Program Review & Planning (PRP)

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Learning for Success

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:	Diesel Technology
Department Name:	Trades & Industry
Division Name:	CTEE

Please list all participants in this Program Review:

Name	Position
Sergio H. Hernandez	Assoc. Professor
Trinidad Garcia	Part time Faculty
John Larios	Part time Faculty
Wayne C. Owens	Part time Faculty
Jose Salgado	Part time Faculty
Mark Kandt	Part time Faculty

Number of Full Time faculty	1	**Number of Part Time Faculty**	5

Please list the Classified positions (and their FTE) that support this discipline:

Dept. ADA Eight disciplines in our dept. with large technical labs. Total annual FTES for the T&I Division is approx. 653

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

Three short term hourly (TAs)

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

The mission of the Diesel Technology Program is to educate and prepare the Diesel Technicians of the future with the latest technologies and basic soft skills that the Diesel industry now requires. We achieve this mission by maintaining committed highly trained staff and dynamic private and public partnerships with Local, State and National entities. We work to empower our graduates to make successful career and life choices that improve their lives, their communities, and the economy.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:
Diesel Mechanics Technology Certificate of achievement and an A.S. Degree. Through our partnership with NC3 and Snap On, The following Certificates will are being offered to our students as part of our program: #1 Digital Multimeter Certification (1 Certification in this area) #2 Precision Instrument and Measurements (6 Certifications for this area) #3 Nexiq iQ Ultra (Diagnostic tool) (2 Certifications for this area) Through our partnership with C.A.R.B. and C.C.D.E.T. The following Certificates will be offered. (Fee based) #1 HDVIP/PSIP (CCDET #1 One Certification) #2 D.E.A.M.   (CCDET #2 One Certification)

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.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

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
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
The economy has improved which is normal and expected for enrollment to decline. Businesses hire students before they graduate because they have a basic skill set and are trainable to their dealership or company needs.						

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?

We have revamped the way courses are scheduled and now have a two year schedule.

3. WSCH/FTEF

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).						
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)	X

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?
We are currently 359.80 WSCH/ FTEF 2016-17 Three factors have made a huge difference. #1 Last year I was Dept. Chair #2 The economy has improved which is normal and expected for enrollment to decline. #3 Because of lab size (1), Classroom (1) and safety concerns we will never meet the state standard of 525. Class capacity is a better measure since our CAPs are lower due to safety and health concerns.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

# 1 Previous Administration never planned on growth so we were never given adequate: 	
    (a) Storage.
    (b) Classrooms or labs (We only have one classroom and one large lab.)
    (c) We desperately need at least one more classroom and one more lab.
    (d) In order to teach the full spectrum of courses we offer and to grow the program we need a lot more real estate.
# 2 The program was never been properly promoted and recruitment was all left to the faculty of one. 	
# 3 I have traveled across the country speaking, meeting with other instructors and administrators all of the successful Diesel programs have at least two full time instructors. 	
# 4 Due to the fact that we do not have another full time faculty we have not been taking care of our industry partners because I cannot be at two places at the same time and also teach for two of them at the same time or attend meetings. 	

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?

Our best year ever was 2014-2015 with 268 students enrolled Our enrollment has dropped but we still have a "Great Success rate of 80.6% overall.

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	We currently have only one female student in the program which just yesterday received a call from Penske with a job offer. We are actively recruiting females in our outreach efforts particularly at the high schools and the military veterans.

Age

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Age						
Success Rate						
19 And Under	70.0%	N/A	N/A	61.5%	63.6%	N/A
20 To 24	N/A	67.9%	76.5%	83.9%	63.6%	71.4%
25 To 49	81.3%	62.2%	80.6%	77.2%	72.7%	100.0%
Enrollments						
19 And Under	10	N/A	N/A	13	11	N/A
20 To 24	N/A	28	34	31	33	28
25 To 49	32	45	62	57	44	14
Age Success Rate	78.6%	64.4%	79.2%	77.2%	68.2%	81.0%
Age Enrollments	42	73	96	101	88	42

Based on the information regarding Age and success rate, it has been very sporadic for all age groups, but the 25 to 49 age group shows how more mature students have a great success rate (100%). The faculty are focused on student success and are always looking at this data to see if more can be done to help students succeed.

Ethnicity

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Ethnicity						
Success Rate						
Hispanic	62.9%	38.5%	68.8%	74.0%	63.6%	87.2%
White	86.7%	76.0%	84.9%	82.7%	67.7%	87.9%
Enrollments						
Hispanic	35	13	48	50	44	39
White	15	50	53	52	31	33
Ethnicity Success Rate	70.0%	68.3%	77.2%	78.4%	65.3%	87.5%
Ethnicity Enrollments	50	63	101	102	75	72

Based on the information regarding Ethnicity and success rate, it has been very sporadic for all groups. Based on the latest numbers we have done well at 87.5% This is the highest that we have been ever at. The faculty are focused on student success and are always looking at this data to see if more can be done to help students succeed.

Special Population (examples- veteran, foster youth, etc)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Veteran						
Success Rate						
N	70.5%	67.2%	69.0%	77.9%	68.4%	79.5%
Y	N/A	68.2%	90.0%	72.7%	N/A	N/A
Enrollments						
N	61	67	87	113	76	73
Y	N/A	22	30	11	N/A	N/A
Veteran Success Rate	70.5%	67.4%	74.4%	77.4%	68.4%	79.5%
Veteran Enrollments	61	89	117	124	76	73

Based on the information regarding Veterans and success rate, it has been very sporadic. Based on the latest numbers we have done well at 79.5% This is the highest that we have been ever at. There are four faculty in this program that are Veterans including myself, we are always looking for new ways to further assist our Veterans. Looking at this data to see if more can be done to help Veterans succeed.

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.

1) Day courses have lower enrollment rate than the evening courses due to the decrease in High School enrollment. Typically the day program has recent high school graduates. We are working on marketing directly to our high schools to increase the enrollment in the day program.
2) Evening courses have a higher fill rate because the adult workers can come and take the courses.

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?	
The economy is cyclic and so is enrollment. Our current success rate is 80.6 %	

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?

Yes lower enrollment is due to a better economy. But not bad if you look at the past 5 yrs.
If you look at the stats the program has grown at a steady rate and shrunk, and the number of graduates are better than our nearest competitor (Mira Mar College) We are producing more A.S. Degrees and 30 or Greater unit certificates than they are, which means our students are receiving a much stronger knowledge base. Compound that with the newest technologies that we have here and we are by far a better "Return on Investment".

Sum of Awards									
		2007-08	2008-09	2009-10	2010-11	2012-13	2013-14	2014-15	2015-16
⊞ AA/AS			2		1	3	2	8	4
⊞ Cert 18+ Units		1	3	1	2	4	4	20	12
Grand Total		1	5	1	3	7	6	28	16

TOP6 - Program Title	2012-13	2013-14	2014-15	2015-16	Latest 3 Yr Avg
⊟ 094700 - Diesel Technology					
⊟ Palomar					
Associate Degree		2	8	4	5
Certificate 30 to < 60 semester units		4	20	12	12
Palomar Total		6	28	16	17
⊟ San Diego Miramar					
Certificate 30 to < 60 semester units		2	1	-	1
Certificate 18 to < 30 semester units		8	21	16	15
Certificate 6 to < 18 semester units		23	94	42	53
San Diego Miramar Total		33	116	58	69
094700 - Diesel Technology Total		39	144	74	86
⊟ 094720 - Heavy Equipment Maintenance					
⊟ San Diego Miramar					
Associate Degree		4	6	8	6
Certificate 30 to < 60 semester units		7	12	13	11
Certificate 18 to < 30 semester units		-	2	-	1
San Diego Miramar Total		11	20	21	17
094720 - Heavy Equipment Maintenance Total		11	20	21	17
⊟ 094740 - Railroad and Light Rail Operations					
⊟ San Diego City					
Associate Degree		-	-	-	-
Certificate 30 to < 60 semester units		-	1	1	1
Certificate 18 to < 30 semester units		-	-	4	1
San Diego City Total		-	1	5	2
094740 - Railroad and Light Rail Operations Total		-	1	5	2
Grand Total		50	165	100	105

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?

My students are always getting hired before they complete the program, due to the high demand for Diesel Technicians and the good reputation our program has with industry.

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

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1. What is the regional three-year projected occupational growth for your program(s)?

Based on the regional report report below, good growth and wages are predicted, but at the national level it seems that a mistake was made and certain factors were not included and the Demand is much higher than previously predicted. In a newer corrected report, the TechForce Foundation is predicting that demand for new vehicle technicians from 2016 to 2026 will be three times higher than was previously projected for the 2014 to 2024 period. Based on analysis of Bureau of Labor Statistics data, the report focuses on technicians that are joining the field, rather than on experienced technicians who move around but don't add to the overall trained workforce."BLS had underestimated the replacement component of demand-- replacing existing technicians who have retired, been promoted, or decided to find a new career," said Greg Settle, one of the co-authors of the report and TechForce's director of national initiatives. Link; Tech Force Report

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
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	HS diploma or equivalent	1,902	2,042	140	7.4%	245	82	$14.90	$25.74
49-3041	Farm Equipment Mechanics and Service Technicians	HS diploma or equivalent	127	132	6	4.6%	18	6	$11.05	$18.78
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	HS diploma or equivalent	787	821	34	4.3%	95	32	$18.21	$26.93
Grand Total			2,815	2,995	180	6.4%	358	119	$15.65	$25.76

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

Our students now have a major network which consists of former students that call on the program to help them fulfill their manpower needs, this includes members of our Advisory Committee. Companies such as:
#1 Penske
#2 Diamond Environmental
#3 Waste Management
#4 Edco
#5 Cal Trans
#6 Republic Waste
#7 Marcon
#8 Pacific sweeping
#9 Hawthorn Caterpillar
#10 (NCTD) North County Transit District
#11 Sun State Equipment Rentals.
#12 County of San Diego

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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.

Because the program is a partner with NC3 and Snap On, the program has incorporated the same training given to working technicians into the regular curriculum, which has raised the caliber of our training to a new level, and we have so far issued the following number of program certifications which are industry endorsed and recognized.
 Snap-on Pro-Link iQ Ultra Certs: 34
 Snap On 525 Multimeter Certs: 158
Precision Measurement Instruments Certs: 145
Total combined all Diesel courses this year 212 certs.

Through our partnership with C.A.R.B. and C.C.D.E.T. The following Certificates Have been issued. (Fee based)
#1 HDVIP/PSIP (CCDET #1) Certs: 64
#2 D.E.A.M.   (CCDET #2) Certs: 47
Total combined certs for this year 111 Certs

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)

Last advisory was in March 2017. The members were pleased with the direction the Diesel Program is heading.
Items such as:
1. Switching to e-books
2. New high tech electrical trainers for our electrical course.
3. New storage building etc etc.
4. NATEF certification
5. Electrical Trainers
6. NC3 Torque certification training.
All of these items were well received and accepted, our industry partners are pleased.

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).

As previously stated this report (TechForce report) the numbers for the demand of technicians has been skewed. We are constantly receiving calls for more technicians. **The newly projected BLS average annual new entrant demand of 28,300 diesel technicians far exceeds the previously projected demand of 7,690.**

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/

The course SLO's have been helpful in helping map out the direction of each course and the program and of course, establishing priorities for the PRP. So far we have been able to meet our outcomes.

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/

The best way to describe our methods success is very simple:
1. There is a high demand for our students in the workforce and our 73% success rate demonstrates that..
2. Our advisory committee has input and tells us what industry wants and is looking for.
3. Improvement: We need more staffing. Most important, a second full time instructor in order to divide duties that are inherent to the program which are not described or quantified in our contract. Many of our peers on main campus do not have the following duties:
- Advisory Committee meetings
- Student Recruiting (For programs other than CTE, most of their courses are required for their certificates or degrees, therefore no recruiting is needed for the academic programs)
- Community outreach.
- Maintain Labs & equipment
- Industry outreach.
- Apply for Perkins funding
- Internships
- Scholarships
- Teach fee based courses.

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/

Our program is adequate but so much more can done. Such as:
1. More classrooms and lab space
2. A secure area where to park and store large equipment. (We have been turning down material donations because we cannot store them and secure them).
3. Working with our Dean, Equipment, Storage, and scheduling offerings are being addressed.

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?

Two new courses need to be written to improve the program and meet NATEF standards.
1. Steering & Suspension
2. Equipment Maintenance

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.

Courses are scheduled according to enrollment and in sequence where needed. Curriculum has been reviewed previously and

renumbered to 100 and above to make then eligible for transfer. Courses have been deleted or deactivated.

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.?
N/A

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:	Great industry partners, Two scholarships, Internship with S.D. County. Have state of that art technology.
Weaknesses:	Lower enrollment, 1 Full time instructor, Not enough Classroom or Lab space.
Opportunities:	Unlimited as far as fee based training for the program. This would self generate revenue to reinvest back into the program. We must grow in size in order to attract more industry partners which will create more attention for the program increasing enrollment.
Threats:	High dependency on 1 instructor to do everything. No plan for replacement or take over in the absence of the current full time instructor..

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 placing an "X" the appropriate status box .			
Goal	**Completed**	**Ongoing**	**No longer a goal**
Storage		X	

NATEF Certification		X	
Hydraulics course Trainers	X		
Engine Rebuild #1 & #2 Training engines	X		
Continue growing NC3 Certification offerings		X	
Revamp Heavy Duty Electrical course		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	Secure Storage for equipment
Strategies for implementation	Funding has been secured plans at State DSA for approval
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Being able to store, secure and protect larger size and expensive trainers.
Goal #2	
Program or discipline goal	Continue growing NC3 certification offerings (Torque Certification)
Strategies for implementation	Continue looking for funding
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Issue students industry recognized torque certification.
Goal #3	
Program or discipline goal	Revamp Heavy Duty Electrical course
Strategies for implementation	Purchase total of two trainers
Timeline for implementation	Depending on funding source but expecting Fall 2018
Outcome(s) expected (qualitative/quantitative)	Students receiving a higher level of training
Goal #4	
Program or discipline goal	Hire a second full time instructor
Strategies for implementation	Unknown since hiring is based solely on FTES and not on inherent duties and responsibilities
Timeline for implementation	Unknown
Outcome(s) expected (qualitative/quantitative)	Better control of program and training quality. Better service for our industry partners and industries needs for training.
Goal #5	
Program or discipline goal	NATEF Certification

Strategies for implementation	Write course curriculum for "Steering & Suspension" and Maintenance to meet NATEF standards.
Timeline for implementation	Fall 2019
Outcome(s) expected (qualitative/quantitative)	National Certification and recognition.

Goal #6	
Program or discipline goal	Replace Current laptops that are old, outdated and very slow. (They will be required for NATEF Certification (So that students can do the tasks sheets)
Strategies for implementation	Continue looking for funding
Timeline for implementation	Fall 2019
Outcome(s) expected (qualitative/quantitative)	National Certification and recognition.

3. How do your goals align with your discipline's mission statement?
They align perfectly with the Diesel Technologies Mission statement. "The mission of the Diesel Technology Program is to educate and prepare the Diesel Technicians of the future with the latest technologies and basic soft skills that the Diesel industry now requires. We achieve this mission by maintaining committed highly trained staff and dynamic private and public partnerships with Local, State and National entities. We work to empower our graduates to make successful career and life choices that improve their lives, their communities, and the economy".

4. How do your goals align with the College's Strategic Plan Goals?
They align with the five "Goals that were approved by the SPC on 11-15-16

PART 4: FEEDBACK AND FOLLOW-UP
This section is for providing feedback. The PRP is not complete and Sergio is working to complete Nice Work Sergio!

Confirmation of Completion by Department Chair	
Department Chair	Anthony Fedon
Date	11-16-17

*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 27, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:
Industry partners and the facilities.

2. Areas of Concern, if any:
Decreasing enrollment in the day program due to students getting hired in the field and then taking the evening courses.

3. Recommendations for improvement:
Need to market to high schools and need to figure out a solution to increasing the evening program but would need additional facilities or shared facilities.

*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)	Michelle Barton, Susan Snow
Date	12/12/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:
Strong partnerships and engagement with advisory committee; student success rates are high; certifications through partnerships.

2. Areas of Concern, if any:
Some of the prompts were not directly answered, Section 7 on SLOs in particular. Good models to refer to in this area is the Welding PRP.

3. Recommendations for improvement:
Review and revise Section 7. More analysis regarding enrollments and WSCH/FTEF; Definitely connect with high schools and outreach! Consider goal to strengthen outreach and increase enrollments especially at the high schools.

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:
1. Good discussion of wsch/ftef (this is a good model for the other sections that are incomplete) 2. Success rates are very impressive- what do you attribute that to? 3. LMI data is interesting and extremely well presented 4. Goals are excellent. 5. So much benefit in this program and much to grow

2. Areas of Concern, if any:
b. You need to include raw data in each section (please see rubric) c. See reviewers comments and address them- data and analysis are incomplete in various places d. SLO section needs to be redone- good start but missing much info- see rubric

3. Recommendations for improvement:

4. Recommended Next Steps:

	Proceed as Planned on Program Review Schedule
X	**Repeat Comprehensive Review**

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.