

Status: **Reviewed**

Entry #: 307

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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Trade and Industry

Discipline Name
Auto Body Technology (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 TOP coded as 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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

1

Full-time Faculty (FTEF)

1

Part-time faculty (FTEF)

1

Classified and other permanent 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

None

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

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.

How do they align with employer and transfer expectations?

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 the 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 some students, through consultations, do not care about their GPA, they just want to pass the class.

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.

Associate in Science Degree:

2017-2018: 18

2018-2019: 19

2019-2020: 9

Certificate of Achievement:

2017-2018: 21

2018-2019: 20

2019-2020: 20

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

Decreased

What factors have influenced your completion trends?

When the economy is doing well and employment is up enrollment goes down and students are just wanting to get their certificate of completion and then get employed. Some of the students are getting their degree in other programs such as automotive and welding and are taking the classes as electives. Due to full employment in the workplace, students are wanting to work before finishing school as a priority.

The Auto Body Repair Program has separated from the Automotive Program, the number given above are from both programs due to the fact that there is not a selection in the Programs/Discipline selection for the Auto Body repair program to get information from.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

These factors have contributed to a downturn to the success of the program.

How have these factors presented challenges for your program(s)?

The challenges that I am presented with is getting the students to be more motivated, interested and engaged in the program to increase retention, enrollment and completion rates.

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

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%.

COURSE LEARNING OUTCOMES

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.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

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](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What have you done to integrate work-based learning?

As a Trades and Industry program work based learning is in the core of what we do. The main work based learning opportunity that is integrated in the Auto Body Repair courses is "Simulated Workplace Experience", this allows students to develop and apply their skills in the context of industry standards and expectations. 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 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, Simulated Workplace Experience are activities done in a shop environment that the students do to develop and apply their skills in the context of industry standards and expectations. 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 employers.

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. COVID 19 has currently put a stop to our program at this time, so project occupational growth is uncertain at this time.

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 employers.

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 CE 100 work based learning classes.

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

March 13,2019. There was no advisory meeting this year due to COVID 19, in that last meeting. 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

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.

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.

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 Work-Based learning activities, 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 midterms and finals.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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

Yes

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 about the program. I keep in contact with industry contacts through our advisory committee meetings.

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 intrusive, more aware of students grades and make them more aware of their grades and don't let them fall through the cracks 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 to let the students know about his services and inform them of the other services that the college has to offer.

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

12/10/2021

RESOURCES

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
ISA

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled

1. Instructional aids help with materials inventory, inspection, and maintenance for the Auto Body Repair Program for safety and this is a critical position for CTE labs.
2. Maintain extensive hand tool inventory and electronic tool inventory including annual updates of all. This requirement for electronic tools is to comply with the BAR Bureau of Auto Repair regulations for instructional institutions.
3. Equipment inspection and maintenance in laboratory areas for safety and health.
4. Can assist with logging VOC usage, maintaining hazardous waste and servicing of spray equipment to be compliant with Air Pollution Control regulations.
5. Can assist in the face to face labs with social distancing requirements for COVID-19.
6. Putting the students safety above all is the top priority of the program and this can only occur with assistance in the laboratories. This should be the college's position from a health and safety standpoint.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

This position makes one person responsible for the vast amounts of money spent on laboratory tools, training aids, equipment and supplies by the college. This in itself is establishing efficient, accountable operations for the auto body repair program.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
This is a very important position to do the following:

1. Build a better learning environment for the students in laboratory.
2. Laboratories are a critical learning component for the students and aids need to be present to promote safety with activities and processes, and as the program moves into advanced technology, trends and materials the ISA is critical to the team to support the program.
3. Having someone other than the instructor to interface with, students during laboratories have increased engagement with other students and will overcome some of the anxiety of the students that they may have with instructors. This really helps the introverted student become more engaged and improves retention.
4. The ISA is someone to complete tours of the CTE area at times when the instructors are in class and this person helps get photos and other materials together for outreach and career fairs. Marketing and outreach.

Strategic Plan 2022 Objective

1:3	2:3	3:3	3:4
3:5	5:2		

If the position is not approved, what is your plan?

Instructional capacity will have to be addressed for student safety, especially for COVID-19 to be compliant with social distancing guidelines.

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

Yes

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Trades & Industry

Auto Body Program Costs & Fees

Short-Term:

Account Code: 24000 – Short-Term

2015: \$0

2016: \$0

2017: \$0

2018: \$0

What is needed: \$6,240 (15hrs x \$13 X 32 weeks TAs), Salary & benefits: \$6, 611.84

Notes: Auto Body was a program under Auto Mechanics Technology; however in 2017 it became its own division and shared an ISA with AT occasionally. There are various safety & educational reasons of why the AB lab that can great benefit from a TA or ISA.

Supplies:

Account: 40000s-General

Description Material for lab instruction; paint, gas.:

2015: \$N/A

2018: \$N/A

2019: \$N/A

2018: \$2,389.93

2019 allotment: \$2,000

Estimate of what is needed (2018-2019): \$4,000

Estimate of what is needed in future: \$800.00 per class with additional MAT fees for AB 55

Account: 40000s

Description: Collected from students that are used to purchase lab supplies, metal, paint (Overspent in 2015 thus much lower in 2016/2017)- MAT

2015: \$5,262.89*

2018:\$1,000

2019: \$936.42

2018 \$2,638.59 \$6,706 :

2019 allotment:

Estimate of what is needed (2018-2019)\$6,706

Estimate of what is needed in future: \$1,200 per class (AB 55 only collects)

Operations

Account: 50000s- General

Description: Sanding wheels, abrasive supplies, machine consumables, welding, CNC tools, small machine maintenance, drills

2015: \$

2016: \$

2017: \$

2018:\$86

2019 allotment: \$1,600

Estimate of what is needed (in future): When the machines need yearly maintenance including lifts & crane. This has been done with special funds such as SWF, Perkins, PRP, Lottery

Material Fees Break Down of classes charging MAT fees

ClassAB 55:

Cost \$60:

PER CLASS CAP 25 :

2018-2019 current offerings: 2

TOTAL COLLECTION: \$3,000

Sections Offered

Fiscal Year: Number of Sections Offered

2015

2016 10

2017 9

2018 11

2019 10

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

Yes

Facilities Requests

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

dwright@palomar.edu

Review

Chair Review

Chair Comments

BUDGET INFORMATION IN PRP

Chair Name

Anthony Fedon

Chair Sign Date

10/29/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Well written PRP.

I saw the facility request was checked but didn't see the request.

Areas of Concern, if any:

Recommendations for improvement:

Dean Name

Margie Fritch

Dean Sign Date

11/3/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Program outcomes informed in part through conversation with employers; important student-focused goal

Areas of Concern, if any:

1. concerns expressed re: use of courses as electives
2. decreasing number of completions
3. discussion of discipline course success rates; what is current discipline success rate?

Recommendations for improvement:

1. as you schedule, think through the year to provide the foundational rotation your students need to complete the program. Then work with dean to identify any extra needed section to meet demand from other areas; let's brainstorm on how to prioritize for your completers.
2. David mentions separation of Auto Body Repair from Automotive program; I would like to understand this better. Also, please work with chair, dean, and Instruction Office to ensure that all catalog info is complete and accurate for your discipline.
3. Discuss Program Revitalization with chair/dean for process for improving completions.
4. Consider what a standard for course success rate means to your program? why would you want it higher or lower? how would you effect a higher rate?
5. How are your program's courses articulated with our high schools?
6. Write measurable outcomes for your goals; you need to be able to see how well you've progressed toward your goal. For example, ensure that 85% of students have a full educational plan by the end of their first semester.
7. Make sure you've told Bruce Reeves how much you value working with him!
8. Schedule your advisory council meeting on ZOOM this spring.

Vice President Name

Shayla Sivert

Vice President Sign Date

1/2/2021