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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Career, Technical and Extended Education

Department Name

Trade and Industry

Department Chair Name

Jennifer Anderson

Discipline Name

Automotive Technology (AT)

Department Chair email

janderson2@palomar.edu

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

Anthony Fedon

Website address for your discipline<https://www2.palomar.edu/pages/careereducation/project/automotive-technology/>**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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

This program provides the training and skills for a demanding well paid career in Automotive Technology for both women and men. A safe learning environment is fostered with the latest in technology to provide the opportunity for all enrolled students to succeed.

(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.

General Mechanics AS, Cert.

Auto Chassis and Drivelines AS, Cert.

Electronic Tune-up and Computer Control Systems AS, Cert

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**2) **FTEF LINK****How many permanent or full-time faculty support your discipline (program)?**

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

1.4

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

3.47

List the classified and other permanent staff positions that support this discipline.

Partial ADA - shared with Design and Manufacturing, and another?? 30-50%

I am missing an ISA which quit during COVID-19 Pandemic and I need desperately!

List additional hourly staff that support this discipline and/or department

None at this time, however I need help with at least student workers to manage the Laboratory and move program forward.

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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?

After review of the SLO's for the program, they reflect work based learning objectives, however I believe they could be updated to reflect some of the new curriculum we have introduced for hybrids into existing courses. This will help shape the direction and communication of our outcomes and be reflective of WBL goals for the program. This process will need to be refined with the changing of the program names to better reflect the scope of the offerings.

How do they align with employer and transfer expectations?

I will echo the above comment to reshape and restate many of the changes made to program into the SLO's. The addition of current industry standards that have changed to existing classes was the direction from our advisory board, but was never changed into our SLO's. Our program has wide ranging perspectives from the Automotive Industry and is provided via the Advisory Board Meetings held at least once per year. For example, to incorporate the hybrid systems into current courses rather than add classes due to the lack of classes being offered to programs from instruction.

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

We have been only assessing when asked to on a yearly basis when we get an email from our SLO coordinator. This process was supposed to show up in Canvas or possibly when posting grades at the end of the semester. No formal process has been put in place as there was to be automation of this process as stated above.

Summarize the major findings of your program outcomes assessments.

I think after reviewing the outcomes, there is a need to restate or reimagine the SLO's to reflect the state of the industry in terms of WBL (work based learning) outcomes.

Students are achieving the outcomes and getting well paid jobs when or even before completing our program.

If the instructors of the class, rather than full time instructors (which may not have the data) are completing the assessments, then the assessments could be part of the instructor close out of administering finals, grades, and course assessments would be best and reflective of immediate feedback from semester.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

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

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Our courses all involve preparing students for a career in Automotive Technology. Personal Development along with Professional Development are important components which begin with reading, writing, and math skills. The outcomes have been a focus of trade instruction and A/T is no different. Students are measured in competencies during lab exercises which mimic Work Based Experiences to gain the necessary skills to perform in the industry. Below is some alignments with the college GE/ILO's. Computation A

Quantitative literacy: reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

Critical A

Critical thinking: Apply, analyze, synthesize, and/or evaluate information as a guide to belief and action. Practice open-mindedness and the recognize one's own biases and assumptions.

Critical C

Teamwork: Apply interpersonal, problem-solving, time management, and other collaboration skills in a team environment.

GE

Foundational Knowledge of Discipline

General Education Outcome. Applies to certificate and degree programs. Apply foundational methods of inquiry and analysis of diverse disciplines.

GE Integrative Learning

GE Outcome - applies to certificate and degree programs. Synthesis and advanced accomplishment across general and specialized studies. May be demonstrated through learning communities, service learning, work-based learning, engagement through the arts, capstone projects, etc.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

These need to be better aligned with the matrix in which it display's. All of the above course outcomes relate to work based learning skills that are performed in labs that are a mandatory part of the classes. I just believe the assessments should be done at the end of each semester from the instructor teaching that section. If we had feedback often and from different instructors, we may have some new things to discuss.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Science Degree

Auto Chassis/Drive Lines AS 4 2 2 1 2

Auto Comp Controls ETCCS AS 6 2 3 2 1 2

Auto Mechanics - General AS 7 9 5 8 7 2

AA/AS Total 17 11 10 12 9 6

Certificate

Certificate of Achievement

Auto Chassis/Drive Lines CA 4 2 3 4 5 4

Auto Comp Controls ETCCS CA 8 4 4 2 3 3

Auto Mechanics - General CA 10 16 10 10 11 5

Certificate Total 22 22 17 16 19 12

Grand Total 39 33 27 28 28 18

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

Increased

What factors have influenced your completion trends?

I want to say that excluding last year, the previous three years have increased slightly. The Automotive trade is one in which there is a strong need for employees and the industry will put our students to work and then not allow the time off to complete classes. We have changed up the course offerings to weekends and nights and that has helped one group of students. Another group of students need to have the traditional start times and days due to their part time jobs. The three trades - auto, diesel, and auto body have tried to align the start times as well to allow for filling related/associated classes at the beginning of the semester to help avoid class cancellation due to enrollment issues.

To further enhance the completion, there should be more interaction with the students up front with our counseling staff.

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?

1. Redefining each program with new names for program and courses to reflect current industry offerings.
2. Including and promoting our job placement department with work experience to be included in "completion" for student. Many do not know.
3. We are supposed to have a dedicated CTE counselor??? Need help with directing students. Mapping should help.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?

30

Why did you choose this standard?

After review of previous PRP's I am taking a different look and perspective as I report this number. We have approximately 700 seats as an average per year in our class offerings. Remember that this number needs to be cut in half due to the way our classes are reported. We have a lecture and a lab for each offering. If 20% of those seats were represented with the same students taking multiple classes, then 560 students per year go through some A/T class. My history shows that 28 awards were given per year as an average over three programs and if the proposed changes to programs which include stackable certificates were to be implemented, more recorded awards would be produced.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

35

How did you decide upon your stretch goal?

I think that a 15% increase could be achieved.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

Stayed the same

Were these trends expected? Please explain.

Yes for the efficiency trends being low can be explained by having limited class caps for the type of instruction with labs needed for this discipline. Classes are capped normally at 24 and we have been running at 16 due to covid. The next two to four years will be a strain to bring back enrollment to pre-covid numbers if allowed.

The actual student enrollment will be hurt due to the way our classes are being promoted and being delivered in the hybrid model. This does not work well for this discipline.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The Instructors and the connection to Industry. Providing real life stories and information for employment in the industry and local businesses.

Active advisory board which is a great cross-section of industry in the area.

Great facilities and laboratory areas for learning

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Lack of ISA machines and equipment for lab are not maintained and ready for labs. Supplies not available

Covid Lack of enrollment

Electronic Service Tools to replace outdated tools.

Hybrid Trainer, tools and equipment to support the hybrid training.

New Laptops are needed for the ATEC electrical trainers.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

Without really knowing how these numbers are derived, I am acceptable of this number and will concentrate on the individual needs of the students in need.

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.

When students are enrolled and they are in the area, they will continue due to the quality of the program.

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

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

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?

The retention rate increased in the night classes in the last three years and flipping classes to the night helped make this change. Fall SM.

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

N/A

Please share any best practice methods you use for online courses.

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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

70.0%

Why did you choose this standard?

This is a great benchmark for the way the numbers are calculated by the state.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

I have never achieved this percent and will attempt to achieve.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

The revised curriculum we have been delivering to our students do not reflect the new outcomes we are expecting the students to perform. This needs to be identified and recorded to reflect our new teachings and expectations in our SLO's and COR's with the state.

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?

Most of it is COR and SLO work to update our systems with what is being delivered to our students.

Summarize the major findings of your course level student learning outcomes assessments.

Course level SLO's are being completed and the SLO's should be re-written to reflect better WBL skill attainment. The assessments should be scheduled and completed every semester???

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

Our program courses are delivered in 16 week format. All core classes are offered in day and night classes and also being rotated through on Saturday's. This has been a popular program due to the variety of classes offered at night and on Saturday's. The core classes are offered every semester which becomes a draw for continuity of staying with the program.

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

There are no other departments requiring my courses.

Does your discipline offer cross-listed courses?

No

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

The updating of the titles of programs that will assist the counselors and students to see the entire discipline's offerings
Updating course titles to represent the latest terminology buzz words ie: Hybrid, Electric, Plug-In, Parallel, Bi-functional etc...

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

New courses in Hybrid and Electric Vehicles

These new courses will need many resources to become reality at Palomar College. Discussion with other colleges who have these new courses have invested 300k to 500k just to jump into the new technology. Staff will need to be increased along with infrastructure to support plug in electric/hybrid vehicles. Charging Station, Tools, Vehicles, Service Computers, Service Information and Factory Training access.

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

This has been a top down approach from Administration. If additional information needed for this question, please ask about the PWM Program. Programs are deactivated for the wrong reasons.

Are there areas you would like to expand?

Hybrid/ Electric Vehicle Program

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

This program has and always will be a viable program if the college allows the CTE programs to keep up with the industry market. This is a very expensive program to maintain, and feedback from the advisory board and LMI indicators shows employment growth and wage increases will continue.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

Yes

Is the content in the catalog accurate?

Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

All diverse students will be welcome into our programs with all opportunities available with all resources from the college.

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](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [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? If so, how would the new or emerging careers impact your future planning?

Service Advisor, Shop Supervisor/Manager, Lube Technician, Tire Technician, Insurance Adjuster, Automotive Marketing, Salesperson, Parts Advisor, Parts Manager, Service Manager.

Many of the skills that the future employers will be looking for include Hybrid and Electric Vehicle Repair.

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.

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.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

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

Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.

Skills

Repairing — Repairing machines or systems using the needed tools.

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

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

Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Operation and Control — Controlling operations of equipment or systems.

Abilities

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.

Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.

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.

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?

Our programs utilize the laboratory tasks to mimic job skills needed to succeed in the industry. These are referred to as WBL (work based learning) activities. The students use industry tools and equipment to hone their skills for successful completion of courses. The students all yearn for this type of learning.

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

What have you done to integrate work-based learning?

This is a normal part of teaching Automotive Technology. We have been teaching skill based learning all along. We are just making sure that we have them in our COR's to be listed or worded properly.

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

Using industry standard tools and equipment gives the students a leg-up to other potential hires due to the exposure to the industry processes and procedures.

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

Working with the local employers with our job placement department (Bruce and Jason).

Advisory Board Meetings.

Hiring adjunct instructors from local dealers.

Local Part Store engagement.

Articulation with local high schools.

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

There is actually a decrease forecasted of 3.7% for the next three years in the San Diego market, however there are not enough completions from the 6 schools charged with supplying technicians for our area. There is a big gap in the needed technicians especially at this time because many older technicians are retiring and I am getting all kinds of requests for employees in many jobs in the automotive trade. COVID is having a greater impact than what is reported from our LMI sources.

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

Working with local employers, with Bruce Reaves, and Jason Jarvinen

Bruce has met with all my classes this semester and is building partnerships with the HR departments of our local dealerships and the principles of mom and pop shops.

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

May 2000 and none since covid. Our next one is November 3rd 2021. We typically have one per year. We ask for direction from our advisory team, such as type of equipment to specify, what curriculum should be reviewed and updated. Current industry trends from the dealerships. ie: oil consumption problems, engine rebuilding, service information tools.

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

Between 2019 and 2024, Automotive Service Technicians and Mechanics are projected to decrease by 79 net jobs or one percent 7726 openings in 2019 and 7647 for 2024. Although the number of openings is forecasted to decrease by 1 percent, the number of students completing automotive technology programs is still short of the openings by at least 110 per year.

These numbers will change due to the industry changes from COVID as reported from our local industry partners. Long term the same type of trend is showing up although the 10 year trend shows a decline of 3 percent.

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

ISA for the Discipline

Is this a new or existing goal?

New

How will you complete this goal?

We lost this position during COVID as the employee moved out of state and I am waiting for authorization for replacement. I have requested the replacement from the Dean and Department Chair.

Outcome(s) expected (qualitative/quantitative)

Equipment maintained and ready for class.
More efficient results from lab classes
Greater quantity of skill tasks completed
More in depth skill task completions
This will promote a safer learning environment

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

This will promote a safer learning environment
Better exposure to tasks relating to the service and repair of state of the art equipment

Expected Goal Completion Date

1/31/2022

Goal 2

Brief Description

Parking area in the parking lot for vehicles for Diesel, Auto, and Autobody with automated gate.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

I need Dennis Astyl put this as a priority update to the ITC area. This will make a productive lab area to stow the unneeded trainers until needed. I need the Dean and Department Chair to engage.

Outcome(s) expected (qualitative/quantitative)

Safer Laboratory Areas
Uncluttered/unobstructed access to laboratory equipment.
Proper stowing of trainers.
More time for students to work in laboratory on assignments.

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

Better training facilities without clutter in the laboratory area. Need to store the new vehicles that will be acquired for the advanced drivetrain class

Expected Goal Completion Date

5/28/2022

Goal 3**Brief Description**

Update all Electronic service Tools

Is this a new or existing goal?

New

How will you complete this goal?

Secure funding from the college or on the college's behalf from Perkins.

Negotiations with our tool vendor have opened an avenue to accomplish this request at 1/3 of the price (limited time offer). Our vendor has now offered trade in on our old legacy tools (many will not turn on) and accept all as working tools. a 190,000.00 spend will now be 68,000.00.

I will need support from my Chair and Dean.

Outcome(s) expected (qualitative/quantitative)

Old worthless tools turned into a valuable trade (limited time offer)

Newest equipment for students to utilize and practice their WBL activities.

This equipment is needed for hybrid and electric vehicle repair programs.

Increased enrollment from increased new program/courses offerings.

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

This will promote a safer learning environment

Better exposure to tasks relating to the service and repair of state of the art equipment.

Equipment for the latest vehicle technology to be taught.

Expected Goal Completion Date

3/25/2022

Goal 4**Brief Description**

Additional Service Information Subscription

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Need funding annually and will need Dean and Chair assistance to increase budget

Outcome(s) expected (qualitative/quantitative)

Two sources of information is a great way to teach this dynamic discipline. Many times the one system does not contain the information needed and All-Data is necessary for dual research in databases and comparing nomenclature.

Students will be shown two different systems as the industry has two main systems.

WBL activities to reinforce understanding.

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

Provide students with up to date training, keeping up with the ever-changing automotive industry.
Maintain high quality facilities and instructional programs.

Expected Goal Completion Date

1/28/2022

Goal 5**Brief Description**

Replace outdated laptops in ITC106 - Advanced Transportation Classroom

Is this a new or existing goal?

New

How will you complete this goal?

Will need funding from the campus. The current computers are over 5 years old and will not operate in an efficient manner.

The school needs to find funding for this well cared for needed asset. Perkins is one place that may assist, but I feel these funds should come from the school and Perkins should be for more targeted training aids for the Automotive Technology Program.

Outcome(s) expected (qualitative/quantitative)

WBL activities are completed using specialized trainers that are configured to give our students a realistic experience in troubleshooting. Electrical circuits and following flow charts and comparing actual tests to correct diagnostic routines will prepare our students for a career in Automotive Technology or associated Job.

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

Having the latest technology to give our students an edge when learning and training for the Automotive Technology Industry.

Expected Goal Completion Date

1/24/2022

Goal 6**Brief Description**

Adding a Hybrid/Electric Vehicle Program to Automotive Technology

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Will need funding at least from Perkins - last three years have asked for some type of funding.

This expense will need to be committed to from our College and will take at least a 300k to 500k spend to get the program started. The Program is currently developing a partnership with Ford Motor Company and has been working on this for the last two years. There will be training and materials being donated to help with this program development.

I new training center really needs to be review on a grand scale as this industry will need a specialized trained workforce.

Outcome(s) expected (qualitative/quantitative)

WBL outcomes with the latest technology tools and equipment performing the latest diagnostic routines.

Already graduated or certified students would return for updated training and certification.

Our college student body has a great amount of diverse race and orientations and this would type of training would give those special groups an opportunity to make 80k in 3-5 years.

More completions with updated curriculum

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

Our college student body has a great amount of diverse race and orientations and this would type of training would give those special groups an opportunity to make 80k in 3-5 years.

Expected Goal Completion Date

12/16/2022

Goal 7**Brief Description**

Fixed Budget that will allow the program to not only maintain, but to grow safely with proper personnel.

Is this a new or existing goal?

New

How will you complete this goal?

My college needs to commit to the actual amount of money necessary to run the automotive program without compromising instruction and laboratories due to lack of funding and assistance for t/a's or part time ISA's.

Lottery funds and special accounts always hide the actual costs.

VPI and the President needs to have a commitment to CTE that our college and the residents deserve.

Outcome(s) expected (qualitative/quantitative)

Allow for future planning of moving the program forward and not what to reduce or condense into one course.

Better laboratory supplies, tools, and equipment for the students for WBL components of the Lab exercises

New tools can be procured - as small essential tools have to be put on a priority list to see if we have funds to purchase.

Better working conditions for the instructors and they do not have to bring in their own specialized tools and equipment.

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

WBL outcomes with the latest technology tools and equipment performing the latest diagnostic routines.

Already graduated or certified students would return for updated training and certification.

Our college student body has a great amount of diverse race and orientations and this would type of training would give those special groups an opportunity to make 80k in 3-5 years

Expected Goal Completion Date

5/28/2022

Goal 8**Brief Description**

Update and replace aging engines for rebuild course for spring 22

Is this a new or existing goal?

New

How will you complete this goal?

I will need external funding to replace the engines for the engine rebuild class. I am working with our advisory board to get the type of engines our program should use for this instruction. Ford corporate may be able to assist, but will need Pekins or other workforce funding to accomplish this goal

Outcome(s) expected (qualitative/quantitative)

Students will be working with the latest in technology.

Students will have the skills needed to compete for the automotive jobs being marketed.

More enrollment with advertising the new technology classes.

More completions due to new technology

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

WBL outcomes with the latest technology tools and equipment performing the latest diagnostic routines.

Already graduated or certified students would return for updated training and certification.

Our college student body has a great amount of diverse race and orientations and this would type of training would give those special groups an opportunity to make 80k in 3-5 years

Expected Goal Completion Date

1/24/2022

RESOURCES

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?

Yes

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.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Professor of Automotive Technology

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

This position is very important to the Automotive Technology Discipline as the program has a FTEF for full time faculty of 1.4 and 3.47 for Part Time Instructors which includes .4 for overload for the full time instructors. The classes that are currently offered fills two classrooms from 8 am until 4 pm daily with night classes filling the both classrooms from 6pm until 10pm. This program has consistently filled all classes and with the need for automotive industry employees trained in the latest technology, there needs to be a continuity of the classes being delivered. Someone needs to fill this position temporarily as a (special contract) to aid in this effort. 4 new teachers for the spring 22 semester is a tall task to fulfill and I am currently trying to accomplish. We need this position filled to deliver specialized training classes for student completion and continuum.

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

Yes,

There is few people who want to teach the automotive trade in person, let alone hybrid teaching of a hands on trade. Continuum of the program is very important as we navigate bringing F2F instruction back to Palomar. It will take 4 years to bring back the trade programs.

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

Health and Safety and Continuum of Program.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Our efficiency numbers are low due to the type of instruction that is given. Our class sizes are 24 and even that is high for some type of classes like engine machining. We are now capped at 16 due to social distancing guidelines established by the college. The needs of the industry over the next three years shows a slight decline in employees needed by 1 to 3 percent, however that does not include the covid era in the numbers. The numbers also noted that the certificates and degrees issued were 110 per year short of openings in the San Diego area year to year for the next three year tracking. Our industry is needing technicians and others in the current job market and we will need to be prepared with classes open for training in our Automotive Field.

Is your department affected by faculty on reassigned time? If so, please discuss.

No Reassignment time.

The college knew about the retirement for Steve Bertram who taught a summer class and that started the entire authorizing process to replace an integral position for a program on hold one year.

This position is very important to the college and my sanity as we are also missing an ISA and I have not been approved for any TA's to assist with the workload.

I am requesting a special contract for an existing adjunct which is in-between jobs and could work a special contract as a temporary replacement for Steve Bertram for the term of 1 year as we approve and then go out for recruitment.

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

ISA for Automotive Technology

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

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. 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?

Do the best I can. That is all I can and have been doing...

PART 2: BUDGET REVIEW

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.

There is no budget for T/a's and these type of programs should use this position to aid in the forward progress of program and special projects for latest technology and the grooming of T/a's for the industry with industry related tasks for the program and instructors.

Our budget does not have all the required elements for ongoing operations. The computer technology portion of our programs is far exceeding our normal budget and the annual subscriptions for electronic tools and systems is outdated. I need someone to handle all of this type of laboratory set-up and to maintain throughout the year.

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?

Yes

Technology Request

Technology Request 1

What are you requesting?

Replacement of Industry Electronic Service Tools

Provide a detailed description of the item 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.

We have several Electronic Service Tools that are outdated and cannot be repaired. These tools are the equipment needed to access the computers on vehicles and have the diagnostic routines included to diagnose and repair vehicles. These tools have been obsolete and not good for anything. Our tool vendor is extending trade in credit for all outdated tools (working or not) for a limited time. This is the right thing to do at the right time as we are jumping into hybrid and electric vehicle diagnostics and repair. Our tool vendor says this is limited in time and will end in spring 22. Regular price of 5 tools with cables and software is 83k and our price is 64k. With trade in value the cost is 34k per box of 5 tools! This is fantastic. Due to the fact that we have 10 legacy machines that need replacement, we will spend just under 70k for 10 tools necessary for diagnosing hybrid and electric vehicles.

Estimated Amount of Request.

\$70,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

\$10,000.00

Do you already have a budget for this request, or will you need additional funds?

No

What PRP plan goal/objective does this request align with?

3,6,7 New technology, Hybrid/Electric technology, Fixed budget for actual costs

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

1:1

1:3

2:4

3:3

5:1

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

No

Technology Request 2

What are you requesting?

Replacement of Computers in Advance Transportation Classroom ITC106

Provide a detailed description of the item 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.

25 Automotive Technology Computers are outdated and will not run our electrical trainers efficiently. The computers have been deemed out of date by the IS department and have been used well over the last 5 years with many students trained with these computers. These computers are an integral part of our electrical training and our service information searches for our WBL exercises. Our actual trade relies on the access to electronic data and the tools for diagnosis for electrical systems are utilized with the laptop computers that are being requested for replacement. This is a PRP goal

Estimated Amount of Request.

\$65,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

\$3,600.00

Do you already have a budget for this request, or will you need additional funds?

No

What PRP plan goal/objective does this request align with?

goals 4, 5, and 6. Technology, Service Information, Hybrid/Electric Program

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

1:1

1:3

2:4

3:3

5:1

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
 - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the dean and chair with feedback.*
 - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

Part 4: Facilities Requests

Facilities Requests

Facility Request 1

What are you requesting?

Fenced Parking area in lower area in lot 12 with privacy fencing, lights, and electricity

What discipline PRP plan goal/objective does this request align with?

Goal 2 and 6. Parking and Asset security and storage area

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

1:1

1:3

2:4

3:3

5:1

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 would be a parking area in Lot 12 parking for the training aids (vehicles - cars and trucks) that are taking up valuable Laboratory real estate. This area must have privacy fencing with lights and power to connect chargers and repair equipment. This will allow for the expansion of the diesel and automotive programs by having a wider variety of vehicle for specialized training subjects. Our efficiency of the labs will be increased and our students will have more time in a safer environment for Labs.

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)?

Will need infrastructure lights and electric and fencing.

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

Yes

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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