Status: **Reviewed**

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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
Automotive Technology (AT)

Department Chair Name
Anthony Fedon

Division Name
Career, Technical and Extended Education

Website address for your discipline
https://www2.palomar.edu/pages/at/

Discipline Mission statement
The Mission of the Palomar Automotive Technology Department is to foster a safe learning environment for the preparation of men and women for potential career paths as an automotive technician, service advisor, manager, parts person, auto body technician, claims adjuster, or other related jobs in the automotive industry. Palomar College is using state-of- the-art equipment to provide students with the knowledge and skills necessary to gain entry-level technician employment in the ever-changing Automotive 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)?
No

List all degrees and certificates offered within this discipline.
Associate in Science Degrees -

Auto Chassis and Drive Lines

Electronic Tune Up and Computer Control Systems

Mechanics - General

Certificates of Achievement -

Auto Chassis and Drivelines

Electronic Tune Up and Computer Control Systems

Mechanics - General

Please list the names and positions of everyone who helped to complete this document.
Anthony Fedon - Full time faculty

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)
2

Full-time Faculty (FTEF)
2

Part-time faculty (FTEF)
3

Classified and other permanent staff positions that support this discipline
Anel Gonzalez ADA 50% shared with other departments 50% Union President 12month

Additional hourly staff that support this discipline and/or department
Should be an ISA that quit during COVID. We need a replacement 40 hours/week

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?
We have a minimum number of good program SLOs. The ones we have reflect some of the basic skills students need for the programs. We could use more SLOs that identify specific skills students gain from our program of study. These SLOs should be tied to the needs of the industry and are discussed at the advisory committee meeting for changes to the outcomes. The last discussion included the Hybrid vehicle training module which was decided to be included in the regular curriculm

How do they align with employer and transfer expectations?
There is no transfer expectations with 95% of students in the program
The employers are looking for basic skills from our students including computer and soft skills. Our outcomes are industry based, hands on activities and thinking and reasoning skills based on the physical sciences taught in the programs. We have an advisory meeting once a year and this is where the program aligns with industry with input during these events.

Describe your program's plan for assessing program learning outcomes.
Students will complete a standardized examination. Students will also be observed in the lab to assess their performance. From those observations and review of the exam, other activities may be called for to reinforce the learning outcome.
The spring semester is the timeframe to review our SLO's for the program and courses.

Summarize the major findings of your program outcomes assessments.
All students pass the safety exam with a score of 90% or better. This promotes a safe learning environment where we have nearly no accidents. Students use the shop tools correctly which accounts for safe practices and no broken tools. On the normal curriculum of each course of study, each laboratory is geared to engage each student in a group activity and many of the students have skills reinforced by other students as guided by the ISA or the instructor.
All outcomes will be reviewed in spring 21 with Kevin Powers heading up the SLO review.

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.
Palomar AT Awards 2019-2020 2018-2019 2017-2018 2016-2017 2015-2016 2014-2015
A.S. 9 12 7 10 15 8
Certificates 20 16 15 18 8 16

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?
Completions were about the same for 4 years (30-45) increased 1 to 29 last year. COVID will have a big impact as our semesters have been cancelled for this program in the fall 20. This will be reflected in the next data cycle. More students have gained employment in the industry last year due to good economy and have not pursued training. Two capstone classes were cancelled sp 2019 and will have low completions for this semester as well. With the cancellation this spring, we will be conducting classes next spring and will review and compare with this past spring. More capstone classes were cancelled in fall 20 which will also reduce completions.
Near full employment is affecting this matrix.

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)?
Our automotive program has a great pipeline of students from the local high schools, although the typical student trend is older students returning for training. Continued class offerings in off hours will continue to populate all classes offered. This also helps the student that has to work and wants an education.

How have these factors presented challenges for your program(s)?
We need to grow the program into the alternative drivetrain era and this requires money and resources. Hybrid and electric vehicle trainers, testing equipment, and tooling are the $ items needed I have been fighting to keep FTEF for the program even though administration wants to cut.

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?
Due to the variables of why students are taking automotive classes this affects the success rate. Part time students are bringing down the success rate due to the student taking a needed class for his/her job and not taking to fully complete the
program, and introductory classes are a huge offering, and this just gives all students general information on the automotive industry not just students wanting to be mechanics. These students are there just to gain the knowledge to maintain their own vehicle.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
I always want to strive for at least 5% improvement from year to year.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
These are currently being modified to track easily from semester to semester. Such as quantifiable tests, or lab exercises that are standardized and used across the program. These will be entered into the system by spring 21.

Summarize the major findings of your course outcomes assessments.
New students to the program are lacking basic skills as a technician and will be addressing with our intro AT100 classes with review of necessary tools and usage. Safety however is being a main-stay of our department outcomes and reflects as such with no injuries of students.

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 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?
A/C Technician (Air Conditioning Technician), Automobile Mechanic (Auto Mechanic), Automobile Technician (Auto Technician), Automotive Technician (Auto Technician), Drivability Technician, Heavy Line Technician, Lube Technician, Oil Bay Technician, Quick Service Technician, Service Technician.
The emerging technology is hybrid and electric vehicles. With the new FORD partnership, we will be getting the latest training curriculum and vehicle components.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.See more occupations related to this knowledge.
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.See more occupations related to this knowledge.
English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.See more occupations related to this knowledge.
Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.See more occupations related to this knowledge.
Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
Repairing — Repairing machines or systems using the needed tools.See more occupations related to this skill.
Troubleshooting — Determining causes of operating errors and deciding what to do about it.See more occupations related to this skill.
Operation and Control — Controlling operations of equipment or systems.See more occupations related to this skill.
Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.See more occupations related to this skill.
Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
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.See more occupations related to this ability.
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.See more occupations related to this ability.
Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.See more occupations related to this ability.
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.See more occupations related to this ability.
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?
All of our classes incorporate skill based learning with hands on practice for all automotive systems. Since there is physical dexterity for this industry, students can assess for themselves their different needs and practice with those KSA to develop in a simulated workplace laboratory at ITC Center.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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

What have you done to integrate work-based learning?
Guest Speakers in all intro classes
Ford work experience
resume's in capstone classes

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
It helps them explore the questions they may have with another person other than their instructor. All our laboratories deal with hands on skill attainment and refinement for the automotive industry. A resume has been helpful to show employers the skills on paper for our students to have gainful employment. Bruce Reaves has been indispensable for this training.

How do you engage with the community to keep them apprised of opportunities in your program?
Advisory Board, Parts Stores, Automotive Dealerships, Factory

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
Ford Asset Program installed in Palomar College

Is this a new or existing goal?
New

How will you complete this goal?
Currently working with Jason J. and Bruce R. to enroll students in the cooperative work experience program and put students in ford dealers

Outcome(s) expected (qualitative/quantitative)
5 for 20/21 school year
2 as of right now

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Including industry partners to put our students to work and complete their AS of AT.

Expected Goal Completion Date
5/28/2021

Goal 2

Brief Description
Alternative Drivetrain Hybrid/Electric Vehicle Curriculum

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
By incorporating FORD factory training and assets to afford our students training in the latest auto technology.
This will be a cooperative effort with Cuyamaca College and Brad McCombs Department Chair in conjunction with the state chancellors office using canvas and portforlium.

Outcome(s) expected (qualitative/quantitative)
Increase in enrollment
Returning students for updated classes
More students prepared for the new technology.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
To train students and put people to work with the latest vehicles and equipment. We have incorporated work based learning and created a path for student to gain employment with the skills learned and certificate earned.

Expected Goal Completion Date
5/28/2021

RESOURCES

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
ISA Instructional Support Assistant

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 aid's and materials inventory, inspection, and maintenance for the Automotive 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 health and safety.
4. COVID-19 requires social distancing and this can only occur with assistance in the face to face labs.5.
5. This position was filled until the employee moved out of state and left this position available.
6. The priorities of the program involve putting the students safety above all and this can only occur with assistance with 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 training aids and tools and equipment by the college. This in itself is establishing efficient, accountable operations for the automotive 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 better learning environment for the students in laboratory.
2. Laboratories are a critical learning piece for the students and aids need to be present to promote safety with vehicles and processes. Electrical training is being expanded to include electric and hybrid vehicles which presents additional safety hazards as the program moves into alternative drivetrains and the ISA is critical to the team to build the program.
3. Having someone other than the instructor to interface with students during laboratories have increased the engagement of the students and will overcome some of the anxiety of the students with instructors. This really helps the introverted student become more engaged.
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 for social distancing.

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.
24000 5,000 9 hours per week lab student aid
40000 27,200.00 800.00 per class
50000 4,500.00'
A line item budget should be established and maintained for cost analysis for fiscal.

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

Facility Request 1

What are you requesting?
Fenced in area to house vehicles in the lower parking lot

What discipline PRP plan goal/objective does this request align with?
Cleaning up shop/lab area. Safety and increase facility use for additional classes.

What Strategic Plan 2022 Goal:Objective does this request align with?

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

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
This has been submitted to Dennis Astl for the last year. This needs to be build to store vehicles while they are not being used. The automotive and diesel programs cannot have vehicles filling the shop at all times. This requires a lot of lab set up time to move vehicles constantly. Ford will be donating vehicles and we will need additional secure parking for all CTE vehicles. There should also be 120v power for battery chargers and electrical test equipment to be plugged in.

Is there an associated cost with this request?
Yes

Will you fund the request through your budget or other sources?
One Time Request

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?
The parking needs to be pleasing to the eye and not an eyesore. There also needs to be electrical to hook up battery chargers.

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.
afedon@palomar.edu

Review

Chair Review

Chair Comments
OK to submit has budget numbers

Chair Name
Anthony Fedon

Chair Sign Date
10/19/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
excellent review.
I am aware of the budgetary needs and have been working on this.

Areas of Concern, if any:
hiring of an ISA is critical and well documented in this review.

Recommendations for improvement:

Dean Name
Margie Fritch

Dean Sign Date
11/5/2020

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:
awareness of need to tie PLOs and SLOs to industry needs; good communication/planning with WBL and Career Continuum (Jason, Bruce)

Areas of Concern, if any:
1. programs not top coded for CTE?
2. minimum number of SLOs
3. addressing needs of the 5% of students with transfer expectations (more may follow as a result)
4. how to transition to hybrid/electric vehicle curriculum

Recommendations for improvement:
1. work with dean to clarify planning for movement to hybrid/electric curriculum and identify potential funding
2. set a goal of adding 1 new SLO to each course for the coming year

Vice President Name	Vice President Sign Date
Shayla Sivert	1/2/2021