



# 2022-23 Instructional Program Review and Planning

## 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**

2022-23

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

Annual

**Division Name**

Career, Technical and Extended Education

**Department Name**

Trade and Industry

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Discipline Name**

Auto Body Technology (AB)

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

Ashley Wolters

**Department Chair email**

awolters@palomar.edu

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

David Wright : Full time instructor

**Website address for your discipline**

<https://www2.palomar.edu/pages/ab/>

**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 ☐ No

**Are any of your programs TOP coded as vocational (CTE/CE)?**

☒ Yes ☐ No

**List all degrees and certificates offered within this discipline.**

AS, Certificate of Achievement.

AA, AS, ADT, Certificates, etc.

## **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 links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

1

*Enter a number.*

Link: [Permanent Faculty and Staff Count](#)

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

1.20

Link: [FTEF Data](#)

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

0.30

Link: [FTEF Data](#)

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

1

Link: [Permanent Faculty and Staff Count](#)

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

1 Adjunct Instructor, 6 hours per week

## **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](#). 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? Please explain.**

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

**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 in the auto body repair program are not planning on transferring.

**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 3 years, 1/2 of the SLO's will have a formal review

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

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 3 years, 1/2 of the SLO's will have a formal 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, 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: [Program Completions](#)

**Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

AB is not listed in the Program/ Discipline Selection list.

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

☐ Increased ☐ Stayed the same ☒ Decreased

*Choose one*

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

Due to the Covid Pandemic, the college shutdowns, smaller limited class caps, enrollment has declined and effected completions. Many of the students are getting their degree in other programs such as Welding and Auto Mechanics and are taking the Auto body Repair classes as electives, many of the students are just wanting to getting their certificate of completion and then get employed. Due to full employment opportunities in the work place, students are wanting to work before finishing school as a priority. Also several years ago when the college was in a spending deficit the program was forced to reduce the size of the program by cutting one of the five classes offered and have not got that class scheduling back.

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.

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.

## 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.**

In the past couple of years due to Covid we have survived not succeeded due to canceled classes, reduced class caps, altered schedules. Now that we are back to our normal as it were with full face to face classes enrollment is increasing. One factor that is a success is that post Covid, more industry employers are contacting me looking for students for employment opportunities.

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

The program was forced to reduce class offerings from five classes to four classes due to the colleges spending deficit issues. This has effect our enrollment numbers.

## **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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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**

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.

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%

*The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.*

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

**Why did you choose this standard?**

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

**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 STUDENT LEARNING OUTCOMES (SLOs)**

**Summarize the major findings of your course level student learning 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.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

☒ Yes ☐ No

**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.

**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 O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?**

Auto Body Repair Technician  
 Auto body Refinish Technician  
 Automotive Paint Prep Technician  
 Auto Damage Appraiser  
 Insurance Appraiser  
 Automotive Glass Installer  
 There are no new emerging careers that would impact the planning of our program.

Link: <https://www.onetonline.org/>

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

Knowledge:  
 Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.  
 English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.  
 Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Skills:  
 Repairing — Repairing machines or systems using the needed tools.  
 Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.  
 Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.  
 Operation and Control — Controlling operations of equipment or systems.  
 Speaking — Talking to others to convey information effectively.  
 Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Abilities:  
 Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).  
 Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.  
 Near Vision — The ability to see details at close range (within a few feet of the observer).

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

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

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Automotive Body and Related Repairers are projected to have no change in net jobs.

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

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

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

March 13,2019

Discussion was lively. Many of my advisory board members were perplexed about the enthusiasm from the students. They wanted me to really push and get better students. I will teach the students I have, and try to recruit from the shops that already have employee's but without the skills needed in the industry.

Our

new class of students are being pushed into transfer programs from their counselors, not to the trades.

There is a lack of students wanting the auto body trade for a living, so the restoration class will be a perfect

launch board to generate excitement for our industry from a different perspective.

*Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.*

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

112 annual job openings.

*Include short- term # of projected job openings and long -term # of projected job openings*

**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 ☐ No

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

Learning a trade is work-based learning. The curriculum that is taught has the students practicing hands on tasks using equipment that is used in the industry for a job where they would be employed. We also have an Cooperative Education program that we work with to get students into the field for real life work experience in a shop while continuing their education and getting college credits.

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

The curriculum that is taught has the students practicing hands on tasks using equipment that is used in the industry for a job where they would be employed.

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

By contacting Auto Body shops and having Auto Body shops contact me we discuss opportunities for on the job training through our Cooperative Education program.

*For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).*

## PROGRAM GOALS

### Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

### Prior PRP Goals

#### Goal 1

##### Brief Description

Increase student success and completion rate to 70%.

##### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

##### Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Outcome(s) expected (qualitative/quantitative)

Due to Covid and canceled classes, switch to hybrid teaching format, I feel students were not as focused on their success.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

VfS-4, The auto body repair program being a trades class works with industry partners to get students employed in the career path of their choice.

[Click here to access the Strategic Plan 2022.](#)

**Describe any changes to your goals or three-year plan as a result of this annual update.**

Coming out of Covid restrictions and mandates and back to a regular schedule is great. I have had more recent industry contacts and look forward to more industry partnerships to get students employed.

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

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

☐ Yes ☒ No

**Are you requesting AA, CAST for Classified Staff?**

☐ Yes ☒ No

## **PART 2: BUDGET REVIEW**

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?**

☒ Yes ☐ No

**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.**

The auto body program needs an increase in the 400010 account of \$5,000 per year, these funds would be used to buy equipment less than \$500 per unit such as hand tools and equipment that wear out, this equipment is essential for conducting classes with no interruptions, and an increase of \$4,000 in the 500010 account for equipment service that needs to be done by outside service professionals, this is for safety.

## **PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review

committee, or facilities) for review and feedback.

### PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☒ No

### PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

*Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.*

### 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?

☐ Yes ☒ No

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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

dwright@palomar.edu