

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: Electro Mechanical Equipment Tech

Instructional Department/Discipline

2007-08

1. 4-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	16	23	20	25	<i>Self Explanatory</i>
Census Enrollment Load* %	45.71%	65.71%	57.14%	71.43%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	48	69	60	75	Weekly Student Contact Hours
FTEs	1.60	2.30	2.00	2.50	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	0.08	0.08	0.08	0.17	Total Full-Time Equivalent Faculty
WSCH/FTEF	576	828	720	450	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	-	FTEF from Contract Faculty
Hourly FTEF	0.08	0.08	0.08	0.17	FTEF from Hourly Faculty
Overload FTEF	-	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	0.08	0.08	0.08	0.17	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	100.00%	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	93.75%	77.27%	100.00%	100.00%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	62.50%	72.73%	89.47%	84.00%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year

The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08.

2007-08 Degrees & Certificates show as "N/A" since Spring'08 awards are obviously unknown at the current point in time.

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

This is a small program which only has two discipline specific classes. Retention in the class is excellent and the success rate has increased and is stable. When this program began, we only paid for one instructor and the other instructor was on the Post Office payroll. Beginning fall 2007 we started paying both instructors full-time which lowered the WSCH/FTEF ratio. The advisory committee members are advised annually about the importance of recruitment now that there are two part-time faculty on the payroll. There have been no certificates or AA degrees awarded for this program which is of concern. Students take one of the two discipline specific courses to learn mechanical skills and then to take the exam. I think the initial certificate was ambitious. The two instructors have been tasked with evaluating the current certificate requirements and reducing the number of

classes required. This will be a topic of discussion for the spring advisory committee.

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

PLAN – 2007-08	Progress – 2008-09
<p>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.)</p> <p>Curriculum is addressed each year at the annual advisory meetings. The current certificate length will be addressed at the spring 08 advisory committee.</p>	<p>An analysis of the Electro-Mechanical Equipment Technician certificate and awards demonstrated that the certificate was too long and there were no student awards. The decision was made at the spring 2008 advisory to split the curriculum into two smaller certificates. The first is the 6-unit Maintenance Mechanic Certificate of Proficiency, which contains the two content specific courses. The second is the 19-unit Mail Processing Equipment Mechanic Certificate of Achievement, which contains the two content specific courses plus three additional classes from other disciplines.</p> <p>The advisory committee made a commitment that the Postal Service would provide incentive through hiring and promotion so that the certificates would be essential for new hires and employees. We will monitor achievement of these two certificates to determine program viability.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>There two discipline specific classes which are offered alternatively in the spring and fall.</p>	<p>There are only two content specific courses scheduled in this department and they are scheduled alternatively.</p>

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

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p>	<p>All equipment is provided by the postal service.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p>	<p>No additional budget needed.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p>	<p>All classes are held at the Carmel Mountain Post Office.</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p>	<p>All part-time faculty.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p>	<p>See water/wastewater.</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.

The EMET faculty will create SLO's for the two discipline specific classes and program.

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.

Calculate the mechanical advantages and gear ratios for many types of electro-mechanical machines.

Measurement: Provide a problem/scenario and ask the student to demonstrate how to calculate the advantage which would be the gear ratio.

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

Skills upgrade/ performance.

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

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

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

10. Other comments, recommendations:

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

Sal Herrera

Dennis Starks

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 3/07/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 3/14/08, forward an electronic copy to Institutional Research and Planning.