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 **College of Alameda**

2022-23 Program Review – Automotive Technology

**Lead Author:**

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| Rick Greenspan |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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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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| Full time - Rick Greenspan, John Peterson, Rufino Ramos, Wayne FungPart time - Mark Christensen, Patrick Dong |

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

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| We use B Building lecture and lab space 5 days and evenings a week during semesters and summer, plus occasionally on weekends. Some of the space is also rented out by Peralta to the Community College Foundaon Smog Referee, where they resolve consumer disputes by inspecng and tesng vehicles.  |

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 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 DistinctionAdvance 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 DistinctionAdvance 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 Foundation) 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 DistinctionAdvance COA teaching and learning |

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| **Program Goal** | Update equipment, such as hybrid, direct injec on, 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 DistinctionAdvance COA teaching and learning |

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| **Program Goal** | Update diagnostic 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 DistinctionAdvance COA teaching and learning |

**Career Education**

Using [**Launch Board**](https://www.calpassplus.org/LaunchBoard/Home.aspx)or other labor market data, what are the employment rates for students that have exited your program for the past three years?

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| Automotive Technology (0948) | 2018-19 | 2017-18 | 2016-17 |
| 71% | 65% | 73% |

*Source:* [*https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx*](https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx)

*Employed in the second fiscal quarter after exit*

Using the [**Launch Board**](https://www.calpassplus.org/LaunchBoard/Home.aspx) or other labor market data, what are the projected job openings in your discipline for the next three years?



How is your discipline or program responding regarding changes in labor market demand?

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| To maintain a "master certified program" status, we must continually modify and update all our classes to national industry standards. We use NATEF/ASE standards as the basis of all our classes and labs. |

Do you have an industry advisory board in place? If so list, your board members.

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| Justin Betrock (Tesla), Richatd Saeaparn and Ernie Eugenio (USPS), Armando Ramirez (Oakland Subaru) Sean Black and Andres Manriquez (Berkeley Minicar), Chris Pella (State Smog Referee),Bob Paredes (snapon), Jimmy Tran (Chevron), Mitch May, Andrew Weisenberger, Scott Jeffers and Richard Hicks (Subaru), and Brian Stranahan (Matco), in addition to COA faculty and administration |

Has your industry advisory board met regularly (at least once per quarter or semester)?

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| Yes, once per semester |

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?

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| For the past 3 years, the main issues that the Advisory Committee was concerned with were:a) COA's FTEF cap on classses that can be offered, and the effect of class cuts on overall enrollment and on student successb) COA's cut in Atech funding, over and above the loss in FTES due to the pandemic. The committee asked that Rick work with the administration to find out if the department had been "short changed" (that is, enrollment dropped by 50% but funding dropped by 70%). |

Does your program require state or national licensing? If yes, are there substantial differences with the set standard pass rate for this exam or license and the percent of students passing this exam?

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| No |

Do your students participate in other third-party certifications? If yes, are there substantial differences with the standard pass rate and the percent of students getting successfully certified?

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| Yes. 100% of student obtain safety certification using PS/2 online safety modules; 100% of students obtain various Subaru and Ford web-based module certiications, depending on the class they are enrolled in. |

What programs similar to yours exist in the surrounding area or at nearby East Bay colleges? In which ways is your program collaborating with other community colleges in the region?

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| Chabot, CCSF, Foothill DeAnza, Evergreen, Skyline, Solano, Santa Rosa,  |

**Enrollment Trends**



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

Discuss enrollment trends over the past three years

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline*

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| Enrollment plummeted due to Covid and the inability to get back to traditional lecture/lab classes. We are just currently coming out of the enrollment drop, with our intro classes almost back to normal. However, in response to the FTEF cap, Atech needed to choose between allowing continuing students to complete their certificates/degrees (smaller classes) and running intro classes (bigger classes). In order to maintain our national certification, we picked the latter route. So we continue to offer a complete program, but without our introductory classes each semester, we are losing students that would normally begin the program each semester with those classes. |

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

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| We are constantly updating our instructional approaches to match changes in the requirements by the ASE Ediucational foundation -- changes required to allow us to keep our "master" certification level. These are curriculum changes, not changes in teaching "strategies." |

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?

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| Every 2.5 years, our entire program is evaluated by a national agency (ASE Educational Foundation) via email, to be sure it meets national standards. Every 5 years, the foundation sets up a site visit, where a team from outside the school comes in for two full days of program evaluation. |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?



**https://peralta.curricunet.com/**

x Yes ☐ No, please explain:

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| All reviewed as needed. |

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| One class (Atech 25) has been discontinued due to a change in state smog license requiremenmt.  |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| N/A |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

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| SEE CURRICUNET FOR CLASS-BY-CLASS SLO LISTING. |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| Our SLOs continue to be based on national ASE Educational Foundation standards; as the national standards change, we change the process of evaluating our SLOs |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| It's important to keep up with national certification standards. |

Have you assessed your program learning outcomes (PLOs) within the past few years? How have your assessments informed improvements/changes to your program. If you have not assessed your PLOs, explain the plan to assess and the expected timeline.

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| We would need more staff to follow up on our PLO's, because they involve the success of our students when they complete the program. |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

* **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
* **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
* **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
* **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
* **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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| ILOs are incorporated into our SLOs and PLOs, but (see above) we would need more staff to follow up on students in the workforce after they graduate from our program. |

**Course Completion**

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| College | Academic Year | Subject  | Total Graded | Course Completion | Course Completion Rate |
| Alameda | 2022 | ATECH | 166 | 131 | 79% |
| Alameda | 2021 | ATECH | 131 | 102 | 78% |
| Alameda | 2020 | ATECH | 238 | 172 | 72% |
| Alameda | 2019 | ATECH | 364 | 261 | 72% |
| Alameda | 2018 | ATECH | 397 | 294 | 74% |

Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of **67%**?

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| Above |

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

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| All our classes are face-to-face |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

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| We did offer dual enrollment with OUSD last year, but they failed to recruit enough students to fill the class. They year, they stopped dual enrollment classes. They still work with us to get students to enroll in our regular classes. |

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| College | Academic Year | Subject | Total Graded | Total Retained | Course Retention Rate |
| Alameda | 2021-2022 | ATECH | 166 | 149 | 90% |
| Alameda | 2020-2021 | ATECH | 131 | 113 | 86% |
| Alameda | 2019-2020 | ATECH | 238 | 203 | 85% |
| Alameda | 2018-2019 | ATECH | 364 | 307 | 84% |
| Alameda | 2017-2018 | ATECH | 397 | 341 | 86% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

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| Average or above-average. |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

Note: The table reflected use 2021-22 course data to calculate DI.

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| **College** | **Subject** | **Target Population** | **Census Enrollment** | **Success Rate** | **PPG Index** | **MOE**  | **DI Identified** |
| Alameda | ATECH | All Students | 166 | 78.9 |   |   |   |
| Alameda | ATECH | Asian | 23 | 91.3 | 12.4 | -16.7 | FALSE |
| Alameda | ATECH | Black / African American | 21 | 57.1 | -21.8 | -17.4 | TRUE |
| Alameda | ATECH | DSPS/SAS | 31 | 64.5 | -14.4 | -14.4 | TRUE |
| Alameda | ATECH | Female | 8 | 62.5 | -16.4 | -28.3 | FALSE |
| Alameda | ATECH | First Generation | 95 | 80.0 | 1.1 | -8.2 | FALSE |
| Alameda | ATECH | Hispanic / Latino | 75 | 78.7 | -0.2 | -9.2 | FALSE |
| Alameda | ATECH | Male | 157 | 80.3 | 1.3 | -6.4 | FALSE |
| Alameda | ATECH | Two or More | 11 | 81.8 | 2.9 | -24.1 | FALSE |
| Alameda | ATECH | White | 35 | 82.9 | 3.9 | -13.5 | FALSE |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| We already offer tutoring to ALL students; we offer free tool use to ALL EOPS students; we work with ALL students before and after classes, if they need additional help, tutoring or mentoring. We would suggest that COA follow up on the students who were not successful and dropped out of their respective classes and let us know why they dropped out. We don't have the manpower for that task. |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

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| Nothing. Our degree and certificate requirements are dictated ASE Educational Foundation and Bureau of Auto Repair. We can't change them to allow more students to get them, because we would lose our certification. |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

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| Continue to proceed as before -- It's our job to offer a top-rated excellent program which is constantly updated to the most recent industry standards. If a student wants a degree/certificate in that type of program, they'll do the work and complete the classes they need. |

**Engagement**

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.

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| See faculty evaluation documents.  |

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

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| See faculty evaluation documents |

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

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| All faculty complete 20 hours of update training annually as part of ASE Ediucational Fouindation requirements for master-level certification of program. |

**Prioritized Resource Requests Summary**

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

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff | no new classified staff required |  |
| Personnel: Student Worker | no additional student workers required |  |
| Personnel: Part Time Faculty | no additional part time faculty required  |  |
| Personnel: Full Time Faculty  | no additional full time faculty required |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed | Continue to attend update classes as part of20 hour/year requirement | $4000 |
| Professional Development: Personal/Individual PD needed | Continue to attend update classes as part of20 hour/year requirement | $4000 |
| Supplies: Software | Continue to purchase software as needed | $4000 |
| Supplies: Books, Magazines, and/or Periodicals | N/A |  |
| Supplies: Instructional Supplies | Supplies as needed to keep program running smoothly | $10,000 annually |
| Supplies: Non-Instructional Supplies | N/A |  |
| Supplies: Library Collections | N/A |  |
| Technology & Equipment | New electric vehiclesNew fuel cell vehiclesNew gas engine vehiclesNew computers for student useNew large screen computers for classroomsNew diagnostic scan toold for vehicles | $100,000$100,000$100,000$50,000$50,000$20,000 |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs | New building is being built |  |
| Facilities: Offices | New building will include new offices |  |
| Other | NOTE THAT THE NEW BUILDING WILL NOT BE INCLUDING ANY INSTRUCTIONAL EQUIPMENT OR SUPPLIES |  |