**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Diesel Mechanic Technology** | **09/13/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 89 | 223 | 217 | 146 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 111.25% | 111.50% | 108.50% | 91.25% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 408 | 669 | 651 | 438 | Weekly Student Contact Hours | |
| **FTES** | | 13.60 | 22.30 | 21.70 | 14.60 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 1.00 | 1.67 | 1.67 | 1.33 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 408 | 401 | 391 | 328 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 1.00 | 1.00 | 1.00 | 1.00 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | - | 0.33 | 0.33 | - | FTEF from Hourly Faculty | |
| **Overload FTEF** | | - | 0.33 | 0.33 | 0.33 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | - | 0.67 | 0.67 | 0.33 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | - | 40.00% | 40.00% | 25.00% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 81.25% | 95.10% | 97.17% | 100.00% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 67.19% | 73.53% | 71.70% | 74.29% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 2 | - | 1 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | 3 | 1 | 2 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | 3 | 1 | 2 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Our enrollment numbers and retention rate have always fluctuated with the status of the economy and the courses we offer. Lower retention can usually be directly traced to the high demand for Diesel Technicians, with some experience in the many disciplines such as Construction, Agriculture, Mining and Power generation our students can successfully work in any of these areas once our students prove themselves in the job market. Their desire for certificates and degrees can often fall on the list of necessities. We continually see students returning after several semesters if not years in the field who desire to complete their degree for promotions or to update their skill set. Based on the previous years we have been able to bring our retention (100%) and success (74%).** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **Several Diesel Technology SLO"s have assesments that demonstrate positive results in meeting expectations for the given courses such as DMT 50 Intro to Diesel, DMT 54 H.D. Electrical, DMT 55 H.D. tune up, DMT 81 Hydraulics are currently low or bearly meet our goals. H.D. Tune-up showed a low success rate and H.D. Hydraukics also.**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **Assesments on safety demonsrate a high success rate** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.**  **The shortage of diagnostics tools for the students to use reflects directly to the lower performance numbers in the assesments, access to more diagnostic tools would increase the success rates allow students to get more hands on training. Low assesments numbers and test scores for hydraulics reflects directly to the lack of hydraulic trainers at this time.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**  **Since instituting safety SLO's we have had no injuries in the program.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Bus and Truck Mechanics in California (SOC Code : 49-3031) Year Hourly Mean Hourly by Percentile (25th) Medium Top (75th)**  **2012 $23.69 $18.31 $23.05 $28.66**  **Employment "Outlook"**  **Estimated Year -Projected Year Employment Estimated Projected Employment Change # Employment Change % Annual ave openings**  **2010-2020 19,000 21,900 2,900 15.3 % 700**  **Employment "Outlook" San Diego county**  **Estimated Year -Projected Year Employment Estimated Projected Employment Change # Employment Change % Additional openings**  **2008-2018 1,600 1,810 150 9.0 % 380** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Title V changes has forced us to remove repeatablity from all of our courses. This will not have a negative impact on our program. To help students that are about to finish their certification we will substitute the classes the need with other Diesel classes.**  **We have no alternative fuels program or certificate this last March our advisory committee was asking. This is a fast growing area in the labor market.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Continue to offer certain classes at multiple times during the semester. Add additional classes and or 2 more sections in the morning and evening while maintaining the present 2-day split of classes (Mon & Wed, Tue & Thu). This semester we had to turn away many students due to tight budgets not allowing any growth however our enrollment and retenion is at an all time high. It would serve the students and insdutry if we could have at least two more sections.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **As far as Diesel programs are concerned the few remaining ones at the college level they all have at least two full time faculty instructors if not more. This permits them more instructional time and of course more class offerings for the students which translates to the programs fullfiling the mandate of geting students to complete the program in two years or less, this also makes those programs very successful. There is no question in my mind that we need a second full time instructor in order to comply with the two year mandate.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **Diagnostic tool (Nexiq IQ) 3 each** | **1** | **2/2.6** | **It is highly important that our students are able to use diagnostic tools, in industry this is a skill that can make or break a technicians career. If we cannot train them to proficiently read, erase codes and make final repairs to equipment then there chances of success in the program and in the labor market are very slim. SLO's have demonstrated low success rates. Meaning that students need the exposure and hands on to these tools.** | **$28,000** | **one-time** | **no** |
| **a2.** | **Hydraulic trainer (Eaton)** | **2** | **2/2.6** | **This hydraulic trainer will will help our students to not just see but apply what they have leaned in theory, SLO's have demonstrated a low success rates** | **$28,000** | **one-time** | **no** |
| **a3.** | **Natural gas engine trainer (Cummins Westport)** | **3** | **2/2.6** | **We have no alternative fuels certificate or program, this is a fast growing branch of diesel in industry. We need to have at least on in order to start. This was also requested by our advisory committee.** | **$60,000** | **one-time** | **no** |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** |  |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** |  |  | |  | |  | |  | |  | |  | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **Cummins Insite** | **1** | | **2/2.6** | | **The use of differnt diagnostic software is highly important so that our students are able to use diagnostic software from different manufactores, in industry this is a skill that can make or break a technicians career. Students need to read, erase codes and make final repairs to equipment. SLO's have demonstrated low success rates. Meaning that students need the exposure and hands on to these tools.** | | **$800.00** | | **on-going** | | **no** | |
| **d2.** | **Detriot Diesel (DDL)** | **2** | | **2/2.6** | | **The use of differnt diagnostic software is highly important so that our students are able to use diagnostic software from different manufactores, in industry this is a skill that can make or break a technicians career. Students need to read, erase codes and make final repairs to equipment. SLO's have demonstrated low success rates. Meaning that students need the exposure and hands on to these tools.** | | **$800.00** | | **on-going** | | **no** | |
| **d3.** | **Navistar (Service Maxx)** | **3** | | **2/2.6** | | **The use of differnt diagnostic software is highly important so that our students are able to use diagnostic software from different manufactores, in industry this is a skill that can make or break a technicians career. Students need to read, erase codes and make final repairs to equipment. SLO's have demonstrated low success rates. Meaning that students need the exposure and hands on to these tools.** | | **$800.00** | | **on-going** | | **no** | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** |  |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **Temporary workers** | **1** | | **2/2.6** | | **SLO's have demonstrated success in our safety in the lab we need to continue on this trend** | | **$7,000** | | **one-time** | | **no** | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Since starting here Cengage (publisher) has published my work three times. I have also maintained two scholarships for this program Caterpillar and E.G.C.A. also have participated with the California Air Resources Board through (C.C.D.E.T.) which the program has received a generous amount of funding. During this time I have increased our retention rate to 100% and our Success rate to 74%** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **This last summer finished all of Snap On's Train the Trainer training which means I am fully certified in all of there diagnostic tools and able to train and issue certifications.** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **We really need to start up and alternative fuels program, industry is screaming for it and it seems that very shortly long haul trucks will be able to go across the country on CNG (Compressed Natural Gas). It is also growing because of tensions in the Middle East which relate to higher fuel prices and the dependency of oil from the Middle East. This is what Diesel is going to become now is the time to start planning and get started.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Sergio H. Hernandez *Name*** | ***Name*** | ***Name*** |

|  |  |  |
| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**