Entry #: 109 - Career, Technical and Extended Education **Status:** Submitted **Submitted:** 4/10/2024 6:41 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name
Career, Technical and Extended Education

Department Name
Trade and Industry

Microsoft_List_ID

Discipline Name
Automotive Technology (AT)

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.
Antonio Perez (Associate Professor)
Luz Ferro (Associate Professor)
Tony Fedon (Associate Professor, Department Lead)

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

Discipline Mission statement
The Mission of the Palomar Automotive Technology Department is to foster a safe learning environment tp prepare men and women for potential career paths as an automotive technicians, smog inspectors, service advisors, service managers, parts persons, auto body technicians, claims adjusters, warranty administrators, automotive editors, air quality engineers or other related jobs in the automotive industry.
Palomar College is using state-of- the-art equipment to provide students with the knowledge and skills necessary to gain entry level technician employment in the ever-changing Automotive Repair Industry.

(Click here for information on how to create a mission statement.)

Does your discipline have at least one degree or certificate associated with it?
Yes

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

List all degrees and certificates offered within this discipline.

Auto Chassis and Drive Lines AS and Certificate
Auto Computer Controls and Electronic Tune-Up AS and Certificate
Mechanics – General AS and Certificate

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)?

3

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

3

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

1.2

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

ADA Carrie Espinoza Villanueva Shared with 2 other departments

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

None (No others)

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

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.

Yes, during COVID class enrollment dropped severely Since then our overall enrollment has been increasing. The expectation is that by Fall of 2025 our program should be at or better than pre COVID enrollment. So, between the drop and the steady rise, enrollment now is about the same as it was 5 years ago.

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

Increased

Was this expected? Please explain.

Yes, Students dropped classes when COVID appeared, they did not want online classes. After COVID it has been a steady rise with students returning to classes. With the new projected courses we will offer those numbers are expect to rise.

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

When or where (time of day, term, location) Modality (Online, Face to Face, Hyflex, etc.)

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Day time students are the majority of our numbers, since those numbers are rising so are the retention, completion and graduation rates. We expect those numbers to increase by 2025.

Modailty: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online sychronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Students were reluctant to take online classes during the COVID era, since then and returning to a face to face modality our numbers have increased steadily and we expect those numbers to be back to pre COVID numbers by the Fall of 2025.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

Our department is focused on growth and retention. To enroll and succeed in our program we have brought back a SMOG course, and we are adding a new Battery Electric Vehicle (BEV) curriculum to the program.
We also have a major portion of Spanish speaking students and female students, to encourage this demographic we have added two Spanish speaking instructors and one of them being female.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

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18.2 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22
AA/AS
Associate in Science Degree
Auto Chassis/Drive Lines AS 2 2 1 2
Auto Collision Repair AS 6 1 2 1
Auto Comp Controls ETCCS AS 2 3 2 1 2
Auto Mechanics - General AS 9 5 8 7 2 7
AA/AS Total 17 11 14 9 7 7
Certificate
Certificate of Achievement
Auto Chassis/Drive Lines CA 2 3 4 5 4 2
Auto Collision Repair CA 9 4 4 1 2 3
Auto Comp Controls ETCCS CA 4 4 2 3 3 1
Auto Mechanics - General CA 16 10 10 11 5 12
Certificate Total 31 21 20 20 14 18
Grand Total 48 32 34 29 21 25

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

It is a legacy program with articulation agreements with local high schools. The local need for automotive trained students is not just technicians, there are many other opportunities for employment ie: Service Advisors, Service Directors, Insurance Adjusters, Rental and Lease company support. Our capstone course for Auto Shop Experience is exposing our students to the broader industry that our Automotive Technology Program Supports. We have a strong pipeline from high schools and from former students that are currently working in the area or are shop owners themselves are recommending anyone interested in the industry to go start their career path here at Palomar College.

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

The immediate need for employees with Automotive Technology Training. Industry employers are taking our students prior to completing the program. Many employers are hiring and providing OTJ Training, all they want is someone interested in the industry that will show up for work. Lack of program outreach from the college itself for marketing. It is always incumbent for the instructors to market and attract students for CTE however, the academia instructors do not have such requirements.

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?

Service Advisor, Shop Supervisor/Manager, Warranty Administrator, Lube Technician, Tire Technician, Insurance Adjuster, Automotive Marketing, Automotive Editors, Salesperson, Parts Advisor, Parts Manager, Service Manager, Smog Specialists, Air Quality Engineers, EV Diagnosis and Repair. 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 forsuccessful completion of courses.The students all yearn for this type of learning.

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)?

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 We are getting all kinds of requests for employees in many jobs in the automotive trade.

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

Working with local with Dealerships, we have established a strong relationship with the Mossy Group they place students in study/ work enviorment where the student attends school and works part time. We have also established contact with the local Tesla dealer and are foming a same type of student relationship. We have Job placement Assistance throug the Career Center (Jason Jarvinen) who will meet with all of our classes this semester to building partnerships with the HR departments of our other local dealerships and the principles of mom and pop shops in our area.

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

November 2022 The need to move forward with the latest technology for hybrid and electric vehicles and the scan tools to complement thetraining.

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 for2024. 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 the10 year trend shows a decline of 3 percent.

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

Prior Year PRP Goal 1

Brief Description

ISA for the Discipline.

Goal Status

Ongoing

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

I am in the middle of the recruitment. There are internal issues making this request very difficult.
Outcomes:
Equipment maintained and ready for class.
More efficient results from lab classes
Greater quantity of skill tasks completed
More indepth skill task completions
This will promote a safer learning environment

Prior Year PRP Goal 2

Brief Description

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

Goal Status

Ongoing

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

Working with planners and Department Dean to make this happen.
Outcomes:
Safer Laboratory Areas
Uncluttered/unobstructed access to laboratory equipment.
Proper stowing of trainers.
More time for students to work in laboratory on assignments

Prior Year PRP Goal 3

Brief Description

Additional Service Information Subscription

Goal Status

Ongoing

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

Need funding annually and will need Dean and Chair assistance to increase budget.
Outcomes: 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 data bases and comparing nomenclature.
Students will be shown two different systems as the industry has two main systems.
WBL activities to reinforce understanding.

Prior Year PRP Goal 4

Brief Description

Adding a Hybrid/Electric Vehicle Program to Automotive Technology

Goal Status

Ongoing

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

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.
Outcomes:
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 type of training would give those groups an opportunity to make 80k in 3-5years.
More completions with updated curriculum

Prior Year PRP Goal 5

Brief Description

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

Goal Status

Ongoing

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

Our college needs to commit to the actual amount of money necessary to run the automotive program with out compromising instruction and laboratories due to lack of funding and assistance for T/As or part time ISAs.
Lottery funds and special accounts always hide the actual costs.
VPI and the President need to have a commitment to CTE that our college and the residents deserve.
Outcomes:
Allow for future planning of moving the program forward and not to reduce or condense program 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 equipemnt

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

Goals continue as described above. Goals will change with the inception of the new Battery Electric Program.

Do you have any new goals you would like to add?

No

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 Vision Plan 2035.

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

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.

The Automotive Technology Discipline has a FTEF for full time faculty of 1.4 and 3.47 for PartTime Instructors which includes .4 for over load 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 class rooms from 6 pm until 10 pm.
This program has consistently filled all classes and with the need for automotive industry employees trained in the latest technology, and the growing field of battery electric vehicles and plans to grow our program to meet these demands, and with Mr. Anthony Fedon possibly retiring in the near future, this will put a strain on or program in the future. We will need to add a third instructor to help fill the demands of a growing department.

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

Yes,
There are few people who want to teach the automotive trade. Not to many Specialized degree/experienced instructors want to teach. Studies have shown that he scarcity of automotive, diesel, and CTE instructors is a complex issue rooted in various challenges, ranging from classroom support to pay.

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 isgiven. Our class sizes are 24 and even that is high for some type of classes like engine machining and others. 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.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of 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. Not to mention the new Battery Electric program going into effect in the Fall of 2025, this program will require an ongoing extensive budget to keep up with the evolving demands of the field.
We need someone (an ISA) to handle all of this type of laboratory set-up and to maintain it throughout the year.

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.

1. 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?

No

PART 4: FACILITIES REQUESTS

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

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?

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.

aperez@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

No

Department Chair Name

Date