# College of Alameda

## Annual Program Update

### *Supplemental/Revised* Template 2015-2016

## I.  Overview

| | | | |
|---|---|---|---|
| BI Download: | | Dept. Chair: | |
| Subject/Discipline: | Autobody | Dean: | Char Perlas |
| Campus: | College of Alameda | | |
| Mission Statement | The Auto Body and Paint curriculum is designed to prepare students for Apprentice or entry level technician positions in the Automotive Collision Repair trade in accordance with ICAR (Inter-Industry Collision Automotive Repair) and ASE (Automotive Service Excellence) standards, practices, and certifications.  The courses also provide the opportunity for currently employed technicians to upgrade skills in the industry for job advancement and for classic car restorers to gain or update Auto Body/Paint skills and knowledge. Students may obtain a college Certificate or Associates Degree, which can be applied towards degrees in other advanced schools of technology in preparation for future management, sales, insurance field, teaching or any other possible careers related to the Automotive Collision Repair Industry. | | |

## II.  Enrollment –

CENSUS_TOTAL     Term

| Course | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Fall | 2015 Spring |
|---|---|---|---|---|---|---|---|
| AUTOB 10 - BASIC AUTOB REPAIR | 30 | | | 20 | 17 | 15 | 16 |
| AUTOB 12 - SERVICE WELDING | | 0 | 10 | 26 | 21 | 14 | |
| AUTOB 20 - ADV AUTO BODY REPAIR | 15 | | | 12 | 7 | 9 | 6 |
| AUTOB 30 - PAINT PREP/EQUIPMENT | | 15 | | | 11 | 20 | 14 |
| AUTOB 40 - ADV STUDY/REFINISHNG | | 20 | | | 7 | 8 | 10 |
| Grand Total | 45 | 35 | 10 | 58 | 63 | 66 | 46 |

Term

| | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Fall | 2015 Spring |
|---|---|---|---|---|---|---|---|
| Headcount | 45 | 35 | 10 | 50 | 58 | 57 | 43 |

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

| Term | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Fall | 2015 Spring |
|------|-----------|-------------|-------------|-----------|-------------|-----------|-------------|
| Success% | 64.44% | 74.29% | 60.00% | 56.90% | 74.60% | 57.58% | 76.09% |

| Term | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Fall | 2015 Spring |
|------|-----------|-------------|-------------|-----------|-------------|-----------|-------------|
| Retention% | 91.11% | 97.14% | 100.00% | 84.48% | 82.54% | 81.82% | 86.96% |

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

Spring`15 Alameda

| SUB | SECT | CENSUS | ENRL | FTES RESD | FTES NONR | FTES TOTL | FTEF CONT | FTEF EXSV | FTEF TEMP | FTEF TOTL | PROD |
|-----|------|--------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------|
| AUTOB | 2 | 46 | 46 | 27.60 | 0.00 | 27.60 | 1.88 | 0.20 | 0.00 | 2.08 | 13.27 |

Fall`14 Alameda

| SUB | SECT | CENSUS | ENRL | FTES RESD | FTES NONR | FTES TOTL | FTEF CONT | FTEF EXSV | FTEF TEMP | FTEF TOTL | PROD |
|-----|------|--------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------|
| AUTOB | 3 | 66 | 66 | 31.87 | 1.20 | 33.07 | 1.87 | 0.43 | 0.00 | 2.31 | 14.34 |

## 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. | There is a current shortage in the ever-growing industry for trained automotive technicians for collision repair.  As experienced technicians retire the need increases. According to CAA (California Autobody Association), which is a recognized industry resource leader, states that there is currently a 20,000 annual shortage of technicians in this field. The openings are due to growth and net replacement. State organizations, as listed under Qualitative Assessments, do not match the industry self-reporting that is ongoing. According to reporting state agencies the annual job market only yields 500 positions annually.<br><br>The student that takes courses, and gets a job mid-course, many times will resign from the classes because they have obtained the skills necessary for gainful employment in the trade.  These are not tracked as successes.  They are classed as a drop in retention.  For the most part, our retention level is high.  Our retention levels are much higher then academic courses.  In addition, since many of our students are low income, they are unable to meet or overcome the financial challenges before them. |

| | Autobody students not only pay the normal fees and tuitions associated with college enrollment, but are also required to provide hand tools for entry into the trade. Financial aid is available to the students but has not been administered expeditiously by the college in the past.  Due to the lack of financial resources, this becomes an insurmountable issue.  These students cannot actively participate in course lab/skill work due to this limitation.  As a result, we lose students due to this critical issue every semester.  It is vital that the college and the district address these issues for increased retention. |
|---|---|
| | Our highest priority is maintaining an excellent program with a reputation for outstanding graduates in the community.  Enrollment rises and falls in direct relation to external economic conditions in the community.  So, when higher paying jobs have been easily accessible in the East Bay enrollment has fallen.  When the economy declines, enrollment shoots up and has consistently been steady with a slight rise this fall.<br><br>        Currently, we are in conference with the California Auto-Body Association, local associations and the local unions to create intern positions for our students in training. We are also discussing methods to increase job placement for our students completing our program.  We recommend the formation of a Job Placement Office at COA or PCCD.  All private trade schools offer official job placement assistance.  Currently this is accomplished unofficially at COA by program instructors, gratis.  We need to closely review what the private schools do in this regard so that we could duplicate this for our success. |
| **Transfer and Basic Skills:**  Describe how your course offerings address transfer, basic skills, and program completion. | The |

## VI.  Course SLOs and Assessment

| | Fall 2015 |
|---|---|
| Number of active courses in your discipline | 5 |
| Number with SLOs | 5 |
| % SLOs/Active Courses | 100% |
| Number of courses with SLOs that have been assessed | |
| % Assessed/SLOs | 100% |

Describe types of assessment methods you are using

Test, quizzes, quality completed projects

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 | 3 |
| Number with Program Learning Outcomes | 3 |
| Number assessed | 3 |
| % Assessed | 100 |

Describe assessment methods you are using
We use NATEF( National Automotive Technicians Education Foundation) and I-CAR (Inter- Industry Conference on Auto Collision Repair) related text books in our program they provide the information required to perform complete, safe and quality repairs.  The program is annually assessed by the Advisory Committee which are mostly a group local shop owners and other forms of Industry professionals.

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

We are in the process of updating classroom technology with SMART classroom visual displays which enhance student learning. Always striving to keep current. Again, our program is assessed by our Advisory Committee and feedback from employers when students find employment.

## VIII. Prioritized Resource Requests Summary

**College:** _____COA_____

**Discipline, Department or Program:** _____AUTOB_____

**Contact Person:** _____Bill Andrews_____

**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** | **Additional part-time faculty** | **1** |  |  | **ILO 1, 3 Goal C** |
| **Human Resources: Classified** | **1 toolkeeper** | **2 tied** | **$50,000** |  |  |
| **Human Resources:** |  |  |  |  |  |

| | | | | | |
|---|---|---|---|---|---|
| **Student Workers** | | | | | |
| **Technology** | **Mobile SMART board computer/monitor** | | **$11,000** | | **3** |
| **Equipment** | **New Auto Frame straightening equipment/Vehicle hoist/ Paint spray gun cleaner/ Touch mix paint mixing system/ Inferred heating system-mobile, Fresh air breathing apparatus for spray booths/ Spray gun washers/ Replace old spray booth/ new paint toners** | **1 tied** | **212,000** | | **3** |
| **Supplies** | **Under 250, 10 Air hoses, 10 extension cords, 5 drop lights, 5 dust pans, 2 Body filler disposal containers/ Mop and bucket, brooms/ vacuum/** | **2** | **8,000** | | **3** |
| **Facilities** | **Welding booths Ventilation/Fans Heating/ Update/Increase Electrical outlets for ALL equipment(Welders- Electric tools) Door to prep area** | **1 tied** | **700,000** | | **3** |
| **Professional Development** | **SEMA Automotive Conference Annually/ Travel/ Lodging/ Registration/ Food/ 2 Instructors** | **2 tied** | **3,000** | | |
| **Other (specify)** | | | | | |

**IX. Alignment of Goals Template**

**College: _____COA_____**

**Discipline, Department or Program: _____ABODY_____**

**Contact Person: ____Bill Andrews_____**

**Date:** _____

| Discipline, Department or Program Goal | Institutional Learning Outcome | PCCD-College Goal and Institutional Objective |
|---|---|---|
| 1. Modernize facility (heating, ventilation, welding) | ILO 1, 3 | Goal C |
| 2. Increase outreach and field trips (regional auto conferences and expos) | ILO 1, 3 | Goal C |
| 3. To keep current with current equipment technology and current teaching aides. Having properly working tools | 1, 2 | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |

**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!

## Institutional Learning Outcomes

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.<br>**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.<br>**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.<br>**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.<br>**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.<br>**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.<br>**D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure. |