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Entry #: 38

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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
Trade and Industry

Department Chair Name
Jennifer Anderson

Discipline Name
Welding (WELD)

Department Chair email
janderson2@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Kevin Powers
Ashley Wolters

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

Discipline Mission statement
The Welding Technology program at Palomar Community College is committed to providing students with the knowledge, skills, and abilities necessary to obtain entry level positions in welding related industries. The welding field offers countless opportunities for program graduates. Our diverse graduates can be employed in the construction, aerospace,
manufacturing, utilities, and shipbuilding industries. The Welding program offers an A.S. Welding Technology, Certificate of Achievement, and 3 certificates of proficiency in the major welding processes.

(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.
Associate in Science- Welding Technology.
Certificate of Achievement
Certificate of Proficiency- Entry-Level Gas Metal Arc/ Flux Cored Arc
Welding
Certificate of Proficiency- Entry-Level Shielded Metal Arc Welding
Certificate of Proficiency- Entry-Level Gas Tungsten Arc Welding.
Welder Qualification Certification- Professional license

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 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)?
2

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
0.40

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
0.00

List the classified and other permanent staff positions that support this discipline.
N/A

List additional hourly staff that support this discipline and/or department
6 Part-time Faculty of which 2 are active due to COVID scheduling.

PROGRAM INFORMATION

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

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (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 well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
The Palomar College Welding Technology program Student Learning Outcomes address the 3 learning domains and adequately assess whether a student is achieving success in our courses/ programs. Each of our program level SLO's are based on the Cognitive, Affective, and Psycho-motor domains. Each Program level SLO's demonstrate a higher, overarching learning from the lower course level SLO's.

How do they align with employer and transfer expectations?
Each of our stakeholders have had direct input in determining our program and course level outcomes. Each of our program level SLO's are based on the Cognitive, Affective, and Psycho-motor domains. These competencies enable the student to develop their knowledge, attitude, and skills that our stakeholders are seeking in entry level employees.The Palomar College Welding Technology program aligns and communicates the scope and depth of the Associates degree and Certificates of Achievement thoroughly in a variety of manners to its stakeholders.
These are accomplished through:
• Thorough course descriptions in all student syllabi.
• Regular semester meeting with faculty where curriculum is reviewed and revised.
• Regular meetings with industry advisers where curriculum and industry trends are reviewed and planned for.
• Employing industry professionals that follow the American Welding Society's standards to include:
Three AWS Certified Welding Inspectors on staff and using these licenses to certify students with professional certifications.
Employing numerous instructors that are; welding business owners, welding business operators and/or welding staff.

Describe your program's plan for assessing program learning outcomes.
Each of our programs have outcomes in Safety (cognitive and affective), Welding (cognitive, affective, and psycho-motor), and Equipment setup and use (cognitive, affective, and psycho-motor) to determine if the student has achieved the higher level of learning required by our stakeholders.
The Welding department assesses these outcome through written reports, tests, hands on activities, as well as welding tests that align with industry standards and codes. The Welding Department is completely mapped to ensure student success, certificate completion, and preparation to enter the workforce.

Summarize the major findings of your program outcomes assessments.
Each welding section assesses learning outcomes every semester. We have a midterm activity that requires the student to produce a weldment using written procedures and blueprints. The student is required to follow safety guidelines and the written procedure to produce a weld that gets tested in accordance with industry codes and standards. The destructive test allows for students to be evaluated at the end of the class session. We have an incredibly high passing rate for this exam and proves our program is effective. In addition, we have received very good feedback through our industry partners on our students' employment abilities.

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.
Degrees and Certificates Awarded (Count)
Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21
AA/AS
Associate in Science Degree 6 7 11 13 2
AA/AS Total 6 7 11 13 2
Certificate
Certificate of Achievement 11 11 12 22 8
Certificate of Proficiency 24 45 43 54 33 16
Certificate Total 35 56 55 76 41 16
Grand Total 41 63 66 89 43 16

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

What factors have influenced your completion trends?
Our program is traditionally a Face to Face program. Although Faculty have worked tirelessly to adapt to the hybrid format, unfortunately you cannot learn to weld remotely. Looking at the numbers, it is easy to see our program has been decimated by Covid-19. Our pre-pandemic completions were the highest they had been in the last 5 years. Our completions reflect the cancellation of classes, the limited offering of sections, and the hybrid learning environment that our students are trying to adapt to.

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.
Our enrollment has suffered like our completions. Welding courses were cancelled for the first time in our careers due to overlapping time slots with outside programs. Student uncertainty is at all all time high. Students aren't sure they will even get to complete their courses. Welding has scheduled to go Face to Face in the Spring, and we will get back on track to pre-pandemic levels.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
Covid-19, irregular/limited course offerings, cancellation of classes that were near full.

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?
75.0%

Why did you choose this standard?
The Welding program standard for COURSE success rate is 75%. We are highly disappointed to report our sucess rate is the lowest it has been in recent history. Despite this, we have chosen to keep our success rate the same as it was in previous years. This standard was chosen to reflect the welding industries' standards, which are the same standards that are ensconced in the welding technology program.
Some of these standards evolve from and include:
1. Feedback from full time and part time faculty that have been and are actively engaged the the current industry. Their experiences include many aspects of welding business management in the immediate San Diego and San Marcos area. As industry professionals the general consensus it that there must be, at a minimum, a 75% success and retention rate in the the welding industry. Specifics include: New hire selection, trainability, employee retention after 6, 12 and 24 months.
2. Feedback from advisory committee. Throughout the year in various meetings and dealing with our Industry Advisors the express their industry demands in both the hard and soft skills that they are teaching, evaluating and hiring for. These "industry Standards" help us determine the goals for the discipline and course success rate.

What is your stretch goal for course success rates?
80.0%

How did you decide upon the goal?
The Stretch goal was determined based upon the Overall Success rate trend. Over the last five years the success rate has been between 77% and 50%. This averages out to a 76.66%. Pre-pandemic we were consistently above the institutional standard and we are working to get back to that level of success. We believe our latest 50% number is inaccurate reporting as the number is composed of majority EW due to covid, when this option should not have been available for the 2 online classes offered. In addition we looked at grades posted for the 2 courses and the percentage doesn't accurately portray student success.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
Our SLO's have been trending lower percentages than previous cycles. In our SLO reports we have noted that a decrease in student engagement, skill attainment, and knowledge has been observed with students in the hybrid learning format. We have found that students aren't completing their online lecture components and coming into the laboratory unprepared and without the direct instructions covered in the lecture component.

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.
All of the SLO's are up to date besides newly updated SLO's that haven't been assessed yet due to course offerings.

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?

Onet shows that there are 89 careers available some of these include:

Welding Soldering and Brazing machine setters operators and tenders

Welder, cutter and fitter petroleum and pipe industries

Structural Metal fabricators and Fitters

Steam Fitters

Sheet Meta cutters, welders and fitters

Structural Iron and Steel workers

Millwrights

Engine and autobody assemblers

Model makers metal

Industrial machinery repair

Construction machinery repair and maintenance

Commercial Diving

Robotics technicians

Aerospace welding, and maintenance

Industrial engineering technicians

Weld inspection technologies

Boilermakers

Construction

Heavy equipment repair, agriculture, mining

Rail car Repair

Shipbuilding and Ship 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)

The ability to demonstrate knowledge of and skills in the GMAW, FCAW

G&S, GTAW, SMAW welding process in accordance with applicable codes in a

variety of settings.

Blueprint reading and Layout

Mathematics

Active listening and communication skills

Measuring, marking and preparation of materials using a broad range of

tolls and machinery.

Critical thinking and reasoning skills.

Inspection, examining and repairing of welded assemblies.

How does your program help students build these KSA's?

The Palomar College welding program develops the knowledge, skills and abilities of students in a variety of means. Some of these include:

Welding classes, (W100, W115, W110, W120, W140) that teach students how to weld with all of the common welding technologies that are in demandin the industries. Within these classes students must receive interpret and utilize verbal and non verbal instructions on a daily basis, while completing assignments which develop welding skills that lead to American Welding Society Industry certifications.

Welding Classes, (W160, W135 & W150) which teach students essential math, critical thinking and reasoning blueprint, and inspection skills.

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?

Currently the Welding Technology is incorporating WBL in a a variety of

means throughout the program these include:

1. Clinical experiences in the W145 classes that includes specific training that allows students to enter the pipe welding environment as a entry level apprentice.
2. Capstone projects. The W140 class trains and administers American Welding Society weld certification tests These tests that are recognized globally and which are in high demand throughout the welding industry.
3. Industry Tours. In Weld 120 and w145 students are involved in touring local welding businesses.
4. American Welding Society Open house. Palomar regularly hosts a AWS meeting where students are introduced to local industry professionals wherein they have a chance to learn about the various jobs in the local economy and meet companies that are hiring.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
WBL allows students to conceptualize a few areas these include.
1. Skill development according to industry standards.
2. Job seeking strategies. Including social media and resume writing, and interview strategies
3. Job awareness. Students have the opportunity to see various industries and can become self aware of the particular industry that
they would like to pursue for their future employment.

How do you engage with the community to keep them apprised of opportunities in your program?
The community is appraised and engaged in a variety of means these include:
Advisory meetings that consist of local stakeholders in the welding
industry.
Community outreach events, Cal State San Marcos, High Tech High etc.
Industry partnerships with local businesses
Community tours, Various high school tours organized via Palomar College outreach center
Social media
Regularly hosting American Welding Society chapter meetings

What is the regional three-year projected occupational growth for your program(s)?
The Ca EDD department projects between a 3% and 6.5 % growth in the many industries where welders are utilized. A few of the state occupations and their associated projections:
Welders, Cutters, Solders and Brazing industry will need 1100 additional workers.
Structural Metal Fabricators
and Fitters: 100 additional workers.
Assemblers and fabricators, 1100 additional workers.
Maintenance and repair workers general 4300 additional workers.
Farm equipment Mechanics and service technicians 100 additional workers.
Helpers Pipe layers, plumbers, pipefitters, and steam fitters 200 additional workers.

What is being done at the program level to assist students with job placement and workforce preparedness?
A lot of assistance is available for students for job placement and
workforce preparedness. These measures include:

1. Many of the instructors at Palomar college are employed full time in the welding industry. In addition to teaching the hard skills that are necessary, instructors teach the soft skills that are in demand and utilized on a daily basis in their respective industries.
2. Integration of Bruce Reaves, Job Placement Professional, into Palomar's welding Program. Bruce's skills and industry contacts are being utilized in a variety of means these include: Bruce teaches and helps students design a Welding Resume every semester in the Weld 145 class. Bruce regularly seeks out, and creates industry partnerships with local businesses which directly translate to job placement for Palomar welding Students. Bruce additionally spends additional one on one time refining resumes and coaching individuals with interview questions and general interview preparation.
3. Job Board: On a regular basis local welding businesses, advisory board committee members and contacts via Bruce Reaves place job postings on the Job Board.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
May 2021 a Zoom based advisory committee was held.. Additional communication has happened with advisory members via, emails and phone communication. Currently the industry trend is to continue preparing students in the fundamental welding skillsets while ensuring that measuring, blueprint reading and soft skill sets are obtained while in the college environment.

What are the San Diego County/Imperial County Job Openings?

The San Diego, Imperial County job openings are vast and include openings in the following sectors: Construction, Repair and Maintenance, Aerospace, Ship Building, Ship Repair, Fencing, Pipefitters, Sheetmetal, Ironworkers and numerous small businesses. The occupational growth prediction for Welders Cutters Solders and Brazers is about 1% per year in the San Diego area. These numbers translate to 445 additional welders needed on an annual basis with an additional 52 workers needed annually.

Currently between Palomar College and San Diego Continuing Education there is a average supply of 94 credit awards for 445 annual job openings.

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
Create additional Certificates of Achievements in Advanced Manufacturing.

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
We need to write an Advanced manufacturing course, and a solidworks for manufacturing/CNC programming course. These 2 course in conjunction with existing courses will develop an new certificate of achievement for our program.

Outcome(s) expected (qualitative/quantitative)
The expected outcomes include:
a. increase of Certificates of Achievement
b. Increase in student employment sectors.
c. Increase in entry level wage.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal will support Palomar Colleges strategic plan by increasing the completed Certificates of Achievements (C/A) that welding students will earn. The new C/A's also support guided pathways by creating a program wide model which support faculty while they track, plan, and assist welding students in the welding guided pathway

Expected Goal Completion Date
12/31/2022

Goal 2

Brief Description
Finish the new S3 lab/classroom

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Many things have been completed during the last twelve months including:
1. Addition of electricity for internet
2. Wireless internet
3. Whiteboards
4. New equipment, CNC shear, CNC brake, CNC plasma cutter.
Ongoing Projects include:
1. Addition of busbar for welding machines and Ironworker
2. Fans for cooling shop.
3. Repair of CNC brake
4. Attainment of forklift for materials handling

Outcome(s) expected (qualitative/quantitative)
1. The ability to offer additional classes during the day and evening in
the new classroom.
2. Increased access for all students to advanced fabrication technologies.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal will increase access to the welding program for all demographics. The goal will ensure more students will be able to
complete their educational goals in a timely manner. We will be providing our stakeholders with more people qualified to obtain a family supporting wage

Expected Goal Completion Date
12/1/2022

Goal 3

Brief Description
Rebuilding of Palomars welding technology enrolled students to ensure full classes

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
In order to rebuild the welding program we are doing the following.

1. Offering additional sections of weld 100, Introduction to welding. This will allow more students into the program and help the capstone courses such as W145 and W145 have full enrollments within the next two semesters.

2. Engagement and planning of students courses through online lectures. Currently many of our new students do not know what classes to sign up for. We have taken a proactive approach to this challenge and created lectures, embeded within Canvas. That help and guide students through the welding Pathway

Outcome(s) expected (qualitative/quantitative)
Increase of student enrollment and retention of students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal supports the strategic plan and the Guided pathway plan through direct involvement with student course scheduling.

Expected Goal Completion Date
1/1/2023

RESOURCES

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
ISA Class III

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
Approximately 6 years ago, before the increase in classes offered, there was a .45% ISA in the Welding Technology department. Since that time there have been many modifications to the program including; nine additional sections added, class sizes increased from 20-22. During this time of growth the part time ISA position has been vacant and on a yearly basis, via the PRP review process, a full time ISA position has been requested. At this time a full time ISA is again being requested to meet the following needs:
1. Student support. Through weekly adjunct class observations and student survey feedback reports, it is evident that students are waiting for assistance while they should be learning. A ISA Class III will be able to directly instruct the students in the lab while allowing the instructor to help students that have more pressing questions and needs.
2. Instructor support. Currently part time T/A's (Palomar Students) are being regularly trained and rotated through the welding program. There is a regular turnover in this position that is approximately three semesters. While this has been beneficial for the student TA's it has been detrimental to the program in the form of regularly retraining assistants. A full time ISA will help by creating a stable work and learning environment for students and staff.
3. A higher level of expertise is needed in the form of a assistant VS the traditional T/A. With the expansion of the welding program and the technologically advanced equipment (CNC plasma, CNC Waterjet, advanced welding processes, CNC brake and shear) a individual is needed that can operate these machines on oversee the use of these machines.
4. Health and Safety. With the addition of the new welding lab, additional advanced fabrication classes will be offered. Many of these machines can be life threatening if used improperly or without direct supervision. A quality ISA

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?
Yes the The ISA position will establish more efficient district operations through the use of technology in the Welding Technology department. The Palomar college welding department currently owns many pieces of CNC equipment that are utilized in the manufacturing sector. With the expansion of the welding lab students will have access to this equipment.

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 supports the three year PRP plan by allowing us to continue expanding class offerings in the new welding lab and offering student and staff safety and support advanced welding technology classes and in regular welding classes.

Strategic Plan 2022 Objective

1:3	2:4	4:1	4:2

If the position is not approved, what is your plan?
Our plan is to do the best with the resources that we have available.

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

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

Technology Request

Technology Request 1

What are you requesting?
laptop cart in the New S3 lab.

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
Palomar has built a new advanced fabrication lab. One of the final tools that will be needed are computers to house the solidworks program.

Estimated Amount of Request.
$20,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?
No

What PRP plan goal/objective does this request align with?
Goal #1 & Goal #2

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

| 1:2 | 1:4 | 4:1 |

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

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
    - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
    - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
    - *The results of the review will be sent to the dean and chair with feedback.*
    - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
        - *Requests for one-time funding will move forward for prioritization.*
        - *Requests that use funding from your department budget may move forward for purchase.*

Will you be requesting any technology (hardware/software) this upcoming year?
Yes

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.
kpowers@palomar.edu