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**College of Alameda**

2023-24 Annual Program Update

**Program Overview**

Please provide your program’s mission statement and program’s learning outcomes

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| **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)** |

List your program faculty and/or staff.

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| Rufino Ramos, John Peterson, Wayne Fung, Rick Greenspan (full time)  Mark Christensen, Patrick Dong (part-time) |

Describe your current utilization of facilities, including labs and other space.

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| Atech shares B Building with Auto Body/paint, but each program has separate lecture and lab space. Atech utilizes lecture and lab space Monday-Friday, from 8 am until 10 pm .  A new building is under construction, with completion date expected F 2024. |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or are any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | Maintain quality of program |
| Status: In-Progress or Complete? | Always in progress |
| Which college or district goal is aligned with your program goal? | Build Programs of Distinction  Advance student ... success |

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| **Program Goal** | Keep up with changes in industry |
| Status: In-Progress or Complete? | Always in progress |
| Which college or district goal is aligned with your program goal? | Build Programs of Distinction  Advance student ... success |

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| **Program Goal** | Professional development for faculty |
| Status: In-Progress or Complete? | Always in progress |
| Which college or district goal is aligned with your program goal? | Advance COA teaching and learning |

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| **Program Goal** | Continue to maintain NATEF (ASE Educational Foundtion) Master Level program certification status |
| Status: In-Progress or Complete? | Always in progress |
| Which college or district goal is aligned with your program goal? | Build Programs of Distinction  Advance COA teaching and learning |

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| **Program Goal** | Update equipment, such as hybrid, direct injection, electric and fuel cell vehicles, for student labs |
| Status: In-Progress or Complete? | Always in progress |
| Which college or district goal is aligned with your program goal? | Build Programs of Distinction  Advance COA teaching and learning |
| **Program Goal** | Update diagnotic equipment to match industry standards |
| Status: In-Progress or Complete? | Always in progress |
| Which college or district goal is aligned with your program goal? | Build Programs of Distinction  Advance COA teaching and learning |

Describe your current utilization of facilities, including labs and other space

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| B Building is used for Atech classes, M-Fri, from 8 am until 10 pm; We occasionally have Saturday Smog Update classes as well.  Some of the space is also rented out by Peralta to the Community College Foundation on Smog Referee, where they resolve consumer disputes by inspec ng and tes ng vehicles. |

**Program Update**

Using the dashboards, review and reflect upon the data for your program.

[**Course Completion and Retention Rates – Instructional Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Course Completion and Retention Rates – Student Services Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Enrollment Trends and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

[**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Course Completion and Retention Rates

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| Course Completion and Retention was typical of CTE classes at COA. |

Enrollment Trends

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| Enrollment increased in most classes in the last year (+12% Atech 10, +89% Atech 12, +93% Atech 21, +93% Atech 22, +200% Atech 23), but enrollment was lower in some of the more advanced classes as the low-enrollment pandemic class sizes worked through the system (-8% Atech 11, -11% Atech 14, -19% Atech 23, - 19% Atech 24). With increased enrollment in beginning classes -- Atech 21 and 22 -- we expect enrollment increases will spread to the rest of the program over the next few semesters.  We were asked last month to participate in a statewide program to increase Auto Tech enrollments, spearheaded by Pam Gutman, Regional Director, Advanced Transportation and Logistics. However, we declined to participate in the program. Peralta has a very strict FTEF quota system for each college department, and since any new students would need to start in our beginning classes, participation would require additional sections of our beginning classes. But if we were to offer any additional beginning sections, we would be forced to cut sections that our ongoing students require to complete their certificates/degrees in a timely fashion. In other words, taking in more beginning students would require cancellation of classes which our ongoing students need to graduate. |

Degrees and Certificates

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| As would be expected, degrees/certificates fell due to enrollment declines triggered by the pandemic. We expect those numbers will increase as increased enrollment matriculates through our program. |

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students by using filters to disaggregate the data. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points to support your reflection.

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| As stated above, enrollment fell with the pandemic and is now starting to pick up. That is reflected in all the above data. Otherwise, keeping the program certified at a Master Level with the Automotive Service Excellence Educational Foundation Automotive Technology standards is our primary goal. Without a quality program, enrollment and retention don't mean much. Our program was approved for mid-term certification last spring (spring 2023) -- we will go through the complete certification process in another 2 years. |

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) since the last Program Review/APU.

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| We are up-to-date on all our SLOs . Every year, we update SLOs during the summer so that we can review classes which are offered multiple times during the year at a single sitting. |

Describe the outcomes and accomplishments from previous year’s funded resource allocation request. If your program did not receive any allocations, leave the boxes blank.

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| **Brief description of funded request** | **Source (any additional award outside your base allocation)** | **Total Award Amount** | **Outcome/Accomplishment** |
| existing CTE sources are sufficient |  |  |  |
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# Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resources requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker |  |  |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed | existing sources are sufficient |  |
| Professional Development: Personal/Individual PD needed | existing sources are sufficient |  |
| Supplies: Software | existing sources are sufficient |  |
| Supplies: Books, Magazines, and/or Periodicals |  |  |
| Supplies: Instructional Supplies | existing sources are sufficient |  |
| Supplies: Non-Instructional Supplies | existing sources are sufficient |  |
| Supplies: Library Collections |  |  |
| Technology & Equipment | existing sources are sufficient |  |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs | existing sources are sufficient |  |
| Facilities: Offices |  |  |
| Other | Fund enough FTEF to allow new students to enroll and continuing students to matriculate through the program within 2 years. | For the last few years, Atecfh has needed about 1 additional FTEF (around $45000?) to run the classes needed by our students.  This should be the top priority for using state funds;; unfortunately, COA's Atech FTEF quota must be challenged each semester so that we can run the classes that our students need and that are required for our Master level certification. Thus far, administration has allowed us to go "over" our cap and teach the classes we needed to teach, so our students haven't been harmed by the PCCD quota system. |