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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
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Career, Technical and Extended Education

Department Name
Workforce, Community & Continuing Education

Department Chair Name
Jason Jarvinen

Discipline Name
Apprenticeship Training (AP)

Department Chair email
jjarvinen@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Jason Jarvinen, Associate Professor/Work Experience Coordinator

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 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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

0

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

0

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

0

List the 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

List additional hourly staff that support this discipline and/or department

Career Technical Program Specialist

Program Coordinator Instructional Services

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

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.

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

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 to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Apprenticeship:

2015-16: 154

2016-17: 148

2017-18: 105

2018-19: 87

2019-20: 124

2020-21: 103

Military Leadership Apprenticeship:

2020-21: 9

This was the first year that we had students complete in this program.

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

Decreased

What factors have influenced your completion trends?

Enrollment in apprenticeship programs 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.

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.

The strengths of apprenticeship programs include: they are free to apprentices; apprentices earn money while they work through the program; and employers are directly engaged to ensure the relevance and currentness of the curriculum. All of these factors have contributed to the success of apprenticeship programs.

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

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.

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 stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

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.

Link to Course Information

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?

98.5%

Why did you choose this standard?

The average success rates from the last six recorded years (2015 - 2020) yield the average success rate of 98.5%

What is your stretch goal for course success rates?

100.0%

How did you decide upon the goal?

Our apprenticeship programs have achieved an average success rate of 98.5%. A 100% success rate is an appropriate stretch goal.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

LOC decided AP courses would not need to have SLOs

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

No

If you answered no, please explain.

LOC decided AP courses would not need to have SLOs

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

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 link above) Are there any new or emerging careers? 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.

The Military Leadership Apprenticeship apprentices are gaining a skillset comparable to a general and operations manager. This occupation also has a bright outlook.

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 2,000 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-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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

Yes

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 from 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)?

Data from San Diego Workforce Partnership/Career Coach

Carpenter: 12,155 to 12,176 jobs/ steady

Electrician: 8,490 to 8,812 jobs/ 3.7% growth

Sheet Metal: 2,184 to 2,213 jobs/ steady

General and Operations Manager: 25,088 to 25,589/ 1.9% growth

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 2,000 on the job training hours per CA Division of Apprenticeship Standards. Our programs at Palomar require more than 5,000 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: 1,092

Electricians: 973

Sheet Metal Workers: 213

General and Operations Managers: 2,058

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Launch pre-apprenticeship program for the construction trades

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The Preapprenticeship program launched November 2018 with 10 pre-apprentices. Our goal for our California Apprenticeship Initiative grant was to train 60 students over the course of the grant. We trained 51, which given the challenges of the Covid-19 pandemic we consider to be a strong result.

Outcome(s) expected (qualitative/quantitative)

51 pre-apprentices trained.

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

The goal directly aligns with the department's mission and the college's strategic plan. The pre-apprenticeship program helps students to gain the knowledge and skills they need to enter a registered apprenticeship program.

Expected Goal Completion Date

Goal 2

Brief Description

Continue to grow the military leadership apprenticeship program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We have made significant progress in establishing enrollment and administrative processes for the military leadership program. In the 2020-2021 academic year, we enrolled over 180 students through the apprenticeship program and credit for prior learning.

Outcome(s) expected (qualitative/quantitative)

Continued growth in students served through the program.

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

This goal directly aligns with our department mission statement. By increasing enrollment in the program we are making it more sustainable and contributing to the college's ability to serve this critical student population.

Expected Goal Completion Date

5/31/2022

Goal 3**Brief Description**

Work with apprentice training program partners to complete reviews of all apprenticeship courses.

Is this a new or existing goal?

New

How will you complete this goal?

We will work with our apprenticeship partners to conduct thoughtful reviews of all apprenticeship courses and update in Meta as necessary.

Outcome(s) expected (qualitative/quantitative)

Number of courses reviewed.

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

This goal aligns with our department's mission. Regularly reviewing courses ensures that we are providing instruction to students in the most effective way possible.

Expected Goal Completion Date

12/18/2022

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?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Military Leadership Program Specialist

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability

Palomar College's Military Leadership Apprenticeship Program is run in conjunction with the US Marine Corp's Sergeant's School. Marines that go through Sergeant's School learn a variety of leadership and management skills that are useful beyond the Marine Corps. One of the goals of Palomar's Military Leadership Apprenticeship Program is to provide participating students with degrees and certificates that are recognizable outside of the Marine Corps, thereby smoothing the transition from active duty service to civilian work. Palomar's program is the first program in the country to grant academic credit to Marine Corps Sergeants that is recognizable outside of the military.

The program has potential for significant future growth - the program at Camp Pendleton is expected to grow substantially in the next year as military operations normalize after significantly scaling down during the Covid-19 pandemic. There is growing interest in a credit-for-prior learning option for marines who have already completed Sergeant's School. There are Sergeant's Schools outside of San Diego County that are interested and motivated to bring Palomar's program to their sites. We are currently exploring the possibility and logistics of doing this.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

Yes. Currently, the activities of the military leadership apprenticeship program are cobbled together from faculty members in two departments - Media Studies and Workforce Development - as well as full-time and short-term temporary staff from occupational and noncredit programs and workforce development. This involves coordinating orientations at Camp Pendleton, assisting active duty marines with the Palomar College and state of California apprenticeship application process, working to ensure that students are enrolled in the correct courses, and coordinating a complex apprenticeship program based on a cohort-model.

Having a dedicated staff member to lead these efforts would make district operations more efficient and assist the program in growing more rapidly.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

This position will assist in the growth, management, and administration of the Military Leadership Apprenticeship program.

Strategic Plan 2022 Objective

1:2

3:4

If the position is not approved, what is your plan?

We will continue to manage and grow the program to extent current capacity allows.

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

No

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

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.

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