	AUTOB	3	66		31.87	2.31		14.34
Fall 15	AUTOB	5	78		30.63	2.31		13.28

College productivity rate

Fall 2012 Merritt	351	14072	1711.00	50.15	1771.50	50.00	16.04
<b>District Total</b>	<b>1803</b>	<b>67670</b>	<b>7833.16</b>	<b>530.90</b>	<b>8364.06</b>	<b>458.96</b>	<b>18.22</b>
Fall 2013 Alameda	342	13529	1463.73	83.05	1546.78	88.77	17.42
Fall 2013 Berkeley	418	14772	1670.39	193.51	1863.90	103.57	18.00
Fall 2013 Laney	887	28044	3297.33	256.11	3553.44	215.24	16.51
Fall 2013 Merritt	363	15148	1674.01	68.80	1742.81	98.76	17.65
<b>District Total</b>	<b>2010</b>	<b>71493</b>	<b>8105.46</b>	<b>601.47</b>	<b>8706.93</b>	<b>506.35</b>	<b>17.20</b>
Fall 2014 Alameda	370	13590	1520.97	96.10	1617.07	98.10	16.48
Fall 2014 Berkeley	484	16340	1764.39	246.96	2011.35	114.08	17.63
Fall 2014 Laney	925	27470	3208.06	246.84	3454.90	224.77	15.37
Fall 2014 Merritt	405	15090	1771.97	73.55	1845.52	107.45	17.18
<b>District Total</b>	<b>2184</b>	<b>72490</b>	<b>8265.39</b>	<b>663.46</b>	<b>8928.84</b>	<b>544.40</b>	<b>16.40</b>
Fall 2015 Alameda	387	13720	1540.19	102.68	1642.87	100.03	16.42
Fall 2015 Berkeley	522	16781	1805.71	290.19	2095.90	122.06	17.17
Fall 2015 Laney	947	27782	3299.67	268.48	3568.15	233.20	15.30
Fall 2015 Merritt	432	14701	1788.99	88.76	1877.75	109.21	17.19

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

The department's productivity rates has declined along with the overall College productivity rate.

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

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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 66%

TERM	CAMPUS	SUBJECT	CATALOG	CATL	DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	AUTOB	10		BASIC AUTOB REPAIR	18	14	77.8%	3	16.7%
F15	Alameda	AUTOB	12		SERVICE WELDING	20	15	75.0%	1	5.0%
F15	Alameda	AUTOB	20		ADV AUTO BODY REPAIR	9	5	55.6%	2	22.2%
F15	Alameda	AUTOB	30		PAINT PREP/EQUIPMENT	9	5	55.6%	0	0.0%
F15	Alameda	AUTOB	40		ADV STUDY/REFINISHNG	9	9	100.0%	0	0.0%
F15	Alameda	AUTOB	49		I/S- AUTO BODY/PAINT	11	11	100.0%	0	0.0%

ETC.

Discussion:

AUTOB has higher success/completion rates than the College standard.

- 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?

N/A

College course completion standard \_\_\_\_\_

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

Department/discipline Distance Education (100% online) course completion rates:

Course 1. \_\_\_\_\_  
 (course name and number) rate

Course 2. \_\_\_\_\_  
 (course name and number) rate

Course 3. \_\_\_\_\_  
(course name and number) rate \_\_\_\_\_

Course 4. \_\_\_\_\_  
(course name and number) rate \_\_\_\_\_

ETC.

Discussion:

- 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 \_\_\_47%\_\_\_\_\_

TERM	CAMPUS	SUBJECT	CATALOG	CATL	DESCR	RETN	CENSUS	RETN %
F15	Alameda	AUTOB	10		BASIC AUTOB REPAIR	15	18	83.3%
F15	Alameda	AUTOB	12		SERVICE WELDING	19	20	95.0%
F15	Alameda	AUTOB	20		ADV AUTO BODY REPAIR	7	9	77.8%
F15	Alameda	AUTOB	30		PAINT PREP/EQUIPMENT	9	9	100.0%
F15	Alameda	AUTOB	40		ADV STUDY/REFINISHNG	9	9	100.0%
F15	Alameda	AUTOB	49		I/S- AUTO BODY/PAINT	11	13	84.6%

Discussion:

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

The program has high retention rates, typically above 80%. The instructors work closely with students to retain them in this CTE program.

- 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?

AUTOB has increased the number of awards from 22 to 36 in the three year period.

	22	40	36	98
<b>Automotive Technology</b>	<b>22</b>	<b>40</b>	<b>36</b>	<b>98</b>
ATECH Light Duty Auto Repair (CP)	1	2	5	8
Auto Electronics Specialist (AS)	1	1	2	4
Chassis and Drivetrain (AS)	2	2	2	6
Engine Performance (AS)	2	6	3	11
Engine Repair Specialist (AS)	1	2		3
Light Duty Auto Repair (CP)		1		1
Auto Electronics Specialist (CA)	1	4	4	9
Chassis and Drivetrain (CA)	1	3		4
Chassis Specialist (CA)	3	2	2	7
Drivetrain Specialist (CA)			1	1
Engine Performance (CA)	5	10	6	21
Engine Repair Specialist (CA)	2	3	1	6
Toyota Specialist (CA)	3	4	10	17
<b>Aviation Maintenance Technolog</b>	<b>5</b>	<b>8</b>	<b>26</b>	<b>39</b>

## 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.

Fall '15 Alameda												
SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD	
AUTOB	5	78	76	30.63	0.00	30.63	1.88	0.43	0.00	2.31	13.28	

Full-time faculty headcount 2

Part-time faculty headcount 0

Total FTEF faculty for the discipline, department, or program 2.31

Full-time/part-time faculty ratio 100:0

Classified staff headcount 0

- Describe your current utilization of facilities and equipment.

**Currently, the facilities are used five days a week with morning classes till noon. We do not have afternoon classes at this time, then Monday thru Thursday we have an evening class from 6pm till 10:20pm.**

**The shop area and much of the equipment is constantly used.**

**The facility design is adequate , We deal with poor heating during winter months. Not enough electrical outlets for welding machines, so we use limited welding areas. Shop / welding room ventilation needs upgrading for safety reasons.**

- 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.

**We are in need of replacing a fulltime office manager/ toolroom attendant, this position is to improve tool inventory, maintenance, and organization.**

- 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, ,factors.

- 1. Updating welding center with new technology welders**
- 2. Computerized vehicle estimating system**
- 3. Touch screen computerized paint mixing system**
- 4. Aluminun / mig brazing welders**

- 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.

- 1. New welding stations with proper ventilation and upgrade electrical for welders – Safety for Instructors and students**
- 2. Replace old spray booth with new modern spray booth – Old booth does not work when temperature outside drops ( no heat) poor ventilation**
- 3. New heating units for shop- poor working conditions in winter months**

4. **Vehicle lift in shop-** To allow inspections of vehicle damage on underside safely
5. **Shop ventilation system-** Do allow hazardous dust and mists to exit the shop effieciently.

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

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**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.

**Academic Senate , TRC Facilitator , Dept Chair ,Facilities Hiring Committee , Diesel Mech Hiring Committee, COA's Auto Club Advisor**

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

N/A

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

N/A

**Part B.**

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

- How is the discipline/department program responding with regard to labor market demand?
- 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.
- 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?
- Does your program require state or national licensing? Please explain. What is your licensing status?

N/A

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

N/A

- 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.

N/A

- 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?
- 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

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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.

**Involved as a board member with California Autobody Assoc East Bay Chapter which keeps me up to date with Industry changes. Also the Association helps support local technical schools with events that brings financial support to the programs that benefit students.**

**Continuous training thru ICAR foundation, thru PDP – EE ( Professional Development Program Education Edition**

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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).
- 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.

**See Appendix B**

- **Goal 1. Curriculum:**

Activities and Rationale:

- **Goal 2. Assessment:**

Activities and Rationale:

- **Goal 3. Instruction:**

Activities and Rationale:

- **Goal 4. Student Success:**

Activities and Rationale:

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

Activities and Rationale:

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- 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: College of Alameda

Discipline, Department or Program: Autobody and Paint Dept

Contact Person: Bill Andrews

Date: Oct 14, 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
<b>Human Resources: Faculty</b>	None				
<b>Human Resources: Classified</b>	Fulltime Toolroom/ Office Manager		\$50,000	Replace position lost	ILO 1,2 Dist : A B C
<b>Human Resources: Student Workers</b>	Tool distribution assistant		\$10,000		
<b>Technology</b>	Touch mix paint mixing Computer lab for vehicle estimating training		\$26,000	Curriculum enhancement equipment	ILO 1, 2 District A,B C,
<b>Equipment</b>	2 Iwata spray guns, Flammable safety cabinet, 6 Variable speed polishers Vehicle hoist, spray gun washers, plastic bumper welder, sun gun, solvent		\$45,125		ILO 1,2 District: A,B C

	recycler, paint stand tree type, Portable masking machines, 3m Primer spray guns				
<b>Supplies</b>	10 air hoses, 10 extension cords, 5 drop lights, 5 dust pans, body filler containers, vacuum, water hose, Body fillers,		\$10,000		ILO: 1,2 District: A,B ,C
<b>Facilities</b>	Welding lab with 15 new welders, replace paint booth, heating update, upgrade electrical		\$600,000		ILO: 1,2 District: A,B C
<b>Professional Development</b>	SEMA Automotive Conference Annually/ Travel/ lodging/registration/food/ 2 Instructors		\$3,000		ILO: 1,2 District A,B C,
<b>Other (specify)</b>					

# Appendix B

## PCCD Program Review Alignment of Goals Template

College: COA

Discipline, Department or Program: AutoB

Contact Person: Bill Andrews

Date: 10-16

Discipline, Department or Program Goal	Institutional Learning Outcomes	PCCD-College Goal and Institutional Objective
1 Update welding area to improve welding classes	2	A
2. Partnership with ICAR, integrate ICAR curriculum in college program	2	B,C
Work with California Autobody Assoc to find job placement for students	5	C
4. Create Auto Bumper repair class	1	A
5.		
6.		
7.		
8.		

# Appendix C

## Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

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

Rating	Instructions
<input data-bbox="105 256 149 304" type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input data-bbox="100 403 144 451" type="checkbox"/> 2. Conditionally Accepted.	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.
<input data-bbox="100 550 144 598" type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require 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
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**Validation Team**

Print Name	Signature	Date
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**Received by Vice President of Instruction**

Print Name	Signature	Date
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## **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	
<p><b>A: Advance Student Access, Equity, and Success</b></p>	<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>
<p><b>B: Engage and Leverage Partners</b></p>	<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>
<p><b>C: Build Programs of Distinction</b></p>	<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>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<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>

