

# College of Alameda

## Annual Program Update

### Supplemental/Revised Template 2014-2015

#### I. Overview

BI Download:	September 19, 2014	Dept. Chair:	Michael Robertson
Subject/Discipline:	Diesel Mechanics	Dean:	Dr. Charlenese Perlas
Campus:	College of Alameda		
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, students will learn the skills required to troubleshoot and repair mechanical, electrical and electronic systems in diesel engines and trucks. Students will learn to use computers to diagnose equipment and research information. Students 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.		

#### 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	8	95	25.53	1.87	0.21	0.56	2.64
SP14	5	91	24.2	1.87	0.32	0	2.19

#### 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.

U.S. Bureau of Labor Statistics indicates a high demand for Diesel Service Technicians and Mechaniccs.

Our students run between 70% and 90% employed that are seeking to advance or improve their employment status.

	<p>We are the program of choice by the Bay Area Joint Apprenticeship Committee (JAC). We run their educational need for their apprenticeship program.</p>
<p><b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>We must meet or exceed standards of the JAC. This is the training standard as established by the Machinist Union via the JAC for those colleges that have agreed to comply with this industry standard.</p> <p>In addition we are on committees with the California Air Resources Board, Peterson University, Cummins training center, Eaton, and Bendix to improve the offerings and quality of our program.</p>

**VI. Course SLOs and Assessment****Fall 2014**

Number of active courses in your discipline

12

Number with SLOs

12

% SLOs/Active Courses

100%

Number of courses with SLOs that have been assessed

12

% Assessed/SLOs

100%

Describe types of assessment methods you are using

Standards of industry which include the following:  
Automotive Machinist Joint Apprenticeship Committee  
California Air Resources Board Standards  
Peterson University  
Cummins Training Center  
Eaton  
Bendix

Describe results of your SLO assessment progress

Our students are highly desired by industry. We have employed students in the industry in our programs that are sent by their employers, apprenticeship program, or themselves to advance their employment status.

We meet and exceed the standards set by the Joint Apprenticeship Committee.

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

Technology advances and that drives the requirement to update or completely change the curricula. Nothing stands still. Our students are employable because we upgrade and re-evaluate the student learning outcomes.

## VII. Program Learning Outcomes and Assessment

	<b>Fall 2014</b>
Number of degrees and certificates in your discipline	1 Aaaociaated of Sience 1 Certificates
Number with Program Learning Outcomes	1 Aaaociaated of Sience 1 Certificates
Number assessed	1 Aaaociaated of Sience 1 Certificates
% Assessed	100%
<p>Describe assessment methods you are using</p> <p>Standards of industry which include the following:  Automotive Machinist Joint Apprenticeship Committee  California Air Resources Board Standards  Peterson University  Cummins Training Center  Eaton  Bendix  Automotive Service Excellence</p>	
<p>Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.</p> <p>Employment is our key to assessment. Our students take our classes to move up in employment; we encourage our students to get their degrees. Our students are desired and employed by industry. We meet and exceed the standards set by the Joint Apprenticeship Board.</p> <p>Our program is reviewed by the Joint Apprenticeship Board and the other members of industry listed above.</p> <p>In addition, we encourage our students to get their degree in Diesel Mechanics or their Certificate of Completion. A degree in Diesel Mechanics meets the apprenticeship educational training requirement by the JAC.</p>	

## VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goals apply to your program.

Our students advance in their employment when they complete our program or parts of our program.

We work directly with industry and government to ensure our programs meet or exceed the standards of industry.

We build collaborative with industry to generate employment opportunities for successful students. We teach the Heavy Duty Emission Reduction courses for the California Council on Diesel Education and Technology for the California Air Resources Board Enforcement Division.

Green Technology is one of the many methods we use to bring advanced technology training to meet the changes in industry.

## IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program 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.

We are a unique program in the Peralta Community College District. And we support students' advancement by contributing to the Peralta Foundation through the California Council on Diesel Education and Technology (CCDET). We work with industry and government to meet and exceed standards for industry.

## **XI. Needs**

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

Safety is a priority. Two student assistants are needed for each lab class. Classified person is needed to coordinate the work of service, maintenance, inventory, and to answer inquiries about the program. This will free the instructor to give their attentions to upgrading and advancing the programs.

New instructor for new programs. New program of alternative fuel technologies, green diesel, forklift, communities outreach programs to bring employment into population of students that have immediate demands of employment and the advancement of existing programs.

Our present instructors are taxed by the overload of instruction and support of new courses that keep them from giving the needed attention to their courses.

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

Computers, printers, scanners, upgrades are needed to maintain the changes in our curricula. Industry offers us free and discounted materials that we cannot use on the older computers or interfaces.

Our hoist needs to be changed; it is thirty years old. Wheel lifts are more accommodating and more used in industry. More modules of trucks, suspension, running gear needs to be brought into the programs to be in line with the changes in technology.

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

Our classroom is not a normal District classroom. Our needs require special furnishings to make the class safe for the students. A chemistry classroom is not equipped the same as a lecture class. Our vocational class needs to be equipped different than a standard lecture class for safety.

Classroom needs to be expanded to facilities the increase amount of students. The furnishing in the classroom it thirty years old. We need replacement tables, chairs, and storage cabinets. We are using donated chairs. We have no District's chairs. The plastic chairs supplied by the District were a safety concern. Several of them collapsed under the students' weight. They are a poor design and not an acceptable replacement.

Electrical upgrades need to be made to facilitate the available technology. Our students use laptops and we do not have enough electrical plugs to accommodate them. The light switches need to be moved so the instructor can control them from the front of the classroom. Shades need to be put on the windows to make the classroom more congenial. The tables are thirty years old and are a safety concern. We need tables to accommodate the weight of equipment as well as computer use.

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

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