

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.

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.

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

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.

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 1st 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
-

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 Subje	Status	Course #	Course Title	Course Created On	COR last update
DMECH	Active	011	Heavy-Duty Truck Chassis, Transmission, and Drive Axles	09/19/2007	12/09/2008
DMECH	Active	012	Heavy-Duty Truck's Electrical System and Brake System	09/19/2007	09/27/2010
DMECH	Active	013	DMECH013	09/19/2007	09/19/2007
DMECH	Active	014	DIESEL ENGINES	09/19/2007	09/18/2015
DMECH	Active	015	DIESEL ENGINES II	09/19/2007	09/27/2010
DMECH	Active	016	DMECH016	09/19/2007	09/19/2007
DMECH	Active	020	DMECH020	09/19/2007	09/19/2007
DMECH	Active	020A	Truck Mechanics I	09/19/2007	09/27/2010
DMECH	Active	020B	Truck Mechanics II	09/19/2007	09/27/2010
DMECH	Active	020C	Truck Mechanics III	09/19/2007	09/27/2010
DMECH	Active	021	DMECH021	09/19/2007	09/19/2007
DMECH	Active	021A	DIESEL ENGINES I	09/19/2007	09/27/2010
DMECH	Active	021B	DIESEL ENGINES II	09/19/2007	09/27/2010
DMECH	Active	048AA	DMECH048AA	09/19/2007	09/19/2007
DMECH	Active	048AB	DMECH048AB	09/19/2007	09/19/2007
DMECH	Active	048AC	DMECH048AC	09/19/2007	09/19/2007
DMECH	Active	048AD	DMECH048AD	09/19/2007	09/19/2007
DMECH	Active	048AE	DMECH048AE	09/19/2007	09/19/2007
DMECH	Active	049	DMECH049	09/19/2007	09/19/2007
DMECH	Active	201	DMECH201	09/19/2007	09/19/2007
DMECH	Active	248AA	DMECH248AA	09/19/2007	09/19/2007
DMECH	Active	748AA	Compressed Natural Gas Testing and Diagnostics (Contract Educ	04/06/2011	09/19/2011

DEGREES/CERTIFICATES	List of Requirements	COR last update	COMMENTS
DMECH (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>		
	DMECH 11	12/9/2008	DRAFT
	DMECH 20A	9/27/2010	
	DMECH 12	9/27/2010	
	DMECH 20B	9/27/2010	
	AUTOB 12	9/27/2010	
	DMECH 14	9/18/2015	
	DMECH 21A	9/27/2010	
	ATECH 23	7/16/2014	
	DMECH 15	9/27/2010	

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.

DMECH	
DMECH11	
DMECH12	
DMECH14	
DMECH15	
DMECH20A	
DMECH20B	
DMECH20C	
DMECH20D	
DMECH21A	
DMECH21B	
DMECH21C	

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: Diesel Mechanics

Date:

Members of the Comprehensive Instructional Program Review Team:

Members of the Validation Team:

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 COA Diesel and Truck Mechanics Programs provide students of all experience levels with comprehensive knowledge and skills covering Diesel Engines and Truck Mechanics and Chassis Systems. Through lecture and hands-on lab courses, you will learn the skills required to troubleshoot and repair mechanical, electrical and electronic systems in diesel engines and trucks. You will learn to use computers to diagnose equipment and research information. You will be trained to operate shop machinery and equipment as well as select and use precision tools involved in the repair and maintenance of mechanical and electronic systems.

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.

All DMECH courses were last updated between 2007-2011 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)?

- We have signed an MOA with Case Construction Equipment Inc. and Sonsray Machinery, over a new Heavy Construction Equipment training program. This will be a continuing full time program. It will offer a certificate of completion and or AS degree. It will be accompanied by full term internships with apprentices from Sonsray. Current updates in other courses are within the same context as the catalog but are continually being updated to stay current with the technology within the trades served. There are no courses that are slated for deactivation.
- 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

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. **Introduced new training material from CDX.**

Improvement 2. **Built and implemented portable diagnostic stations for labs.**

Improvement 3. **Added new tool boxes and upgraded tools.**

- 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.

Plan 1. Our assessments have proven that the program is currently on track and they have not indicated any major requirements for change. We have implemented new training media with both online and hard copy components. The new material from CDX has enhanced our training offerings by allowing students the opportunity to work from home with advanced media support in addition to the classroom.

Plan 2.

Plan 3.

- 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

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
 - In classroom, formed study groups for homework review sessions.
 - Added the multi-media material for home and ASE study.
 - In lab, formed work groups based on skill assessment and leadership qualities used to accomplish the “see one, do one, teach one” philosophy.

- How has new technology been used by the discipline, department or program to improve student learning?
 - We are limited with our current technology and desperately need newer hardware and software to stay current with industry requirements.
 - Although we have some software and PCs that are matched to the current industry standards, we are challenged by our outdated fleet to train for the newer vehicle technologies.

- 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 Fall	2014 Spring	2014 Fall	2015 Spring
DMECH 11 - HEAVY-DUTY TRUCK CHASSIS	31		22		37	
DMECH 12 - HEAVY-DUTY TRUCK/ELECTRIC		32		24		32
DMECH 14 - DIESEL ENGINES I	20		34		18	
DMECH 15 - DIESEL ENGINES II		21		32		26
DMECH 202 - FORKLIFT OPERATION/CERT		74*				
DMECH 20A - TRUCK MECHANICS I	21		16		21	
DMECH 20B - TRUCK MECHANICS II		17		18		19
DMECH 20C - TRUCK MECHANICS III	1	0				
DMECH 20D - TRUCK MECHANICS IV		1	1		0	
DMECH 21A - DIESEL ENGINES - L/L	13		20		14	
DMECH 21B - DIESEL ENGINES - L/L		14		17		19
DMECH 21C - DIESEL ENGINES - L/L	1		1		1	1
DMECH 248AC - PREVENTIVE MAINT/INSPECTION		0				
DMECH 49 - I/S-DIESEL MECHANICS			1			1
Grand Total	87	159*	95	91	91	98

- *(Are these numbers correct?)*

- 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	DMECH	5	95	25.6	2.08	12.31
Fall 14	DMECH	4	91	23.2	2.08	11.15
Fall 15	DMECH	6	124	30	2.19	13.68
Fall 16	DMECH	5	77	16.4	1.15	14.22

College productivity rate _see below

Fall 2012 Merritt	331	14072	1711.00	50.19	1771.99	53.00	10.04
District Total	1803	67670	7833.16	530.90	8364.06	458.96	18.22
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
District Total	2010	71493	8105.46	601.47	8706.93	506.35	17.20
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
District Total	2184	72490	8265.39	663.46	8928.84	544.40	16.40
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 rate has risen slightly while the overall College productivity rate has dropped.

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

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	RETN	CENSUS	RETN %
F15	Alameda	DMECH	11		HEAVY-DUTY TRUCK CHASSIS	26	28	92.9%
F15	Alameda	DMECH	14		DIESEL ENGINES I	35	35	100.0%
F15	Alameda	DMECH	202		FORKLIFT OPERATION/CERT	17	17	100.0%
F15	Alameda	DMECH	20A		TRUCK MECHANICS I	19	21	90.5%
F15	Alameda	DMECH	20C		TRUCK MECHANICS III	2	2	100.0%
F15	Alameda	DMECH	21A		DIESEL ENGINES - L/L	18	18	100.0%
F15	Alameda	DMECH	21D		DIESEL ENGINES - L/L	2	2	100.0%
F15	Alameda	DMECH	49		I/S-DIESEL MECHANICS	1	1	100.0%

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	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	DMECH	11		HEAVY-DUTY TRUCK CHASSIS	28	26	92.9%	2	7.1%
F15	Alameda	DMECH	14		DIESEL ENGINES I	35	31	88.6%	0	0.0%
F15	Alameda	DMECH	202		FORKLIFT OPERATION/CERT	17	16	94.1%	0	0.0%
F15	Alameda	DMECH	20A		TRUCK MECHANICS I	21	19	90.5%	2	9.5%
F15	Alameda	DMECH	20C		TRUCK MECHANICS III	2	2	100.0%	0	0.0%
F15	Alameda	DMECH	21A		DIESEL ENGINES - L/L	18	15	83.3%	0	0.0%
F15	Alameda	DMECH	21D		DIESEL ENGINES - L/L	2	2	100.0%	0	0.0%
F15	Alameda	DMECH	49		I/S-DIESEL MECHANICS	1	1	100.0%	0	0.0%

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 90%. 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?

DMECH has increased the number of awards over the three year period.

Diesel Mechanics	2	9	11	22
Diesel Mechanics (AS)			3	3
Diesel Mechanics (CA)	2	9	8	19

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
DMECH	6	124	124	29.87	0.13	30.00	1.88	0.20	0.11	2.19	13.68

Full-time faculty headcount 2* (currently only one full time instructor)

Part-time faculty headcount .19

Total FTEF faculty for the discipline, department, or program 2.19

Full-time/part-time faculty ratio 95:5

Classified staff headcount 0

- Describe your current utilization of facilities and equipment.
 - In addition to two full time training programs.
 - We also hold a part-time forklift operations program for ATLAS; (DMECH 202).
 - We are also holding regularly scheduled CARB/CCDET seminar classes for Heavy Duty Diesel Emissions for industry and students.

- 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.
 - Faculty-We need two additional full time instructors. One is for replacement due to retirement of one DMECH instructor. One is for staffing the new Heavy Construction Equipment Program.
 - Classified-We need at least one full time and one part time tool room technician. We currently have to cover classes during Morning and night sessions. We will be adding an afternoon component to this schedule with the Construction Equipment program.
 - Student assistants-We will also be needing student workers to assist the instructors in the lab components.

- 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.
 - Upgrade or replacement of obsolete equipment. There was a major State mandated requirement for newer engines and emissions on all H. D. trucks. Our current inventory, supporting technology, and training modules are outdated and no longer meet the needs of industry.

- 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.
 - Our facility grounds are slated for expansion but have been on hold for over a year. The fence and pavement need expansion to accommodate our new construction equipment and also possible portable classrooms.

- 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.
- 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.
- We have one adjunct instructor who is employed on a semester long sub, part-time. Another adjunct instructor is applying for a full-time job as an instructor and is currently employed as a full-time long term sub for 1 semester in the department. We also sent 2 part-timers to a training event in Reno recently for bringing in a Construction Equipment course into our department. There is only 1 full-time permanent employee in the department; therefore the part-timers are an integral part of the department in all phases of planning and execution.

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?
- We have the need for a total of 3 full-time instructors.
- How is the discipline/department program responding with regard to labor market demand? We have calls nearly daily from shops looking for mechanics. We post jobs in the department.
- 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. We did not meet this last year. It needs to be re-organized and restarted. However, we continue to participate with our former advisory board members and continue to seek their input on a regular basis. We have also attended Transportation industry committee meetings regarding industry needs.
- 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?
 - The largest need voiced at every meeting and with almost constant phone conversations is to deliver trained or partially trained students for hire for both full time and part time positions that remain unfilled at a significant number of local employers.
 - They also want increased electronic diagnostic training.

- 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?

DMECH participates in the Statewide CCDET program through the California Air Resources Board

- 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

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.

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:

- 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: Diesel Mechanics

Contact Person: Scott Albright

Date: 10/19/2016

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	1-Instructor-F.T.-Chassis	1	\$100,000.		
	1-Instructor-F.T.-Engines	2	\$100,000.		
	1-Instructor-F.T.-Construction Equipment	3	\$100,000.		
Human Resources: Classified	2-Tool Room Techs-F.T.	1	\$112,000.	Program will run morning, afternoon and night	
Human Resources:					
Student Workers:	1-TA's for Lab (assit Instructor)	1	\$7200. Per year		
	1-Tool Room Helper	1	\$7200. Per year		
Equipment	1-Portable Lift System.	1	\$85,000.	Replace obsolete equipment	
	2-Replacement trucks for instructional fleet	1	\$80,000.		
	20-Electrical Trainers	1	\$40,000		

	6-Computers, Desktop 6-Laptop computers 2-Diagnostic Scantools- Jpro Systems 10-Laser printers	1 1 1 1	\$6000. \$9000. \$7500. \$3000.		
Supplies	Nuts, bolts, batteries, paper, toners, etc.	1	\$10,000.	consumables	
Facilities	Replacement classroom furniture LCD Laser Overhead projector Smart board System	1 1 1	\$20,000. \$3000. \$3000.	Replace obsolete equipment	
Professional Development	Most classes are free but need costs to cover travel, hotel, etc.	1	\$10,000.	Meet OEM and CARB/CCDET requirements	
Other (specify)	Software, diagnostic & office	1	\$5000.		

Appendix B

PCCD Program Review Alignment of Goals Template

College: COA

Discipline, Department or Program: Diesel Mechanics

Contact Person: Scott Albright

Date: 10/19/2016

Discipline, Department or Program Goal	Institutional Learning Outcomes	PCCD-College Goal and Institutional Objective

Appendix C

Program Review Validation Form and Signature Page

College: COA

Discipline, Department or Program: Diesel Mechanics/Construction Equipment Mechanics

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<input type="checkbox"/> 1. The narrative information is complete and all elements of the program review are addressed.	
<input type="checkbox"/> 2. The analysis of data is thorough.	
<input type="checkbox"/> 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
<input type="checkbox"/> 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
<input type="checkbox"/> 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
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input 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 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

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.

<p>Strategic Goals</p>	
<p>A: Advance Student Access, Equity, and Success</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>

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.



