Q21. Welcome to COA's new, online portal for completing your **Annual Program Update (APU).** Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will be saved, should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions about the portal during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. For questions about your program or the process, please contact your instructional dean or service area or administrative unit vice president. Thank you!

Q1. Please select the discipline, department or program:

ATECH ▼

Q102. Please select the Program Type:

◉ Instructional

○ Student Services

○ Administrative Services

Q2. Please provide the name of the person(s) completing this Program Review:

Rick Greenspan

Q103. The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Q3. Please provide the mission statement for your program:

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)

Q104. Please specify the **date** of your program's last Comprehensive Program Review (month and year):

Fall 2016

Q105. Cut and paste the program goals and administrative unit outcomes (AUOs) from your program's most recent Program Review or AUO documents into the left-hand column. Then complete the remaining columns of the table below. Program Review Archives, PCCD and COA Strategic Goals can be found on your program's APU home page.

	PCCD goal advanced upon completion (#)	COA goal advanced upon completion (#)	Progress on goal or AUO attainment (specify: the date completed, revised, or ongoing)	Explanation or Comments (describe any revisions or impediments)
Assessment				
Continue to assess class and program learning outcomes as best we can, within the limitations of law (especially problematic for program learning outcomes)	C	3	ongoing	
Curriculum (if applicable)				
Continue to update and change curriculum as required by NATEF, advisory committee and industry standards	C	3	ongoing	
Instruction (if applicable)				
Continue to update instruction in terms of new technologies, new vehicles, new diagnostic techniques, and keeping up with the standards of the trade.	C	3	ongoing	
Student Services and Student Equity				
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.	C	3	ongoing	used "student success" goals, not "student equity" since we are a CTE area
Professional Development, Institutional and Professional Engagement, and Partnerships				
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.	C	3	ongoing	
Other Program Improvement Objectives or AU Outcomes				
Other Program Improvement Objectives or AU Outcomes				

Q106. Please review and reflect upon the data for your program (see Data Dashboards on the left of the COA Program Review home page). Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus on the most recent year and/or the years since your last comprehensive program review.

Q107. Using the **Enrollment Data Dashboard**, review any changes in the student demographics of your students. Particularly consider changing number (or percentage) of student by age, gender, ethnicity, and special populations (foster youth, veterans, low income, students with disabilities). Comment on any changes.

> Enrollment last year dropped , just as enrollment in all community colleges in N. California has dropped.   This year, enrollment in our introductory classes has increased, so enrollment in more advanced classes should be increasing over the next year or two.

Q108. Using the **Enrollment Data Dashboard**, review and comment about any changes in enrollment by course.

> Enrollment by course is pretty much as expected -- higher enrollment in beginning classes, lower enrollment in more advanced classes.

Q109. Using the **Productivity Data Dashboard**, review and comment on any changes in the productivity of your program and courses.

> Productivity and enrollment track together; when enrollment goes up or down, the same goes with productivity.

Q110. For Student Services units, consider and comment on any changes in the number of student contacts and the success rates of the students served.

Q111. Using the **Course Completion** and Retention Data Dashboards, review and comment on any changes in the completion and retention rates of your program's courses.

> Course completion is a little better than PCCD averages; retention is about the same as PCCD averages. Most data is comparable to other CTE programs in an era of statewide enrollment declines.

Q112. Using the **Course Completion** and Retention Data Dashboards, review and comment on any changes in the completion and retention rates of your program's **Distance Education or Hybrid** classes versus **face-to-face** (or lecture) classes. Use the DE filter. Set it to "NULL" to review only face-to-face classes.

> We don't teach any distance ed classes

Q113. Review and reflect on other program specific data or unplanned events that reflect significant changes in the program.

We currently have more job offers on our "jobs" bulletin board than we've ever had in the last 30 years! Clearly there is a demand for entry level technicians in the East Bay. We expect enrollment to increase to keep pace with the jobs as the market for entry level technicians continues to increase.

Q114. Using the **Equity Data Dashboards**, please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here?

○ Yes
◉ No

Q115. If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

Within typical margins of error, the data seemed very similar to the overall COA student success data for these groups, as well as data from other CTE programs.

Q116. What curricular, pedagogical or other changes has your department made since the most recent program review?

In the last year, we have updated curriculum in many classes to keep up with changes in the field of Auto Technology. All these updates are included in Taskstream reports on program assessment and improvement. We are currently in the process of modifying curriculum to include Subaru-donated vehicles and our partnership with Subaru, as well as complying with recent NATEF program standards and input from our advisory committee, meets twice each year and reviews both the program and the curriculum. We have also updated tools and equipment to enable students to work on late model vehicles.

Q117. Were these changes based on assessment of student learning outcomes at the course or program level?

◉ Yes
○ No

Q118. Please identify the assessment used.

Assessments are recorded each semester in Taskstream; they vary by class. Classes are also assessed on an ongoing basis as part of our NATEF certification process

Q119. Please describe the basis for the change if assessment was not used (choose all that apply).

This question was not displayed to the respondent

Q120. Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs).

Atech SLO summary from Taskstream.pdf
192.1KB
application/pdf

Q121. Please evaluate your program's progress on assessment. What are the plans for futher assessments in the upcoming academic

year? Please include a timeline and/or assessment plan for the future.

Continue to assess, improve and update each of our classes on an annual basis

Q124. What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

There are eight basic areas of Auto Technology under our certification by the National Automotive Technician Educational Foundation (NATEF).   Each Advisory meeting, we discuss one of those areas with the Advisory Committee, to be sure that our curriculum matches skills required in the field.   Feel free to review Advisory Committee minutes, which are available if requested.

Regarding Program Assessment, it has proven impossible for faculty to contract program graduates.   Since we don't know who will be graduating when, we cannot evaluation Program outcomes before graduation.   And using COA contact information to contact graduates after they have graduated has been a dismal failure.   Instead, we were told that Karen Engel will be setting up a system to track program graduates from COA with an online survey system.   In addition, we expect to be able to use Launchboard data to give us an overall perspective on graduate success -- and thus Program Outcomes -- once that part of Launchboard comes online.

Q123. Describe your plans for improvement projects based upon the assessment results.

We plan to continue to modify and change curriculum based on SLO assessments, NATEF certification requirements, Subaru Partnership input and discussions with our Advisory Committee.

Q125. Attach evidence of these assessment results (the assessment report from Taskstream, departmental meeting notes, or the assessment spreadsheet showing these results).

Advisory minutes.doc
     1.4MB
application/msword

Q126. Is your program one of the below?

- ◉ CTE program
- ◯ Counseling Department
- ◯ Library Services
- ◯ Student Services or Administrative Unit
- ◯ None of the Above

Q128. **For CTE Programs:** Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

New alignment equipment was purchased; new Digital Storage Oscilloscope curriculum was added to Atech 24; Subaru training modules have been added to fuel injection and transmissions classes; we've added an "sp2" curriculum in safety and soft skills to all our classes, with emphasis on introductory classes; we continue to modify curriculum to keep up with changes in the Automotive trade.

Q129. Is your CTE program working with a Deputy Sector Navigator?

- ◉ Yes. Specify sector: Automotive Technology
- ◯ No

Q130. Briefly describe your CTE programs' work with the Deputy Sector Navigator?

Part of Automotive grant; for last two semesters a Strong Workforce IDRC grant led by the Deputy Sector Navigator (Pam Gutman) was used to fund curriculum development and a special class in Hybrid vehicles.   This coursework will soon be integrated into our regular classes, since there will be no funding for a special Hybrid class after the IDRC grant expires (and enrollment was pretty low)

Q131. Is your CTE program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant(s).

IDRC grant-funded class was completed last spring; We still attend IDRC Advisory Committee meetings when possible.   The goal of the grant was to improve curriculum and integrate soft skills into curriculum.   Both goals were met.   We purchased two Prius hybrid vehicles so that we could have vehicles to work on in the Hybrid class; we subscribed to "sp2.org" soft skills curiculum which lets students take soft skills training online, and we evaluated the training in the Hybrid class funded by the IDRC grant

Q132. **For Counseling:** What has the counseling department done to improve course completion and retention rates? What is planned for the future?

This question was not displayed to the respondent

Q134. What is the counseling department planning to do to improve course completion and retention rates in the future?

This question was not displayed to the respondent

Q133. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

This question was not displayed to the respondent

Q135. **For Library Services:** Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update.

This question was not displayed to the respondent

Q136. Please fill in the information below re Library Services:

This question was not displayed to the respondent

Q137. **For Student Services or Administrative Units:** Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit.

This question was not displayed to the respondent

Q138. How has this information informed unit planning and goal setting?

This question was not displayed to the respondent

Q139. Briefly describe any changes that have impacted the work of your unit.

This question was not displayed to the respondent

Q146. Please find the Prior-Year Resource Utilization Self-Evaluation Template in your [Program Review home page](), review your expenditures for 2016-17 and complete the form. Upload it here when you are finished.

Q140. **Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success:

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
Request 1: We are requesting that one vacant Atech contract faculty position (Ed Jaramillo's) be filled. This is NOT a "new" or "additional" position. Filling the position is required to continue our current operations.	N/A	N/A	N/A	N/A	3,6	C
Request 2:						
Other:						

Q141. **Technology and Equipment:** Please explain how the new technology or equipment will contribute to increased student success:

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
Request 1: Purchase vehicles which allow department to teach state-of-the-art technology	x	x	x	x	3,6	C
Request 2: Purchase updated equipment, to allow department to teach state-of-the-art technology	x	x	x	x	3,6	C

Other:

Q142. **Facilities:** How will this facilities request contribute to student success? Indicate whether and how facilities maintenance and repair affected your program in the past year with your request.

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
Request 1: Improve B Building climate control system (heating and cooling) to improve student success	x	x	x	x	3,6	C
Request 2:						
Other:						

Q145. **Professional Development or Other Requests:** How will the professional development (PD) activity contribute to student success? What PD opportunities and contributions will your program make to the college in the future?

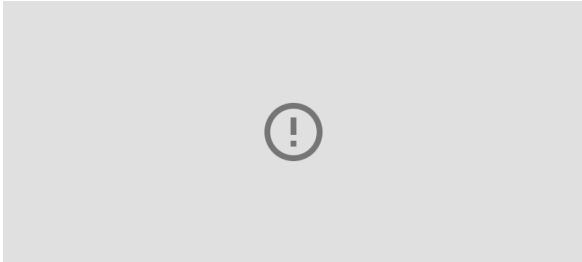|	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
Request 1: NATEF requires 20 hours per year per faculty member of update training. This is not an optional request. This is a requirement. We have funding for it.	x	x	x	x	3,6	C
Request 2:						

Other:

Q144. Congratulations. You have completed your Annual Program Update for 2017-18. If you have completed each question in each section, you may close this tab. Your answers will be saved and submitted. Thank you!

Location Data

Location: (37.739303588867, -122.17469787598)

Source: GeoIP Estimation

COA AMECH ADVISORY COMMITTEE MINUTES

COA Advisory Committee Meeting
May 2, 2017

Agenda

I.	Welcome and Introduction	Rick Greenspan
II.	Approval of Minutes	Rick Greenspan
III.	Adoption of ByLaws	Rick Greenspan
IV.	Hybrid Training Grant	Wayne Fung
V.	Internship update	Patrick Dong
VI.	Donations update	Rick Greenspan
	a. Subaru donation & Prius purchases	
VII.	Curriculum Review – Engine Repair	Rick Greenspan
VIII.	Budget Review	Rick Greenspan
IX.	NATEF and Advisory Committees	Rick Greenspan
	a. Review NATEF requirements	
	b. Plan how to meet NATEF requirements	
X.	Set date for Fall meeting	Rick Greenspan

MINUTES

The meeting took place at the College of Alameda. It started at 6 pm in L237.   It included a working dinner.

Members present: Bob Paredes (Snapon industrial), Erich Horat (Horat Motors), Bob Chan (former state referee), Sorin Neagu (Independence High School), Jimmy

Tran (Chevron Research), Sean York and Stewart Franklin (Manheim Auto Auctions), David Topacio (Downtown Subaru), John Dunn and A.J. Stavana (Subaru USA), Jason Simms (Argonaut Garage), Brian McKee (Hunter Engineering), Buntha Rajanakhan (former shop owner), Eva Jennings (COA Dean), John Taylor, Mark Christensen, Rufino Ramos, Wayne Fung, John Peterson and Rick Greenspan (COA Atech)

1. Approval of Minutes (Paredes, Fung, M/S/U)

2. Adoption of ByLaws
    Rick explained that NATEF requires by-laws, and the ByLaws were discussed and adopted
(Ramos, Chan, M/S/U).   Rick was elected to be both chairperson and secretary for the next two years, since he was already doing both jobs anyway (Dong, Neagu, M/S/U).

3. Hybrid Training Grant Update
    Wayne said that the training grant had been extended through the Fall, allowing COA to teach a second semester of a brand new class in Hybrid Vehicle repair.   He said that his class had removed and replaced a Prius battery pack, had used special hybrid tools, and he had created a number of specialized worksheets and training aides because the grant also paid for class preparation time.   He has also incorporated Subaru on-line training into the Hybrid class with great success. Student feedback has been excellent.

4. Internship Update
    Patrick Dong, a retired GM Master Tech, is now Atech's "Employer Liason," and part of the department's Strong Workforce grant pays for Patrick to spend about 4 hours per week visiting shops and talking to shop owners, service managers and interns.   Patrick noted that there is a lot of differences in what owners want in an entry-level technician.   AJ discussed Subaru's approach to interns and entry level technicians, noting that Subaru expects the number of hires to be increasing exponentially in the next few years.   Wayne asked AJ to email COA a basic vehicle checklist which could be used in numerous classes.

5. Donations update and Subaru
    In order to teach the Hybrid class, COA purchased a used Prius and another one was purchased through the District Vice Chancellor of Community Relations (Elnora Webb).   These were the vehicles that made the Hybrid class possible.
    In addition, Subaru is setting up a nation-wide educational training network to help train Subaru interns and entry level technicians.   After last Fall's visit to the program, Subaru has since donated three vehicles to COA.   More vehicles may be coming soon.   Subaru dealerships sometimes have used/worn parts which Subaru is encouraging them to donate to colleges in the Subaru training system.
    Subaru has also given COA students access to its library of on-line learning (used in the Hybrid class this semester).   By Fall, Subaru expects that COA

programs will also have access to Subaru scan diagnostic software and vehicle interface, as well as web-based Subaru technical information.

Atech instructors will be given access to Subaru training classes in Sacramento and Southern California, in addition to Subaru's online classes. Eventually, Subaru plans to work with COA to integrate Subaru training into COA's classes so that COA students can get credit for those classes within the Subaru training system.

Subaru representatives also volunteered to come talk to classes or participate in "career fair" activities to encourage students to get involved in the trade.

6. Curriculum Review – Engine Repair

Rick walked the committee through the Engine Repair curriculum-building process, starting with the NATEF "task list" (engine repair tasks which the students need to become familiar with and be able to perform), all the way to various sample lab worksheets. The Advisory committee thought that the NATEF curriculum accurately reflected the jobs ("tasks") that entry level technicians should be familiar with before leaving a college training program.

7. Budget Review

Rick passed out "screen-shots" of various Peralta accounting screens (from Atech accounts) from PROMT, the Oracle budgeting software used by Peralta. With the Dean of Workforce Development attending the meeting, the Advisory committee felt confident that the program had sufficient resources to train students properly.

8. NATEF and Advisory Committee

Rick passed out several sheets from the NATEF website on the roll of the advisory committee in Atech training programs. Since it was getting late, the committee decided to discuss these tasks in more detail at our next meeting.

9. Date for Next meeting

The next meeting will be in early November. In order for Subaru personnel to make plans attend, Rick will send out notice of the meeting in early September.

ATTACHMENT – BYLAWS

BYLAWS FOR ATECH ADVISORY COMMITTEE

I. Officers

    A. The officers of Advisory Committee shall consist of a chairperson and a secretary. The same person may assume both roles. There is no term limit for serving as an officer of the Advisory Committee.

    B. Officers will be elected biennially (every 2 years) at the fall meeting by a majority vote of those present, will serve two years, and may be re-elected.

    C. The Secretary shall prepare minutes to be distributed at the following meeting.

II. Subcommittees

    A. Subcommittees may be established by the advisory committee for specified functions.

    B. Subcommittees will report regularly to the advisory committee.

III. Membership

    A. The committee will be made up of representatives of the Automotive industry, as per NATEF guidelines, and may include COA Atech faculty and staff and COA administration.

    B. Each member is asked to attend meetings or to send a replacement from the member's business if the member cannot attend.

IV. Meetings

    A. Regular meetings will be held twice a year, once in the each semester.

V. Revisions to ByLaws

    A. Bylaws may be revised by a majority vote of those present at any meeting.

VI. Adoption

    A. Bylaws adopted at Advisory Committee meeting May 2, 2017

Advisory Committee Tasks within NATEF Standards

The Advisory Committee is possibly the most important tool that any automotive technician training program can have, particularly when it is used properly and to its full extent. Regular meetings and good documentation of the meetings in the form of minutes is a must. The following are standards that must specifically be addressed by/with the program advisory committee and be reflected in the minutes. In order to ensure that these items are addressed, this document might be used as a guideline for developing an agenda for an advisory committee meeting. Programs should not limit the use of the advisory committee to only these items, but these items MUST be addressed:

Standard	Contents	Documentation
2.5 A	Does the Advisory Committee (excluding school personnel), with minimum of five in attendance, convene a minimum of two working meetings per year?	Meeting minutes from at least two meetings per year (one year for initial certification; five years for recertification)
2.5 B	Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes.	Meeting minutes
2.5 C	Rate the mix of committee members in terms of being representative of the following groups: automobile technicians, local employers, consumer groups, former students, others (automotive trainers, parents, etc.)	List of all advisory committee members and their affiliations.
4.2 B	Rate the Advisory Committee input in reviewing budgeted funds allocated to and used by the program.	Highlight pertinent discussion in Advisory Committee meeting minutes.
4.2 C	Rate the funding in terms of being adequate for program operation.	Provide budget information and highlight pertinent discussion regarding budget in Advisory Committee minutes.
5.5 F	Does the Advisory Committee review the information from the annual follow-up procedure and provide input for modifications to the training program?	Highlight pertinent information in Advisory Committee minutes.
6.5 C	Rate the use of the Advisory	Highlight pertinent

	Committee to provide input on additional tasks, and if added, their approval of those additional tasks.	information in the Advisory Committee minutes.
6.14 F	Rate the use of the Advisory Committee review in the evaluation process (evaluation of instruction).	Highlight pertinent information in Advisory Committee minutes.
7.5 A	Rate the use of an annual review process, including the use of student follow-up information and local Advisory Committee input, to maintain up-to-date tools and equipment at industry and safety standards.	Describe the annual review process and provide an example from the annual survey data and Advisory Committee minutes with pertinent information highlighted.
8.2 E	Rate safety inspections in terms of being regularly held.	Note inspection schedule, show checklist, and highlight pertinent comments in Advisory Committee minutes.
8.11 A	Rate the inclusion of the Advisory Committee in conducting an annual evaluation of the facilities to assure adequacy in meeting program goals.	Highlight pertinent information in Advisory Committee minutes.

PRINT NAME	ORGANIZATION	PHONE	EMAIL
John Taylor	COA	510-748-2318	j.taylor@peralta.edu
Eva Jennings	COA	510-748-2318	ejennings@peralta.edu
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Mark Christenson	Advantage Automotive / COA	(510) 914 5274	m.christenson@peralta.edu
Erich Horat	Horat Motors Inc.	510 444 5353	Precisionmotorsautorep@Yahoo.com
Rufino Camos	COA	510-748-2284	rramos@peralta.edu
Bob alm	EPW	510 220-0116	gretree@aol.com
Sorin Neagu	Independence High School	(510) 427-6997	sorinineagu@yahoo.com
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Sean York	Manheim Car Auctions	(469) 579-3066	sean.york@manheim.com
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Bunthat Rajanakahn	Bunthat Rajanakahn	510-725-1438	Bunthat@cmmbodian eduarthintal metromrk.org

COA AMECH ADVISORY COMMITTEE MINUTES

Advisory Committee Meeting, November 15, 2016

The meeting took place at the College of Alameda. It started at 6 pm in L237.   It included a working dinner.

Members present: Brian McKee (Hunter Engineering), Stewart Franklin (Cox Manheim), Bob Paredes (Snapon), John O'hara (SF Weatherford BMW), Jimmy Tran (Chevron Research), Lilia Celhay (COA Dean), Birch Early (Counseling, COA) and John Taylor, Rufino Ramos, Wayne Fung, and Rick Greenspan (Atech faculty)

1. Approval of Minutes (McKee, Fung, M/S/U)

2. John Taylor reported on the internships.   We had 8 T-TEN graduates last June, the highest ever, in our last semester of the T-TEN program.   Wayne Fung said it was one of the highest number in the entire country.   We also received a donation of equipment from Oakland Lexus during the summer, when they remodeled.   We are currently working with Oakland Subaru and have a student in the final stages of interviewing.

Advisory members mentioned that BART is looking for mechanics; Dublin Honda has called; Cox Manheim will be servicing Uber vehicles and are in need of mechanics.   All of these are interested in setting up internships, and John will be following up on these leads.

3. John Taylor reported on the IRDC (Industry Driven Regional Collaborative) grant which will be paying for a new Intro to Hybrids class in the spring.   We just purchased a used Prius (which cost $10,000) from Walnut Creek Toyota for use in this class.   We also have a donated batery pack and several drive-trains.

4. Rick reported on a meeting today between the Atech faculty, administration and Raytheon. Raytheon is in charge of setting up satellite training for Mazda and they may be interested in using the COA facility for training Mazda techs.   In return, COA would get "rent" payments from Mazda, Atech faculty would be able to attend Mazda classes, and COA might get training components which Mazda no longer needed (but no vehicles).   Raytheon will be contacting COA in another few weeks regarding next steps, if they decide to pursue this option.

5. Curriculum Review: Automatic and Manual Transmissions
Wayne led the committee in a review of the curriculum and lab sheets used for the
transmission program, including those for CVTs and hybrid transmissions.

6. John O'Hara from BMW talked a little about how BMW might work together
with COA to help his dealership get more interns.   They are paying $18 to $20 an
hour for entry level interns who make the grade.

7. Stewart Franklin from Cox Manheim talked a little bit about their new program to
sell Uber vehicles to drivers and service the vehicles.   They are hiring a lot of
technicians and are willing to work with COA to hire interns.

8. There was a general discussion of "recruiting" in local high schools and members
had lots of suggestions regarding how to improve that process.   Rick noted that
there are no high schools in the Peralta College district which have an auto program,
so there are no natural places to recruit.   Bob Paredes noted that the proprietary
schools (like UTI) are doing a lot of recruiting among veterans, and we have a new
Veterans Center at COA.

9. Four advisory committee members then worked with Atech faculty to review the
NATEF mid-term compliance documents and go over various aspects of the
program.   Each of them was given a laptop with documents on it for each NATEF
standard, and a faculty member worked with each of them to go through the mid-
term compliance documentation.

The meeting, including working on the mid-term compliance report(s), concluded at
about 9:45 pm.

Program	Instructional Equipment & Supplies Budgets and Expenditures:			
	Instruct Equip Budget	Instruct Equip Expended	Net Instruct Equip	Instruct Supply Budget
Automotive Technology	20,000	22,137	(2,137)	2,600

see your 2016-17 budgets and expenditures. Enter that information into the Prior

| | | Other Expenditures 2016-17: | | |
Instruct Supply Expended	Net Instruct Supplies	General Fund	Fund 10	Measure A
4,935	($2,335)	10,700	13,354	

Strong Workforce	CTE	Equity	Basic Skills	Work-study	Other	Totals
12,620	20,255					92,365

At-a-Glance - Status Report

COURSE ASSESSMENT

Legend: ⇄ In Progress (Not Shared)   ⊘ Shared (Not Reviewed)   ✅ Reviewed

Organizational Area	2016-2017 Assessment Cycle
	Assessment Findings
College of Alameda AMS	
Full Course Listing	
ATECH 10 Automotive Chassis	⊘
ATECH 11 Engines, Fuel and Ignition Systems	⊘
ATECH 12 Automotive Electrical & Electronic Systems	⊘
ATECH 14 Advanced Engine Performance (Clean Air Course, Phase 1)	⊘
ATECH 15 Drivetrain and Automatic Transmissions	⊘
ATECH 21 Transportation Technology Principles	⊘

created with ⑤ taskstream

ATECH 22 Introduction to Auto Mechanics	✓
ATECH 23 Automotive Air Conditioning	✓
ATECH 234 Introduction to Brakes, Alignment and Headlamp Aiming	✓
ATECH 24A Computer Controls and Fuel Injection	✓
ATECH 25 Clean Air Course Phase II	✓
ATECH 26 Introduction to Auto Electric Systems	✓
ATECH 27 Advanced Emissions Diagnostics: Smog Check II	✓
ATECH 40 Advanced Automotive Chassis	✓
ATECH 41 Advanced Engine Repair	✓
ATECH 42 Advanced Automotive Electronics	✓
ATECH 45 Advanced Automotive Transaxies and Transmissions	✓

	SUMMARY:	0 In Progress 17 Shared 0 Reviewed **17 Total**

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