College of Alameda

Annual Program Update

Supplemental/Revised **Template 2015-2016**

I.	Overview			
	BI Download:		Dept. Chair:	
	Subject/Discipline:		Dean:	
	Campus:	College of Alameda		
	Mission Statement			

II.	**Enrollment** – *see department specific data sheet*

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

IV.	**Faculty** – *see department specific data sheet*

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.	Advisory committee minutes are available as part of our NATEF certification documentation. NATEF certification also includes interviews with program graduates and surveys of employers of Atech graduates, in addition to reviewing our instructional plans, our lab worksheets, our tool inventory, etc. To see the full process, crefer to the NATEF website: http://www.natef.org/Achieving-Accreditation/Program-Standards.aspx
	Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	

VI. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	19
Number with SLOs	19
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	19
% Assessed/SLOs	100%

Describe types of assessment methods you are using
See Taskstream

Describe results of your SLO assessment progress
See Taskstream

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

VII. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	7
Number with Program Learning Outcomes	7
Number assessed	7 have assessment plan in place for 2015-16
% Assessed	100% are in the process of being assessed

Describe assessment methods you are using

Our program is not sequenced; there is no "final" (capstone) class, after which all those student get a certificate/degree. . We are currentlh working with student services and A&R to get notification each time an Atech student files for a degree/certificate in Atech. We will be creating a "program assessment" survey instrument as part of an interview with each student who files for a degree/certificate in 15-16. We expect to complete this program assessment process by late May, 2016.

NOTE: NATEF(National Automotive Technicians Education Foundation) has "assessed" our program based on their national standards, and we are currently certified at the "Master Automotive Service Technician" level based on their review of our automotive program. NATEF program review includes observation of lectures and labs by outside (non-affiliated) evaluation team, review of course outlines, curriculum and lab exercises, inventory of lab and toolroom, calling local employers of former students, etc. It is an extensive and thorough process – very similar to accreditation itself.

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

In general, the first program changes we always make are based on our NATEF certifiation review and continually updating our program to meet new and changing NATEF certification standards. Secondly, our Advisory Committee meets regularly and reviews various aspects of our program, which results in program improvements, updates and changes. In addition, we expect to also update our classes based on interviews/surveys of program graduates during the 15-16 academic year, to be incorporated into instruction beginning in F16.

VIII. Prioritized Resource Requests Summary

College: _____COA_____

Discipline, Department or Program: _____ATECH_____

Contact Person: _____Rick Greenspan_____

Date: _____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	OK As is				
Human Resources: Classified	OK As is				
Human Resources: Student Workers	OK As is, provided there are no cuts to CTE or general fund student worker funding and that our Toolkeeper is hired soon				
Technology	Smart classrooms in B Building and smart classroom enhancements to labs	4	$100,000	See #6 Human and Physical resources in 2012 Program Review	3
Equipment	Update equipment to keep up with NATEF STANDARDS	1 (tied)	$100,000 per year	See #6 Human and Physical resources in 2012 Program Review	3
Supplies	As required for NATEF certification and standrads	1 (tied)	$75,000 per year	See #6 Human and Physical resources in 2012 Program Review	3
Facilities	B Building needs new fences, new building-wide HVAC system, new auto exhaust system.	1 (tied)	$500,000	See #6 Human and Physical resources in 2012 Program Review	3
Professional Development	OK as is				
Other (specify)					

IX. Alignment of Goals Template

College: _____COA_____

Discipline, Department or Program: _____ATECH_____

Contact Person: _____RIck Greenspan_____

Date: _____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Be 'lifelong learners' in the field of automotive technology, keeping up with changes in vehicles, in diagnostics and in repair procedures through a commitment to continual learning and training.	#1, #2	C
2. Communicate effectively with customers, supervisors and co-workers.	#3, #4	C
3. Apply critical thinking and problem solving skills in the process of diagnosing and repairing vehicles.	#1, #2,	C
4. Competently perform industry standard automotive repair procedures, using the proper tools, procedures, and diagnostic techniques, as specified in the NATEF program certification process.	#1, #2	C
5.		
6.		
7.		
8.		

<div align="center">**College of Alameda**</div>

<div align="center">**MISSION**</div>

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.

<div align="center">**VISION**</div>

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.

<div align="center">**VALUES**</div>

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!

<div align="center">**Institutional Learning Outcomes**</div>

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: 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	
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.