



# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2018-2019

**Are you completing a comprehensive or annual PRP?**  
Comprehensive

**Department Name**  
Trade and Industry

**Discipline Name**  
Auto Body Repair (AB)

**Department Chair Name**  
Anthony Fedon

**Division Name**  
Career, Technical and Extended Education

**Website address for your discipline**  
<https://www2.palomar.edu/pages/ti/auto-body-technology/>

#### **Discipline 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.

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

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs vocational (CTE/CE)?**  
Yes

**List all degrees and certificates offered within this discipline.**  
AS of Automotive Body Repair  
Certificate of Automotive Body Repair

**Please list the names and positions of everyone who helped to complete this document.**

David Wright  
Anthony Fedon

**Full-time faculty (FTEF)**

1

**Part-time faculty (FTEF)**

1

**Classified & other staff positions that support this discipline**

1 Shared Full-time Academic Department Assistant  
1 Shared Full Time ISA III

**Additional hourly staff that support this discipline and/or department**

1 Volunteer

## **PROGRAM INFORMATION**

## **PROGRAM OUTCOMES**

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**

Auto Body repair is a highly skilled trade, the program learning outcomes focus on the necessary basic skills of the different areas of the trade. Degree/certificate align well with employer needs. Employers are looking for employees with these basic skills so that they can be trained to their needs and requirements. Students training for this industry are not seeking transfer but rather employment. There is no transfer option with this program, however the advisory board gives input on direction and scope of offerings. This occurs 1 time per year for my program.

**Describe your program's plan for assessing program learning outcomes.**

The certificates earned by the students show the outcomes, however the weekly tasks that are completed are graded and reviewed with students to hone their learned skills. This is review annually in this PRP, and reviewed with the advisory board. Our SLO coordinator for Trade and Industry is putting together a schedule so every year 1/2 of the SLO's will have a formal review.

**Summarize the major findings of your program outcomes assessments.**

Low completions is due to students lack of initiative, and my program is being utilized as electives for other programs and this is hurting enrollment and completions. Many students are taking the introduction classes as a filler and not taking advanced classes. I believe the students, through consultations, do not care about their grades, they just want to pass, or they want to fail to take the class again to use the shop.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**

Many students are taking the introduction classes as a filler and not taking advanced classes. I believe the students, through consultations, do not care about their grades, they just want to pass, or they want to fail to take the class again to use the shop.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**

Communication

- a. Written
- b. Oral
- c. visual

Creative, critical and Analytical Thinking

- a. critical thinking
- b. Information literacy
- c. Teamwork and problem solving

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**

The majority of my students are not scholars, and the assignments given are to reinforce the typical body shop math and English. The students need to continue to work on their GE to make themselves better suited to succeed in the industry.

## PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

AS: 1

Certificate of Achievement: 4

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**  
Stayed the same

**What factors have influenced your completion trends?**

Some of the students are getting their degree in other programs such as automotive and welding and are taking the classes as electives, many of the students are just wanting to get their certificate of completion and then get employed. Due to full employment in the work place, students are wanting to work before finishing school as a priority.

**Are the courses in your discipline required for the completion of other degrees/certificates?**  
No

**Do you have programs with 7 or fewer completions in the last 5 years?**  
No

**What is your program standard for program completion?**  
25.0%

**Why did you choose this standard?**  
It is double the current numbers and this will be a marked improvement

**What is your Stretch goal for program completion?**  
30.0%

**How did you decide upon your stretch goal?**  
I am having a hard time getting to 25%... so an additional 5% is all I wish to commit to.

## **ENROLLMENT TRENDS**

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your efficiency trend over the last 5 years? Was it expected?**

There has been a slight decline each year from 2013 to 2018 except for 2017 from 427.68 to 375.38 in WSCH/FTEF.

2012-2013 427.68,  
2013-2014 405.48,  
2014-2015 383.16,  
2015-2016 383.16,  
2016-2017 435.60,  
2017-2018 375.38.

The fill rate has increased from 95.00% to 113.75%, even though some classes have been canceled due to low enrollment the rest of the classes are filling. The class cancelations were not expected but fill rate increase was expected due to students transferring to the other classes.

**What factors have influenced your efficiency trends?**

Students not advancing from the beginning courses to the advanced courses.

Enrollment-Fall

2013-14 218

2014-15 206

2015-16 206

2016-17 176

2017-18 182

**Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?**

The advanced classes are the ones that have been getting low enrollment. Not enough students advancing from the beginning to the advanced classes is a contributing factor. Students that take the courses as an elective many times do not advance to the advanced courses. No, This level of efficiency for these classes needs to be improved, and bringing back another class should bring interest back to the Auto Body Program. This class is restoration.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

70.0% is the program's standard success rate. Because this is the colleges standard and the program's success rate needs to be at or above the school's.

**Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected?**

The success rate has gone up and down every year over the last 5 years with a ending increase in percentage. The up and down trend was not expected, but the slight increase was expected.

Spring

2014 40.57%

2015 54.08%

2016 53.91%  
2017 33.33%  
2018 57.61%

**What is your Stretch goal for COURSE success rates?**

70.0%

**How did you decide upon the goal?**

Because we still are still trying to get to our standard of 70.0%.

**Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?**

Stayed the same

**Was this expected? Please explain.**

For 2017-18 the retention rate has gone up and down slightly but has mostly remained the same. The students that are here during census are generally sticking around for the semester. This is the reason for a high retention. The work performed may not be complete from the students, but they are a warm body.

Spring

2014 94.34%  
2015 86.73%  
2016 98.26%  
2017 87.26  
2018 93.48%

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

Ethnicity

Age

Special Pop. (Veteran, foster youth, etc.)

**Age: Why do you think age differences exist? What do you need to help close the gap?**

50 and over 92 %For 2017-18 the success rate is within 13% across the board for all ages. Older folks tend to be more committed possibly due to skin in the game, or they are paying for the education. Having an older population mixed in the class is a good thing as they give good mentorship to the younger students.

19 and under 41%

20-24 57%

25-49 58%

50 and over 54%

For 2017-18 the retention rate is within 6% across the board for all ages.

19 and under 95%

20-24 86%

25-49 89%

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

Auto Body Repair is primarily composed of students that identify as hispanic or white.

For 2017-18 the success rate for hispanic was 53% and whites was 67%.

For 2017-18 the retention rate was for hispanic and whites was 93%.

More outreach to the high schools and their councilors will help to market our program. Deanna Shoop is assisting with this.

**Special Populations: Why do you think special population differences exist? What do you need to help close the gap?**

The Auto Body program success rates are 54% for veterans, 53% for foster youth, and 51% for disabled in 2017-18.

The retention rates are 93% for veterans, 90% for foster youth, and 88% for disability in 2017-18,. Lack of marketing and the lack of glamor as compared to DRONES! This program is for folks that want to use their hands and don't mind getting dirty. Too many councilors are pushing students towards transfer programs. Our Military outreach needs to be better, and marketed to our retiring military folks.

**Are there differences in success/retention between on-campus and online courses?**

N/A

**Do you have any best practice methods you use for online courses to share with the community?**

N/A

## **COURSE OUTCOMES**

**How is course assessment coordinated across sections and over time?**

Weekly assessments are given to the students in each class and there is laboratory assignments weekly. I review with the students when they are poor and at mid-terms and prior to finals.

**How have you improved course-level assessment methods since the last PRP?**

I've simplified the format of mid-term and final work to be graded. More focus on written assignments to aid in GE learning. Less busy work and more focused assignments that relate to the business industry of auto body.

**Summarize the major findings of your course outcomes assessments.**

I am finding that students are doing well on subjective assessments which are the hands on skills evaluations. The objective assessments are not as complete. Students need to spend more time in the books studying the material. This is why I am focusing on the GE and I am mentoring students more on there writing, math, and critical thinking for success in the industry.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?**

I am finding that the enthusiasm for the completion of classes and then the certificate are not there.

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

I am bring back restoration and with the storage units being completed this semester and the Perkins Grant money to be spent on restoration tooling, I am hopeful to bring another class of students into our ITC area and generate enrollment and completions for my program.

## **PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or

transfer institution expectations.

- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**How do your course outcomes help your students achieve their program outcomes?**

One class leads into the advanced classes and these stackable classes are going to provide the students to gain the necessary skills to become employable in the Auto Body Industry by attaining their Certificate.

**How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**

Our two year schedule for this program is online and accessible to our student body and potential students. Our counseling department has been accessing this for helping students build their pathway to certification. We have day and night classes and my class start times have changed to align better with other programs in the Trade and Industry department.

**What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?**

I schedule both of the repair classes on the same days, if students enroll in both classes they are here only two days instead of four. I schedule the repair II class in the evening to draw in workers in the industry that want to advance their education and still be able to work during the day. I schedule both of the refinishing classes on the same days in the morning and afternoon, mainly because of the light, temperature, and time requirements of refinishing. There is not enough light at night, the temperature is more conducive during the day and the facility is not large enough to keep everything inside, and the time required to refinish regularly takes longer than the class session sometimes hours longer and you cannot stop painting once you have started.

**How do you work with other departments that require your course(s) for program completion?**

Auto Body Courses not required for other program completions.

**Does your discipline offer cross-listed courses?**

No

**Are there curriculum concerns that need to be resolved in your department? What are they?**

Not at this time.

**Are there courses that should be added or removed from your program - please explain?**

We are adding the restoration class to the schedule. In the past I wanted to focus the program on collision repair being that is where a lot of the jobs are and a good entry point into the career for the students. Due to low enrollment trends I believe that the restoration class will attract a diverse population that will increase enrollment and train students for another avenue of the auto repair career.

Painless dent removal is an emerging business in the field of auto body and we may pursue.

**How is the potential need for program/course deactivation addressed by the department?**

Through our advisory board and low completions from launch board.

**Is your department pursuing non credit or not-for credit options at this time?**

No



**Are there areas you would like to expand?**

After we get enrollment up, we need to get into exotic metal repair and bonding for the latest technology. Painless dent removal can be a big win for the future.

Click here for information about [Noncredit](#) and [Community Education](#)

**Is your department offering online classes?**

No

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**

Auto Body Repair is a hands on trade. It is not a good fit with online classes.

**Describe other data and/or information that you have considered as part of the evaluation of your program**

Auto Body Repair is not a transferable Program. Many students are seeking employment opportunity's. Once employed in the industry, the training standard is ICAR which is done after they get more on the job experience. The style of tests in the text books used in the program mimic the style of tests in ICAR training.

## **CAREER AND LABOR MARKET DATA**

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

Auto Body Repair Technician  
Auto body Refinish Technician  
Automotive Paint Prep Technician  
Auto Damage Appraiser  
Insurance Appraiser  
Automotive Glass Installer

There are no new emerging careers that would impact the planning of our program.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

Knowledge:

Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Skills:

Repairing — Repairing machines or systems using the needed tools.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Complex

Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Operation and Control — Controlling operations of equipment or systems.

Speaking — Talking to others to convey information effectively.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Abilities:

Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.

Near Vision — The ability to see details at close range (within a few feet of the observer).

**How does your program help students build these KSA's?**

By having curriculum, tasks, and hands on learning in the program that directly corresponds with industry needs, it gives the students opportunity to build these qualities. I am also including GE type of work to assist the student with their GE studies throughout the semester and especially at mid-terms and finals

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**

Yes

**What have you done to integrate work-based learning?**

In the past I have contacted industry owners or they have contacted me to place students in part time employment. I am now working with Palomar's internship and job placement staff to let the students and industry partners know of the opportunity and assistance available. Bruce Reeves was invited to my advisory board and to two of my classes to speak with students. I am including him in my plans for the future outreach to industry. I offer CE100 as an elective, and this is exciting to the students to get credit while working.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

Auto Body repair is a highly skilled trade, work based learning giving the students a chance to work practicing the tasks that the job requires on a manageable part time basis, this gives students a chance to reflect on what they are doing while still learning in the classes. There are also soft skills which are hard to teach in a classroom setting, which employers are always asking for. This is the perfect opportunity for

students to be evaluated by their bosses.

**How do you engage with the community to keep them apprised of opportunities in your program?**

I have been to High School career fair days. We have had many high schools come tour the college, as they come by we show them the facility and give a short presentation of the program. I keep in contact with industry contacts through our advisory committee meeting.

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

Employers in San Diego County will need to hire 175 workers annually to fill new jobs and backfill jobs due to attrition such as retirement or turnover. Current colleges are only producing 48 certificates at this time. Low unemployment is hindering enrollment due to businesses hiring away from colleges before completions.

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

Auto Body repair is a highly skilled trade, work based learning giving the students a chance to work practicing the tasks that the job requires on a manageable part time basis, this gives students a chance to reflect on what they are doing while still learning in the classes. There are also soft skills which are hard to teach in a classroom setting, which employers are always asking for. This is the perfect opportunity for students to be evaluated by their bosses.

Bruce Reeves has been brought in to speak with students and he has attended my advisory board and he took names and numbers from my committee. Jason Jarvinen is working with current students to complete CE100 work based learning classes.

**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

March 13, 2019

Discussion was lively. Many of my advisory board members were perplexed about the enthusiasm from the students. They wanted me to really push and get better students. I will teach the students I have, and try to recruit from the shops that already have employee's but without the skills needed in the industry. Our new class of students are being pushed into transfer programs from their counselors, not to the trades. There is a lack of students wanting the auto body trade for a living, so the restoration class will be a perfect launch board to generate excitement for our industry from a different perspective.

**What are the San Diego County/Imperial County Job Openings?**

Between January 1, 2015 and December 31, 2017, the top five employers in San Diego County for this occupation were Nissan North America Incorporated, AutoNation, Naval Air Systems Command, Penske and All-American Paint

• Collision Technician • Body and Frame Technician • Auto Body Technician • Auto Body Repairer • Auto Body Painter  
• Refinish Technician • Paintless Dent Repair Technician • Collision Repair Technician • Body Technician • Body Repairer

## **Program Goals**

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

## Goals

### Goal 1

#### Brief Description

Increase student success and completion rate to 70%.

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

Be more aware of students grades and make them more aware of their grades and work with them to improve grades. Get with students one on one and make sure that they have a goal and plan of what they want to accomplish. Let students more aware of the opportunities, services and support that the college offers.

Inviting Bruce Reeves to my classes and speaking with the students.

#### Outcome(s) expected (qualitative/quantitative)

By having the students more aware of the overall scope of their education plan and help available to them from the college they will be more engaged.

Bruce Reeves!!!! Great Guy!

#### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. Sense of worth and the skills that will always be able to provide for him/herself and a family.

#### Expected Goal Completion Date

12/10/2020

## STAFFING AND RESOURCE NEEDS

### Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

#### Are you requesting additional full-time faculty?

No

#### Are you requesting additional Staff, CAST or AA?

Yes

#### In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

The Auto Body Repair program is a new program less than ten years old. There is one full time faculty and one part time faculty.

## REQUEST FOR ADDITIONAL STAFF, CAST, AA

### Staff, CAST, AA request 1

**Title of Staff position you are requesting**

ISA

**How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?**

By having help in the lab to have more one on one instructional time with students to evaluate their learning outcomes will help with discipline goals tied to SLO's. Better supervision will assist in a safer work environment, and more skills tasks can be completed due to more mentors.

**Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)**

Yes, it is difficult to find qualified staff experienced in Auto Body repair that is willing to work part time, especially during the day.

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

Assistance is needed in the lab for health and safety requirements. Due to the hazardous nature of the equipment being used and procedures being performed an assistant is needed.