

Name of Program	Division	Author(s)
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**INSTRUCTIONS:**

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
  2. The planning should be for the academic year 2015-2016.
  3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program’s catalog rubric and this format when naming your document:  

Rubric INS PPU 15\_16  
e.g., ESL INS PPU 15\_16
  4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
  5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
  6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
  7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
  8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.
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**I. STUDENT LEARNING OUTCOMES**

Review of academic years 2012-13 and 2013-14

**A. SLO Assessment Review**

Review your program’s SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

More than 90% of our students have a complete understanding of assesments for the points and classes we have assessed. The classes that are short on time have a lower overall assessment score. In other words, there is not enough time in class to cover the required material.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

Since the introduction of SLO's to the instructors. We have made the students take notice of the SLO's in the front of each chapter in the textbook. This focuses the student on the actual learning objectives of the chapter of work. Also we have the students check off the SLO's in front of the chapter if they have learned it, if they have not then no check mark. This makes it easy for the instructor to reinforce topics that need review. We have changed our class to include more emphasis on SLO's as key learning points.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

The lab element of classes enforces the lecture. We have already shortened the semester to 16 weeks to make the individual classes longer so that students may complete labs. The next step is to increase the lab units to lecture units split of the classes to make each class longer so we may have more reinforcement of lecture based learning in lab. This has already occurred in Auto 55 and once the change happened SLO success went up.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?      YES       NO

If yes, please explain.

We need the resources to make our classes longer.

**B. SLO Process**

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Click here to enter text.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Click here to enter text.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Meetings we only have 2 FTF and no adjunct faculty.

**II. PROGRAM ANALYSIS**

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

**A. Data Review**

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

**NOTE:** Only include changes that affect student learning, program planning or resource requests.

Everything points to needing more time in class. Vehicle technology has advanced exponentially in the past six years, we need to add time to the classes to teach and reinforce in lab. Every class uses lab time to make measure each stuents understanding and application of lecture/SLO's. Our classes lost 3 hours each and it has shown up first in average grades and now in SLO completion.

**B. Program-Set Standard for Successful Course Completion Rates**

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	<b>Program-Set Standard for successful course completion</b>	<b>Did you meet your program-set standard? (Yes or No)</b>
2012-13	<a href="http://tinyurl.com/mmfwgfe">http://tinyurl.com/mmfwgfe</a>	
2013-14	<a href="http://tinyurl.com/q6dah55">http://tinyurl.com/q6dah55</a>	

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

Yes/yes

**C. Curriculum Review**

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

An external impact to our curriculum plans for 2015-16 will be our desire to go for National Automotive Technicians Education Foundation (NATEF) accreditation. The majority of our curriculum already reflects NATEF standards but obviously the remainder will be strongly influenced to align with NATEF.

**D. Human Resources**

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Yes we lost 2 parttime faculty during budget cuts, and have not added any staff or sections since.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

no

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

Fewer classes can be completed in a given semester/year. It currently takes a student 3-4 years to complete our, pre budget cuts, two year program. As you would imagine, this makes competing with other C.C. auto programs very difficult, as most can complete in two years. Private auto tech schools have completion in 18 months.

**E. Other information pertinent to the program**

Click here to enter text.

**III. PLANNING**

**A. Planning Update**

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

We plan to rewrite classes, as degree and smog certificate classes. We also plan on bringing smog classes back into the program because students leaving LPC with a smog license are almost guaranteed job placement and in the past, smog classes always filled at 90-150%

**B. Program Planning for AY 2015-16**

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
  - a. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
    - changing number of units/lab hours
    - changing pedagogy/curriculum
    - changing assessments

Changing units. Lec/lab breakdown, in order to make classes longer. We will change the breakdown of our classes. For example a 4 unit class is 2/2 lec/lab. After the change it will be 1/3 lec/lab to increase the weekly contact hours by 2.

- b. Have your assessment results shown a need for new SLOs? YES  NO
- If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
11	0

- c. What percentage of courses will your program assess in the next academic year (2015-16)?

All THAT ARE OFFERED

- d. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process

0	0
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4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

Yes, NATEF accreditation. Aligning our curriculum more completely with NATEF standards will help us achieve NATEF accreditation. NATEF standards are generated from the needs of the automotive industry. Student learning will improve through knowing that we are teaching exactly what the automotive industry wants its future techs to know entering the job market.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

Yes, general technology updates, lec/lab times NATEF accreditation, advisory board input.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

Run smog classes to assure students of job placement. Due to recent and anticipated changes to the California smog laws, having a smog licence will be a highly effective way for our students to differentiate themselves in the job market.

**IV. Resource Requests for AY2015-16**

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

**A. Enrollment Management**

1. Request: New FTEF. Indicate amount being requested.

1.0, we would like to gain back the two classes we lost during the cuts and gain 2 part time faculty

2. Rationale for request(s).

Need to run more classes during the semester so it does not take a students 3-4 years to graduate.

**C. Human Resources**

1. Request: New or replacement faculty position(s).

2 adjunct positions, no full time positions

2. Rationale for faculty position request(s).

See above

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

Lab assistant that is at 24 hours should be raised to 40 hours to cover night classes and Saturday classes in Automotive and welding.



4. Rationale for classified staff position request(s).

Instructor must now cover tool room duties on both sides because not enough hours are available for tool room work. This lead to safety concerns of the faculty leaving the lab areas during class. Throughout the history of the program we have had un-interrupted coverage/support in the toolroom. Classes run continuously from 8am to 10pm Monday though Saturday. We currently have gaps in coverage in the toolroom which contributes to safety problems and students being ignored.

**D. Financial**

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

Our budget has been cut by more than 90% over the past five years. Up keep and maintenance of tools/equipment can not be done, safety is being compromised. A budget for general tool and equipment maintenance would be very helpful. A extra \$1000 would go a long way, the problem being if we do not spend it it goes away. Some years we may use all of it, some part of it, either way we just want to be able to maintain the tools and equipment we have.

2. Rationale for financial request(s).

See above

**E. Technology (software only – discuss hardware in section E)**

1. Request: Upgrade existing software or purchase new software.

All data renewed every year, scanners and equipment needs updating every year.

2. Rationale for technology request(s).

Without update labs can not be completed because technology will have passed u up.

**F. Facilities, Equipment (include technology hardware), and Supplies**

1. Request: Renovation or upgrade of existing facilities or new facilities.

We need more space, without space we cannot grow. I have personally brought many manufacturers to campus and all had to be turned down because no one wants to look into the future. If we had opened at Sandia 4 years ago like was planned, we would have 4-5 manufacturers in the building bringing in money and recognition to the campus. All of the

major OEM manufacturers have training centers in the tri-valley due to its location from the bay area and central valley. Why couldn't the college take advantage of this?

In addition the GM container that was taken during the new Science building construction and needs to be replaced. This container was purchased by and for GM for the storage of GM equipment. It was moved during the new science building construction and given to another program. This must be replaced at the colleges expense. During a recent GM inventory this was discovered. On top of container replacement the moving of assets must also be paid for and the container must be wired for power and alarm which was originally purchased and install by GM.

2. Rationale for facilities request(s).

See above, also more exposure to students for job opportunities and technology

3. Request: Upgrading of existing equipment or purchase of new equipment.

We always need more and new equipment to keep up with ever changing technology. Tire machines, lathes, balancers. Lift racks, diagnostic equipment and others. Every year more things are needed. A savings account should be opened for the Auto department for large capitol purchases. This account could be funded from the GM, KIA, and referee programs that all bring money in. This was the norm until suddenly the money was pulled away and never given back.

4. Rationale for equipment request(s).

See above

5. Request: New supplies

Hand tools, measurement tools, battery chargers, cleaning supplies, oil, coolant, vehicle specific solvents, and PPE's

6. Rationale for supplies request(s).

We used these during the semester and can not charge students for there use but still need to provide them.

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