



Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Auto Body Repair
Department Name:	Trades and Industry
Division Name:	CTEE

Please list all participants in this Program Review:

Name	Position
David Wright	Full time Instructor

Number of Full Time faculty	1	Number of Part Time Faculty	1
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Please list the Classified positions (and their FTE) that support this discipline:

Shared ADA
Shared ISA III

What additional hourly staff support this discipline and/or department:

None

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The Mission of Palomar Auto Collision Repair Technology is to foster a safe learning environment for the preparation of men and women for potential career paths as a collision repair technician and related positions in the auto repair industry. Palomar college is using state of the art equipment to provide students with the knowledge and skills necessary to gain entry level positions in the ever changing Collision Repair Industry.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

AS,CA of Auto Collision Repair

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

- Section 1: Program Data and Enrollment
- Section 2: Course Success Rates
- Section 3: Institution and Program Set Course Success Rate Standards
- Section 4: Completions
- Section 5: Labor Market Information (CTE programs only)
- Section 6: Additional Qualitative Information
- Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

[productivity%20Metric%20Summary.aspx](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)
<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/P>

- A. To access your discipline data, select your discipline from the drop down menu.
- B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	x
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

2011-12 238
 2012-13 228
 2013-14 218
 2014-15 206
 2015-16 206
 2016-17 176

Enrollment has decreased over the past few years. We are able to fill classes and have wait lists. We have had to cancel one class in 2016 and dual list a class this semester due to low enrollment. This trend has been happening at the college in other programs as well. The economy has improved, this always has an influence on CTE programs.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

No, there are no classes that should be deactivated.
 The AB56 and 51 classes have recent low enrollment due to students not advancing into these classes from the beginning classes. The main factor that I see for this is poor retention rate in the previous semester.

3. WSCH/FTEF

<p>Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).</p>						
Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	X
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	
<p>Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?</p>						
<p>FTES/FTEF 2012-13 :23.76 (427.68) FTES/FTEF 2013-14 :22.53 (405.48) FTES/FTEF 2014-15 :21.29 (383.16) FTES/FTEF 2015-16 :21.29 (383.16) FTES/FTEF</p> <p>The enrollment of the program has decreased over several years. The program is currently FTES:18.47, WSCH/FTEF 435.60 2016-17. The decrease in enrollment was not expected. The economy has improved, this always has an influence on CTE programs. Because of the lab size and safety concerns we will never meet the state standard of 525.</p>						

4. Instructional FTEF:

<p>Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.</p>	
<p>2011-12 1.67 2012-13 1.67 2013-14 1.67 2014-15 1.67 2015-16 1.67 2016-17 1.33</p> <p>FTEF has remained the same over the last several years, there have been classes canceled due to low enrollment, this semester Fall of 2017 and Fall of 2016, this has decreased my overload. We need to have other part time faculty hired to be able to have classes offered in the afternoon to maximize the use of the facilities.</p>	

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline’s on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

2011-12 67.3
 2012-13 58.0
 2013-14 47.7
 2014-15 48.5
 2015-16 44.7
 2016-17 53.4

The Auto Collision Repair program only has classes at the San Marcos location, and there is no online classes. The success rate has dropped over the last several years due to the no repeatability rule at the college. Some of the the students fail the class on purpose so that they can take the class again for the purpose of working on their projects. This is not allowed to take place any longer.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	It is a male dominated industry, the few females that enroll in the program perform well.
Age	20-24 seems to be the most successful age.
Ethnicity	Hispanics are the majority of the classes for the most part.
Special Population (examples- veteran, foster youth, etc)	Financial Aid students success rate is right around 50% and slightly more of the overall classes. Reports go back to 2011.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Day	Evening
2011-12 68.8%	2011-12 N/A
2012-13 67.3%	2012-13 N/A
2013-14 44.0%	2013-14 N/A
2014-15 50.0%	2014-15 60.0%
2015-16 48.0%	2015-16 63.2%
2016-17 68.0%	2016-17 68.0%

Evening class success rate is higher than daytime.

Full Load	Part Load
2011-12 76.9%	2011-12 63.0%
2012-13 83.3%	2012-13 52.2%
2013-14 50.05	2013-14 41.8
2014-15 58.3%	2014-15 48.6%
2015-16 71.4%	2015-16 38.0%
2016-17 N/A	2016-17 51.3%

Students with full time loads have a better success rate than students with part time loads.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College’s institutional standard for course success rate is 70%.
- B. Review your discipline’s course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College’s standard, please explain why.

Standard for Discipline Course Success Rate:	70%
Why?	
This is a starting point right now we are lower than that and it would be an improvement and then I would like to get up to 80%.Due to the reasons why students take the auto collision classes affects the success rate. Part time students have more of a tendency to drop classes prematurely.	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline’s overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

2014-15 4

2015-16 5

The completions are not where we would like them. Many of the students that take the auto collision classes also take classes in other programs and get their degree in those programs.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

Our program has few completions for its degree and certificate. Many of the students enroll in the other CTE programs such as Automotive and Welding, many of them get their degree in those disciplines. Others sometimes get employment before finishing their degree or certificate.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

SOC Code Search

SOC Code	Occupational Title	Typical Entry Level	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings (New + Replacements)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
49-3021	Automotive Body and Related Repairers	HS diploma or equivalent	1,526	1,577	50	3.3%	160	53	\$12.82	\$17.80
Grand Total			1,526	1,577	50	3.3%	160	53	\$12.82	\$17.80

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

In the curriculum we teach resume writing and interview skills, we refer students to local job positions as industry contacts us for our students.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

There is no other program-level outcomes assessments.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

Our last Advisory meeting was held on April 13, 2017.

Significant information:

Success rate was at 80% and has dropped to 40% in the past few years, measures must be taken to change this trend.

The program needs more class projects for the students to work/practice on.

Possibly having Palomar becoming an industry training center for ICAR classes to get more industry involvement for the program.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Through assessment results we have been able to identify areas that students underperform. Some of these areas has been some of the basic hands on skills. We have adjusted to this need by focusing on more instruction with hands on skills.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Success rates are a good assessment method for us. Students that complete assignments correctly, and score well on the corresponding exams indicate a positive assessment of a student learning outcome.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

We have a minimum number of good SLOs . The ones we have reflect some of the basic skills students need for the programs. We could use more SLOs that identify specific skills students gain from our program.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

Our courses are reviewed and updated regularly. New material is added to meet industry needs during the review process. Our advisory committee drives the decision on appropriate materials and which courses if any should be deactivated.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

We have a basic program with a minimum number of classes. We have two level I classes scheduled in the mornings and one level I class scheduled in the evening. One level II class scheduled in the afternoon and one level II in the evening. To try to improve enrollment in the AB 56 Refinishing class we have dual listed both the refinishing classes next semester. This gives the students an option to schedule these class to suit their schedule.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

There are no other departments that require Auto Collision Repair in their programs.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline’s strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:	Curriculum, I feel we have great curriculum that teaches the students the skills needed that industry is looking for in new hires.
Weaknesses:	Success and completion rate, we need to improve success and completion rate. This would make students more successful.
Opportunities:	Curriculum, I feel we have an opportunity to add to our curriculum with an partnership with ICAR.
Threats:	Safety is always a concern. We have had excellent success keeping our students safe.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by

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placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Increase recruitment/enrollment for the program		X	
Increase the success rate of the program		X	
Become an ICAR training center		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Increase the recruitment/enrollment for the program
Strategies for implementation	More advertising, high school tours.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increased enrollment
Goal #2	
Program or discipline goal	Increase the success rate of the program.
Strategies for implementation	Have more project based projects and less of students projects.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increased program success rate
Goal #3	
Program or discipline goal	Become an ICAR training center.
Strategies for implementation	Work with the college to have the facilities for workforce development.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Improved industry partnerships and contacts.
Goal #4	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
Goal #5	
Program or discipline goal	
Strategies for implementation	

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Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline's mission statement?
By trying to increase enrollment and success rate, and successfully train students go into the workforce.

4. How do your goals align with the College's Strategic Plan Goals?
Maintain high quality facility and instruction.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Anthony Fedon
Date	11-15-2017

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean	
Reviewer(s)	Margie Fritch
Date	November 17, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:
The faculty and the curriculum along with job placement.

2. Areas of Concern, if any:
Enrollment has been declining in an area where it should be increasing. Lab availability to grow the program is also a concern.

3. Recommendations for improvement:
Outreach along with looking at options for lab expansion.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Zeb Navarro, Katy Farrell, Joe Briceno
Date	12/12/17

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1. Strengths and successes of the discipline as evidenced by the data and analysis:	
The curriculum of Auto Body (AB) is very comprehensive and matches industry needs and trends. AB also prepares students for careers by teaching resume and interview skills.	
2. Areas of Concern, if any:	
The repeatability factor has caused students to purposely fail the course to enroll again. Funding for maintenance is also a big concern given the safety needs of AB. Low success rates and completion rates.	
3. Recommendations for improvement:	
Develop detailed goals and plans for improving success, retention, and completion rates. Take a closer look at success rates for the various groups of students and address underperforming and underrepresented groups.	
4. Recommended Next Steps:	
	Proceed as Planned on Program Review Schedule
X	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/14/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"> 1. Im confused about the enrollments as your classes seem pretty full- could we offer more at other times? I might be misunderstanding-- Nice presentation of data here. 2. Odd that wsch/ftef s decreasing also – 3. This is a good start but it seems like something is missing here—see comments below 	
2. Areas of Concern, if any:	
<ol style="list-style-type: none"> a. See comments on including raw data b. Give overall fill rates c. See comments about success rates- missing info here d. See reviewers comments on LMI data – good start but incomplete e. SLo section is a good start but incomplete – please see rubric f. There seem to be some significant issues with this program and I don't really get what is happening or a plan to address it here- the report needs work 	
3. Recommendations for improvement:	
4. Recommended Next Steps:	
	Proceed as Planned on Program Review Schedule
X	Repeat Comprehensive Review

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Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.