

# 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: Water/Wastewater Technology Education**

**Instructional Department/Discipline**

**2007-08**

**1. 4-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
<b>Enrollment at Census</b>	321	342	399	400	<i>Self Explanatory</i>
<b>Census Enrollment Load* %</b>	110.71%	94.28%	99.73%	93.72%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	827	835	1,092	1,123	Weekly Student Contact Hours
<b>FTEF</b>	27.58	27.82	36.41	37.42	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	1.15	1.35	1.49	1.45	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	719	618	735	774	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	-	-	-	-	FTEF from Contract Faculty
<b>Hourly FTEF</b>	1.15	1.35	1.49	1.45	FTEF from Hourly Faculty
<b>Overload FTEF</b>	-	-	-	-	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	1.15	1.35	1.49	1.45	Hourly FTEF + Overload FTEF
<b>Part-Time/(Total FTEF) %</b>	100.00%	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	97.93%	97.14%	96.83%	97.92%	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>	90.87%	88.57%	91.20%	86.46%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	2	4	5	N/A	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	6	22	12	N/A	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	6	22	12	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.**

**The Enrollment at Census numbers are combined for water and wastewater.** All other numbers on this page are specific to water and the wastewater numbers are on the attached page. For the purpose of this review, the comments on this document are for the two programs combined. WSCH/FTEF ratio is well above the optimum 525 and retention and success rates are very high. Success rates for wastewater are slightly lower.

**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>We will review the curriculum during our spring 08 annual advisory meeting and integrate any changes at that time. In particular, we will explore the possibility of delivering the WTE 150, Water Quality Monitoring class in an on-line/hybrid format.</p> <p>There are several issues with regard to water usage that are on the horizon but there are no demands that will require curriculum changes at this time. For example: Water conservation laws; water citations; landscaping certification (drought tolerant landscaping).</p> <p>Water/wastewater technology education is scheduled to move into the new Industrial Technology Building. We would like to expand our laboratory capabilities in the new building and create an outdoor laboratory. Any additional equipment for this project will be provided by local water agencies and private vendors.</p> <p>Prior to the fall 2008 curriculum cycle, we will be integrating student learning outcomes into the course outlines of record and updating all outlines in the process. In particular, address any curriculum modifications in Distribution I &amp; II and Treatment I &amp; II.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p>	<p>The scheduling for this program is on a rotation and several of the classes are dually listed. We are assessing the need to add an additional water distribution class.</p>

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

<b>PLAN – 2007-08</b>	<b>Progress – 2008-09</b>
a. <b>Equipment/Technology – block grant funds, VTEA, other resources, etc.</b>	Any equipment required for the new technology building will first be solicited from local agencies and private vendors.
b. <b>Budget – budget development process, one-time funds, grants, etc.</b>	
c. <b>Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b>	
d. <b>Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b>	
e. <b>Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b>	
f. <b>Other</b>	

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

The WTE/WWT faculty are working on SLO's for each of the courses in the certificate programs. After the 2008 spring advisory meeting the director will be working with each faculty member to update the course outline and write SLO's for each course. The updated outlines will be submitted in the fall 2008 curriculum cycle.

**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.**

Students who complete Distribution 100 successfully pass the D1 or T1 certification exam.  
Measurement: Access records on the state website to determine who passed the exam.

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

Some students take classes in one of the two programs for the purposes of getting hired, for a promotion, or for a skill upgrade. Others complete the entire program in order to get hired into the water or wastewater industry. It would require staff time to follow-up on students to measure any of these program goals. The skill upgrade would be the most difficult to measure as it would require access to employee evaluations which would be prohibitive.

**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:

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Leo Schempp

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Mark Hammond

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

\_\_\_\_\_  
Date

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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.