Chabot College
Program Review Report
2015 -2016

Year 3
Automotive/BMW

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A. What Have We Accomplished?

Complete Appendices A (Budget History), B1 and B2 (CLO's), C (PLO's), and D (A few questions) prior to writing your narrative. You should also review your most recent success, equity, course sequence, and enrollment data at http://www.chabotcollege.edu/ProgramReview/Data2013.cfm.

In year one, you established goals and action plans for program improvement. This section asks you to reflect on the progress you have made toward those goals. This analysis will be used by the PRBC and Budget Committee to assess progress toward achievement of our Strategic Plan and to inform future budget decisions. It will also be used by the SLOAC and Basic Skills committees as input to their priority-setting process. In your narrative of two or less pages, address the following questions:

- What program improvement goals did you establish?
- Did you achieve the goals you established for the three years? Specifically describe your progress on goals you set for student learning, program learning, and Strategic Plan achievement.
- What best practices have you developed? Those could include pedagogical methods, strategies to address Basic Skills needs of our students, methods of working within your discipline, and more.
- Are these best practices replicable in other disciplines or areas?
- What were your greatest challenges?
- Were there institutional barriers to success?
- Cite relevant data in your narrative (e.g., efficiency, persistence, success, FT/PT faculty ratios, CLO/PLO assessment results, external accreditation demands, etc.).

B. What's Next?

This section may serve as the foundation for your next Program Review cycle, and will inform the development of future strategic initiatives for the college. In your narrative of one page or less, address the following questions. Please complete Appendices E (New Initiatives) and F1-8 (Resources Requested) to further detail your narrative and to request resources.

Note: Chabot is in the process of creating our next Educational Master Plan which will last between six and ten years (under discussion). Educational Master Plans are generally large enough in scope to be flexible. They are used in particular at the District Level to guide in facility and community planning. (Program Review will not be the only way that we communicate our needs to the writing team)

- What goals do you have for future program improvement?
- What ideas do you have to achieve those goals?
- What must change about the institution to enable you to make greater progress in improving student learning and overall student success?
- What recommendations do you have to improve the Program Review process?

A. What Have We Accomplished?

The automotive program had the following goals that were focused on both improving our program and the college as a whole.

1. Revise the automotive program curriculum:
In the Fall 2012 semester the discipline successfully implemented a large scale revision to our entire program. These changes affected all courses, certificates, degrees, and provided students with improved learning opportunities and shorter completion times. Students have responded with positive feedback regarding the changes, and the improvements to class availability. The changes also directly impacted student learning outcomes having increased hands-on experiences, and providing greater application focus. Implementation was the culmination of two years of review, revision, and implementation of a foundation that will serve our program for years to come. Recently we received approval on two new certificates, Hybrid and Service Consultant, and are awaiting approval on a third, BMW.

Students have shown the following changes since revisions were implemented:

- 5% increase in Core 1 (Skill Attainment / Perkins 2012 vs 2011)
- 12% increase in Student Success (F2011-Sp2014 vs F2008-Sp2011 Chabot IR)

A key implementation component of the program revisions is the ability to develop instructional schedules that allow a breadth of course offerings each semester, address prerequisite requirements, and reduces program completion times due to greater course availability across morning, afternoon, and evening instructional periods. The use of multi-cycle schedules is a method that could address challenges for other disciplines on the campus.

The greatest challenges the discipline has encountered are centered on available FTEF, available faculty / adjuncts (4FT, 2 adjunct), and budget (Bond and Perkins only). These challenges directly impact our ability to offer enough classes to meet student needs to provide for instructional experiences, grow the program, and offer an efficient completion timeline.

2. Educate students on graduation application process:
The discipline implemented various measures to increase students' awareness on the benefits of "Graduation" and processes to do so. The following methods have been utilized for communicating this process:

- Posters showing course requirements for Degrees / Certificates
- Website page showing course requirements for Degrees / Certificates, including "Catalog Rights" course correlations, and application materials link
- In class presentations, and greater conversations on the topic throughout the semester

The results of these efforts were:

- Increase in Certificates of 36% (2011-2014 vs 2008-2011)
- Increase in Associate Degrees of 4% (2011-2014 vs 2008-2011)

Currently, the college is still reviewing available programs to evaluate student success and award applicable certificates and degrees. This is an area that needs greater attention as the benefit to students and institution becomes more important in today's educational, compliance, and

financial environment. For the interim basis, other disciplines could develop similar practices to better inform / educate students on graduation requirements and processed.

3. Increased student support in laboratory:
For multiple years, the automotive program has requested a Laboratory Support position due to our unique instructional environment. To date no funding has been allotted, and we were reduced in the tool room position by 1 full time employee in the recent budget cuts that has resulted in increased faculty workloads. This is a mission critical positions due to the increasing safety concerns, equipment maintenance, and vehicle complexities.

4. Increase our outreach efforts to supporting high schools and Regional Occupational Programs:
Faculty continues to visit and present information to our supporting schools. We regularly communicate educational and industry relevant materials, provide donations when possible, and participate on program advisory committees. Our Spring 2013 program advisory committee meeting was a joint meeting with our supporting schools, focusing on "Pathway" discussions. These efforts are becoming more important as a new direction has been dictated to the high schools to increase CTE opportunities. Our program continues to maintain articulation agreements with local ROP programs providing enrollment benefits for successful graduates of these programs.

5. Remodel of building 3400:
Building 3400 remodel was completed and classes began with the start of the fall semester 2013. The facility now replicates a BMW dealership environment designed and equipped to BMW standards. This new facility can now also allow for continues and ongoing update instruction for BMW technicians, providing a revenue source for the college. The facility completion also addressed several low scoring areas for student outcomes that were directly associated with laboratory needs for the successful practical experiences.

6. Automotive Manufacturer Training Facilities:
The automotive discipline recognizes the changing industry needs for technicians to be able to adapt to the constantly increasing use of technology and to address the increasing number of positions available due to industry retirements and growth.
With this in mind, the discipline wishes to explore the potential for increased instructional facilities. These facilities will allow for program growth, and the potential to support budgets with the compensated use by manufacturers and industry for technician training.
These facilities would be designed and developed with multi-use flexibility / adaptability to allow maximum utilization by the automotive and other college disciplines.
This discussion has been addressed in the Facilities Committee meetings due to the projected campus projects that impact the Butler building, housing program vehicle and equipment storage. It is the disciplines hope, that as the campus discusses future facilities, the importance of addressing current and future needs / opportunities can be considered.

Program Related Measurable:

Students in the automotive program are some of the most successful students in the college as measured by student success rates 75.02%*, retention rates 88.70%*, and placement rates 78.26%~. Our students also are comparable or higher in similar measured areas when compared

to automotive programs at local colleges, as evaluated by *CCCCO (2013) or ~Perkins Act (2011-2012) measures.

Chabot Overall:
Student Success 69%
Student Retention 84.7%

Automotive:

Student Success (Overall):	84%	(F2011-Sp 2014) Chabot IR Data
Student Retention (Overall):	86%	(F2011-Sp 2014) Chabot IR Data
Female Student Success:	73%	(F2011-Sp 2014) Chabot IR Data
Female Student Retention:	88%	(F2011-Sp 2014) Chabot IR Data
Male Student Success:	80%	(F2011-Sp 2014) Chabot IR Data
Male Student Retention:	92%	(F2011-Sp 2014) Chabot IR Data
African -American Student Success:	67%	(F2011-Sp 2014) Chabot IR Data
African -American Student Retention:	83%	(F2011-Sp 2014) Chabot IR Data
Hispanic Student Success:	76%	(F2011-Sp 2014) Chabot IR Data
Hispanic Student Retention:	92%	(F2011-Sp 2014) Chabot IR Data

BMW:

BMW Student Success (Overall):	87%	(F2011-Sp 2014) Chabot IR Data
BMW Student Retention (Overall):	93%	(F2011-Sp 2014) Chabot IR Data
Female Student Success:	92%	(F2011-Sp 2014) Chabot IR Data
Female Student Retention:	100%	(F2011-Sp 2014) Chabot IR Data
Male Student Success:	88%	(F2011-Sp 2014) Chabot IR Data
Male Student Retention:	93%	(F2011-Sp 2014) Chabot IR Data
African -American Student Success:	100%	(F2011-Sp 2014) Chabot IR Data
African -American Student Retention:	75%	(F2011-Sp 2014) Chabot IR Data
Hispanic Student Success:	84.5%	(F2011-Sp 2014) Chabot IR Data
Hispanic Student Retention:	93%	(F2011-Sp 2014) Chabot IR Data

B. What's Next?

The automotive discipline is considering the following future goals for program:

1. Expansion of the discipline instructional facilities
    a. To meet increased industry demand for technicians and industry based training
    b. To meet projected vehicle and equipment storage needs pending the anticipated loss of the Butler building
    c. Compensation from industry use to offset costs
    d. Provide increased work space in existing facilities
2. Support the implementation of available programs to facilitate student completions based on earned credit / course completions
    a. Critical for current and future regulation, compliance, budgets
    b. Simplifies the process for students
3. Increased marketing for discipline
    a. Advertising
        i. Posters
        ii. Flyers
        iii. Virtual tours
        iv. Web based
        v. Materials (Brochures, etc)
    b. Recruiter for CTE areas
4. Implementation of a High School directed, discipline focused, inquiry course to educate potential students on the opportunities available in the automotive industry
    a. Partner with HS faculty to provide instruction
    b. Utilize online based instruction
    c. Share / co-construct with other CTE disciplines
5. Increased support for laboratories
    a. Ongoing discipline goal
6. Increase student participation in industry based licensure and certification
    a. ASE
    b. MACS
    c. Smog License
    d. State Brake License
    e. State Lamp License
7. Revise and implement smog program courses
    a. Inspector
    b. Repair
    c. Update
    d. Fee based
8. Hire additional full time and adjunct faculty
    a. FT afternoon / evening
    b. Adjunct for evening and potentially other shifts
9. Inquire into the possibility of creating an AS-T degree for automotive / BMW students
10. Expand discipline industry participation / membership
    a. ATRA
    b. CAT
    c. NACAT

11. Offer scholarships for students tuition using the moneys raised for the coordination of BMW technical training

What must change about the institution to enable you to make greater progress in improving student learning and overall student success?

(1) The college need to look for long term funding solutions to ensure viability and stability of CTE programs. Currently, the automotive program receives no operational budget for instruction. The General Fund provides for facilities and faculty, but does not cover any operational costs to perform instruction or meet programmatic accreditation standards. The only funding sources that allow continued operation of instruction comes from bond, Perkins, and occasional grants. With increased demands on Perkins (Along with a high potential for reduced Perkins funding by the Federal Government), the end of life for bond funds, and the inability to count on grants, a permanent solution needs to be identified.
(2) The college needs to acknowledge that CTE is as critical as "Transfer" to meeting the needs of our students, community, and national interests. All students attending post-secondary education are on a "Career Track." This track may be accessible for many high paying, high demand careerswith CTE based education. It is the college's directive to meet these needs with equal commitment as we do for transfer and basic skills.
(3) Support "'Pathways" for CTE students that includes "Contextualized" learning that allows students to meet educational requirements with skills and experiences that have direct application to real world needs.
(4) Improve counseling support and understanding of CTE programs and the unique needs and desires of these students.

What recommendations do you have to improve the Program Review process?

(1) Determine what information is needed for the college, district, state, and federal agencies, then develop the necessary document(s) or process to provide this information. The Program Review process materials have changed each of the last four years.
(2) Demonstrate that the materials provided are being reviewed, discussed, and actually used in the determination processes of the college.
(3) Eliminate the need for disciplines to provide materials generated by Institutional Research. The items needed for determinations should be directly provided to the necessary committees by Institutional Research in a common format that meets the needs of the various committees.

Appendix A: Budget History and Impact

Audience: *Budget Committee, PRBC,and Administrators*
Purpose: *This analysis describes your history of budget requests from the previous two years and the impacts of funds received and needs that were not met. This history of documented need can both support your narrative in Section A and provide additional information for Budget Committee recommendations.*
Instructions: *Please provide the requested information, and fully explain the impact of the budget decisions.*

Category	2013-14 Budget Requested	2013-14 Budget Received	2014-15 Budget Requested	2014-15 Budget Received
Classified Staffing (# of positions)	**60000**	**0**	**60000**	**0**
Supplies & Services	**93891**	**93432**	**95460**	**85900**
Technology/Equipment	**536225**	**242754**	**207593**	**93888**
Other				
TOTAL	**690116**	**336186**	**363053**	**162788**

1. How has your investment of the budget monies you did receive improved student learning? When you requested the funding, you provided a rationale. In this section, assess if the anticipated positive impacts you projected have, in fact, been realized.

The automotive program budget is supported by the following: Faculty (General fund), all other expenditures for tools, equipment, and supplies are provided through Measure B and Perkins funding. There is **NO** operation budget provided by the college for our program.

The expenditures made over the last few years have been largely supported by Measure B for facility improvements and new tools and equipment. Perkins funding has been utilized to provide operational costs (consumables, instructional needs, and items not covered by Measure B).

The program has utilized the expenditures to maintain relevance with industry and to adhere to continuously changing programmatic accreditation (NATEF) that mirrors industry expectations.

The student learning outcomes have been, and are directly impacted by the items acquired, and by those that have not been have a negative impact, as determined by our ability to perform various industry and programmatic accreditation (NATEF) determined practical tasks and measures.

2. What has been the impact of not receiving some of your requested funding? How has student learning been impacted, or safety compromised, or enrollment or retention negatively impacted?

Our inability to fund adequate amounts of industry relevant tools, equipment, supplies, staffing, and other instructional items has a direct impact on our ability to provide students with the varied experiences and learning opportunities to better prepare them for industry. Students completing our programs are expected to have obtained knowledge and experiences that are relevant to all

vehicle systems. We have been limited to the breadth and depth that we can provide to students to obtain that experience. The ultimate cost if we are unable to adequately fund our program will result in loss of NATEF (programmatic) accreditation.

Appendix B1: Student Learning Outcomes Assessment Reporting Schedule

I. Course-Level Student Learning Outcomes & Assessment Reporting (CLO-Closing the Loop).

A. **Check One of the Following:**

☐ No CLO-CTL forms were completed during this PR year. ***No Appendix B2*** *needs to be submitted with this Year's Program Review.* ***Note****: All courses must be assessed once at least once every three years.*

XYes, CLO-CTL were completed for one or more courses during the current Year's Program Review. ***Complete Appendix B2*** *(CLO-CTL Form) for each course assessed this year and include in this Program Review.*

B. Calendar Instructions*:*

List all courses considered in this program review and indicate which year each course Closing The Loop form was submitted in Program Review by marking ***submitted*** *in the correct column.*

Course *List one course per line. Add more rows as needed.	**This Year's Program Review** *CTL forms must be included with this PR.	**Last Year's Program Review**	**2-Years Prior** *Note: These courses **must** be assessed in the next PR year.
ATEC 1	**Yes**		
ATEC 2	**Yes**		
ATEC 3			**Yes**
ATEC 4	**Yes**		
ATEC 5	**Yes**		
ATEC 6A	**Yes**		
ATEC 6B	**Yes**		
ATEC 7	**Yes**		
ATEC 8	**Yes**		
ATEC 10	**Yes**		
ATEC 50	**Yes**		

ATEC 90	**Yes**		
ATEC 91	**Yes**		
BMW 10	**Yes**		
BMW 20	**Yes**		
BMW 30	**Yes**		
BMW 40	**Yes**		
ATEC 52	**No**		
ATEC 63A			**Yes**
ATEC 63B			**Yes**
ATEC 75	***New Course F14**		
ATEC 80			**Yes**
APAU (Apprenticeship)	**APAU courses are offered concurrently with corresponding ATEC courses. If APAU students are enrolled, their scores and "Closing the Loop" is completed separately and have been included when applicable.**		

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC1**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Demonstrate the proper use of an outside micrometer to measure valve stem wear	**75% need a 3 or higher**	69.2% received a 3 or higher
(CLO) 2: Demonstrate the proper use of a straight edge to measure cylinder head and/or block for warpage.	**75% need a 3 or higher**	69.2% received a 3 or higher
(CLO) 3: Demonstrate the proper steps for performing a timing belt replacement and setting the timing belt, crankshaft, and camshafts in proper positions.	**75% need a 3 or higher**	69.2% received a 3 or higher
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

1. How do your current scores match with your above target for student success in this course level outcome?

69.2% received a 3 or higher

2. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This measurement is done near the beginning of the semester. Students must spend time measuring various components as the semester proceeds. Their skills on this improve through out the semester.

B. Course-Level Outcome (CLO) 2:

1. How do your current scores match with your above target for student success in this course level outcome?

69.2% received a 3 or higher

2. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

These scores are identical to SLO #1. Again this is done near the beginning of the semester. We have the tools and equipment for measuring. We find that measuring skills improve through the semester.

C. Course-Level Outcome (CLO) 3:

1. How do your current scores match with your above target for student success in this course level outcome?

69.2% received a 3 or higher

2. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

These scores are also identical to the SLO #1 & 2. At this point in time, the students have been given multiple opportunities to perform this task. Those that get a low score appear to not be applying themselves to the class.

Part III: Course Reflections and Future Plans

1. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first assessment for this class. **No action at this time. Monitor future classes at the next assessment cycle to see if the trend continues**

2. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

Industry would have an expectation that 70% of our students be able to perform this task. We are meeting the industry objective and expectations

No action at this time. Monitor future classes at the next assessment cycle to see if the trend continues

3. What is the nature of the planned actions (please check all that apply)?
   - ☐ Curricular
   - ☐ Pedagogical
   - ☐ Resource based
   - ☐ Change to CLO or rubric
   - ☐ Change to assessment methods
   - X Other: none at this time

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC2**
Semester assessment data gathered	**Fall 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Spring 2014**
Faculty members involved in "Closing the Loop" discussion	**Jim Baum & Ed Snider**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Check fluid level in a transmission or a transaxle equipped with a dip-stick.	**75% need a 3 or better**	**78.2% scored 3 or better**
(CLO) 2: Perform and air pressure leak test on the applicable clutch packs in an automatic transmission	**75% need a 3 or better**	**73.9% scored 3 or better**
(CLO) 3: Measure endplay/pre-load determine necessary action	**75% need a 3 or better**	**73.9% scored 3 or better**

(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

C. COURSE-LEVEL OUTCOME (CLO) 1:

3. How do your current scores match with your above target for student success in this course level outcome?

65.2% of the class scored a 5, 8.7% of the class scored a 4, 4.3% scored a 3, 4.3% scored a 2, 8.7% scored a 1, and 8.7% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO.

4. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

D. COURSE-LEVEL OUTCOME (CLO) 2:

3. How do your current scores match with your above target for student success in this course level outcome?

60.9% of the class scored a 5, 8.7% scored a 4, 4.3% scored a 3, 4.3% scored a 2, 8.7% scored a 2 and 13% were unable to do the task. The scores did not match with the definition of success we had set for the CLO/SLO.

4. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course needs to provided more preparation and experience on this area of measure.

For students to show entry level knowledge and experience that will benefit them in industry. More cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

C. COURSE-LEVEL OUTCOME (CLO) 3:

3. How do your current scores match with your above target for student success in this course level outcome?

56.5% of the class scored a 5, 8.7% scored a 4, 8.7% scored a 3, 4.3% scored a 2, 8.7% scored a 1, and 13% were unable to do the task. The scores did not match with the definition of success we had set for the CLO/SLO.

4. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course needs to provide more preparation and experience on this area of measure. **For students to show entry level knowledge and experience that will benefit them in industry. More cognitive and practical learning experiences will need to be provided adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences.**

PART III: COURSE REFLECTIONS AND FUTURE PLANS

4. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Continue with current delivery methods and increase applied learning experiences.

5. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measurable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

6. What is the nature of the planned actions (please check all that apply)?
   - ☐ Curricular
   - X Pedagogical
   - ☐ Resource based
   - ☐ Change to CLO or rubric
   - ☐ Change to assessment methods
   - ☐ Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9733 (2)**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Ed Snider & Steve Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Check fluid level in a transmission or a transaxle equipped with a dip-stick.	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 2: Check fluid level in a transmission or a transaxle equipped with a dip-stick.	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 3: Check fluid level in a transmission or a transaxle equipped with a dip-stick.	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

E. COURSE-LEVEL OUTCOME (CLO) 1:

5. How do your current scores match with your above target for student success in this course level outcome?

100% received a 3 or better

6. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We have met and exceeded industry expectations for this SLO

F. Course-Level Outcome (CLO) 2:

5. How do your current scores match with your above target for student success in this course level outcome?

100% received a 3 or better

6. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We have met and exceeded industry expectations for this SLO

C. Course-Level Outcome (CLO) 3:

5. How do your current scores match with your above target for student success in this course level outcome?

100% received a 3 or better

6. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We have met and exceeded industry expectations for this SLO

Part III: Course Reflections and Future Plans

7. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first time this course has been assessed

8. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

Monitor class in the next assessment cycle to see if the trends continue

9. What is the nature of the planned actions (please check all that apply)?
   - ☐ Curricular
   - ☐ Pedagogical
   - ☐ Resource based
   - ☐ Change to CLO or rubric
   - ☐ Change to assessment methods
   - X Other: None

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC 3**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**

Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Jim Baum & Ed Snider**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Determine gear ratios for a manual transmission/transaxle. Fill out worksheet.	**75% need a 3 or better**	**80% scored a 3 or better**
(CLO) 2: Measure end play.	**75% need a 3 or better**	**85% scored a 3 or better**
(CLO) 3: Measure differential ring and pinion back lash.	**75% need a 3 or better**	**75% scored a 3 or better**
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

7. How do your current scores match with your above target for student success in this course level outcome?

70% of the class scored a 5, 10% of the class scored a 4, 0% scored a 3, 10% scored a 2, 10% scored a 1, and 0% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

8. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

B. Course-Level Outcome (CLO) 2:

7. How do your current scores match with your above target for student success in this course level outcome?

65% of the class scored a 5, 10% of the class scored a 4, 10% scored a 3, 0% scored a 2, 10% scored a 1, and 5% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

8. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

C. Course-Level Outcome (CLO) 3:

7. How do your current scores match with your above target for student success in this course level outcome?

50% of the class scored a 5, 15% of the class scored a 4, 10% scored a 3, 0% scored a 2, 10% scored a 1, and 5% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

8. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

PART III: COURSE REFLECTIONS AND FUTURE PLANS

10. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Course provided adequate preparation and experience on this area of measure. Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities. Continue with current delivery methods and try to increase applied learning experiences.

11. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measurable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

12. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - X Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - ☐ Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC 4**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Jim Baum & Mike Sherburne**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.

- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Repair tire using internal patch.	**75% need a 3 or better**	**80% scored a 3 or better**
(CLO) 2: Dismount, inspect, and remount tire on wheel; balance wheel and tire assembly (static and dynamic).	**75% need a 3 or better**	**74.1% scored a 3 or better**
(CLO) 3: Perform pre-alignment inspection and measure vehicle ride height; determine necessary action.	**75% need a 3 or better**	**85.2% scored a 3 or better**
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

9. How do your current scores match with your above target for student success in this course level outcome?

70% of the class scored a 5, 10% of the class scored a 4, 0% scored a 3, 10% scored a 2, 10% scored a 1, and 0% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

10. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences.**

B. COURSE-LEVEL OUTCOME (CLO) 2:

9. How do your current scores match with your above target for student success in this course level outcome?

59.3% of the class scored a 5, 7.4% of the class scored a 4, 7.4% scored a 3, 3.7% scored a 2, 7.4% scored a 1, and 3.7% were unable to do the task. The scores did not match with the definition of success we had set for the CLO/SLO

10. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Continue with current delivery methods and increase applied learning experiences.

C. Course-Level Outcome (CLO) 3:

9. How do your current scores match with your above target for student success in this course level outcome?

59.3% of the class scored a 5, 14.8% of the class scored a 4, 11.1% scored a 3, 7.4% scored a 2, 7.4% scored a 1, and 0% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

10. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

Part III: Course Reflections and Future Plans

13. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

14. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measurable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

15. What is the nature of the planned actions (please check all that apply)?

☐ Curricular
X Pedagogical
☐ Resource based
☐ Change to CLO or rubric
☐ Change to assessment methods
☐ Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9734 (4)**
Semester assessment data gathered	**Fall 2012**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Repair tire using internal patch.	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 2: Dismount, inspect, and remount tire on wheel; balance wheel and tire assembly (static and dynamic).	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 3: Perform pre-alignment inspection and measure vehicle ride height; determine necessary action.	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

G. COURSE-LEVEL OUTCOME (CLO) 1:

11. How do your current scores match with your above target for student success in this course level outcome?

100% received a 3 or higher

12. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This is the first time this class has been assessed. There were only two students in this class which runs concurrently with ATEC4. The suggestion is to monitor future classes to see if the trend continues.

H. COURSE-LEVEL OUTCOME (CLO) 2:

11. How do your current scores match with your above target for student success in this course level outcome?

100% received a 3 or higher

12. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This is the first time this class has been assessed. There were only two students in this class which runs concurrently with ATEC4. The suggestion is to monitor future classes to see if the trend continues.

C. COURSE-LEVEL OUTCOME (CLO) 3:

11. How do your current scores match with your above target for student success in this course level outcome?

100% received a 3 or higher

12. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This is the first time this class has been assessed. There were only two students in this class which runs concurrently with ATEC4. The suggestion is to monitor future classes to see if the trend continues.

PART III: COURSE REFLECTIONS AND FUTURE PLANS

16. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first time this class has been assessed.

17. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

There were only two students in the class. The suggestion is to monitor future classes in the next assessment cycle to see if the trend continues.

18. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - ☐ Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - X Other: None at this time_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC 5**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Jim Baum**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY (*THE NUMBER OF CLOS WILL DIFFER BY COURSE ★*)	***Defined Target Scores* (CLO Goal)***	***Actual Scores** (eLumen data)***

(CLO) 1: Bleed and/or flush brake system.	**75% need a 3 or better**	**73% scored a 3 or better**
(CLO) 2: Remove, clean, inspect, and measure brake drum diameter; determine necessary action.	**75% need a 3 or better**	**76.9% scored a 3 or better**
(CLO) 3: Remove and clean caliper assembly; inspect for leaks and damage/wear to caliper housing; determine necessary action.	**75% need a 3 or better**	**80.8% scored a 3 or better**
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

13. How do your current scores match with your above target for student success in this course level outcome?

57.7% of the class scored a 5, 7.7% of the class scored a 4, 7.7% scored a 3, 7.7% scored a 2, 7.7% scored a 1, and 11.5% were unable to do the task. The scores did not match with the definition of success we had set for the CLO/SLO

14. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course needs to provide more preparation and experience on this area of measure.

For students show to entry level knowledge and experience that will benefit them in industry. More cognitive and practical learning experiences will need to be provided for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

B. COURSE-LEVEL OUTCOME (CLO) 2:

13. How do your current scores match with your above target for student success in this course level outcome?

69.2% of the class scored a 5, 3.8% of the class scored a 4, 3.8% scored a 3, 7.7% scored a 2, 11.5% scored a 1, and 3.8% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

14. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

C. Course-Level Outcome (CLO) 3:

13. How do your current scores match with your above target for student success in this course level outcome?

61.5% of the class scored a 5, 7.7% of the class scored a 4, 11.5% scored a 3, 11.5% scored a 2, 3.8% scored a 1, and 3.8% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

14. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

Part III: Course Reflections and Future Plans

19. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and increase applied learning experiences.

20. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measurable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

21. What is the nature of the planned actions (please check all that apply)?

☐ Curricular
X Pedagogical
☐ Resource based
☐ Change to CLO or rubric
☐ Change to assessment methods
☐ Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9723 (5)**
Semester assessment data gathered	**Fall 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Bleed and/or flush brake system.	**75% need a 3 or higher**	**100% Received a 3 or higher**
(CLO) 2: Remove, clean, inspect, and measure brake drum diameter; determine necessary action.	**75% need a 3 or higher**	**100% Received a 3 or higher**
(CLO) 3: Remove and clean caliper assembly; inspect for leaks and damage/wear to caliper housing; determine necessary action.	**75% need a 3 or higher**	**100% Received a 3 or higher**
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

I. COURSE-LEVEL OUTCOME (CLO) 1:

15. How do your current scores match with your above target for student success in this course level outcome?

100% Received a 3 or higher

16. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This is the first assessment for this class. Suggestions are that we monitor future classes to see if the scoring trend continues.

J. COURSE-LEVEL OUTCOME (CLO) 2:

15. How do your current scores match with your above target for student success in this course level outcome?

100% Received a 3 or higher

16. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This is the first assessment for this class. Suggestions are that we monitor future classes to see if the scoring trend continues.

C. COURSE-LEVEL OUTCOME (CLO) 3:

15. How do your current scores match with your above target for student success in this course level outcome?

100% Received a 3 or higher

16. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This is the first assessment for this class. Suggestions are that we monitor future classes to see if the scoring trend continues.

PART III: COURSE REFLECTIONS AND FUTURE PLANS

22. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first time this class has been assessed.

23. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

Suggestion is to monitor future classes in the next assessment cycle to see if the trend continues.

24. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - ☐ Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - X Other: None at this time._____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC6A**
Semester assessment data gathered	**Fall 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: ATEC 6a/APAU 9725 - Demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems, including: source voltage, voltage drop, current flow, and resistance. Activities to show learning: 1. Proper settings and use of DMM to measure resistance. 2. Proper settings and use of DMM to measure voltage. 3. Proper settings and use of DMM to measure current.	**75% need a 3 or higher.**	17.6% received a 3 or higher.

(CLO) 2: ATEC 6a/APAU 9725-Students shall be able to analyze and diagnose an automotive battery using appropriate electrical tools and equipment	**75% need a 3 or higher.**	100% of class received a 3 or higher.
(CLO) 3: ATEC 6a/APAU 9725 - Students shall be able to analyze and diagnose an automotive starting system using appropriate electrical tools and equipment	**75% need a 3 or higher.**	100% of class received a 3 or higher.
(CLO) 4: ATEC 6a/APAU 9725 - Students shall be able to analyze and diagnose an automotive Charging system using appropriate electrical tools and equipment	**75% need a 3 or higher.**	100% of class received a 3 or higher.

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

K. COURSE-LEVEL OUTCOME (CLO) 1:

17. How do your current scores match with your above target for student success in this course level outcome?

17.6% received a 3 or higher.

18. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This use of DMM is paramount to progressing in other more advanced classes. Without this ability, they will have a have difficult time with DSO, GMM, and voltage & current patterns. They have the opportunity to improve this skill thought the progression of the class. This test is given at mid term time, bout 6 weeks into the semester.
75% achievement would meet industry expectations.

L. COURSE-LEVEL OUTCOME (CLO) 2:

17. How do your current scores match with your above target for student success in this course level outcome?

100% of class received a 3 or higher.

18. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

For battery testing, we are exceeding industry expectations for this task. An appropriate level of theory and practical instruction has met our expectations for this topic.
No action at this time. Monitor future classes and at the next assessment cycle to see if the trend continues

C. Course-Level Outcome (CLO) 3:

17. How do your current scores match with your above target for student success in this course level outcome?

100% of class received a 3 or higher.

18. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

For starter testing, we are exceeding industry expectations for this task. Industry would have an expectation that 60% of our students be able to perform this task. We are meeting the industry objective and expectations. No action at this time. Monitor future classes and at the next assessment cycle to see if the trend continues

D. Course-Level Outcome (CLO) 4:

1. How do your current scores match with your above target for student success in this course level outcome?

100% of class received a 3 or higher.

2. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Industry would have an expectation that 70% of our students be able to perform this task. We are meeting the industry objective and expectations. **No action at this time. Monitor future classes at the next assessment cycle to see if the trend continues.**

Part III: Course Reflections and Future Plans

25. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Monitor future classes in the next assessment cycle to see if trends continue.

26. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

We are looking at adopting the Snap On certification program for Digital Multi meters. This will provide additional instruction both in the class room and on line for students in the use of the DMM. No change to the course outline will be required for this.

27. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - ☐ Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods

X Other: Adopt Snap On Certification program for DMM_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9725 (6A)**
Semester assessment data gathered	**Fall 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: ATEC 6a/APAU 9725 - Demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems, including: source voltage, voltage drop, current flow, and resistance. Activities to show learning: 1. Proper settings and use of DMM to measure resistance. 2. Proper settings and use of DMM to measure voltage. 3. Proper settings and use of DMM to measure current.	**75% need a 3 or higher.**	66.6% received a 3 or higher.
(CLO) 2: ATEC 6a/APAU 9725-Students shall be able to analyze and diagnose an automotive battery using appropriate electrical tools and equipment	**75% need a 3 or higher.**	100% of class received a 3 or higher.
(CLO) 3: ATEC 6a/APAU 9725 - Students shall be able to analyze and diagnose an automotive starting system using appropriate electrical tools and equipment	**75% need a 3 or higher.**	0% of class received a 3 or higher.
(CLO) 4: ATEC 6a/APAU 9725 - Students shall be able to analyze and diagnose an automotive Charging system	**75% need a 3 or higher.**	0% of class received a 3 or

using appropriate electrical tools and equipment		higher.

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

M. COURSE-LEVEL OUTCOME (CLO) 1:

19. How do your current scores match with your above target for student success in this course level outcome?

66.6% received a 3 or higher which is slightly lower than expectations. There were on three students in the class. A very small sampling. This class was combined with our ATEC6a class.

20. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This use of DMM is paramount to progressing in other more advanced classes. Without this ability, they will have a have difficult time with DSO, GMM, and voltage & current patterns. They have the opportunity to improve this skill thought the progression of the class. This test is given at mid term time, bout 6 weeks into the semester.
75% achievement would meet industry expectations.

N. COURSE-LEVEL OUTCOME (CLO) 2:

19. How do your current scores match with your above target for student success in this course level outcome?

100% of class received a 3 or higher.

20. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

For battery testing, we are exceeding industry expectations for this task. An appropriate level of theory and practical instruction has met our expectations for this topic.
No action at this time. Monitor future classes and at the next assessment cycle to see if the trend continues

C. COURSE-LEVEL OUTCOME (CLO) 3:

19. How do your current scores match with your above target for student success in this course level outcome?

100% of class received a 3 or higher.

20. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

For starter testing, we are exceeding industry expectations for this task. Industry would have an expectation that 60% of our students be able to perform this task. We are meeting the industry objective and expectations. No action at this time. Monitor future classes and at the next assessment cycle to see if the trend continues

D. Course-Level Outcome (CLO) 4:

3. How do your current scores match with your above target for student success in this course level outcome?

0% of class received a 3 or higher. Of the three students in this class, two were not in class at assessment time. The third did poorly , getting only a score of 2

4. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Industry would have an expectation that 75% of our students be able to perform this task. This class was combined with our ATEC6a class. Looking at the scores from both classes reveals a total score of 95.2% for both classes. This is a more representative sampling. In that respect, we are meeting the industry objective and expectations. No action at this time. Monitor future classes at the next assessment cycle to see if the trend continues.

Part III: Course Reflections and Future Plans

28. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Monitor future classes in the next assessment cycle to see if trends continue.

Perhaps in the future, since our APAU classes are run concurrently with an existing ATEC course, the scores should be combined an totaled when evaluating these classes. The APAU classes usually have very low enrollment numbers of one to five students.

29. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

We are looking at adopting the Snap On certification program for Digital Multi meters. This will provide additional instruction both in the class room and on line for students in the use of the DMM. No change to the course outline will be required for this.

30. What is the nature of the planned actions (please check all that apply)?

- ☐ Curricular
- ☐ Pedagogical
- ☐ Resource based
- ☐ Change to CLO or rubric
- ☐ Change to assessment methods
- X Other: Adopt Snap On Certification program for DMM

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC6B**
Semester assessment data gathered	**Fall 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Test the CAN bus system signal with a DSO. Set up the DSO to capture the CAN hi (+) and CAN lo (-) signals	**75% need a 3 or higher**	**87.5% received a 3 or higher**
(CLO) 2: Test a computer controlled charging system for proper operation using a DSO. Check and record the signal on a DSO from the PCM to the generator.	**75% need a 3 or higher**	**87.5% received a 3 or higher**
(CLO) 3: Check a variable speed blower control system for proper operation using a DSO. Check and record the HZ signal from the control head to the blower module.	**75% need a 3 or higher**	**87.5% received a 3 or higher**
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

O. COURSE-LEVEL OUTCOME (CLO) 1:

21. How do your current scores match with your above target for student success in this course level outcome?

87.5% received a 3 or higher

22. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We are exceeding industry expectations for this task. An appropriate level of theory and practical instruction has met our expectations for this topic. **No action at this time. Monitor future classes and at the next assessment cycle to see if the trend continues**

P. Course-Level Outcome (CLO) 2:

21. How do your current scores match with your above target for student success in this course level outcome?

87.5% received a 3 or higher

22. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We are exceeding industry expectations for this task. An appropriate level of theory and practical instruction has met our expectations for this topic. **No action at this time. Monitor future classes and at the next assessment cycle to see if the trend continues**

C. Course-Level Outcome (CLO) 3:

21. How do your current scores match with your above target for student success in this course level outcome?

87.5% received a 3 or higher

22. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We are exceeding industry expectations for this task. An appropriate level of theory and practical instruction has met our expectations for this topic. **No action at this time. Monitor future classes and at the next assessment cycle to see if the trend continues**

Part III: Course Reflections and Future Plans

31. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first assessment cycle for this class.

32. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

Monitor future classes at the next assessment cycle to see if the trend continues.

33. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - ☐ Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - X Other:_None_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC 7**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Jim Baum and Ed Snider**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Check system for sealant.	**75% need a 3 or better**	**90.5% scored a 3 or better**
(CLO) 2: Recover refrigerant, Pull a Vacuum on the system, Leak test, add oil, and re-charge system	**75% need a 3 or better**	**85.7% scored a 3 or better**
(CLO) 3: Identify refrigerant types; select and connect proper gauge set; record pressure readings	**75% need a 3 or better**	**85.7% scored a 3 or better**
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

23. How do your current scores match with your above target for student success in this course level outcome?

61.9% of the class scored a 5, 14.3% of the class scored a 4, 14.3% scored a 3, 9.5% scored a 2, 0% scored a 1, and 0% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

24. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences.**

B. COURSE-LEVEL OUTCOME (CLO) 2:

23. How do your current scores match with your above target for student success in this course level outcome?

61.9% of the class scored a 5, 9.5% of the class scored a 4, 14.3% scored a 3, 14.3% scored a 2, 0% scored a 1, and 4.8% were unable to do the task. The scores did match with the definition of success we had set for the CLO/SLO

24. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences.**

C. COURSE-LEVEL OUTCOME (CLO) 3:

23. How do your current scores match with your above target for student success in this course level outcome?

71.4% of the class scored a 5, 9.5% of the class scored a 4, 9.5% scored a 3, 9.5% scored a 2, 0% scored a 1, and 4.8% were unable to do the task. The scores did match with the

definition of success we had set for the CLO/SLO

24. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences.**

PART III: COURSE REFLECTIONS AND FUTURE PLANS

34. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Course provided adequate preparation and experience on this area of measure. Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities. Continue with current delivery methods and try to increase applied learning experiences.

35. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measurable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

36. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - X Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - ☐ Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9729 (7)**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**

Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Jim Baum and Ed Snider**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1:Check system for sealant.	**75% need a 3 or better**	**100% scored a 3 or better**
(CLO) 2:Recover refrigerant, Pull a Vacuum on the system, Leak test, add oil, and re-charge system	**75% need a 3 or better**	**100% scored a 3 or better**
(CLO) 3:Identify refrigerant types; select and connect proper gauge set; record pressure readings	**75% need a 3 or better**	**100% scored a 3 or better**
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

Q. COURSE-LEVEL OUTCOME (CLO) 1:

25. How do your current scores match with your above target for student success in this course level outcome?

100 % of the students scored a 5. There were only 3 in this class and they all had industry experience.

26. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show above average entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

R. Course-Level Outcome (CLO) 2:

25. How do your current scores match with your above target for student success in this course level outcome?

100 % of the students scored a 5. There were only 3 in this class and they all had industry experience.

26. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show above average entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

C. Course-Level Outcome (CLO) 3:

25. How do your current scores match with your above target for student success in this course level outcome?

100 % of the students scored a 5. There were only 3 in this class and they all had industry experience.

26. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show above average entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

Part III: Course Reflections and Future Plans

37. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Course provided adequate preparation and experience on this area of measure.

Students show above average entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences.

38. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measurable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

The discipline implemented a revised curriculum in all courses effective Fall 2012. It is our expectation that these changes will further overall student success not only at Chabot, but more importantly in industry. These revisions have refocused each course to meet the changing needs of industry, advisory committee recommendations and programmatic accreditation.

39. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - X Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - ☐ Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC8**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small & Kurt Shadbolt**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting.*** For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections.*** Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY (THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: ATEC 8/APAU 9727 - Students shall be able to use a Digital Storage Oscilloscope (DSO) or graphing multimeter (GMM) to obtain a fuel injector voltage and amperage wave form,	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 2: ATEC 8/APAU 9727 - Test an electric fuel pump for Operating Pressure, Volume, and Rest/Residual pressure	**75% need a 3 or higher**	71% received a 3 or higher
(CLO) 3: ATEC 8/APAU 9727 - Test a Fuel pump with DSO for operating current and calculate pump RPM	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

* **Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

S. COURSE-LEVEL OUTCOME (CLO) 1:

27. How do your current scores match with your above target for student success in this course level outcome?

Students are meeting class and industry expectations for this task.

28. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We are covering this task in an adequate manner that would meet industry expectations.

T. COURSE-LEVEL OUTCOME (CLO) 2:

27. How do your current scores match with your above target for student success in this course level outcome?

Students are not meeting class and industry expectations for this task.

28. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We will need to cover this task in a more adequate manner so our students can meet industry expectations. Allowing more hands on time under direct guidance will help in this procedure. We have asked for an additional lab support for the past several review

cycles. By having additional lab support not only will we be able to better assist our students to obtain their educational goals we will be able to create a safer work environment.

C. Course-Level Outcome (CLO) 3:

27. How do your current scores match with your above target for student success in this course level outcome?

Students are meeting class and industry expectations for this task.

28. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We are covering this task in an adequate manner that would meet industry expectations.

Part III: Course Reflections and Future Plans

40. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first time this course has been assessed.

41. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

42. Monitor the class in the future see what trends may change. Look at results of the next assessment cycle. Ask once again for the college to approve a qualified lab assistant for the automotive department so we may help our students achieve their educational goals. It should also be noted that by having a qualified lab assistant a safer environment can also be achieved.

43. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - ☐ Pedagogical
    - X Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - X Other: _____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9727 (8)**
Semester assessment data gathered	**Fall 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**

Faculty members involved in "Closing the Loop" discussion	**Stephen Small & Kurt Shadbolt**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: ATEC 8/APAU 9727 - Students shall be able to use a Digital Storage Oscilloscope (DSO) or graphing multimeter (GMM) to obtain a fuel injector voltage and amperage wave form,	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 2: ATEC 8/APAU 9727 - Test an electric fuel pump for Operating Pressure, Volume, and Rest/Residual pressure	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 3: ATEC 8/APAU 9727 - Test a Fuel pump with DSO for operating current and calculate pump RPM	**75% need a 3 or higher**	100% received a 3 or higher
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

U. COURSE-LEVEL OUTCOME (CLO) 1:

29. How do your current scores match with your above target for student success in this course level outcome?

Students are meeting class and industry expectations for this task.

30. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We are covering this task in an adequate manner that would meet industry expectations.

V. Course-Level Outcome (CLO) 2:

29. How do your current scores match with your above target for student success in this course level outcome?

Students are meeting class and industry expectations for this task.

30. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We are covering this task in an adequate manner that would meet industry expectations.

C. Course-Level Outcome (CLO) 3:

29. How do your current scores match with your above target for student success in this course level outcome?

Students are meeting class and industry expectations for this task.

30. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We are covering this task in an adequate manner that would meet industry expectations.

Part III: Course Reflections and Future Plans

44. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first time this course has been assessed.

45. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

Monitor the class in the future see what trends may change. Look at results of the next assessment cycle.

46. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - ☐ Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - X Other: None at this time

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC10**
Semester assessment data gathered	**Spring 2013**
Number of sections offered in the semester	**1**

Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Test and analyze ignition patterns using appropriate test equipment.	**75% need a 3 or higher**	**53.8% Received a 3 or higher**
(CLO) 2: Test a vehicles exhaust gas emissions using the Emissions Information System (Smog machine/exhaust gas analyzer). Using the lambda chart, calculate the air fuel ratio	**75% need a 3 or higher**	**92.3% Received a 3 or higher**
(CLO) 3: Use a Scan tool to obtain OBDII (On Board Diagnostics II) stored PCM (Power train Control Module) computer information, Student will establish communication between the scan tool and the vehicle. Student will read and interpret the MIL status, DTC status, freeze frame data, CCM status, Non continuous monitor status, and determine the emission control system readiness status for the vehicle being tested.	**75% need a 3 or higher**	**76.9% Received a 3 or higher**
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

W. COURSE-LEVEL OUTCOME (CLO) 1:

31. How do your current scores match with your above target for student success in this course level outcome?

This score was below expectations. We might need to spend more time in this subject area of scope analysis.

32. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This is the first assessment for this class. It would be best to look at the next assessment cycle to see if this trend continues or changes.

X. Course-Level Outcome (CLO) 2:

31. How do your current scores match with your above target for student success in this course level outcome?

This is well above average. There is a considerable amount of time spent in this area when studying the various emission control devices. The students get a lot time with the exhaust analyzer in looking how each device affects exhaust emissions.

32. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We have met and exceeded industry expectations. This is the first assessment for this class. It would be best to look at the next assessment cycle to see if this trend continues or changes.

C. Course-Level Outcome (CLO) 3:

31. How do your current scores match with your above target for student success in this course level outcome?

We have met our expectations and industry expectations for this task.

32. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We have met industry expectations. This is the first assessment for this class. It would be best to look at the next assessment cycle to see if this trend continues or changes.

Part III: Course Reflections and Future Plans

47. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first assessment for this class. It would be best to look at the next assessment cycle to see if this trend continues or changes.

This is the first assessment for this class. It would be best to look at the next assessment to see if each SLO maintains the scores or changes.

48. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

No changes planned at this time.

49. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - ☐ Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - X Other: None _____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9741 (10)**
Semester assessment data gathered	**Spring 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Stephen Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Test and analyze ignition patterns using appropriate test equipment.	**75% need a 3 or higher**	**100% Received a 3 or higher**
(CLO) 2: Test a vehicles exhaust gas emissions using the Emissions Information System (Smog machine/exhaust gas analyzer). Using the lambda chart, calculate the air fuel ratio	**75% need a 3 or higher**	**100% Received a 3 or higher**

(CLO) 3: Use a Scan tool to obtain OBDII (On Board Diagnostics II) stored PCM (Power train Control Module) computer information, Student will establish communication between the scan tool and the vehicle. Student will read and interpret the MIL status, DTC status, freeze frame data, CCM status, Non continuous monitor status, and determine the emission control system readiness status for the vehicle being tested.	**75% need a 3 or higher**	**100% Received a 3 or higher**
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

Y. COURSE-LEVEL OUTCOME (CLO) 1:

33. How do your current scores match with your above target for student success in this course level outcome?

We met ours and industry expectations

34. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

This is the first assessment for this class. It would be best to look at the next assessment cycle to see if this trend continues or changes.

Z. COURSE-LEVEL OUTCOME (CLO) 2:

33. How do your current scores match with your above target for student success in this course level outcome?

This is well above average. There is a considerable amount of time spent in this area when studying the various emission control devices. The students get a lot time with the exhaust analyzer in looking how each device affects exhaust emissions.

34. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We have met and exceeded industry expectations. This is the first assessment for this class. It would be best to look at the next assessment cycle to see if this trend continues or changes.

C. COURSE-LEVEL OUTCOME (CLO) 3:

33. How do your current scores match with your above target for student success in this course level outcome?

We have met our expectations and industry expectations for this task.

34. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

We have met industry expectations. This is the first assessment for this class. It would be best to look at the next assessment cycle to see if this trend continues or changes.

PART III: COURSE REFLECTIONS AND FUTURE PLANS

50. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first time this class has been assessed

This is the first assessment for this class. It would be best to look at the next assessment to see if each SLO maintains the scores or changes.

51. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

No changes planned at this time.

52. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - ☐ Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - X Other: None

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC50**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**3**
Number of sections assessed	**2**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Jim Baum & Kurt Shadbolt**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.

- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Successfully Pass the SP2 Safety & Pollution Prevention online programs & tests	**75% need a 3 or better**	**82% scored 3 or better**
(CLO) 2: Demonstrate the correct procedures to safely lift a car on the two post automotive lift.	**75% need a 3 or better**	**100% scored 3 or better**
(CLO) 3: Look up service data/Information for a specific vehicle system as indicated by the instructor	**75% need a 3 or better**	**96% scored 3 or better**
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

35. How do your current scores match with your above target for student success in this course level outcome?

82% of the class scored 3 or better. The scores did match with the definition of success we had set for the CLO/SLO.

36. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences.**

B. COURSE-LEVEL OUTCOME (CLO) 2:

35. How do your current scores match with your above target for student success in this course level outcome?

100% of the class scored 3 or better. The scores did match with the definition of success

we had set for the CLO/SLO.

36. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences.**

C. Course-Level Outcome (CLO) 3:

35. How do your current scores match with your above target for student success in this course level outcome?

96% of the class scored 3 or better. The scores did match with the definition of success we had set for the CLO/SLO.

36. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences.**

Part III: Course Reflections and Future Plans

53. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

Course provided adequate preparation and experience on this area of measure. Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities. Continue with current delivery methods and try to increase applied learning experiences.

54. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measurable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

55. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - X Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - ☐ Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC 90**
Semester assessment data gathered	**F2013 & Spring 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100%**
Semester held "Closing the Loop" discussion	**F2014**
Faculty members involved in "Closing the Loop" discussion	**Shadbolt / Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Demonstrate the proper method(s) to perform a glove check	**75% score of 3 or higher**	**100% scored 3 or better**
(CLO) 2: Students will access HV battery data utilizing the appropriate scan tool(s), and interpret the data	**75% score of 3 or higher**	**67% scored 3 or better**
(CLO) 3: Students will demonstrate the ability to collect the	**75% score of 3 or higher**	**67% scored 3 or better**

appropriate service information, special tools and/or equipment and perform a disconnection of the hybrid vehicle high voltage system		
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

37. How do your current scores match with your above target for student success in this course level outcome?

100% scored 3 or better, exceeding our expectations

38. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences**

B. COURSE-LEVEL OUTCOME (CLO) 2:

37. How do your current scores match with your above target for student success in this course level outcome?

67% of students scored 3 or better, not meeting our expectations

38. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Continue with current delivery methods and try to increase applied learning experiences **Additional diagnostic tools and software would allow for smaller student work groups and increased hands-on experience**

C. COURSE-LEVEL OUTCOME (CLO) 3:

37. How do your current scores match with your above target for student success in this course level outcome?

67% of students scored 3 or better, not meeting our expectations

38. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Continue with current delivery methods and try to increase applied learning experiences **Additional diagnostic tools and software would allow for smaller student work groups and increased hands-on experience** **The additional factory diagnostic software subscription will allow for more access to OEM materials, were information is incomplete or unavailable via our current AllData and Shop Key programs**

PART III: COURSE REFLECTIONS AND FUTURE PLANS

56. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

The discipline has steadily worked towards increasing the application of learning in all classes. It is paramount that students be able to apply the skills and knowledge obtained to real-world applications

57. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measureable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career. We continue to evolve the curriculum and experiential activities in all of the automotive courses to better prepare students for the changing technology in industry.

58. What is the nature of the planned actions (please check all that apply)?

- [ ] Curricular
- [X] Pedagogical
- [ ] Resource based
- [ ] Change to CLO or rubric
- [ ] Change to assessment methods
- [ ] Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9750 (90)**
Semester assessment data gathered	**Spring 2013**
Number of sections offered in the semester	**1**

Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Steve Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	***Defined Target Scores* (CLO Goal)***	***Actual Scores** (eLumen data)***
(CLO) 1: Demonstrate the proper method(s) to perform a glove check	**75% 3 or better**	100% scored 3 or better
(CLO) 2: Students will access HV battery data utilizing the appropriate scan tool(s), and interpret the data	**75% 3 or better**	50% scored 3 or better
(CLO) 3: Students will demonstrate the ability to collect the appropriate service information, special tools and/or equipment and perform a disconnection of the hybrid vehicle high voltage system	**75% 3 or better**	66.6% scored 3 or better
(CLO) 4:		

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

AA. COURSE-LEVEL OUTCOME (CLO) 1:

39. How do your current scores match with your above target for student success in this course level outcome?

100% scored 3 or better

40. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and instruction in this area of measure

BB. Course-Level Outcome (CLO) 2:

39. How do your current scores match with your above target for student success in this course level outcome?

50% scored 3 or better

40. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation, instruction, and experience in this area of measure. We should spend more time having the student access the high voltage battery data.

C. Course-Level Outcome (CLO) 3:

39. How do your current scores match with your above target for student success in this course level outcome?

66.6% scored 3 or better

40. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation, instruction, and experience in this area of measure. Continue with current delivery methods and try to increase applied learning experiences.

Part III: Course Reflections and Future Plans

59. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first time this course has been assessed. No changes have been made to the course based on this assessment cycle

60. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

No changes have been made to the course based on this assessment cycle. However, the course has evolved due to additional curriculum based on CNG & TDI technology along with new cars for instruction.

61. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - X Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric

☐ Change to assessment methods
Other:

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**ATEC 91**
Semester assessment data gathered	**F2013 & Spring 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100%**
Semester held "Closing the Loop" discussion	**F2014**
Faculty members involved in "Closing the Loop" discussion	**Shadbolt / Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting.*** For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections.*** Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Demonstrate the proper method(s) to perform a glove check	**75% score of 3 or higher**	**100% scored 3 or better**
(CLO) 2: Demonstrate the proper use of a volt meter in performing high voltage battery testing	**75% score of 3 or higher**	**80% scored 3 or better**
(CLO) 3: Demonstrate the proper use of ohm meters for motor testing	**75% score of 3 or higher**	**80% scored 3 or better**
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**
*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)
****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

41. How do your current scores match with your above target for student success in this course level outcome?

100% scored 3 or better, exceeding our expectations

42. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences**

B. COURSE-LEVEL OUTCOME (CLO) 2:

41. How do your current scores match with your above target for student success in this course level outcome?

80% of students scored 3 or better, exceeding our expectations

42. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.** **Continue with current delivery methods and try to increase applied learning experiences**

C. COURSE-LEVEL OUTCOME (CLO) 3:

41. How do your current scores match with your above target for student success in this course level outcome?

80% of students scored 3 or better, exceeding our expectations

42. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure. **Students show entry level knowledge and experience that will benefit them in industry.**

This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences

PART III: COURSE REFLECTIONS AND FUTURE PLANS

62. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

The discipline has steadily worked towards increasing the application of learning in all classes. It is paramount that students be able to apply the skills and knowledge obtained to real-world applications

63. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measureable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

We continue to evolve the curriculum and experiential activities in all of the automotive courses to better prepare students for the changing technology in industry.

64. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - X Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - ☐ Other:_____

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**APAU9751 (91)**
Semester assessment data gathered	**Spring 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Steve Small**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**

- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	***Defined Target Scores* (CLO Goal)***	***Actual Scores** (eLumen data)***
(CLO) 1: Demonstrate proper methods for glove testing	**75% 3 or better**	100% scored 3 or better
(CLO) 2: Demonstrate the proper use of a volt meter in performing high voltage battery testing	**75% 3 or better**	100% scored 3 or better
(CLO) 3: Demonstrate the proper use of ohm meters for motor testing	**75% 3 or better**	83.3% scored 3 or better
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

CC. COURSE-LEVEL OUTCOME (CLO) 1:

43. How do your current scores match with your above target for student success in this course level outcome?

100% scored 3 or better

44. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure

DD. COURSE-LEVEL OUTCOME (CLO) 2:

43. How do your current scores match with your above target for student success in this course level outcome?

100% scored 3 or better

44. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure

C. Course-Level Outcome (CLO) 3:

43. How do your current scores match with your above target for student success in this course level outcome?

83.3% scored 3 or better

44. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure

Part III: Course Reflections and Future Plans

65. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

This is the first time this class has been assessed.

66. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

Monitor future classes to see if the trend continues.

67. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - X Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - Other:

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**BMW 10**
Semester assessment data gathered	**F2013 & SP2014**
Number of sections offered in the semester	**1 each**
Number of sections assessed	**1 each semester**
Percentage of sections assessed	**100%**
Semester held "Closing the Loop" discussion	**F2014**
Faculty members involved in "Closing the Loop" discussion	**Shadbolt / Sherburne**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**

- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Students will demonstrate the ability to successfully use various information tools and resources to acquire information applicable to the diagnosis, servicing, and repair of vehicles.	**75% 3 or better**	**75% scored 3 or better**
(CLO) 2: Students will demonstrate to ability to properly prepare a vehicle for software updating utilizing the appropriate tools, equipment, and information	**75% 3 or better**	**67% scored 3 or better**
(CLO) 3: Students will demonstrate the ability to successfully use the appropriate diagnostic tools and equipment to properly perform testing on vehicle systems	**75% 3 or better**	**87% scored 3 or better**
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

45. How do your current scores match with your above target for student success in this course level outcome?

75% scored 3 or better

46. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences

B. Course-Level Outcome (CLO) 2:

45. How do your current scores match with your above target for student success in this course level outcome?

67% scored 3 or better

46. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

The curriculum covers the subject matter. Students will need more time working with vehicle programming. Additional time in the laboratory will be necessary to increase student's practical experience. To provide additional time and experience smaller work groups are preferred, but facility space limits this ability. Students must also take responsibility in this area and understand that the instruction in this course is aimed at developing a student's skill set so they will be successful in a car dealership environment.

C. Course-Level Outcome (CLO) 3:

45. How do your current scores match with your above target for student success in this course level outcome?

87% scored 3 or better

46. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.
Continue with current delivery methods and try to increase applied learning experiences

Part III: Course Reflections and Future Plans

68. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

The discipline has steadily worked towards increasing the application of learning in all classes. It is paramount that students be able to apply the skills and knowledge obtained to real-world applications.

69. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measureable improvement in students' practical abilities. The long term impact of this will

be students who complete courses / programs will have greater employability and success in their chosen career.

We continue to evolve the curriculum and experiential activities in all of the automotive courses to better prepare students for the changing technology in industry.

The facilities remodel greatly increased the experiential learning opportunities for students in the BMW program.

70. What is the nature of the planned actions (please check all that apply)?
    - ☐ Curricular
    - X Pedagogical
    - ☐ Resource based
    - ☐ Change to CLO or rubric
    - ☐ Change to assessment methods
    - ☐ Other:_____

Appendix B2: "Closing the Loop" Assessment Reflections

Course	**BMW 20**
Semester assessment data gathered	**Fall 2013**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**
Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Spring 2014**
Faculty members involved in "Closing the Loop" discussion	**Kurt Shadbolt & Mike Sherburne**

Form Instructions:

- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: **Given a vehicle with an electrical fault student will be able to demonstrate the ability to properly determine the cause and correction and write their recommentations for the service advisor and/orcustomer to BMW standards and**	**75% need a 3 or better**	**83% scored 3 or above, 17% scored 2**

manufacture specifications.		
(CLO) 2: **Given a vehicle student will be able to demonstrate the ability to properly use manufactures resources and determine information needed to complete a specific concern on a vehicles operating system to BMW standards and manufacture specifications.**	**75% need a 3 or better**	**83% scored 3 or above, 17% scored 2**
(CLO) 3: **Demonstrate the ability to properly use BMW electrical testing equipment in diagnosing fault to BMW standards andmanufacture specifications. and/or customer to BMW standards and manufacture specifications.**	**75% need a 3 or better**	**83% scored 3 or above, 17% scored 2**
(CLO) 4: **Given a vehicle that has a BUS failure student will be able to demonstrate the ability to properly testandinspect the system, determine any needed repaires, successfully repair the system, and write their findings for warnanty reimbursement to BMW standards and manufacture specifications.**	**75% need a 3 or better**	**67% scored 3 or above, 33% scored 2**

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**: What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

47. How do your current scores match with your above target for student success in this course level outcome?

17% scored 5, 33% scored 4, 33% scored 3 and 17% scored 2. The scores did match with the definition of success we had set for the CLO/SLO. It should be noted that this class had only 6 students and much more one on one time was possible.

48. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

The curriculum covers the subject matter. Students will need more time working with the system and diagnosing problems (bugs) in the system. This will require the instructor to install problems/bugs in the vehicles so students can gain better skills in diagnosing BUS and electrical faults. Students must also take responsibility in this area and understand that the instruction in this course is aimed at developing a student's skill set so they will be successful in a car dealership environment

B. COURSE-LEVEL OUTCOME (CLO) 2:

47. How do your current scores match with your above target for student success in this course level outcome?

17% scored 5, 33% scored 4, 33% scored 3 and 17% scored 2. The scores did match with the definition of success we had set for the CLO/SLO. It should be noted that this class had only 6 students and much more one on one time was possible.

48. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

The curriculum covers the subject matter. Students will need more time working with the system and diagnosing problems in the system. This will require the instructor to draft more situations so students can research information to better their skills in diagnosing electrical faults. Students must also take responsibility in this area and understand that the instruction in this course is aimed at developing a student's skill set so they will be successful in a car dealership environment

C. COURSE-LEVEL OUTCOME (CLO) 3:

47. How do your current scores match with your above target for student success in this course level outcome?

17% scored 5, 33% scored 4, 33% scored 3 and 17% scored 2. The scores did match with the definition of success we had set for the CLO/SLO. It should be noted that this class had only 6 students and much more one on one time was possible.

48. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

The curriculum covers the subject matter. Students will need more time working with the system and diagnosing problems (bugs) in the system. This will require the instructor to install problems/bugs in the vehicles so students can gain better skills in diagnosing electrical circuits using industry test equipment. Students must also take responsibility in this area and understand that the instruction in this course is aimed at developing a student's skill set so they will be successful in a new car dealership environment.

D. COURSE-LEVEL OUTCOME (CLO) 4:

5. How do your current scores match with your above target for student success in this course level outcome?

17% scored 5, 17% scored 4, 33% scored 3 and 33% scored 2. The scores did match with the definition of success we had set for the CLO/SLO.

6. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

The curriculum covers the subject matter. Students will need more time working with the system and diagnosing problems in the system. This will require the instructor to install problems in the vehicles so students can gain better skills in diagnosing BUS system faults. Students must also take responsibility in this area and understand that the instruction in this course is aimed at developing a student's skill set so they will be successful in a new car dealership environment

PART III: COURSE REFLECTIONS AND FUTURE PLANS

71. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

The discipline has steadily worked towards increasing the application of learning in all classes. It is paramount that students be able to apply the skills and knowledge obtained to real-world applications.

72. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measureable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

The discipline implemented a revised curriculum in all automotive courses effective Fall 2012. It is our expectation that these changes will further overall student success not only at Chabot, but more importantly in industry. These revisions have refocused each course to meet the changing needs of industry, advisory committee recommendations and programmatic accreditation.

73. What is the nature of the planned actions (please check all that apply)?

- X Curricular
- ☐ Pedagogical
- ☐ Resource based
- ☐ Change to CLO or rubric
- ☐ Change to assessment methods
- ☐ Other: Facilities remodel

Appendix B2: "Closing the Loop" Assessment Reflections

Course	**BMW 30**
Semester assessment data gathered	**Spring 2014**
Number of sections offered in the semester	**1**
Number of sections assessed	**1**

Percentage of sections assessed	**100**
Semester held "Closing the Loop" discussion	**Fall 2014**
Faculty members involved in "Closing the Loop" discussion	**Kurt Shadbolt & Mike Sherburne**

Form Instructions:

- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: **Given a vehicle that is out of alignment student will be able to demonstrate the ability to properlydeterminethe cause and correction and write their recommentations for the service advisor and/orcustomer to BMW standards and manufacture specifications.**	**75% 3 or better**	**83% scored 3 or above, 0% scored 2, 17% scored 1, and 0% scored 0.**
(CLO) 2: **Given a vehicle that requires brake service student will be able to demonstrate the ability to properly preform the brake service needed and write their findings for warranty reimbursement to BMWstandards and manufacture specifications.**	**75% 3 or better**	**84% scored 3 or above, 8% scored 2, 8% scored 1, and 0% scored 0.**
(CLO) 3: **Given a vehicle that requires suspension service student will be able to demonstrate the ability to properly preform the suspension service and write their findings for warranty reimbursement to BMWstandards and manufacture specifications.**	**75% 3 or better**	**93% scored 3 or above, 8% scored 2, 0% scored 1, and 0% scored 0.**
(CLO) 4: **Student will be able to demonstrate the ability to properly balance and force mach tires to BMWstandards and manufacture specifications.**	**75% 3 or better**	**100% scored 3 or above, 0% scored 2, 0% scored 1, and 0% scored 0.**

★ If more CLOs are listed for the course, add another row to the table.

*** Defined Target Scores**: What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

49. How do your current scores match with your above target for student success in this course level outcome?

25% scored 5, 33% scored 4, 25% scored 3 and 17% scored 1. The scores did match with the definition of success we had set for the CLO/SLO.

50. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

With the remodel to the 3400 building it helped considerately allowing students to fulfill learning objectives. The majority of the students scored 4 which is 80 to 89 percentile. We will keep in the direction that we are going with the curriculum and practical work in the class and lab. Our objective is to move our students capabilities towards the 90 to 100 percentile of proficiency. To do this more practical work will needed to be done by the students.

B. COURSE-LEVEL OUTCOME (CLO) 2:

49. How do your current scores match with your above target for student success in this course level outcome?

25% scored 5, 25% scored 4, 33% scored 3, 8% scored 2, and 8% scored 1. The scores did match with the definition of success we had set for the CLO/SLO.

50. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

With the remodel to the 3400 building it helped considerately allowing students to fulfill learning objectives. The majority of the students scored the minimum score of 3. We will keep in the direction that we are going with the curriculum and practical work in the class and lab. Our objective is to move our students capabilities towards the 90 percentile of proficiency. To do this more practical work will needed to be done by the students.

C. COURSE-LEVEL OUTCOME (CLO) 3:

49. How do your current scores match with your above target for student success in this course level outcome?

25% scored 5, 42% scored 4, 25% scored 3, and 8% scored 2. The scores did match with the definition of success we had set for the CLO/SLO.

50. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

With the remodel to the 3400 building it helped considerately allowing students to fulfill learning objectives. The majority of the students scored 4 which is 80 to 89 percentile. We will keep in the direction that we are going with the curriculum and practical work in the class and lab. Our objective is to move our students capabilities towards the 90 to 100 percentile of proficiency. To do this more practical work will needed to be done by the students.

D. COURSE-LEVEL OUTCOME (CLO) 4:

7. How do your current scores match with your above target for student success in this course level outcome?

17% scored 5, 42% scored 4, and 42% scored 3. The scores did match with the definition of success we had set for the CLO/SLO.

8. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

With the remodel to the 3400 building it helped considerately allowing students to fulfill learning objectives. The majority of the students scored 4 which is 80 to 89 percentile. We will keep in the direction that we are going with the curriculum and practical work in the class and lab. Our objective is to move our students capabilities towards the 90 to 100 percentile of proficiency. To do this more practical work will needed to be done by the students.

PART III: COURSE REFLECTIONS AND FUTURE PLANS

74. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

The discipline has steadily worked towards increasing the application of learning in all classes. It is paramount that students be able to apply the skills and knowledge obtained to real-world applications. The remodel of building 3400 was also a great assistant in aiding our student to achieve their educational goals

75. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measureable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career. The BMW program is a great opportunity for our students. This training is only offered in 3 colleges in the USA and we are the only one West of the Mississippi. Students are being placed in local dealerships and students have come from as far as New York to be a part of this program. In order to keep this a premier program considerable work is need to be done by Faculty above and beyond any contractual agreement. Keeping up to date with a vehicle that changes on a constant basis is not easy. Faculty in also responsible for the maintenance and upkeep of labs, student interviewing and placement, and all that goes into a $500,000 to $1,000,000 vehicle fleet.

76. What is the nature of the planned actions (please check all that apply)?
    - X Curricular
    - ☐ Pedagogical
    - ☐ Resource based

X Change to CLO or rubric
☐ Change to assessment methods
X Other: Facilities modification

Appendix B2: "Closing the Loop" Course-Level Assessment Reflections.

Course	**BMW 40**
Semester assessment data gathered	**F2013 & SP2014**
Number of sections offered in the semester	**1 each**
Number of sections assessed	**1 each semester**
Percentage of sections assessed	**100%**
Semester held "Closing the Loop" discussion	**F2014**
Faculty members involved in "Closing the Loop" discussion	**Shadbolt / Sherburne**

Form Instructions:

- Complete a separate Appendix B2 form for each Course-Level assessment reported in this Program Review. These courses should be listed in **Appendix B1: Student Learning Outcomes Assessment Reporting Schedule.**
- ***Part I: CLO Data Reporting***. For each CLO, obtain Class Achievement data in aggregate for all sections assessed in eLumen.
- ***Part II: CLO Reflections***. Based on student success reported in Part I, reflect on the individual CLO.
- ***Part III: Course Reflection.*** In reviewing all the CLOs and your findings, reflect on the course as a whole.

PART I: COURSE-LEVEL OUTCOMES – DATA RESULTS

CONSIDER THE COURSE-LEVEL OUTCOMES INDIVIDUALLY *(THE NUMBER OF CLOS WILL DIFFER BY COURSE ★)*	*Defined Target Scores* (CLO Goal)*	*Actual Scores** (eLumen data)*
(CLO) 1: Students will demonstrate the ability to properly use the appropriate precision measuring tools, and make servicing and repair determinations based on results	**75% 3 or better**	**71% scored 3 or better**
(CLO) 2: Students will demonstrate the ability to acquire information necessary to perform vehicle maintenance, service, and repairs, utilizing the appropriate resources	**75% 3 or better**	**93% scored 3 or better**
(CLO) 3: Students will demonstrate the ability to successfully use the appropriate diagnostic tools and equipment to properly perform electrical and mechanical testing on vehicle systems	**75% 3 or better**	**86% scored 3 or better**
(CLO) 4:		

★ **If more CLOs are listed for the course, add another row to the table.**

*** Defined Target Scores**:What scores in eLumen from your students would indicate success for this CLO? (Example: 75% of the class scored either 3 or 4)

****Actual scores:** What is the actual percent of students that meet defined target based on the eLumen data collected in this assessment cycle?

PART II: COURSE- LEVEL OUTCOME REFLECTIONS

A. COURSE-LEVEL OUTCOME (CLO) 1:

51. How do your current scores match with your above target for student success in this course level outcome?

71% scored 3 or better

52. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

The curriculum covers the subject matter. Students will need more time working with precision measuring. To provide additional time and experience smaller work groups are preferred, but facility space limits this ability. This is a skill area that is utilized in multiple core automotive courses and students should already have a depth of experience, prior to coming to BMW 40. Discussions with take place with core faculty to recommend expanded practical experience in those areas as well.Additional time in the BMW laboratory will be necessary to increase student's practical experience. Students must also take responsibility in this area and understand that the instruction in this course is aimed at developing a student's skill set so they will be successful in a car dealership environment

B. COURSE-LEVEL OUTCOME (CLO) 2:

51. How do your current scores match with your above target for student success in this course level outcome?

67% scored 3 or better

52. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

The curriculum covers the subject matter. Students will need more time working with vehicle programming. Additional time in the laboratory will be necessary to increase student's practical experience. Students must also take responsibility in this area and understand that the instruction in this course is aimed at developing a student's skill set so they will be successful in a car dealership environment

C. COURSE-LEVEL OUTCOME (CLO) 3:

51. How do your current scores match with your above target for student success in this course level outcome?

86% scored 3 or better

52. Reflection: Based on the data gathered, and considering your teaching experiences and your discussions with other faculty, what reflections and insights do you have?

Course provided adequate preparation and experience on this area of measure.

Students show entry level knowledge and experience that will benefit them in industry. This confirms that the cognitive and practical learning experiences are providing adequate opportunity for students to develop necessary capabilities.

Continue with current delivery methods and try to increase applied learning experiences

PART III: COURSE REFLECTIONS AND FUTURE PLANS

77. What changes were made to your course based on the previous assessment cycle, the prior *Closing the Loop* reflections and other faculty discussions?

The discipline has steadily worked towards increasing the application of learning in all classes. It is paramount that students be able to apply the skills and knowledge obtained to real-world applications.

78. Based on the current assessment and reflections, what course-level and programmatic strengths have the assessment reflections revealed? What actions has your discipline determined might be taken as a result of your reflections, discussions, and insights?

The increased focus on application of knowledge and skills obtained has seen a measureable improvement in students' practical abilities. The long term impact of this will be students who complete courses / programs will have greater employability and success in their chosen career.

We continue to evolve the curriculum and experiential activities in all of the automotive courses to better prepare students for the changing technology in industry.

The facilities remodel greatly increased the experiential learning opportunities for students in the BMW program.

79. What is the nature of the planned actions (please check all that apply)?

- ☐ Curricular
- X Pedagogical
- ☐ Resource based
- ☐ Change to CLO or rubric
- ☐ Change to assessment methods
- ☐ Other:_____

Appendix C: Program Learning Outcomes

Considering your feedback, findings, and/or information that has arisen from the course level discussions, please reflect on each of your Program Level Outcomes.

Program: Automotive (BMW) Associate in Science Degree

- PLO #1: Students completing the Chabot Automotive Technology AS Degree with emphasis in BMW Training will be able to demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current BMW vehicles, and the confidence to perform automotive operations in a timely and professional manner with limited supervision. Students will also demonstrate an ethical code conforming to the highest standards of the automotive industry.

- PLO #2: Students completing the Chabot Automotive Technology AS Degree with emphasis in BMW Training will meet the requirements of BMW of North America Level 3 training status.

What questions or investigations arose as a result of these reflections or discussions?

- How to increase student hands on experiences, while continuing to provide sufficient discussion on advanced systems for student understanding.

- Additional work space is needed to reduce group sizes and increase practical application

What program-level strengths have the assessment reflections revealed?

- Overall the program and the courses that comprise it have adequately prepared graduates to meet industry expectations for employment.

What actions has your discipline determined might be taken to enhance the learning of students completing your program?

- Revised delivery modalities to increase lab experience
- Request in process for additional covered outdoor work space

Program: Automotive (Maintenance, Chassis, Drivetrain, Engine Machining, Engine Performance) Certificates and Associate in Science Degrees

- PLO #1:Students completing the Chabot Automotive Technology AS Degree or Certificate Training will be able to demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles. They will display the confidence to perform automotive operations in a timely and professional manner with limited supervision. Students will also demonstrate an ethical code conforming to the highest standards of the automotive industry.

- PLO #2:Students completing the Chabot Automotive Technology AS Degree or Certificate Training will be able to pass the Automotive Service Excellence (ASE) tests in the appropriate areas of study.

What questions or investigations arose as a result of these reflections or discussions?

- How to increase student hands on experiences, while continuing to provide sufficient discussion on systems for student understanding and development of skills.
- Review of curriculum to meet accreditation and industry expectations to support regular review cycle.

What program-level strengths have the assessment reflections revealed?

- Overall the program and the courses that comprise it have adequately prepared graduates to meet industry expectations for entry level employment.

What actions has your discipline determined might be taken to enhance the learning of students completing your program?

- Ongoing equipment and supply acquisitions to maintain industry relevance and to meet programmatic accreditation requirements

Appendix D: A Few Questions

Please answer the following questions with "yes" or "no". For any questions answered "no", please provide an explanation. No explanation is required for "yes" answers :-)

1. Have all of your course outlines been updated within the past five years? **Yes**

2. Have you deactivated all inactive courses? (courses that haven't been taught in five years or won't be taught in three years should be deactivated) **Yes**

3. Have all of your courses been offered within the past five years? If no, why should those courses remain in our college catalog?**Yes**

4. Do all of your courses have the required number of CLOs completed, with corresponding rubrics? If no, identify the CLO work you still need to complete, and your timeline for completing that work this semester**Yes**

5. Have you assessed all of your courses and completed "closing the loop" forms for all of your courses within the past three years? If no, identify which courses still require this work, and your timeline for completing that work this semester.**Yes**

6. Have you developed and assessed PLOs for all of your programs? If no, identify programs which still require this work, and your timeline to complete that work this semester.**Yes**

7. If you have course sequences, is success in the first course a good predictor of success in the subsequent course(s)?**NA**

8. Does successful completion of College-level Math and/or English correlate positively with success in your courses? If not, explain why you think this may be.**. Our industrydoes require a basic competence in math, reading, and writing. But, being a CTE area, the main focus and objective of our classes is to prepare students to meet the expectations of industry. Industry has a greater focus on obtained knowledge and skills that can be applied to the job.**

Appendix E: Proposal for New Initiatives (Complete for <u>each</u> new initiative)

Audience: *Deans/Unit Administrators, PRBC, Foundation, Grants Committee, College Budget Committee*
Purpose: *A "New Initiative" is a new project or expansion of a current project that supports our Strategic Plan. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding both internal and external funding.*

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

The addition of the Snap On Certification Program will provide additional learning opportunities and experiences that are transferable to employment. This program expands our tools and equipment, and includes manufacture curriculum and nationally recognized certification.

What is your specific goal and measurable outcome?

The goal of this program is to increase the skills and abilities of students using advanced scan tools and electrical testing equipment. Measurable outcomes are the students abilities to utilize the technology for improved diagnostic ability, providing for increased employment and income opportunities.

What is your action plan to achieve your goal?

Activity (brief description)	**Target Completion Date**	**Required Budget (Split out personnel, supplies, other categories)**
1) Complete and submit letter of intent to Snap On to formally pursue the program. 2) Acquire exact pricing for equipment (Pricing is lower for program participants)	Spring 2015	
3) Identify faculty for required training, and complete training 4) Acquire tools and equipment required for certification program 5) Make adjustments to applicable course calendars to include certification program materials	Summer 2015	Travel: $5000 Equip: $500,000
6) Implement into instruction	Fall 2015	

How will you manage the personnel needs?

☐ New Hires: ☐ Faculty # of positions _____ ☐ Classified staff # of positions _____

☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:

☐ Covered by overload or part-time employee(s)

☐ Covered by hiring temporary replacement(s)

☒ Other, explain Participating existing faculty will complete training in summer

At the end of the project period, the proposed project will:

☒ Be completed (onetime only effort)

☐ Require additional funding to continue and/or institutionalize the project (obtained by/from):_____

Will the proposed project require facility modifications, additional space, or program relocation?

☒ No ☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

☐ No ☒ Yes, explain: Snap On will be an active partner / supporter of the program

Do you know of any grant funding sources that would meet the needs of the proposed project?

☒ No ☐ Yes, list potential funding sources:

Appendix E: Proposal for New Initiatives (Complete for <u>each</u> new initiative)

Audience: *Deans/Unit Administrators, PRBC, Foundation, Grants Committee, College Budget Committee*
Purpose: *A "New Initiative" is a new project or expansion of a current project that supports our Strategic Plan. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding both internal and external funding.*

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

The addition of "Non-Credit" Automotive Service Excellence (ASE) Certification test preparation courses provides additional self-paced learning to our existing student population, and also meets a currently un-met demand by industry professionals.

ASE examinations are nationally recognized, industry based, independent testing programs that provide a certification for technicians who successfully pass application based exams and have documented industry experience in the subject area.

Students who successfully complete ASE testing while in program, or shortly after completion, greatly enhance their employment opportunities. Existing industry technicians can seek higher wages as a result of ASE certification and have greater employment opportunities.

What is your specific goal and measurable outcome?

Students enrolled in the courses will have a greater understanding and experiences in the subject matter that better prepare them for certification testing. Student success can be measured by successful passing of the ASE certification exam in the subject area(s).

What is your action plan to achieve your goal?

Activity (brief description)	**Target Completion Date**	**Required Budget (Split out personnel, supplies, other categories)**
1) Identify publisher who can provide necessary online based content	Spring 2015	NA
2) Develop course outlines and Blackboard sites	Spring 2015	$5000

3) Submit course(s) to the COOL committee for review and approval	Spring 2015	NA
4) Course(s) launch	Fall 2015	Est $8000 for site license for materials annually

How will you manage the personnel needs?

☐ New Hires: ☐ Faculty # of positions _____ ☐ Classified staff # of positions _____

☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:

☒ Covered by overload or part-time employee(s)

☐ Covered by hiring temporary replacement(s)

☒ Other, explain Participating existing faculty will develop course(s) possible grant support

At the end of the project period, the proposed project will:

☐ Be completed (onetime only effort)

☒ Require additional funding to continue and/or institutionalize the project (obtained by/from):Ongoing budget for online content access to provide low to no cost program.

Will the proposed project require facility modifications, additional space, or program relocation?

☒ No ☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

☒ No ☐ Yes, explain:

Do you know of any grant funding sources that would meet the needs of the proposed project?

☐ No ☒ Yes, list potential funding sources: This may fit the parameters of one or more current CTE based grants (CTE Enhancement Funding,

Appendix F1: Full-Time Faculty/Adjunct Staffing Request(s) [Acct. Category 1000]

Audience: *Faculty Prioritization Committeeand Administrators*
Purpose: *Providing explanation and justification for new and replacement positions for full-time faculty and adjuncts*
Instructions: *Please justify the need for your request. Discussanticipated improvements in student learning and contribution to the Strategic Plangoal. Cite evidence and data to support your request, including enrollment management data (EM Summary by Term) for the most recent three years, student success and retention data , and any other pertinent information. Data is available at http://www.chabotcollege.edu/ProgramReview/Data2013.cfm.*

1. Number of new faculty requested in this discipline: ___

STAFFING REQUESTS (1000) FACULTY **PLEASE LIST IN RANK ORDER**

Faculty (1000)			
Position	**Description**	**Program/Unit**	**Division/Area**
Automotive Faculty	Full time automotive instructor, evenings	Automotive	Applied Technology and Business

Rationale for your proposal. Please use the enrollment management data. Data that will strengthen your rationale include FTES trends over the last 5 years,FT/PT faculty ratios,recent retirements in your division, total number of full time and part-time faculty in the division, total number of students served by your division, FTEF in your division, CLO and PLO assessment results and external accreditation demands.

Additional automotive faculty is needed for the following reasons:

- With the implementation of our revised automotive curriculum, some of our current adjuncts do not poses the education, training, certification ,or experience necessary to successfully teach the course materials.
- Hybrid vehicle instruction is currently limited due to availability of qualified faculty.

- Potential substitute for classes to reduce the burden on full time faculty to cover classes.
- Chabot focused faculty that does not have a conflict with other employers needs
- Automotive faculty routinely over sat classes to provide opportunities for students
- Current staffing Auto: 2 FT, 2 adjuncts BMW: 2 FT (Also teaching in Auto, 1 is tenure track)
- Multiple assessments have proven the need for additional instructional time to improve learning, application, and safety.

2. Statements about the alignment with the strategic plan and your student learning goals are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.

The movement of the automotive industry over the past few years has been to move away from fossil fuels and create "Greener" vehicles. One of the ways to accomplish this has been the movement to Hybrid vehicles. It has be voiced through our advisory committees and community that good hybrid training is hard to find, difficult to afford and hard to schedule. Chabot college has started to fill that void for our community and the industry that works in it. It has always been part of our strategic plan to stay current with the industries trend and to provide needed training for our students so they may enter an ever changing automotive industry. Having additional full time faculty provides us with the opportunity to reduce time to completion for our students, and to improve our support of industry update training.

Appendix F2: Classified Staffing Request(s) including Student Assistants [Acct. Category 2000]

Audience: *Administrators, PRBC*
Purpose: *Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified professional positions(new, augmented and replacement positions).Remember, student assistants are not to replace Classified Professional staff.*
Instructions: *Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal, safety, mandates, and accreditation issues. Please cite any evidence or data to support your request. If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.*

1. Number of positions requested: 2

STAFFING REQUESTS (2000) CLASSIFIED PROFESSIONALS **PLEASE LIST IN RANK ORDER**

Classified Professional Staff (2000)			
Position	Description	Program/Unit	Division/Area

STAFFING REQUESTS (2000) STUDENT ASSISTANTS **PLEASE LIST IN RANK ORDER**

Student Assistants (2000)			
Position	Description	Program/Unit	Division/Area
Student Laboratory Assistant	Support faculty in lab	Automotive	Applied Tech
Student Laboratory Assistant	Support faculty in lab	Automotive	Applied Tech

2. Rationale for your proposal.

A dedicated laboratory assistant has been an ongoing request by the automotive faculty. Automotive instruction requires a great deal of oversight and communication between faculty and student. Areas that will benefit from additional laboratory support are: (A) Increased student safety (B) Reduced maintenance and repair costs for tools, equipment, and instructional aides (C) Improved educational outcomes (D) Free up faculty to provide additional learning opportunities (Example, Tutoring sessions) (E) Increase faculty outreach to our support HS / ROP programs.

Currently, faculty and adjuncts alike dedicate a great deal of personal time to the ongoing service, repairs, and maintenance of vehicles, tools, and equipment. Staff also spends on average 30-60 minutes of set up time for each laboratory day, as well as many lecture demonstrations.

When students are in the lab, safety is a main focus as we work in a high risk area as is the nature of the industry. Class sizes of 25+ and only 1 instructor, places students at risk, increases potential damage to vehicles, tools, and equipment.

Our industry based advisory committee has long recommended additional laboratory support to assist with student learning and increased safety.

If funding is not available for this position at this time, partial funding is requested to employ a student laboratory assistant to address some of the items listed above.

This position would be funded by the General Fund, and would report to the Dean and work directly with the discipline faculty.

3. Statements about the alignment with the strategic plan and program review are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.

See above

Appendix F3: FTEF Requests

Audience: *Administrators, CEMC, PRBC*
Purpose: *To recommend changes in FTEF allocations for subsequent academic year and guide Deans and CEMC in the allocation of FTEF to disciplines. For more information, see Article 29 (CEMC) of the Faculty Contract.*
Instructions: *In the area below, please list your requested changes in course offerings (and corresponding request in FTEF) and provide your rationale for these changes. Be sure to analyze enrollment trends and other relevant data athttp://www.chabotcollege.edu/ProgramReview/Data2013.cfm.*

COURSE	CURRENT FTEF (2014-15)	ADDITIONAL FTEF NEEDED	CURRENT SECTIONS	ADDITIONAL SECTIONS NEEDED	CURRENT STUDENT # SERVED	ADDITIONAL STUDENT # SERVED
Various ATEC	4	1.0	18	3-4	325	75-100

Due to increasing demands for industry technicians, especially to replace retirees and career changers, the demand for technicians is increasing, justifying the need to provide additional learning opportunities for students to meet industry needs.

US Bureau of Labor Statistics 2012 - 2022 **9%** increase nationwide
CA Employment Development Dept. 2010 - 2020 **20%** increase in California
Alameda County(CAEDD / OES) 2010 - 2020 **10.6**% increase
*More than 50% of positions are replacement

Appendix F4: Academic Learning Support Requests [Acct. Category 2000]

Audience: *Administrators, PRBC, Learning Connection*
Purpose: *Providing explanation and justification for new and replacement student assistants (tutors, learning assistants, lab assistants, supplemental instruction, etc.).*
Instructions: *Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal. Please cite any evidence or data to support your request. If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.*

1. Number of positions requested:

2. If you are requesting more than one position, please rank order the positions.

Position	Description
1. Laboratory Assistant I	Laboratory Assistant
2. Laboratory Assistant I	Laboratory Assistant
3.	
4.	

3. Rationale for your proposal based on your program review conclusions. Include anticipated impact on student learning outcomes and alignment with the strategic plan goal. Indicate if this request is for the same, more, or fewer academic learning support positions.

A dedicated laboratory assistant has been an ongoing request by the automotive faculty. Automotive instruction requires a great deal of oversight and communication between faculty and student. Areas that will benefit from additional laboratory support are: (A) Increased student safety (B) Reduced maintenance and repair costs for tools, equipment, and instructional aides (C) Improved educational outcomes (D) Free up faculty to provide additional learning opportunities (Example, Tutoring sessions) (E) Increase faculty outreach to our support HS / ROP programs.

Currently, faculty and part time faculty alike dedicate a great deal of personal time to the ongoing service, repairs, and maintenance of vehicles, tools, and equipment. Staff also spends on average 30-60 minutes of set up time for each laboratory day, as well as many lecture demonstrations.

When students are in the lab, safety is a main focus as we work in a high risk area as is the nature of the industry. Class sizes of 25+ and only 1 instructor, places students at risk, increases potential damage to vehicles, tools, and equipment.

Our industry based advisory committee has long recommended additional laboratory support to assist with student learning and

increased safety.

If funding is not available for this position at this time, partial funding is requested to employ a student laboratory assistant to address some of the items listed above.

Appendix F5: Supplies & Services Requests [Acct. Category 4000 and 5000]

Audience: *Administrators, Budget Committee, PRBC*
Purpose: *To request funding for supplies and service, and to guide the Budget Committee in allocation of funds.*
Instructions: *In the area below, please list both your current and requested budgets for categories 4000 and 5000 in priority order. Do NOT include conferences and travel, which are submitted on Appendix M6. Justify your request and explain in detail any requested funds beyond those you received this year. Please also look for opportunities to reduce spending, as funds are very limited.*

Supplies Requests [Acct. Category 4000]

Instructions:

1. **There should be a separate line item for supplies needed and an amount.**
   For items purchased in bulk, list the unit cost and provide the total in the "Amount" column.
2. **Make sure you include the cost of tax and shipping for items purchased.**

Priority 1: Are ***criticalrequests required to sustain a program*** (if not acquired, program may be in peril) or to meet mandated requirements of local, state or federal regulations or those regulations of a accrediting body for a program.

Priority 2: Are ***needed requests that will enhance a program*** but are not so critical as to jeopardize the life of a program if not received in the requested academic year.

Priority 3: Are requests that are ***enhancements, non-critical resource requests*** that would be nice to have and would bring additional benefit to the progra

needed totals in all areas	2014-15 Request		2015-16 Request					
Description	Requested	Received	Amount	Vendor	Division/ Unit	Priority #1	Priority #2	Priority #3
VETA supply augmentation: Chemicals, fluids, hardware, etc	$19,702	14500	21,891	Multiple	Applied Tech / Auto	Yes		
VETA vehicle parts, tool maintenance / repair / replacement	$25,718	14500	28575	Multiple	Applied Tech / Auto	Yes		
VTEA equipment maintenance, / repair / replacement	$23,145	14500	25716	Multiple	Applied Tech / Auto	Yes		
Diagnostic and information services subscriptions	$7348	6450	8164	AllData Mitchell / Shop Key Toyota	Applied Tech / Auto	Yes		
Professional Institutional Memberships: IATN, CAT, NACAT, ATRA	$3050	0	3388	IATN CAT NACAT ATRA	Applied Tech / Auto	Yes		

Contracts and Services Requests [Acct. Category 5000]

Instructions:

1. **There should be a separate line item for each contract or service.**
2. **Travel costs should be broken out and then totaled (e.g., airfare, mileage, hotel, etc.)**

Priority 1: Are ***criticalrequests required to sustain a program*** (if not acquired, program may be in peril) or to meet mandated requirements of local,
state or federal regulations or those regulations of a accrediting body for a program.

Priority 2: Are ***needed requests that will enhance a program*** but are not so critical as to jeopardize the life of a program if not received in the requested academic year.

Priority 3: Are requests that are ***enhancements, non-critical resource requests***that would be nice to have and would bring additional benefit to the program.

augmentations only

Description	Amount	Vendor	Division/Unit	Priority #1	Priority #2	Priority #3
Uniforms Services and Shop Towels	5161	Ameripride	Applied Tech / Auto	Yes		

Appendix F6: Conference and Travel Requests [Acct. Category 5000]

Audience: *Staff Development Committee,Administrators, Budget Committee, PRBC*
Purpose: *To request funding for conference attendance, and to guide the Budget and Staff Development Committees in allocation of funds.*
Instructions:*Please list specific conferences/training programs, including specific information on the name of the conference and location. Note that the Staff Development Committee currently has no budget, so this data is primarily intended to identify areas of need that could perhaps be fulfilled on campus, and to establish a historical record of need. Your rationale should discuss student learning goals and/or connection to the Strategic Plan goal.*

Description	Amount	Vendor	Division/Dept	Priority #1	Priority #2	Priority #3	Notes
Training Classes	2057	CTI	Applied Tech / Auto	Yes			In order to maintain programmatic accreditation all part time and full time faculty must attend 20 hours of technical up-date training per year. Students are also provided opportunities to attend industry provided instruction beyond our normal curriculum
Travel for training seminars, programmatic accreditation, details not finalized	10000	Various	Applied Tech / Auto	Yes			In order to maintain programmatic accreditation all part time and full time faculty must attend 20 hours of technical up-date training per year. Many of the most critical industry training opportunities and seminars require travel and expenses.

Appendix F7: Technology and Other Equipment Requests [Acct. Category 6000]

Audience: *Budget Committee, Technology Committee, Administrators*
Purpose: *To be read and responded to by Budget Committee and to inform priorities of the Technology Committee.*
Instructions: *Please fill in the following as needed to justify your requests.If you're requesting classroom technology, see http://www.chabotcollege.edu/audiovisual/Chabot%20College%20Standard.pdf for the brands/model numbers that are our current standards. If requesting multiple pieces of equipment, please rank order those requests. Include shipping cost and taxes in your request.*

Instructions:

1. **For each piece of equipment, there should be a separate line item for each piece and an amount. Please note: Equipment requests are for equipment whose unit cost exceeds $200. Items which are less expensive should be requested as supplies. Software licenses should also be requested as supplies.**

   For bulk items, list the unit cost and provide the total in the "Amount" column.
2. **Make sure you include the cost of tax and shipping for items purchased.**

Priority 1: Are ***criticalrequests required to sustain a program*** (if not acquired, program may be in peril) or to meet mandated requirements of local,
state or federal regulations or those regulations of a accrediting body for a program.

Priority 2: Are ***needed requests that will enhance a program*** but are not so critical as to jeopardize the life of a program if not received in the requested academic year.

Priority 3: Are requests that are ***enhancements, non-critical resource requests***that would be nice to have and would bring additional benefit to the program.

Description	Amount	Vendor	Division/Unit	Priority #1	Priority #2	Priority #3
Computer repairs and IT supplies as necessary to maintain instruction	2255	TBD	Applied Tech / Auto	**Yes**		
AV Instructional Aids as necessary to maintain instruction	2255	TBD	Applied Tech / Auto	**Yes**		
Software updates to existing scan tools: To retain relevance with changes in industry for tools, equipment, and diagnostic techniques. All classes	4842	Snap On	Applied Tech / Auto	**Yes**		
Marketing funds (posters, banners, etc.): To improve awareness and support student pathways with local HS and ROP programs	10000	TBD	Applied Tech / Auto	**Yes**		
BAR 2012 Smog Machines: Required for instruction of State of CA smog instruction and ATEC 8 / 10	40,000	TBD	Applied Tech / Auto	**Yes**		
Automotive Training Vehicles: To improve student learning and experiences through interactive instructional aides. All classes	30,000	TBD	Applied Tech / Auto	**Yes**		
Top Dead software from ASE (10 licenses): To retain relevance with changes in industry for tools, equipment, and diagnostic techniques. All classes	555	Snap On	Applied Tech / Auto		**Yes**	
Computer Lab for building 1600: Computers, computer tables, instructor presentation equipment	250000	TBD	Applied Tech: Auto, Fire, MTT, Weld	Yes		
Classroom Remodel building 1600: Tables, chairs, instructor station, etc…	100000	TBD	Applied Tech / Auto	Yes		
Autel Scanner MAXISYS Pro W VCI (AIT MS908P)	3403	Carquest	Applied Tech / Auto	Yes		
Computer Memory Saver (EZRMS4000)	194	Carquest	Applied Tech / Auto	Yes		
Solus Ultra Certification Kit	96000	Snap On	Applied Tech / Auto		Yes	
Verus Pro Certification Kit	283000	Snap On	Applied Tech / Auto		Yes	
Meter Certification Kit	10300	Snap On	Applied Tech / Auto		Yes	
Easy Run Engine Stands	7700	Easy Run	Applied Tech / Auto	Yes		
Hybrid Trainer	22000	NADA	Applied Tech / Auto	Yes		
Battery Testers: V044-01	15200	AES Wave	Applied Tech / Auto	Yes		

Appendix F8: Facilities Requests

Audience: *Facilities Committee, Administrators*
Purpose: *To be read and responded to by Facilities Committee.*
Background: *Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.*
Instructions: *Please fill in the following as needed to justify your requests.If requesting more than one facilities project, please rank order your requests.*

Brief Title of Request (Project Name): Building 1400 Laboratory Sink

Building/Location: Building 1400 / Room 1426

Description of the facility project. Please be as specific as possible.

Replacement of the sink installed in room 1426.

What educational programs or institutional purposes does this equipment support?

Automotive

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

Automotive service and repair can be a very dirty task. The sink that was installed, as per district specifications, but against the recommendations of faculty, is extremely difficult for students to fully wash in due to it being too shallow and motion controlled. Because of this, students are sometimes reluctant to become as involved in projects because they cannot fully wash up prior to going to their next class.

Appendix F8: Facilities Requests

Audience: *Facilities Committee, Administrators*
Purpose: *To be read and responded to by Facilities Committee.*
Background: *Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.*
Instructions: *Please fill in the following as needed to justify your requests.If requesting more than one facilities project, please rank order your requests.*

Brief Title of Request (Project Name): Outdoor Rack Enclosure

Building/Location: Building 1400 outside lift

Description of the facility project: Please be as specific as possible.

Installation of additional material (Hard or soft) to reduce exposure to inclement weather to be able to better utilize the outdoor lift.

What educational programs or institutional purposes does this equipment support?

This will be utilized by the Automotive and BMW programs.

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

Students in the transmission and engine classes regularly utilize the outdoor lift adjacent to their classrooms to complete tasks, and faculty utilize it for instructional demonstrations. Due to poor design of the existing roof structure, in rainy weather, it is not possible to remain dry when working in this area, thus reducing its availability for students and faculty.

Appendix F8: Facilities Requests

Audience: *Facilities Committee, Administrators*
Purpose: *To be read and responded to by Facilities Committee.*
Background: *Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.*
Instructions: *Please fill in the following as needed to justify your requests.If requesting more than one facilities project, please rank order your requests.*

Brief Title of Request (Project Name): Building 1400 External Paint

Building/Location: Building 1400

Description of the facility project. Please be as specific as possible.

Paint the external building surfaces

What educational programs or institutional purposes does this equipment support?

Automotive, Machine Tool, and Welding programs.

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

Building 1400 has not received external paint updates for many years. Students currently attending, or considering attending Chabot, see these structures as old and outdated based on the external appearance of the buildings.

Appendix F8: Facilities Requests

Audience: *Facilities Committee, Administrators*
Purpose: *To be read and responded to by Facilities Committee.*
Background: *Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.*
Instructions: *Please fill in the following as needed to justify your requests.If requesting more than one facilities project, please rank order your requests.*

Brief Title of Request (Project Name): Building 1400 Curb Reduction

Building/Location: Building 1400 rear parking area

Description of the facility project. Please be as specific as possible.

Reduce the curb size at the base of the perimeter walls to improve vehicle parking, driveway clearance, and reduce potential vehicle damage.

What educational programs or institutional purposes does this equipment support?

Automotive

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

The automotive program retains a fleet of vehicles used for training. The rear lot area is used to store the vehicles for instruction. Due to poor design, a large curb was installed at the base of the perimeter wall, reducing available parking and causing difficulties with parking vehicles out of the way enough for other cars to pass by. These parking issues reduce instructional time, and damage caused by these curbs has a negative impact on our budget.

Appendix F8: Facilities Requests

Audience: *Facilities Committee, Administrators*
Purpose: *To be read and responded to by Facilities Committee.*
Background: *Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.*
Instructions: *Please fill in the following as needed to justify your requests.If requesting more than one facilities project, please rank order your requests.*

Brief Title of Request (Project Name): Building 3400 Lot Cover

Building/Location: Building 3400 rear gated lot area

Description of the facility project. Please be as specific as possible.

Installation of a awning to allow for year round use of the enclosed lot at the rear of the building

What educational programs or institutional purposes does this equipment support?

Automotive / BMW

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

Due to space limitations indoors, the program utilizes the enclosed rear lot area whenever possible, but is exposed to weather conditions due to no roof coverage. A large awning would allow for year round use of this space.

Appendix F8: Facilities Requests

Audience: *Facilities Committee, Administrators*
Purpose: *To be read and responded to by Facilities Committee.*
Background: *Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.*
Instructions: *Please fill in the following as needed to justify your requests.If requesting more than one facilities project, please rank order your requests.*

Brief Title of Request (Project Name): Building 1400 CCTV Information Center

Building/Location: Building 1400 main hallway

Description of the facility project. Please be as specific as possible.

Installation of the campus standard, post remodel, CCTV information system

What educational programs or institutional purposes does this equipment support?

Automotive, Welding, Machine Tool

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

During the remodel of building 1400, the campus standard CCTV Information Center was not installed as part of the project. The system provides critical college, discipline, and student safety information.

Appendix F8: Facilities Requests

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Purpose: *To be read and responded to by Facilities Committee.*
Background: *Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.*
Instructions: *Please fill in the following as needed to justify your requests.If requesting more than one facilities project, please rank order your requests.*

Brief Title of Request (Project Name): Building 1600 remodel

Building/Location: Building 1600

Description of the facility project. Please be as specific as possible.

Updates to the instructional areas of building 1600: Classroom fixtures and finishes, computer lab updates

What educational programs or institutional purposes does this equipment support?

Automotive, Welding, Machine Tool, Fire, Business, Passion Project, Electronics

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

Building 1600 is in desperately poor condition, utilizing broken and outdated fixtures and furnishings. Computer labs are safety hazards due to dangerous electrical outlets and wiring.