College of Alameda

Annual Program Update

Supplemental/Revised Template 2014-2015

I. Overview

BI Download:	September 19, 2014	Dept. Chair:	Richard Greenspan, John Taylor
Subject/Discipline:	Auto Technology	Dean:	Dr. Charlene Perlas
Campus:	College of Alameda		
Mission Statement	Excellence in all aspects of program		

II. Enrollment – *see department specific data sheet*

III. Student Success– *see department specific data sheet*

IV. Faculty –

SUB	SECT	CENSUS	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	13	353	116.79	4.48	1.87	0.71	7.06
SP14	10	269	105.84	4.48	2.23	0.52	7.23

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	No change – Refer to 2012 Program Review
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	No Change – Refer to 2012 Program Review

VI. Course SLOs and Assessment

	Fall 2014
Number of active courses in your discipline	23
Number with SLOs	23
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	23
% Assessed/SLOs	100%

Describe types of assessment methods you are using

We use direct, multiple methods including exams, lab sheets, quizzes, presentations, and quality of lab work completed.

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Describe results of your SLO assessment progress

Our courses are continually updated to keep up with changing technology, new NATEF standards and procedures, and Toyota (T-TEN) standards and technology. We review SLOs each year between the end of Spring semester and the beginning of summer, and enter that information into Taskstream. But assessment and improvement is a much more constant process, taking place throughout the school year.   In fact, the COA SLO process is probably the least important part of our continual improvement process in the Atech Dept – compared to Toyota, NATEF, Cal Bureau of Auto Repair (Smogcheck) and state-of-the-art industry changes in general.

Describe how assessment results and reflection on those results have led to improvements.

SEE ABOVE

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline	2 degrees; 4 certificates
Number with Program Learning Outcomes	2 degrees
Number assessed	2 degrees (100% of degrees)
% Assessed	100% of degrees, via NATEF national certification; Certificate programs are quite specialized, so having a program assessment in addition to assessing the individual classes becomes redundant.

Describe assessment methods you are using

NATEF is a national certification organization, similar to ACCJC.   A NATEF team (one Team Leader and two local technicians approved by NATEF) check program against standards.   In 2013 spring, we got a full certification as a Master Tech level program for 5 years.

NATEF only assesses the overall program, not specific degrees/certificates.   The assessed program includes all the classes in both of our Associate Degree programs.

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

There is really no difference between improvements coming from program level assessments and those coming from course level assessments.   As we improve the courses, the quality of our graduates improves. As NATEF, T-TEN, and Calif State Smog standards are upgraded, the quality of our graduates also improve.

VIII. Strategic Planning Goals

Check all that apply. xxAdvance Student Access, Success & Equity xxEngage our Communities & Partners xxBuild Programs of Distinction ☐Create a Culture of Innovation & Collaboration ☐Develop Resources to Advance & Sustain Mission	Describe how goals apply to your program. 1. Students come to the Atech program to learn job skills. We provide state-of-the-art training which allows them to achieve their goals. 2. As a NATEF certified program, we clearly have a program of distinction at COA in Atech. 3. Our smog training program is certified and approved by the Calif State Bureau of Auto Repair.

IX. College Strategic Plan Relevance

Check all that apply

☐New program under development
XXProgram that is integral to your college's overall strategy
☐Program that is essential for transfer
☐Program that serves a community niche
☐ Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
☐Other

X.   Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

*** Keep up with changes in technology, as well as NATEF certification
    requirements and BAR requirements; maintain NATEF certification
        -- upgrade curriculum to meet "best practices" of other programs with
            NATEF certifications
        -- Upgrade tools, equipment, and diagnostic technologies
* Improve recruiting for Atech programs throughout the Peralta area
* Increase the number of students who are get jobs
* Increase evening offerings (bring back our evening "Light Duty Repair" certificate), if
we can upgrade our chassis service equipment to adequately train those students to
work on late model vehicles and state-of-the-art equipment.**

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

As we expand offerings, we'll need to hire additional part-time faculty to teach classes.

In addition, our Toolroomkeeper, Adrianna Carrillo, will be retiring in August 2015, and will need to be replaced – first with a "temp classified" toolroomkeeper for up to 90 days (as per Local 39 contract); then with a new full-time hire in that position.

Please describe and prioritize any **equipment, material, and supply** needs.

Equipment and tool needs are constantly changing and in need of updating in all CTE programs; Atech is no exception.   While we can tell you our current prioritization of needs for equipment, materials and supplies, those priorities often change on a month-to-month basis.   For that reason, APU's are a very inaccurate prediction of FUTURE equipment, material and supply needs – months, semesters or even years into the future.   Our department expects administration to take current needs into account whenever funds are available and not to use previous "plans" and "reviews" as the basis for awarding funding in CTE areas.

For that reason, this APU can only discuss our needs at this moment, as follows:

We will be losing our T-TEN vehicles in the spring of 2016 and are currently exploring other possibilities of manufacturer partnerships.

The diagnostic, service and measuring equipment that students use must also be constantly upgraded and replaced, so the tools and equipment used in our program match that used in industry.   In addition, those tools and that equipment must be available to students in sufficient quantity to allow them to learn the skills they require in the time allotted.   In this area, we have fallen far behind other training programs in the Bay Area and across the state and the country, due to our lack of funding.

We just submitted requests for over $75,000 worth of Hunter Engineering equipment which will allow us to upgrade our tire and alignment chassis classes to meet current industry standards.

Please describe and prioritize any **facilities** needs.

For years, we have had no budget at all for regular preventive maintenance.   For example, when our electric shop rollup garage door fell off the wall and hit a classified employee (luckily not badly hurt), it was repaired. But COA does not contract with the company to perform annual preventive maintenance on the doors.   Such maintenance would prevent those accidents in the future.

The same is true with the hydraulic lifts. We've had problems funding regular maintenance inspections of the lifts and funding repairs when the lifts stopped functioning properly.   Repairs cannot come from grant funds or CTE Perkins funds, so repair money needs to come from other sources, such as general funds.

We got new air compressors for the building a few years ago, but both the District maintenance department and the College have refused to pay for annual preventive maintenance on the compressors. At this point, the instructors are trying to learn to do it ourselves, because it is so damaging to the programs when the compressors break down (although having instructors maintain building equipment is a violation of the Local 39 contract).   Preventive maintenance and facility maintenance cannot be paid out of Perkins/CTE funding or state supply funding, and these are the only funds over which our department has discretion.

Finally, our physical building is in need of "infrastructure" repairs.   There is no air conditioning in the building, making the upstairs classroom unbearably hot during the summer.   The heating system is inadequate, making the building quite cold in the winter.   The exhaust ventilation system is 40 years old, they don't make parts for it any longer, and it is literally "on its last legs."   It is unclear what will happen to our building exhaust system when the C & D building are remodeled next summer.

Please describe and prioritize any **other funding** needs.

The Atech department is constantly forced to choose between using funds for needed tools and equipment (see above) and other areas.

As student aide funding has been cut on campus, we've diverted tool/equipment money to pay for student aides that used to be funded out of general funds.

We were recently cited for hazardous waste issues, so we would recommend that our toolroom keeper receive training in complying with Calif, EPA and local hazardous waste rules and regulations.

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!

District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

Strategic Focus for 2014-2015: 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 & 2014-2015 Institutional Objectives	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.