



# 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**  
Diesel Mechanics Technology (DMT)

**Department Chair Name**  
Anthony Fedon

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

**Website address for your discipline**  
<https://www2.palomar.edu/pages/diesel/>

#### **Discipline 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.

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

**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.**  
Certificate of Achievement. Diesel Mechanics Technology

Assoc.of Science Diesel Mechanics Technology

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

Sergio H. Hernandez (Program Director / Assoc. Professor)

Jose Luis Salgado (Adjunct Instructor)

Input was also provided by the Diesel Technology Program Advisory Committee.

**Full-time faculty (FTEF)**

1

**Part-time faculty (FTEF)**

5

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

Zachary Pye      ISA III    FTEF 1    Shared with Automotive, Autobody      (12 month contract)

Anel Gonzalez    ADA      FTEF 1    Shared with the rest of Trade & Industry      (12 month contract)

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

4 T/A's    26 hrs weekly

## **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?**

All of our learning out comes are geared with the following in mind:

#1 Learning how to work in and around heavy equipment while being safe at all times including in a shop environment.

#2 Trying to meet the tremendous needs of our industry for Diesel technicians.

#3 Program received the Silver Star Award from the States Chancellors Office. Our program is putting students to work.

#4 Program is constantly being guided by our Advisory Committee and our strong ties too our industry partners.

#5 Our retention Rate for 2017-2018 was 92% and our Success rate for 2017-2018 was 80%

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

Through regular tests and quizzes, Task sheets related to industry work, directly correlated to our lab assignments.

We also provide our students with NC3 certifications that are directly imbedded into our normal courses. The certifications are industry vetted and recognized. This provides our students not just with the added value but with a leg up when the time comes to apply for a job.

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

Thus far we are doing a very good job keeping our students safe and accident free. We are having issues

with students coming to the program and not having some basic shop skills and tool knowledge.

**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?**

We should include some sort of basic shop skills into the program?

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.**

All of our courses give students the opportunity to practice general education skills in the following areas:

#1 Writing, In each course they have to write at lease two essays.

#2 Critical thinking Skills are constantly being used in troubleshooting system malfunctions and failure.

#3 Math is imbedded in every course where they use formulas such as Ohm's Law, Watt's Law for power, Hydraulics uses  $F = P \times A$

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

Thus far we have progressed well and have met our modest goals. We have meet the following LIO's:

Communication:

- a. Written
- b. Oral
- c. Visual

Creative, Critical, and Analytical Thinking

- a. Critical Thinking
- b. Information Literacy
- c. Teamwork and problem solving

## 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.**

Degrees and Certificates Received (Variances)

Awards Received

	2013-14	2014-15	2015-16	2016-17	2017-18
AA/AS	(1)	6	(4)	4	(5)
AA	(2)	(1)	0	0	0
AS	1	7	(4)	4	(5)
Certificate	0	16	(8)	9	(8)
CAT	0	16	(8)	9	(8)
Total Program Completion Variances*	(1)	22	(12)	13	(13)

**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?**

Due to the booming economy and high demand for diesel technicians students are offered jobs and donot complete the course they are in and never complete the program.

**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?**

Yes

**What steps are you taking to address these completions?**

We know that this was cyclic since 2013-2014 which is when we only had six completions it has not happened since.

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

72.0%

**Why did you choose this standard?**

This is the standard that is acceptable by the state. and with they volatile economy it is a safety number to achieve without under delivering.

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

72.0%

**How did you decide upon your stretch goal?**

Being cautiously optimistic about the current economy and the high demand for more Diesel Technicians.

## 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?**

Our average fill rate was 79% Average WSCH 82.7% over the past five yrs. Yes this was expected.

#### Enrollment Trends - Fall

	2013-14		2014-15	2015-16	2016-17	2017-18
Enrollment	250	268	228	216	204	
WSCH Per FTEF	450	404	344		360	341
Fill Rate	104%	93%	79%		75%	85%

We are currently 341 WSCH/ FTEF 2017-18 Factors have made a huge difference.

#1 The economy has improved which is normal and expected for enrollment to decline.

#2 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.

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

Our enrollment has followed the economic trend and was expected as the economy goes up enrollment goes down.

The high demand for technicians is stripping our current students but also our future ones.

A. The diesel program has not had adequate storage facilities for at least the last six years. The lab space is being used for storing the equipment instead of training. This is a vital need because our equipment has a high dollar value. Because we constantly have to move equipment, it gets damaged.

B. The District needs a dedicated, informed and interested counselor for Career Technical Education. Too many students get wrong or no information about CTE programs.

C. Although we have a new facility, we don't have enough space to accommodate our programs current or future needs.

D. An ISA is needed to maintain tools, equipment and help with student safety and shop operations.

E. As the program has grown the staffing has not.

### **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?**

We were at 341 WSCH and FTEF 536.93 for academic year 2017-18

DMT 100 and 120 were canceled this semester due to low enrollment as mentioned above.

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?**

72.0%

**Why did you choose this standard?**

This is the standard that is acceptable by the state. and with the volatile economy it is a safe number to achieve without under delivering.

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

Stayed the same

**Was this expected?**

78.9% is the average over the past five yrs. this was expected

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

80.0%

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

With the volatile economy it is a safe number to achieve without under delivering.

**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.**

92% - 97% This was expected.

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

Age

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

Ethnicity

When or where (time of day, term, location)

Gender

**When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

We have a high population of students that work during the day and come to school at night.

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

This career field is not glamorous in any way shape or form and is extremely physically demanding. Mostly

male students are attracted to this career field. Current marketing effort aimed at women in our out reach cards with pictures of women working in the shop is an initial step to increase enrollment.

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

Age is related to maturity and character. The older they are the more serious they are about the program and their careers.

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

In our geographical area our population is highly Hispanic. Academic year 2017-18 for our program was 79% Hispanic.

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

Our Veterans are serious and they are motivated by two main factors:

#1 Become successful as a civilian.

#2 The V.A. holds them accountable, while our regular student population is not.

#3 V.A. the center serves or veterans well.

**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?**

None

## **COURSE OUTCOMES**

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

Through regular tests and quizzes, Task sheets related to industry work, directly correlated to our lab assignments.

We also provide our students with NC3 certifications that are directly imbedded into our normal courses. The certifications are industry vetted and recognized. This provides our students not just with the added value but with a leg up when the time comes to apply for a job.

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

Lab task sheets have been migrated to paperless forms the fillable fields thus saving money and trees. Will help towards NATEF certification and increase computer skills for the students.

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

Increase and expand the current format

**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?**

Why is it that students can not be on time to class, or turn in assignments on time?

**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?**

Replace seven year old laptops

## **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?**

As a career technical program the ultimate goal for our students is to complete the program and achieve gainful employment.

We have success according to the state chancellors office, 72% of our students are getting employed.

**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?**

The program has been changed with the implementation of the two year schedule that is posted on our Diesel website for all to see.

Courses are being alternated day and night for student to have better access.

**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)?**

Strategy is simple courses are in sequence and offered evenings and days. We look at the previous two semester and offer accordingly to the demand weather it is day or night offering.

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

No courses are required else where.

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

No

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

No Concerns.

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

Two courses and possibly a third course will be added based on what feed back and buy in by industry on our program shifting in to the electrical vehicle side of things.

Two new courses need to be written to improve the program and meet NATEF standards.

1. Steering & Suspension
2. Equipment Maintenance
3. Electric Vehicles is the new wave of technology for the future.

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

Advisory committee can make recommendations and low completions as described from Launch board.

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



Yes

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

California Air Resources Board (HDVIP / PSIP Program)

Bobcat training

Kubota training

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?**

N/A

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

#1 Industry needs.

#2 Technology changing.

#3 Instructors capable of teaching the courses.

#4 availability of equipment for 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?**

Electric Trucks and Buses are the "New Wave" of Technology coming as we speak. We will have to start planning and procure the equipment soon or get left behind.

49-3031.00 Bus and Truck Mechanics and Diesel Engine Specialists Green Occupation Green

49-3042.00 Mobile Heavy Equipment Mechanics, Except Engines

49-3023.01 Automotive Master Mechanics

49-3041.00 Farm Equipment Mechanics and Service Technicians

53-6051.07 Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation Green Occupation

**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

Show all 5 of 7 displayed

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

Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

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.

Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

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

Skills

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Repairing — Repairing machines or systems using the needed tools.

Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Operation and Control — Controlling operations of equipment or systems.

Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Abilities

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

Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.

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.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.

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

Through group, team and individual assignments in some cases. On ground courses allow for the much needed interaction with others.

**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?**

CE-100 as an elective.

Lab assignments on equipment or simulators.

Internship with County of San Diego

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

The Diesel Technology Program is career based and is specific to this career field.

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

Through our industry partners and contacts. Also through our web page and out reach to the high schools.

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

The following list summarizes findings from the labor market analysis for Bus and Truck Mechanics and Diesel Engine Specialists:

- Between 2017 and 2022, Bus and Truck Mechanics and Diesel Engine Specialists are projected to increase by 140 jobs or six percent.
- Employers in San Diego County will need to hire 249 workers annually to fill new jobs and backfill jobs due to attrition such as retirement or turnover

State California Openings*	Employment		Percent Change	Projected Annual Job
	2016	2026		
	23,100	26,100	+13%	2,460

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

What is done out in the work force is practiced and reinforced here in the program such as writing service reports, reading and understanding manuals, schematics, and troubleshooting

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

Meeting was in Thursday, February, 22nd 2018.

Our industry partners want us to continue on the current path we are on, which is:

#1 Improving our current program.

#2 Replace our laptops due to the life cycle. (They are old and slow)

#3 Continue to bring current technology.

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

The following list summarizes findings from the labor market analysis for Bus and Truck Mechanics and Diesel Engine Specialists:

- Between 2017 and 2022, Bus and Truck Mechanics and Diesel Engine Specialists are projected to increase by 140 jobs or six percent.
- Employers in San Diego County will need to hire 249 workers annually to fill new jobs and backfill jobs due to attrition such as retirement or turnover

## 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

Become a Kubota Tech training center part of expanding NC3 program certifications

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

New  
Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

Level 1 training has been completed. Need level two training will complete this July. Level three training in Sept this year  
initial equipment funding has been secured.

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

We Will be able to train and issue Kubota training certifications to our students by using Kubota equipment and training materials just like regular Kubota technicians. This is an added value to our students and industry.

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

Addresses goals 2.5 and 2.6

#### Expected Goal Completion Date

1/31/2020

### Goal 2

#### Brief Description

Hire second full time instructor

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

New

**How will you complete this goal?**

Request a new position for a full time faculty.

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

If you look at many of the diesel programs around the country, you will find that the very successful ones will always have at least two full time instructors. This allows for the division of duties which includes:

- #1 Recruiting of students
- #2 Reaching out to the community, industry, staying in touch with industry partners
- #3 Seeking and securing material donations
- #4 Seeking and securing grants and other forms of funding
- #5 Professional development: Training, conferences etc.
- #6 Providing fee based training
- #7 Running and managing scholarships
- #8 Being part of hiring committees and other campus functions
- #9 Advisory committees
- #10 Annual reports and admin functions to keep the program running.

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

Health and safety, This person will aid with keeping our students safe from injuries. We also have evening courses which require more vigilance.

**Expected Goal Completion Date**

8/31/2020

### Goal 3

**Brief Description**

NATEF certification

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

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Continue to follow the NATEF guidelines and check them off one at a time.

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

National Certification and recognition.

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

Addresses goals 2.5 and 2.6

**Expected Goal Completion Date**

8/31/2021

## 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)**  
Zero

## REQUEST FOR ADDITIONAL STAFF, CAST, AA

### Staff, CAST, AA request 1

**Title of Staff position you are requesting**  
ISA 3

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

By being a monitor and also assisting students and faculty with tool and equipment maintenance, equipment repair and facilities. Buy having additional supervision in the lab with our students more skill attainment and better mentoring can occur.  
(Instructors not being spread so thin)

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

Due to the growth and new technology that is emerging the diesel program needs the assistance.

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

Health and safety, This person will aid with keeping our students safe from injuries. We also have evening courses which require more vigilance.

### Staff, CAST, AA request 2

**Title of Staff position you are requesting**  
Full time faculty

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

With second instructor on staff the following items will be addressed.

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

Due to the growth and new technology that is emerging the diesel program needs another instructor. Good instructors are hard to come by due to the fact that the private sector pays substantially more. There never has been or is an order of succession or is one in place currently.

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

If you look at many of the diesel programs around the country, you will find that the very successful ones will always have at least two full time instructors. This allows for the division of duties which includes:

- #1 Recruiting of students
- #2 Reaching out to the community, industry, staying in touch with industry partners
- #3 Seeking and securing material donations
- #4 Seeking and securing grants and other forms of funding
- #5 Professional development: Training, conferences etc.
- #6 Providing fee based training
- #7 Running and managing scholarships
- #8 Being part of hiring committees and other campus functions
- #9 Advisory committees
- #10 Annual reports and admin functions to keep the program running.