

2 Year Program Review (CE Programs)

Education Code section 78016 requires that colleges review the effectiveness of CE programs every two years. In order to meet this requirement, this form must be completed every two years on a rotational basis determined by the Curriculum Committee. Please discuss as a department, fill out the form, obtain chair and dean signatures, and **submit to Scheduling Center (centersh@butte.edu)** for approval by the Technical Review Committee.

Resources:

- Bureau of Labor Statistics (National): <http://www.onetonline.org>
- COE Cyber Security: <https://coecc.net/>
- EDD Labor Market Data (State): www.labormarketinfo.edd.ca.gov
 - LMI by customer, LMI by geography, LMI by industries and occupations

Program Name: Butte College Automotive Program, Honda PACT, & Diesel

Describe how your program:

1. Continues to meet a documented labor market demand *(include relevant labor market data)*

According to COE labor market research the Automotive industry is projected to grow over the next several years with an estimated 280 annual job openings in our region alone (165 Automotive, 63 Bus & Truck, and 52 Mobile Heavy Equipment Repair). California wide has 4365 unfilled automotive dealership technician positions (as per CNCDA). Each automotive dealership reports on average a need for three additional technicians currently. COE reported 694 automotive repair job openings in the far north region over the last two years. COE is also projecting 16,698 jobs and a 6% overall growth in the Far North for 2025. (according to COE the most desired skill is Diesel Engine Repair).

2. Does not represent unnecessary duplication of other manpower training programs in the college's service area *(List similar programs by name, or N/A, for each community college in our region: College of the Redwoods, College of the Siskiyous, Feather River College, Lake Tahoe Community College, Lassen Community College, Mendocino College, and Shasta College)*

The following Colleges in our service area offer similar Automotive Repair programs: College of Redwoods, Lassen College, Mendocino College, and Shasta College.

The following Colleges in our service area offer similar Diesel Repair Programs: College of Redwoods, and Shasta College.

The following Colleges in our service area offer similar Honda Programs: None

3. Is of demonstrated effectiveness as measured by the employment and completion success of its students *(include completion and employment data for your program)*

With over 1330 current online job postings with an average entry pay of \$18-\$33 per hour in our Far North region (as per COE labor market research), it is easy for us to find employment for our students.

SP2024 had 98.2% retention with a 82.6% success rate. We awarded 6 A.S. Degrees and 24 CofA's.

SP2023 had 97.2% retention with a 76.8% success rate. We awarded 8 A.S. Degrees and 25 CofA's

Although we have more job openings and request than we have graduates, not all students want to work. We currently have a 90%+ job placement from the previous two graduating classes. (I track all graduates and

Department Chair signature: Craig Kielb

Digitally signed by Craig Kielb
Date: 2024.11.11 14:19:23 -08'00'

(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature:


Donald Robinson (Nov 14, 2024 10:29 PST)

Curriculum Committee Chair: Drana Davis

Date Approved: 11/14/2024

Certificate of Achievement in Automotive Technology

Contact Information:

Department Office: WM 105 or SC 115

Department Phone: (530) 893-7726

Department Contact: Craig Kielb, Chair (530) 892-3013

Counseling/ Advising: (530) 895-2378

Transfer Center: (530) 895-2264

About the Program:

Program Goal: CTE

GE Pattern(s): None

Program Code: 01323.01CA

See AS Degree in Automotive Technology

Admission to the Program:

See AS Degree in Automotive Technology

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Explain the principles of operation and maintenance required to repair all systems of the modern automobile.
2. Safely and correctly maintain, diagnose, and repair specific areas of the vehicle.

<i>Required courses.</i>		48.00
AUT 3	Specialized Automotive Electronics	6.00
AUT 6	Automotive Electrical Systems Lecture	2.00
AUT 7	Automotive Electrical Systems Lab	2.00
AUT 8	Auto Engines Lecture	3.00
AUT 9	Automotive Engines Lab	3.00
AUT 20	Automotive Brakes/Suspension and Steering Systems Lecture	3.00
AUT 21	Automotive Brakes/Suspension and Steering Systems Lab	3.00
AUT 22	Automotive Heating and Air Conditioning Lecture	2.00
AUT 23	Automotive Heating and Air Conditioning Lab	2.00
AUT 30	Gas/Diesel Engine Performance Lecture	5.00
AUT 31	Gas/Diesel Engine Performance Lab	5.00
AUT 52	Automatic Transmissions/Transaxles Lecture	3.00
AUT 53	Automatic Transmissions/Transaxles Lab	3.00
AUT 56	Manual Transmissions/Drivetrains Lecture	2.00
AUT 57	Manual Transmissions/Drivetrains Lab	2.00
AUT 60	Hybrid and Alternative Fuel Technologies	2.00

Total: 48.00

Suggested Program Map

Required courses:

Units: 71.00-77.00

Term 1

15.00-18.00

AUT 3	Specialized Automotive Electronics	6.00
<i>Term 2</i>		20.00
AUT 6	Automotive Electrical Systems Lecture	2.00
AUT 7	Automotive Electrical Systems Lab	2.00
AUT 8	Auto Engines Lecture	3.00
AUT 9	Automotive Engines Lab	3.00
AUT 20	Automotive Brakes/Suspension and Steering Systems Lecture	3.00
AUT 21	Automotive Brakes/Suspension and Steering Systems Lab	3.00
AUT 22	Automotive Heating and Air Conditioning Lecture	2.00
AUT 23	Automotive Heating and Air Conditioning Lab	2.00
<i>Term 3</i>		20.00
AUT 30	Gas/Diesel Engine Performance Lecture	5.00
AUT 31	Gas/Diesel Engine Performance Lab	5.00
AUT 52	Automatic Transmissions/Transaxles Lecture	3.00
AUT 53	Automatic Transmissions/Transaxles Lab	3.00
AUT 56	Manual Transmissions/Drivetrains Lecture	2.00
AUT 57	Manual Transmissions/Drivetrains Lab	2.00
<i>Term 3</i>		
<i>Term 4</i>		16.00-19.00
AUT 60	Hybrid and Alternative Fuel Technologies	2.00

Total: 71.00-77.00

Term 1		16.00
AUT3	Specialized Automotive Electronics	6.00
AUT6	Automotive Electrical Systems Lecture	2.00
AUT7	Automotive Electrical Systems Lab	2.00
AUT20	Automotive Brakes/Suspension and Steering Lecture	3.00
AUT21	Automotive Brakes/Suspension and Steering Lab	3.00
Term 2		12.00
AUT8	Automotive Engines Lecture	3.00
AUT9	Automotive Engines lab	3.00
AUT22	Automotive Heating and Air Conditioning Lecture	2.00
AUT23	Automotive Heating and Air Conditioning Lab	3.00
AUT60	Hybrid and Alternative Fuel Technologies	2.00
Term 3		10.00
AUT52	Automatic Transmissions/Transaxles Lecture	3.00
AUT53	Automatic Transmissions/Transaxles Lab	3.00
AUT56	Manual Transmission/Drivetrains Lecture	2.00
AUT57	Manual Transmission/Drivetrains Lab	2.00
Term 4		10.00
AUT30	Gas/Diesel Engine Performance Lecture	5.00
AUT31	Gas/Diesel Engine Performance Lab	5.00
Total		48.00

Certificate of Achievement in Automotive Technology - Honda, Professional Automotive Career Training (PACT)

Contact Information:

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About the Program:

Program Goal: CTE
GE Pattern(s): None
Program Code: 37972.01CA

See AS Degree in Automotive Technology

Admission to the Program:

See AS Degree in Automotive Technology

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Explain the principles of operation and maintenance required to repair all systems of Honda and Acura automobiles.
2. Safely and correctly maintain, diagnose and repair specific areas of Honda and Acura automobiles.

Required courses.

AUT 3	Specialized Automotive Electronics	53.50
AUT 6	Automotive Electrical Systems Lecture	6.00
AUT 7	Automotive Electrical Systems Lab	2.00
AUT 8	Auto Engines Lecture	2.00
AUT 9	Automotive Engines Lab	3.00
AUT 20	Automotive Brakes/Suspension and Steering Systems Lecture	3.00
AUT 21	Automotive Brakes/Suspension and Steering Systems Lab	3.00
AUT 22	Automotive Heating and Air Conditioning Lecture	2.00
AUT 23	Automotive Heating and Air Conditioning Lab	2.00
AUT 30	Gas/Diesel Engine Performance Lecture	5.00
AUT 31	Gas/Diesel Engine Performance Lab	5.00
AUT 52	Automatic Transmissions/Transaxles Lecture	3.00
AUT 53	Automatic Transmissions/Transaxles Lab	3.00
AUT 56	Manual Transmissions/Drivetrains Lecture	2.00
AUT 57	Manual Transmissions/Drivetrains Lab	2.00
AUT 60	Hybrid and Alternative Fuel Technologies	2.00
AUT 81	Honda PACT Employment Preparation I	2.00
AUT 82	Honda PACT Employment Preparation II	2.00

AUT 83

Honda PACT Skills Certification

1.50

Total: 53.50

Suggested Program Map

Required courses:		Units: 76.50-82.50
<i>Term 1</i>		16.00
AUT 3	Specialized Automotive Electronics	6.00
AUT 52	Automatic Transmissions/Transaxles Lecture	3.00
AUT 53	Automatic Transmissions/Transaxles Lab	3.00
AUT 56	Manual Transmissions/Drivetrains Lecture	2.00
AUT 57	Manual Transmissions/Drivetrains Lab	2.00
AUT 6	Automotive Electrical Systems Lecture	2.00
AUT 7	Automotive Electrical Systems Lab	2.00
AUT 20	Automotive Brakes/Suspension and Steering Systems Lecture	3.00
AUT 21	Automotive Brakes/Suspension and Steering Systems Lab	3.00
Area 2 Choice (See GE Guide)		3.00-5.00
<i>Term 3</i>		14.00
AUT 8	Auto Engines Lecture	3.00
AUT 9	Automotive Engines Lab	3.00
AUT 22	Automotive Heating and Air Conditioning Lecture	2.00
AUT 23	Automotive Heating and Air Conditioning Lab	2.00
AUT 60	Hybrid and Alternative Fuel Technologies	2.00
AUT 81	Honda PACT Employment Preparation I	2.00
AUT 30	Gas/Diesel Engine Performance Lecture	5.00
AUT 31	Gas/Diesel Engine Performance Lab	5.00
AUT 82	Honda PACT Employment Preparation II	2.00
<i>Term 5</i>		18.50-20.50
AUT 83	Honda PACT Skills Certification	1.50
		Total: 76.50-82.50

Term 2		16.00
AUT3	Specialized Automotive Electronics	6.00
AUT6	Automotive Electrical Systems Lecture	2.00
AUT7	Automotive Electrical Systems Lab	2.00
AUT20	Automotive Brakes/Suspension and Steering Lecture	3.00
AUT21	Automotive Brakes/Suspension and Steering Lab	3.00
Term 3		14.00
AUT8	Automotive Engines Lecture	3.00
AUT9	Automotive Engines lab	3.00
AUT22	Automotive Heating and Air Conditioning Lecture	2.00
AUT23	Automotive Heating and Air Conditioning Lab	3.00
AUT60	Hybrid and Alternative Fuel Technologies	2.00
AUT81	Honda PACT Employment Preparation I	2.00
Term 4		12.00
AUT52	Automatic Transmissions/Transaxles Lecture	3.00
AUT53	Automatic Transmissions/Transaxles Lab	3.00
AUT56	Manual Transmission/Drivetrains Lecture	2.00
AUT57	Manual Transmission/Drivetrains Lab	2.00
AUT82	Honda PACT Employment Preparation II	2.00
Term 5		11.50
AUT30	Gas/Diesel Engine Performance Lecture	5.00
AUT31	Gas/Diesel Engine Performance Lab	5.00
AUT83	Honda PACT Skills Certification	1.50
Total		53.50



Catalog Description

CMST 4 - Small Group Communication

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course provides students with the foundational knowledge and practice of speech making in a democratic society, while simultaneously emphasizing theory and research about communication in a variety of small group contexts. This course exposes students to rhetorical theory, small group theory and public speaking fundamentals within the context of their interpersonal interactions, group communication processes, and live presentations (including **informative and persuasive speeches**). Students will learn historical roots and key rhetorical theories that ground the study and practice of public speaking, **and be able to discover, develop and critically analyze ideas and information in public discourse**. Students will also explore and evaluate group communication processes, including problem-solving, conflict management, decision-making and leadership. (C-ID COMM 140).

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain the theoretical foundations of creating and sharing knowledge, including the canons of rhetoric, the Aristotelian proofs, theories of small group communication, **and the psychological, social and cultural basis of oral communication**.
2. Locate, critically evaluate, and use supporting materials from primary and secondary sources for credibility, accuracy, and relevance in their speeches and presentations.
3. Develop and persuasively use **sound reasoning and** compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of rhetorical contexts.
4. Design and use presentational aids effectively to enhance the message.
5. Describe and adhere to ethical communication practices in public speaking and group discussion, which include truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
6. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility, when adapting communication strategies to fit the audience and situation.
7. Effectively prepare for and deliver faculty-supervised, faculty-evaluated speeches to a live audience (one to many), including informative and persuasive speeches **using effective speech organization and delivery techniques**.
8. Employ effective verbal and nonverbal practices while delivering a speech and managing communication apprehension.
9. Listen effectively, especially to provide constructive criticism to peers.
10. Apply rhetorical principles to analyze historical and contemporary public discourse.
11. Apply effective persuasion, decision-making and problem-solving strategies in a variety of small group contexts.
12. Demonstrate successful conflict-management strategies and an understanding of conflict management theories.
13. Identify and apply theory and communication skills that contribute to effective leadership.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Rhetorical theories and genres of communication (e.g. Aristotle), including informative and persuasive speaking	3.00
Small group theories of communication (e.g. Systems Theory)	3.00
Context, audience and purposes of small-group communication, including dyads, small and large groups, public settings, and genres of public speaking	3.00
Communication ethics in various contexts (e.g. public speaking and small group decision-making)	3.00
Organizing, evaluating and reporting information orally and in writing, to adapt to the rhetorical situation (audience, occasion and purpose)	6.00
Rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility, in public speaking and small group contexts	3.00
Understanding and managing communication apprehension in public speaking and small group contexts	3.00
Effective research for presentations, including locating and critically evaluating ideas and information from primary and secondary sources	3.00
Effective presentational aid design and use	3.00
Effective listening, including strategies for providing and receiving feedback on presentation content and form	3.00
Rhetorical analysis of public discourse	3.00
Communication dynamics and roles within groups (e.g. leadership)	3.00
Verbal and nonverbal delivery skills in public speaking and small group contexts	3.00
Group problem-solving and decision-making	3.00
Conflict management	3.00
Delivery of a variety of student-composed speeches, including informative and persuasive speeches	3.00
Total Hours:	51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Discussion
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture
- F. Multimedia Presentations
- G. Problem-Solving Sessions
- H. Reading Assignments

Methods of Evaluation

- A. Exams/Tests
- B. Research Projects
- C. Oral Presentation
- D. Written Assignments
- E. Class Discussion
- F. **Speech presentations: A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes per speaker and a Persuasive speech of at least six minutes per speaker; speech outlines and works cited/references; critiques of speeches.**

Examples of Assignments

Reading Assignments

1. Read the assigned textbook chapter and come to class prepared to work with your group to explain and critique the theory of communication competence and the transactional model of communication.
2. **Using the Butte College online database "CQ Researcher", locate and read an article that includes the pro and con side of a current controversial issue. Come to class prepared to discuss the article and its value as a possible source for a persuasive speech.**

Writing Assignments

1. **Based on the information and examples provided in class and the assigned reading on Outlining, prepare a formal, full-sentence preparation outline for a 5-minute informative speech. Include a minimum of 4 sources, 2 of which are from academic journal articles, with corresponding references using APA guidelines. Your outline should be 3-4 pages long.**
2. **Review two of your videotaped speeches and write a 2-3 page self-evaluation essay analyzing your speech content, organization and delivery. Provide an assessment of your strengths and weaknesses as a speaker and discuss specific ideas for improvement.**

Out-of-Class Assignments

1. Locate a code of ethics that is or has been used by an organization or agency. Identify line items in the code that relate to communication ethics (if any), and assess whether the code adequately addresses communication ethics for the entity it governs. Come to class prepared to share your analysis and assessment in class discussion.
2. Attend a real-world group meeting (e.g. library board, city council, student government), and analyze the communication strategies used by the members to persuade or influence each other. Connect your analysis to Aristotle's three modes of proof (ethos, logos, pathos). Prepare a 1-page analysis paper presenting your analysis and evaluating the effectiveness of the group's persuasive dynamics.

Recommended Materials of Instruction

Dan Rothwell. (2021). In *Mixed Company: Communicating in Small Groups and Teams*. Oxford University Press, 11th. 9780197602812. \$56.34

Adams, K., & Galanes, G.J. (2021). *Communicating in Groups: Applications and Skills*. McGraw Hill Higher Education, 11th. 9781260253894. \$70.00

Jasmine R. Linabary. (2021). *Small Group Communication: Forming and Sustaining Teams*. Jasmine R. Linabary, OER. <https://pressbooks.pub/smallgroup/>.

Kerry Osborne. (2020). *Small Group Communication*. Kerry Osborne, OER. [https://socialsci.libretexts.org/Courses/College_of_the_Canyons/COMS_120%3A_Small_Group_Communication_\(Osborn\)](https://socialsci.libretexts.org/Courses/College_of_the_Canyons/COMS_120%3A_Small_Group_Communication_(Osborn)).

Barton and Tucker. *Exploring Public Speaking*. (Latest edition). Libre Texts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_3e_\(Barton_and_Tucker\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_3e_(Barton_and_Tucker))

Mapes, M. Speak Out, Call In: Public Speaking as Advocacy. LibreTexts. (OER)
[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_\(Mapes\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_(Mapes))

Minimum Qualifications

Communication Studies

Created/Revised by: McCabe, Deborah

Date:12/02/2024

Pedagogical Cap Considerations

BCEA Contract Article 7.1: The District shall have a WSCH/FTE target of 530
(A WSCH target of 530 translates to an average per section student cap of 35)

Without a preponderance of evidence that proves otherwise (such as statistical analysis), ped caps will remain the same. (Curriculum Decision Log 11/5/2012). Complete the yellow highlighted boxes.

Course	# of Sections per Semester	Current Ped Cap	Proposed Ped Cap	Change in Total # of Students	# of New Sections to return to original students
WLD 21	2	25	23	-4	0
WLD 22	1	25	23	-2	0
WLD 24	1	25	23	-2	0
WLD 25	1	25	23	-2	0
WLD 26	1	25	23	-2	0
WLD 28	1	25	23	-2	0
WLD 30	1	25	23	-2	0
WLD 32	1	25	23	-2	0
WLD 34	1	25	23	-2	0
WLD 36	1	25	23	-2	0
WLD 40	1	25	23	-2	0
WLD 42	1	25	23	-2	0
WLD 56	1	25	23	-2	0

Answer the following questions that support reducing the ped cap for your proposed course(s)

A: Safety and Compliance Factors Influencing the Enrollment Cap

1 Health or safety reasons that the class should be capped at a certain number (example: safety considerations in a welding class).

- Yes
- No

If "Yes", explain:

The new welding facility has has equipment and booths based off of a class size of 23. Industry standard for instructor to student ratio is between 8:1 and 10:1. This is due to one on Students in welding need a lower ratio of student to instructor so that the safety protocols and potential hazards can be monitored more closely.

2 Standards outside of the college calling for specific student-teacher ratios (example: nursing, police, fire).

- Yes
- No

If "Yes", explain:

The new welding facility has has equipment and booths based off of a class size of 23. Industry standard for instructor to student ratio is between 8:1 and 10:1. This is due to one on Students in welding need a lower ratio of student to instructor so that the safety protocols can be monitored more closely.

3 External accreditor or advisory panel recommendation on class size.

- Yes
- No

If "Yes", explain:

4 Class maximum has already been determined through negotiations.

- Yes
- No

If "Yes", explain:

If you entered "Yes" to any of the above, stop here. If you answered "No" to all of the elements above, complete Section B.

B: Instructional and Academic Factors Influencing the Enrollment Cap

1 Total amount of graded work required per week (in pages).

- 15+ 13-15 10-12 6-9 0-5

Answer Yes, No or enter rank and provide an explanation

2 Standards outside of the college calling for specific student-teacher ratios (example: nursing, police, fire).

- Substantial Above Average Average Below Average Minimal

Explain:

3 Discussion/group participation is required and graded.

- Yes
 No

If "Yes", explain:

4 Every student is evaluated individually on a set of skills (e.g., technical competencies, presentation skills, composition).

- Yes
 No

If "Yes", explain:

5 Course is designed for a special population of students who require a smaller class size to achieve the goals and intent of the course.

- Yes
 No

If "Yes", explain:

6 Course is designed for underprepared students who may need additional attention or assistance.

- Yes
 No

If "Yes", explain:

7 Course outcomes anticipate demand of more higher order, complex thinking skills from students who may therefore need additional guidance from the instructor.

- Yes
 No

If "Yes", explain:

8 Additional Considerations:

Currently the welding courses have a PED cap set at 25, this has been something we have had to change temporarily every year for a variety of reasons. The first reason is our facilities; our welding booths, OAW stations, and other equipment was all designed and built for a class size of 23. Since moving to the new facility, we have added a second cohort for the program as well as additional prerequisite sections. This means that if we fill to the recommended 25, that in a combined section course, there will be 4 students without the equipment to weld and learn.

Another reason is industry standard is between 8:1 and 10:1 for student to instructor ratio. While it may not be feasible to get our numbers to that mark, this will put us a bit closer.

Additionally, there are safety concerns. When there is a lack of equipment or additional student numbers, it can become hard to monitor all the students to ensure they are working safely.

9 Please include comparable course ped caps from similar colleges, as available (attach).

Completed by: Russell Pitter 4/8/24