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

Design and Manufacturing Technologies

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

Discipline Name

Machining Technology

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

Department Chair Name

Anita Talone

Department Chair email

atalone@palomar.edu

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

Michael Wright (Full Time Faculty)

Website address for your discipline

https://www.palomar.edu/dmt/machining-formally-industrial-technology/

Discipline Mission statement

In direct alignment with Palomar College's mission statement, the Machining Technology Department is committed to being the leading education provider to influence positive change and excellence in the technical, mechanical, electrical, and industrial machining disciplines. We celebrate diversity in cultures, beliefs, abilities, and needs. We foster a culture of integrity, professional practices, ethical behavior, environmental responsibility, and global sustainability. Our instructors will educate, nurture, and inspire our creative-minded drafting and design students, immersing them in a culture of professional practices designed to evoke passion and inspiration in pursuing their professional goals. Our curriculum is inclusive of individuals pursuing educational enrichment, career and technical training and re-training, certificates of achievement, associate degrees, and transfer-readiness to public schools, private schools, and universities. We equip students with the skills and confidence necessary to become engaging leaders of change in society while living respectfully and responsibly in a global society.

[(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.

Machining Technology - Certificate and AS Degree, Entry Level MasterCAM Programmer - Certificate of Achievement, Quality Control/Inspection Tech - Certificate of Achievement

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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?

189.55

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

Link: FTEF Data

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

Tessa (Teresa) Alvarado, shared division ADA

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

None

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.

Our outcomes were based on advisory committee recommendations, COE, and the San Diego Workforce Partnership Labor Market Analysis for Advanced Manufacturing and Machining, along with site visits and interviews from area machining and manufacturing facilities.

How do they align with employer and transfer expectations?

We are confident that our program learning outcomes align with employer expectations. After I remodeled our program, we had an industry partners meeting and presented our new programs. They were all very excited, and the feedback was extremely positive. They did, however make several suggestions, which we will be implemented in our next round of revisions.

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

Students will demonstrate techniques on a per-project basis. As students complete each project, they will be given an opportunity to correct any mistakes or missing data. The second way to assess our program learning outcomes is to keep track of student success rates and degree/certificate awards.

Summarize the major findings of your program outcomes assessments.

I believe our program assessments are now relevant and current. They are aligned with our mission statement, our Advisory Committee's recommendations, our industry partners, the Director of Employer Engagement for Advanced Manufacturing and university-level transfer agreements. We will have a better understanding once we have had a chance to run our entire program for at least two years.

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 "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

> Machining Technology certificates are new, and no students have had the time complete all courses needed

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?

> Certificates and Programs are new, also purchasing new equipment to run needed classes has not happened.

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.

> Being able to have face-to-face classes during covid and now being able to increase class size and options have been the biggest factor as well as community outreach to local high schools and industry employers has increased our exposure.

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

> Purchasing new equipment has not been happening, affecting the ability to offer all courses needed. Also, the machining department is in great need of more lab space to install needed equipment.

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?

> 85.0%

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?

Prior to covid, 85% was the standard and the goal was 90%

What is your stretch goal for course success rates?

90.0%

How did you decide upon the goal?

New program courses will offer students more interactive projects keeping them engaged

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

We have revamped almost everything in our Program. We "sunsetted" all the old course outcomes and created new, relevant outcomes to align with the new objectives, content, and focus of the courses. We feel it is a huge improvement over what we had. We also removed all inappropriate language/wording with

the help of Katy Farrell and Wendy Nelson. We are now the most current in this area.

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?

Machinist
Machine Operator
CNC Machinist
CNC Programmer
Quality Control Inspector

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)

Design — Knowledge of design techniques, tools, and principles involved in the production of precision technical plans, blueprints, drawings, and models.

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.

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

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

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

Physics — Knowledge, and prediction of physical principles, laws, their interrelationships, and applications
to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic, and subatomic structures and processes.

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

Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

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:
Active Learning — Understanding the implications of new information for both current and future problemsolving
and decision-making.

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.

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

Mathematics — Using mathematics to solve problems.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied 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

Offer a full Machining program at Palomar.

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.

We still need to complete the purchase of new equipment to offer the final two courses needed to complete this goal

Goal 2

Brief Description

Higher enrollment

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.

Enrollment has increased, I would say, mainly due to the end of covid restrictions and class caps. Once the last courses are available, I would say this goal will be complete.

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.

It has always been our goal to support the goals laid out in the College's Vision for Success (VfS) outcomes and we are doing that. The one stagey that applies to our Program directly is goal #4: Workforce VFS-4. Palomar College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 68% in 2016-17 to 72% in 2021-22. Our strategy has always been to provide current, relevant, industry standard courses, programs and instruction for our students. Most of our students are here to get a job not to transfer. Since updating and revamping all curriculum and programs, we are confident that we are teaching our students exactly what they need to be a part of the workforce and will be an asset to the company they are hired into. If the students puts in the work and completes the program we are confident they are ready for the workforce.

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.

In speaking with the local industry, we would like to add a composites program within the next three years.

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 requestiong 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

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 ad 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.

Facilities Requests

Facility Request 1

What are you requesting?

Modified Remodel DA-12 to become lab space for two courses and move the shop air compressor.

(see 2021-2022 PRP)

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

We need to have lab space for the remaining two courses that we have not yet been able to offer

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

N/A

c. What are the expected outcomes or impacts of implementation?

Increase enrollment and class caps

d. Timeline of implementation

1 year

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

75K

Do you already have a budget for this request?

No

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

Offer a full machining program at Palomar

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

☑ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☑ 2:1	☐ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Unknown

Will you accept partial funding?
◉ Yes ○ No

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.

mwwright780@gmail.com