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## Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional 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.)

**Discipline: Automotive Technology**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	540	488	531	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	100.19%	106.09%	97.07%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	1,516	1,408	1,678	Weekly Student Contact Hours
<b>FTEs</b>	50.53	46.94	55.92	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	3.44	3.00	4.06	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	440	469	414	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	1.00	1.00	2.33	FTEF from Contract Faculty
<b>Hourly FTEF</b>	2.06	1.55	0.50	FTEF from Hourly Faculty
<b>Overload FTEF</b>	0.39	0.45	1.22	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	2.44	2.00	1.72	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	70.97%	66.67%	42.47%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	88.17%	95.34%	94.72%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	63.08%	69.53%	69.97%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	3	1	5	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	9	6	6	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	9	6	6	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

Degrees awarded for full academic year, has started to increase. Student retention is holding steady over the last two years. Enrollment has dropped off from 2004, but has began to increase with the addition of a new instructor in 2006. We need to encourage students to apply for and receive their degrees and certificates.

**Spring 2009 Progress Report: Automotive Technology - Page 2 of 5**

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**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>Reinstated Advance automatic transmission course to the curriculum for two degree and certificate programs and developing articulation agreement with several high school. We plan to continue to rely on our advisory board for input as to workforce and labor market projections.</p>	<p>The instructors of the Automotive discipline have added advanced automatic transmissions and a computer lab course to their programs. The computer lab courses are linked to three other automotive courses to enhance student experiences and promote their success.</p> <p>We have recently established 5 new high school articulations.</p> <p>Steve Bertram Mark Coppedge</p>
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>We added several new sections and schedule class to maximize classroom usage and to keep students on track to complete their degrees and certificates.</p>	<p>It has been a challenge to offer enough class sections to meet student demands with the limitations caused by budget cut backs.</p>

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>Through the use of block grants, VTEA, Perkins, and other resources, Automotive Technology plan to continue purchase equipment that meet industry standards. We will have specific needs of software to support our new computer lab training classes. We will also need more computer scanners and testers.</p>	<p>VTEA (Perkins) funds have been the main source of funding for equipment purchases for the automotive discipline. We have acquired some software and trainers for our computer lab. We still need more trainers, test equipment, software, and engine rebuilding equipment.</p>
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b></p> <p>Fees to support Mitchell On-Demand software should be written into the budget at approximately \$1000 per year</p>	<p>We have only received budget cut backs.</p>
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs</b></p>	<p>We have made good progress on the design of the new</p>

**Spring 2009 Progress Report: Automotive Technology - Page 3 of 5**

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<p>due to growth, remodeling, etc.</p> <p>Our hope is to maintain our facility at its current level because there is a new IT building planned as a part of Palomar College's master plan.</p>	<p>facility for automotive technology.</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>Full time faculty will remain at 2 for next 1-3 years.</p>	<p>No changes for full time faculty needs</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>We plan to hire one or two part-time instructors due to program needs and increased enrollment. We will continue to request a full time teaching assistant as our program grows.</p>	<p>We plan to request a full time teaching assistant to support our program in the new facility.</p>
<p>f. Other</p>	

**5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

Our discipline is requiring students to develop their computer and communications skills through online and written assignments. We have integrated extensive use of the Blackboard website in all of our automotive classes for tests, quizzes, homework, and instruction. Less time is used in class shuffling papers plus students get immediate feedback from their blackboard assignments.

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

AT 210 Specialized Automotive Electronics student build series, parallel, and series/parallel circuits and measure resistance, voltage and amperage. The students also are evaluated on their abilities to accomplish these tasks.

**Spring 2009 Progress Report: Automotive Technology - Page 4 of 5**

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**b. Discuss a learning outcome that is observable yet difficult to measure.**

Hidden curriculum lessons are observable in student behaviors, but are very difficult to measure. For example, proper shop behaviors and practices, values, morals, and integrity are modeled for the students, but very difficult to measure.

**7. Describe a discipline accomplishment that you want to share with the college community.**

We are running our first computer training lab class in the automotive area this semester.. We are using new computers and new software to provide training for our students. We are presently offering 4 sections of this class this semester. Student feedback has been very positive about their experiences in this class. We plan on expanding the training experience with the addition of more training software.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

N/A

**9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

N/A

**10. Other comments, recommendations:**

Please identify faculty and staff who participated in the development of the reviewer's planning:

Mark Coppedge III

Steve Bertram

\_\_\_\_\_  
Department Chair/Designee Discipline Review and Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Dean Review and Signature

\_\_\_\_\_  
Date

**Spring 2009 Progress Report: Automotive Technology - Page 5 of 5**

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**Please identify faculty and staff who participated in the development of the reviewer's progress/status report -  
Input Names Here:**

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**Department Chair/Designee Discipline Review and Signature**

**Date**

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**Division Dean Review and Signature**

**Date**