

PROGRAM REVIEW UPDATE 2016-2017

Program: Automotive

Division: CATSS

Date: 9/01/2016

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
- 2) If the requested information does not apply to your program, please write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 10, 2016.
- 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates

- Labor Market Data
- SLO/SAO Data (<http://goo.gl/jU2yIZ>)

Significant changes would include all AUTO classes, certificates and degree were rewritten. Change of faculty workload to include noncredit/contract teaching and classified staff duties for F hour load.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

Continuing the goal of achieving NATEF. All classes, degrees and Certificates have been revised. Classes, and certificates are approved. AS degree held up at State level (no fault of ours)

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The new classes just started running this semester. Can not measure yet.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Management redoing workload for Faculty in the automotive department. Faculty now teach and perform classified work for F hour. Faculty have no time for other objectives or future planning. Unable to run 16 week classes, this means we can not recruit at the high schools the last two weeks of the semester. When this was done our enrollment numbers dropped.

E. What are your most important plans (either new or continuing) for next year?

Achieving NATEF certification. Continuing partnerships we currently have and increasing number of partnerships with outside contractors and manufacturers (GM, Mazda, ICAR, ACDelco, Smog Referee, KIA, and others) . Replacing aging equipment, gaining/replacing storage space, gaining more shop space. Purchasing new equipment to support growing technology needs in industry. More space for teaching and shop space for both the college program and other contracts current and future.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

None

G. Do plans listed under Question E or Question F connect to this year’s planning priorities (listed below)? If so, explain how they connect. Yes, more contracts, more exposure, more students and employers use LPC.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

If we gain classes, equipment, storage space and shop space. We may be able to support employers by providing more employees. Also partnering with outside vendors will increase student count by having more to offer. Program will also become an income source.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___x__no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Lost more sections of classes. More students leaving program for work. Many employers offering students bonuses for coming to work full time and quitting school. Job market is exploding.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIz>

SAO:Use automotive knowledge to diagnose several automotive concerns
Describe the quantitative or qualitative results: 100
Discuss any actions taken so far (and results, if known):Stay the course
Discuss your action plan for the future: Stay the course

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

**Part Three: Assessment Results
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

All SLO related data is being redone. All classes and degrees changed. All old data was used in creation of new classes and degrees. At this point, this is the first semester that data will be collected on the newly approved classes. We are currently writing SLO's for classes and program and do not have them ready as of yet.

Course: All
Course SLO: All
Describe the quantitative or qualitative results: Small changes were made in classes to improve employment goals for students
Discuss any actions taken so far (and results, if known): Classes, Degree and Certificates re-written
Discuss your action plan for the future: <u>All SLO related data is being redone. All classes and degrees changed. All old data was used in creation of new classes and degrees. At this point, this is the first semester that data will be collected on the newly approved classes.</u>

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Automotive Degrees and Certificates
Program SLO:
Describe the quantitative or qualitative results: Small changes made to better serve students and employers
Discuss any actions taken so far (and results, if known): Classes, Degree and Certificates re-written
Discuss your action plan for the future: <u>All SLO related data is being redone. All classes and degrees changed. All old data was used in creation of new classes and degrees. At this point, this is the first semester that data will be collected on the newly approved classes.</u>

**Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)**

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	X					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	X	X				
3. Write a research paper using credible sources and correct documentation.	X	X				X
4. Analyze an author's use of literary techniques to develop a theme.			X	X	X	

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Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered “yes” to Question 1, explain what changes you made.

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3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome? **See above, in addition we have implemented a new way of testing. We are using a online version of the book that students must complete and pass the online test with 80% before they are given the inclass test. In the first few weeks of classes, average scores have improved by 30%. This should help with success rates and retention.**
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?

See above