

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: Appliance Service Technology

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

I started part-time with this program four years ago and there have been no new certificate options added in this time but I believe there were some added just before I arrived.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

At this time we are working on a complete overhaul of our programs and intend to add third-party stacking certificates for the HVAC program and possibly revise some of the appliance certificates

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

ACREF SKILLS CERTIFICATE				
Semester	Semester 1 FA	Semester 2 SP	Semester 3 SU	Semester 4 FA
List Courses Needed for Degree or Certificate in each semester.	APPLI-024 ACREF-073	ACREF-075 ACREF-076	ACREF-045	ACREF-077 ACREF-078

ELECTRICAL TECHNICIAN SKILLS CERTIFICATE

Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	APPLI-016 OR 014 OR 015 OR 013 and APPLI-020 OR 021			

REFRIGERATION TECHNICIAN SKILLS CERTIFICATE

Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	APPLI-024 OR 025 OR 023 OR 026 and APPLI-031 OR 030			

APPLIANCE TECHNICIAN CERTIFICATE OF ACHIEVEMENT

Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	APPLI-023 OR 025 APPLI-030 OR 031 APPLI-046	APPLI-013 OR 015 APPLI-021 OR 020 SU SEMESTER ACREF-045	APPLI-024 OR 026 APPLI-037 OR 035	APPLI-014 OR 016 APPLI-038 OR 036

APPLIANCE SERVICE TECHNOLOGY ASSOCIATE SCIENCE

Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	APPLI-023 OR 025 APPLI-030 OR 031 APPLI-046 GE/ELECTIVES	APPLI-013 OR 015 APPLI-021 OR 020 GE/ELECTIVES SU SEMESTER ACREF-045	APPLI-024 OR 026 APPLI-037 OR 035 GE/ELECTIVES	APPLI-014 OR 016 APPLI-038 OR 036 GE/ELECTIVES

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future. All courses have been offered in the last two years

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

N/A

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
ACREF	75 & 78	73 & 76	Unknown-----	-----
APPLI	16 & 24	25 & 14	Unknown-----	-----
Rationale for any Major Changes				
For fall 2018 and spring 2019 we are expecting to run classes as normal. We are currently working on new curriculum which we will have to the committee before October to be able to begin our new classes in fall 2019.				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
ACREF	45,73,75,76,77,78 Debra Winckler
APPLI	13,14,16,23,24,26,35,36,46 Debra Winckler

On reviewing the course outline of records I found that several are past review date. I inherited this program in fall 2016 and will be submitting new curriculum in the following months. Therefore rather than update them my time would be better spent on the new curriculum to improve courses to increase student enrollment and outcomes.

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	To my knowledge courses have not changed over the last five years.
How have these changes enhanced your program?	

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	Due to low enrollment in both programs we are revitalizing them at this time to offer stacking certificates for HVAC and looking to reduce the number of units required for the daytime appliance program. This will allow students more options for taking their classes in appliances and allow more time to take their GE courses for their associates degree.
What significant changes to existing course content would need to be made to support the new degree or certificate?	

6. Advisory Board Update (For all CTE TOP coded programs)

I held my first advisory committee meeting on May 16, 2017. In attendance were Renee Lozano owner of Aries appliance, Len Price former faculty member, Richard Lou owner of Richards Appliance, Justin Kirk and Jonathan Pate current students, Dan Stewart owner of Stewart appliance and his employee Greg, Joe Cobia of LG Appliances, Tara Sanders and David Wahl from LMC Workforce Development, Clinton Herrell from Sears Home Appliance Service and Natalie Hannum Dean for CTE. During this meeting I shared my vision for the future of the appliance program including creating a kitchen and laundry area to teach students how to work in the customer's home without damaging property as well as the continuing need for service technicians my ideas were well received we will have another meeting this spring.

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

All courses are up-to-date on assessment.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

n/a

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

As I am new to the process I'm not sure what improvements could be done at this time

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

Having to look deeper into our program for program review reinforced that the testing procedures that we use each semester are a good indicator of program success and student learning.

7.2.2. What was the biggest challenge in conducting program level assessment?

The biggest challenge in conducting this program review was figuring out how to input all the data in this form having never done this before and having my mind on multiple tasks.

7.2.3. What resource needs, if any, were identified in your program level assessment?

None

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	92.3% (FA16) 100% (SP17)	98.5% (FA16) 100% (SP17)	96% (FA16) 98% (SP17)
Success Rate (program/discipline)	46.2% (FA16) 50% (SP17)	80.6% (FA16) 79.1% (SP17)	82.8% (FA16) 83.3% (SP17)

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

I know our program has a lot to offer disadvantaged people. Whether they are African-American, foster youth or low income single parents or immigrants, there are good paying jobs available with the training we offer. The challenge is making them aware that our program is here and that we have a clear path to a job that is recession proof and can't be sent overseas.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Helping students to become aware of the fact that if they work hard and develop the proper skills they can succeed in the appliance and HVAC industry which is in dire need of well trained technicians.

9. Goals

9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	At the end of 2013 an accelerated certificate program was introduced. We have continued to update curriculum to ensure students are
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	graduating from the program with the necessary skills needed to perform their job, but we still struggle to bring women into the field.

9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy,

	demonstrating empathy and compassion when working with students.
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Expand HVAC Program	1,3,4	1,2,4,5
Goal 2: Streamline AS for Appliance	1,3	1,2,4,5
Goal 3: Offer New Cert. for HVAC	1,3,4	1,2,4,5
Goal 4: New Teaching Area in Lab	1,3,4	1,2,4,5
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals [Please see summary below](#)

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

HVAC/R is a growing industry. Being able to expand our program to include third-party stacking certificates and more extensive training will allow us to better position our students for entry into the work force. As we move forward in the process of re-writing the appliance and HVAC curriculum we will know better what types of material and resources we will need. We will be looking at new software curriculum as well as new equipment and tools to help make the program here at LMC a recognized training facility for companies throughout the Bay Area and Northern California. We are also looking at expanding the programs to the high schools as dual enrollment classes to help make more high school students aware of the vocational programs we offer here.

It is my desire to show the industries the quality of students who come through our program and help them to know that if they hire a student who came from our programs that they will have the necessary skills to be a productive employee for their company.