



# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2018-2019

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

**Department Name**  
Workforce, Community & Continuing Education

**Discipline Name**  
Apprenticeship Training (AP)

**Department Chair Name**  
N/A: Associate Dean Nichol Roe

**Division Name**  
Career, Technical and Extended Education

**Website address for your discipline**  
<https://www2.palomar.edu/pages/wcce/apprenticeship/>

#### **Discipline Mission statement**

The mission of the apprenticeship program is to prepare students for construction trades through classwork and on-the-job learning experiences so that they can become journeymen in their trade earning a livable wage salary with benefits and pension.

[\(click here for information on how to create a mission statement\)](#)

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

**Are any of your programs vocational (CTE/CE)?**  
Yes

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

A.S. Degree and Certificate of Achievements in:

- Acoustical Installer
- Carpentry
- Drywall/Lather

- Inside Wireman
- Intelligent Transportation Systems Installer
- Plasterer
- Sheet Metal
- Sound Technician

Certificate of Competency (noncredit) Pre-Apprenticeship

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

Associate Dean: Nichol Roe

**Full-time faculty (FTEF)**

0

**Part-time faculty (FTEF)**

0

**Classified & other staff positions that support this discipline**

1 Administrative Coordinator (CAST) position assigned to Workforce, Community and Continuing Education department.

-Workforce Development programs include Apprenticeship, Pre-apprenticeship, Cooperative Education, Service Learning and Job Placement programs)

-Community Education and Contract Education (formerly known as Workforce and Community Development programs)

-Continuing Education programs include Adult Education/WIOA, Noncredit, Transitions, CTE Transitions

**Additional hourly staff that support this discipline and/or department**

2 Professional Hourly Employees

## **PROGRAM INFORMATION**

## **PROGRAM OUTCOMES**

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **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 and align with employer and transfer expectations?**

LOC decided AP courses would not need to have SLOs.

Apprenticeship programs by design require that students work a minimum of 2,000 hours on the job within the industry. Palomar College programs require between 4000 - 5000 On the Job training hours. Additionally, all programs have a Joint Apprenticeship Training Committee, made up of employers, labor representatives, education and the Department of Industrial Relations that ensure programs meet industry needs. These committees are mandated to meet monthly.

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

LOC decided AP courses would not need to have SLOs.

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

LOC decided AP courses would not need to have SLOs.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

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

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

## PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

92 certificates  
4 A.S. degrees

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

Decreased

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

Many factors contribute to completion of Apprenticeship programs. Because our programs are directly connected to industry, our enrollments have slowed due to the slowing in industry. This could have a small factor in completion rates. Additional factors might include turn over in staffing at our training centers. The training center staff typically send certificate/graduation application in on behalf of the students, and it is possible the new staff are not as familiar with this process. This is definitely an opportunity for training.

An interesting note is that our associates degrees increased. While only 4, this is interesting because the students are completing the A.S. on their own. They are finding the GE courses either after or before their Apprenticeship program. I would love to see a package of GEs offered in the future that directly meet the needs of Apprenticeship graduates.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

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

98.6%

**Why did you choose this standard?**

The average success rates from the last five recorded years (2013 - 2018) yield the average success rate of 98.6%

**What is your Stretch goal for COURSE success rates?**

100.0%

**How did you decide upon the goal?**

Requirements from the CA Division of Apprenticeship Standards require that apprentices complete at minimum, 2000 paid, on-th-job (OJT) hours in their program.

## **COURSE OUTCOMES**

**How have you improved course-level assessment methods since the last PRP?**

LOC decided AP courses would not need to have SLOs

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

The data only pulls outcome reports for the work experience (AP WE) courses. This is going to show skewed outcomes data, because only students working full time will be enrolled in the work experience classes - therefore showing 100% course success most years.

Apprenticeship programs are specifically designed for students to work full-time in on-the-job training. Employers are required to allow students to attend class if it is scheduled during the day. Each training center schedules courses a bit differently, depending on their employer relationships. This program model naturally lends itself to higher course success and completion because apprentices, employers and educational partners all support students in the classroom as well as on the job.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

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## Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

## Goals

### Goal 1

#### Brief Description

Launch pre-apprenticeship program

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

Completed

#### How will you complete this goal?

The Preapprenticeship program launched November 2018 with 10 pre-apprentices. While this means we technically reached our goal above, our goal (according to the CA Apprenticeship Initiative grant we received) is really to train 60 students over the course of the grant. We plan to launch a second cohort in the Fall in partnership with San Marcos adult school again, and have intentions to launch a cohort in partnership with Vista Adult School and Vista Detention Facility. Our biggest hurdle at the moment is finding faculty.

#### Outcome(s) expected (qualitative/quantitative)

To train 60 new pre-apprentices by December 2020

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

Students who complete the pre-apprenticeship program will be better prepared to enter a Registered Apprenticeship (RA) program. Students learn about the different program available, therefore giving them the opportunity to make an informed decision about the RA program they chooses, as well as gives them the basic skills necessary to be successful in industry (to include construction math, employability skills, OSHA 10 and First Aid/CPR.)

#### Expected Goal Completion Date

12/31/2020

## STAFFING AND RESOURCE NEEDS

### Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).

3. See career info (In PRP)

**Are you requesting additional full-time faculty?**  
No

**Are you requesting additional Staff, CAST or AA?**  
Yes

**In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)**  
Loss (former staff included 2 ADAs and 1 CTE specialist.) Currently staff 1 administrative coordinator (CAST)

## **REQUEST FOR ADDITIONAL STAFF, CAST, AA**

### **Staff, CAST, AA request 1**

**Title of Staff position you are requesting**  
CTE Specialist (Classified)

**How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?**

Workforce, Community and Continuing Education programs directly meet Palomar's mission to provide an engaging teaching and learning environment through Work Based Learning and Job Placement activities, proved to increase student success and retention. Apprenticeship program in particular are unique in that the program model requires very close ties between Education agencies and industry.

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

Yes. Apprenticeship programs require extensive attention to detail and independent thinking. Staff create over 700 courses every year for apprenticeship program at three different training centers.

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

No

### **Staff, CAST, AA request 2**

**Title of Staff position you are requesting**  
Director (AA)

**How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?**

Workforce, Community and Continuing Education programs directly meet Palomar's mission to provide an engaging teaching and learning environment through Work Based Learning and Job Placement activities, proved to increase student success and retention. Apprenticeship program in particular are unique in that the program model requires very close ties between Education agencies and industry.

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

The state of CA goal is to increase the number of apprentices in the state from over 80,000 apprentices to 500,000 by 2026. In order to achieve this goal, there are many initiatives and resources available to develop new and innovative programs. There is huge opportunity for Palomar College to increase our apprentices as well, but it will require designated leadership to achieve this goal. Additionally, faculty and apprentices rarely (if ever) come to campus and require specialized services to be brought to the

individual training centers. This often requires advocacy on behalf of our apprentices to other department son campus that may not typically provide off site services.

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

No