Status: **Reviewed**

Entry #: 265

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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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Workforce, Community & Continuing Education

Discipline Name
Apprenticeship Training (AP)

Department Chair Name
Jason Jarvinen

Division Name
Career, Technical and Extended Education

Website address for your discipline
https://www2.palomar.edu/pages/wcce/

Discipline Mission statement
The mission of the apprenticeship program is to prepare students for the workforce through classwork and on-the-job learning experiences so that they can become journey-level workers 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 TOP coded as 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
-Military Leadership

Certificate of Competency (noncredit) Pre-Apprenticeship

Please list the names and positions of everyone who helped to complete this document.
Associate Dean: Nichol Roe

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
0

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**
0   0

Classified and other permanent staff positions that support this discipline
1 Administrative Coordinator (CAST) position assigned to Workforce, Community and Continuing
Education department.
1 Career Technical Specialist assigned to Workforce, Community and Continuing
Education department.
1 Academic Department Assistant assigned to Workforce Development

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

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
LOC decided AP courses would not need to have SLOs.

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.

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

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.

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

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
NA

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
NA

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How do they align with employer and transfer expectations?
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 an official 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.

PROGRAM COMPLETIONS

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
No

What is your program standard for program completion?
87

Why did you choose this standard?
This is the lowest completion number for the program over the last 6 years. Enrollment in this program is determined by the labor market, since every apprentice is required to work full-time as part of their program. The number of new apprentices accepted into the program each year is directly aligned with the number of jobs available in that particular trade. Since the intake numbers are determined by industry, it would be impossible for Palomar College to set a standard.

What is your Stretch goal for program completion?
157

How did you decide upon your stretch goal?
This is the highest completion number for the program over the last 6 years. Enrollment in this program is determined by the labor market, since every apprentice is required to work full-time as part of their program. The number of new apprentices accepted into the program each year is directly aligned with the number of jobs available in that particular trade. Since the intake numbers are determined by industry, it would be impossible for Palomar College to set a standard.

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.
124 certificates

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

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 are impacted by the job market, and this is ultimately a factor on completion rates. As the economy allows for more construction, enrollments in our programs grow. However, when the economy slows, and less jobs are available, enrollment and completion in our programs decrease.

Very few apprentices complete the AA/AS degree. This degree is not needed to work in industry, however it may become beneficial if wanting to move up into construction management. Due to this, I believe some apprentices may complete their
AA/AS years later, if at all.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your enrollment trend over the last 5 years?
Decreased

What was your efficiency trend over the last 5 years?
Stayed the same

Were these trends expected? Please explain.
This data is particularly difficult to analyze for the apprenticeship programs. The apprenticeship programs are unique, in that there is no FTEF for these courses because instructors are paid by the individual training centers. This creates an "error" in determining the WSCH/FTEF. We do not generate FTES on any of the courses, except the work experience courses, and those are the only courses reflected in the dashboard. All other courses generate RSI funding, which is shared through an MOU with the training centers. Apprentices are only enrolled in work experience units for the first four semester of their program, due to Title 5 regulations limiting students to a maximum of 16 units of work experience credit. The apprenticeship programs are 4 - 5 year programs, so enrollment in these courses do not fully reflect total enrollment in the programs as a whole. The data for the fill rates are also misleading. The fill rate for Fall 2019 shows a 76.25% fill rate, however if you look at the number of students enrolled across all four courses, there are 610 students. By digging deeper, the data for each individual course highlights the problematic data further: AP WE 710 has 55 students enrolled with a fill rate of 27.5%, AP WE 711 has 200 enrolled with a 100% fill rate, AP WE 712 has 122 enrolled with an 81.33% fill rate and AP WE 713 has 233 enrolled with fill rate of 93.2%

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
Apprenticeship programs are specifically designed for students to work full-time in on-the-job training. Employers must 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. The programs are in a cohort model, which creates a community among the students in the program. This is yet another reason success rates are quite high.

How have these factors presented challenges for your program(s)?
The overall completion of certificates is a bit lower than expected, however not surprising. The apprenticeship programs are 4 - 5 year programs and due to that, yield a lower completion rate. Additionally, many apprentices come into the program with outside experience, and can therefore be indentured at a higher level of apprentice. When this happens, the apprentice will receive their state certificate, however they may not receive a Palomar Certificate (because they have waived too many units.) Because the Palomar Certificate is not a requirement to work in industry, many apprentices would rather indenture at a high level to earn the state journeyman certificate more quickly, rather than completing the required units for the Palomar Certificate.

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?
98.5%

Why did you choose this standard?
The average success rates from the last six recorded years (2014 - 2019) yield the average success rate of 98.5%

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

Was this expected? Please explain.
The overall success rates for Apprenticeship courses is quite high, between 91.5% and 100%. These success rates are again due
to the nature of apprenticeship programs for three reasons.
1. The cohort model is beneficial to students because they have a consistent learning environment and always know what
to expect and when to expect it, while also providing apprentices with a learning community throughout their program.
2. Apprentices work full time and are consistently implementing theory to practice in on-the-job training. Apprentices not only benefit from having an industry expert as their classroom instructor, but also have industry mentors while on the job.
3. Enrollments and registrations take place "in-time" for our carpentry program (the largest of our apprenticeship programs.) Classes are only a week long, and therefore students are less likely to "drop" a course if it is only 5 days. If a carpentry apprentice "drops" from the apprenticeship program before they are enrolled in the next class, it would not be reflected in the course success rates.

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-the-job (OJT) hours in their program.

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

Was this expected? Please explain.
Enrollments and registrations for apprenticeship programs take place "in-time," so students are enrolled once they have been accepted into the program. The requirement to work full-time, along with the requirement of employers to ensure apprentices attend class, creates a unique culture in which school is part of the job. If students do not successfully complete a course, they often have only one or two chances to re-take the class or they will be dropped from the program altogether. If dropped, the student would also lose their employment. These students are extremely motivated to be successful in these programs, becaue they are union construction jobs that pay livable wages with a pension and benefits.

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

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

Please share any best practice methods you use for online courses.
These particular programs do not offer courses online. However due to COVID, there was a shift to hybrid learning for a few months during the initial outbreak, however all courses have returned face to face. These programs are specifically called out as essential programs according to the governor. It is important to note that in order for these students to continue working in their essential job (construction) they must be attending classes. These are extremely difficult to convert classes, because students must complete many hours of hands-on training in a lab before doing this work on the job. Without proper hands on training, lives could be at risk due to the dangerous nature of these jobs (i.e. sheet metal workers scale skyscrapers, commercial electricians work with high voltages and carpenters manage heavy equipment when building bridges.)

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?
LOC decided AP courses would not need to have SLOs

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.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
I would be interested in working on a special project with IRP to collect data that would be truly beneficial for analyzing program success and retention.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
LOC decided AP courses would not need to have SLOs

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
LOC decided AP courses would not need to have SLOs

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

Apprenticeship classes are run as a cohort model, and students cycle through their classes with the same students they began
their classes with. Due to this, classes are not cancelled for low enrollment because we know the number of students who will
be enrolled in each class scheduled. Classes are scheduled sequentially and build on each other. If there comes a situation in
which an elective class is expected to have lower enrollment, it will often be rescheduled within the program cycle so that
multiple cohorts of students enroll in that class.

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

As mentioned earlier in the PRP, it is an employment requirement for students to attend class. It is also required for
employers to allow their apprentices to attend classes. Apprenticeship courses are scheduled based on the needs of
each individual training center. The electrician program is scheduled as a fairly traditional evening program, in which
students attend 15 week courses, two nights a week after work. The sheet metal program also follows a more traditional
semester model, however students attend class for a full 8 hour day every other week (they are released from work on
this day.) The carpentry program is the most unique. This program consists of 1.5 unit classes, which are scheduled for a
full 10 hour day over the course of a 4 day week. Students are scheduled for 4 classes a year and are released for work
those days/weeks.

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

NA

Does your discipline offer cross-listed courses?

No

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

No. The apprenticeship program is unique in that instructors are considered adjunct faculty at Palomar (i.e. meet
minimum qualifications and are in the Peoplesoft as such,) however they are employees of (and paid) by the individual
training centers. These programs are a true partnership employers and education agencies. Palomar College serves on
the official apprenticeship council monthly and stays apprised of any necessary changes to curriculum.

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

No. The apprenticeship program is unique in that instructors are considered adjunct faculty at Palomar (i.e. meet
minimum qualifications and are in the Peoplesoft as such,) however they are employees of (and paid) by the individual
training centers. These programs are a true partnership employers and education agencies. Palomar College serves on
the official apprenticeship council monthly and stays apprised of any necessary changes to curriculum.

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

The training centers will evaluate employment options and adjust new enrollment intake accordingly. If there is no longer
a need for apprentices in a particular industry, they will recommend a program for deactivation.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

We recently launched a new Military Leadership apprenticeship program in October 2020.

Click here for information about Noncredit and Community Education

Is your department offering online classes?

No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

N/A. All classes are scheduled and held at the training centers (not on Palomar campus) and schedules are provided by
the training center.

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

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- LaunchBoard
- LaunchBoard Resource Library
- Chancellor's Office Data Mart
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Electricians, Carpenters and Sheet Metal workers are all are categorized as a bright outlook careers, which means the occupation is expected to grow rapidly in the next several years, or will have large numbers of job openings. This is expected, as construction is an essential industry and as the economy grows, we expect to see growth in this area as well. Interestingly enough, while we saw a quick drop due to COVID, the construction industry has seemingly recovered.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
KSAs vary by trade, but in general, programs require technical KSAs like building and construction, math and design, along with 21st century skills (aka soft skills) like active listening and complex problem solving.

How does your program help students build these KSA's?
As an apprenticeship program, students are required to complete a minimum of 2000 on the job training hours to complete the program. Students also complete simulated work experiences in hands on labs at training centers, taught by instructors who are active in their trade. This combination of classroom training, lab training and on the job training provides both the technical skills and the 21st century skills needed to be successful in this industry.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
Yes

What have you done to integrate work-based learning?
As an apprenticeship program, students are required to complete a minimum of 2000 on the job training hours to complete the program. Students also complete simulated work experiences in hands on labs at training centers, taught by instructors who are active in their trade.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Students learn tasks on the jobs from employers in their industry. Through their 4 - 5 year program, an apprentice gains the knowledge, skills and abilities necessary to earn a journey-level worker certificate form the State of California Department of Industrial Relations.

How do you engage with the community to keep them apprised of opportunities in your program?
The individual training centers are run by the local trade unions. These unions have entire recruitment operations organized by their particular labor union.

What is the regional three-year projected occupational growth for your program(s)?
According to the COE LMI Occupation demand chart, the numeric and percentage change foir 2018 - 2023 is as follows:

Carpenter: 1,145/6.1%
Electrician: 270/8.5%
Sheet Metal:125/5.3%

What is being done at the program level to assist students with job placement and workforce preparedness?
All students are required to work full-time while in the program. Students are required to complete a minimum of 200 on the job training hours per CA Division of Apprenticeship Standards. Our programs at Palomar require more than 5000 hours. Apprenitces are employees starting on the first day in their program.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
All programs have an official 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 to ensure constant connection between education, labor and employer needs.

What are the San Diego County/Imperial County Job Openings?
Carpenters annual openings: 1374
Electricians annual openings: 903
Sheet Metal annual openings: 275

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

Completed

Ongoing

How will you complete this goal?
The Preapprenticeship program launched November 2018 with 10 pre-apprentices. While this means we technically reached our goal, our goal (according to the CA Apprenticeship Initiative grant we received) is really to train 60 students over the course of the grant. We launched a second cohort in Fall 2019 with 17 students. We are now so excited that 24 students are registered for Fall 2020. We have struggled to expand the program, because we are struggling to find instructors. However, we recently applied for a new grant that would provide resources to separate the theory classes from the hands on classes so that we can expand offerings into Vista Detention Facility. This will also give us some flexibility in recruiting instructors.

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

Goal 2

Brief Description
Establish student friendly processes in administering new military leadership program

Is this a new or existing goal?

New

How will you complete this goal?
The new military leadership program launched October 2020, however we have a lot of kinks to work out in the orientation and registration process. Over the next year, we plan to incorporate some additional staffing, electronic/automated forms, student tracking systems and more.

Outcome(s) expected (qualitative/quantitative)
We expect to have automated registration processes in place, that are easy for students to do themselves. We want to avoid manual entry form staff and remove "human error" where possible.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
By streamlining these processes we will make it easier for students to get on their military leadership pathway and complete the program successfully.

Expected Goal Completion Date
6/30/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

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

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

     For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

     Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: 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 the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
nroe@palomar.edu

Review

Chair Review

Chair Comments
Apprenticeship programs serve a critical need in the labor market and are incredibly beneficial to the apprentices who participate.

Chair Name   **Chair Sign Date**
Jason Jarvinen   10/30/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Agree with the chair's comment. The college has been growing the apprenticeship programs for the last 4 years under the leadership of the Associate Dean. She is one of the strengths of these programs. her vision and innovative strategies are critical as we increase our enrollment in these programs.

Areas of Concern, if any:

Recommendations for improvement:

Dean Name	**Dean Sign Date**
Margie Fritch	11/6/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Are there incentives or ways we can encourage students to earn their AA/AS while participating in the apprentice program? Bring classes to them? DE? Promise?
Can we use CPL for apprentices with experience to earn credits – thus being able to petition for graduation on completion? (Justin)
Great completion and retention rates.
Innovative idea to offer pre-apprenticeship at VDF!
Homeless to Apprentice? https://www.ccdaily.com/2020/11/from-homeless-to-apprentice-2/
Program design supports student success in an impressive number of ways—well-structured advisory committee, exceeding minimum requirements for on-the-job training, cohort model, involvement of industry experts.

Areas of Concern, if any:
None.

Recommendations for improvement:
Perhaps look to connect the pre-apprenticeship at VDF to the strategic plan, esp. in terms of equity, diversity, underrepresented groups if that's a value.

IPC Reviewer(s)	**IPC Review Date**
Justin Smiley, Cindy Anfinson, Nancy Browne, Jennifer Backman, Rocco Versaci	12/2/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
increased # of completions; strong course success rates; partnership nature of apprenticeship between the college and the official council; creation and implementation of MIL this past year.

Areas of Concern, if any:
how to provide useful data on Apprenticeship programs

Recommendations for improvement:
1. brainstorm with dean on ways to approach data collection on Apprenticeship and how to integrate more effectively into institutional data structure; if not possible, work to create meaningful data set that do better at showing what you've tried to describe; think too about what changes you would effect in the wake of this data -- and then, as you mentioned, work with IRP to implement
2. consider how you will measure Goal 2 and apply accordingly; include this in your PRP planning

Vice President Name	**Vice President Sign Date**
Shayla Sivert	1/2/2021