



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Career, Technical and Extended Education

Department Name

Trade and Industry

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Automotive Technology (AT)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Ashley Wolters

Department Chair email

awolters@palomar.edu

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

Anthony Fedon Instructor

Website address for your discipline

<https://www.palomar.edu/at/>

Discipline Mission statement

The Mission of the Palomar Automotive Technology Department is to foster a safe learning environment for the preparation of men and women for potential career paths as an automotive technician, service advisor, manager, parts person, auto body technician, claims adjuster, or other related jobs in the automotive industry. Palomar College is using state-of-the-art equipment to provide students with the knowledge and skills necessary to gain entry-level technician employment in the ever-changing Automotive Repair Industry.

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

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

☐ Yes ☐ No

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

☐ Yes ☐ No

List all degrees and certificates offered within this discipline.

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

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

1

Link: [FTEF Data](#)

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

2.4

Link: [FTEF Data](#)

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

ADA Tessa Alvarado Shared with 2 other departments

Link: [Permanent Faculty and Staff Count](#)

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

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](#). 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? Please explain.

After review of the SLO's for the program, they reflect work based learning objectives, however I believe they could be updated to reflect some of the new curriculum we have introduced for hybrids into existing courses. This will help shape the direction and communication of our outcomes and be reflective of WBL goals for the program. This process will need to be refined with the changing of the program names to better reflect the scope of the offerings

How do they align with employer and transfer expectations?

I will echo the above comment to reshape and restate many of the changes made to program into the SLO's. The addition of current industry standards that have changed to existing classes was the direction from our advisory board, but was never changed into our SLO's. Our program has wide ranging perspectives from the Automotive Industry and is provided via the Advisory Board Meetings held at least once per year. For example, to incorporate the hybrid systems into current courses rather than add classes due to the lack of classes being offered to programs from instruction.

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

We have been only assessing when asked to on a yearly basis when we get an email from our SLO coordinator. This process was supposed to show up in Canvas or possibly when posting grades at the end of the semester. No formal process has been put in place as there was to be automation of this process as stated above.

Summarize the major findings of your program outcomes assessments.

I think after reviewing the outcomes, there is a need to restate or reimagine the SLO's to reflect the state of the industry in terms of WBL (work based learning) outcomes. Students are achieving the outcomes and getting well paid jobs when or even before completing our program. If the instructors of the class, rather than full time instructors (which may not have the data) are completing the assessments, then the assessments could be part of the instructor close out of administering finals, grades, and course assessments would be best and reflective of immediate feedback from semester.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Year range	# AS	# Certificates
2016-2017	17	31
2017-2018	11	21
2018-2019	14	20
2019-2020	9	20
2020-2021	7	14
2021-2022	7	18

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

☐ Increased ☐ Stayed the same ☒ Decreased

Choose one

What factors have influenced your completion trends?

Associates Degrees are not being sought as a certificate is the driving force for our students to go to work. Our students are being hired prior to finishing in many cases. COVID and lack of full F2F classes instead of hybrid classes are also impacting enrollments. In a Global search for answers, the teaching assignments for full time instructors used to be 18 units as compared to 15 units for academia instructors. This changed in 2018 and our enrollments dropped due to lower class offerings.

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.

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

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

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

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked 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.

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?

70.0%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

This is a great benchmark for the way the numbers are calculated by the state.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

I have never attained this benchmark and I am willing to try.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Course level SLO's are being completed and the SLO's should be re-written to reflect better WBL skill attainment. The assessments should be scheduled and completed every semester???

Course level SLOs can be accessed through [Nuventive Improve](#)

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

☒ Yes ☐ No

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Service Advisor, Shop Supervisor/Manager, Lube Technician, Tire Technician, Insurance Adjuster, Automotive Marketing, Salesperson, Parts Advisor, Parts Manager, Service Manager.
Many of the skills that the future employers will be looking for include Hybrid and Electric Vehicle Repair.

Link: <https://www.onetonline.org/>

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Knowledge

Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal

services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer

hardware and software, including applications and programming.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling

of words, rules of composition, and grammar.

Engineering and Technology — Knowledge of the practical application of engineering science and technology. This

includes applying principles, techniques, procedures, and equipment to the design and production of various goods and

services.

Skills

Repairing — Repairing machines or systems using the needed tools.

Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Operations Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.

Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Operation and Control — Controlling operations of equipment or systems.

Abilities

Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.

Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.

Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.

Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.

Near Vision — The ability to see details at close range (within a few feet of the observer)

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

Our programs utilize the laboratory tasks to mimic job skills needed to succeed in the industry. These are referred to as WBL (work based learning) activities. The students use industry tools and equipment to hone their skills for successful completion of courses. The students all yearn for this type of learning.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

What is the regional three-year projected occupational growth for your program(s)?

There is actually a decrease forecasted of 3.7% for the next three years in the San Diego market, however there are not enough completions from the 6 schools charged with supplying technicians for our area. There is a big gap in the needed technicians especially at this time because many older technicians are retiring and I am getting all kinds of requests for employees in many jobs in the automotive trade. COVID is having a greater impact than what is reported from our LMI sources

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

Working with local employers, with Bruce Reaves, and Jason Jarvinen
Bruce has met with all my classes this semester and is building partnerships with the HR departments of our local dealerships and the principles of mom and pop shops.

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

November 2021 The need to move forward with the latest technology for hybrid and electric vehicles and the scan tools to complement the training.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

Between 2019 and 2024, Automotive Service Technicians and Mechanics are projected to decrease by 79 net jobs or one percent 7726 openings in 2019 and 7647 for 2024. Although the number of openings is forecasted to decrease by 1 percent, the number of students completing automotive technology programs is still short of the openings by at least 110 per year. These numbers will change due to the industry changes from COVID as reported from our local industry partners. Long term the same type of trend is showing up although the 10 year trend shows a decline of 3 percent.

Include short- term # of projected job openings and long -term # of projected job openings

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 ☐ No

What have you done to integrate work-based learning?

This is a normal part of teaching Automotive Technology. We have been teaching skill based learning all along. We are just making sure that we have them in our COR's to be listed or worded properly

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Using industry standard tools and equipment gives the students a leg-up to other potential hires due to the exposure to the industry processes and procedures.

How do you engage with the community to keep them apprised of opportunities in your program?

Working with the local employers with our job placement department (Bruce and Jason).
Advisory Board Meetings.
Hiring adjunct instructors from local dealers.
Local Part Store engagement.
Articulation with local high schools.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

ISA for the Discipline

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

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

I still am in the middle of the recruitment. There is internal issues making this request very difficult.

Outcomes:

Equipment maintained and ready for class.

More efficient results from lab classes

Greater quantity of skill tasks completed

More in depth skill task completions

This will promote a safer learning environment

Goal 2**Brief Description**

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

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

Working with planners to make this happen.

Outcomes:

Safer Laboratory Areas

Uncluttered/unobstructed access to laboratory equipment.

Proper stowing of trainers.

More time for students to work in laboratory on assignments

Goal 3**Brief Description**

Additional Service Information Subscription

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

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

Need funding annually and will need Dean and Chair assistance to increase budget

Outcomes:

Two sources of information is a great way to teach this dynamic discipline. Many times the one system does not contain the information needed and All-Data is necessary for dual research in databases and comparing nomenclature.

Students will be shown two different systems as the industry has two main systems.

WBL activities to reinforce understanding.

Goal 4

Brief Description

Adding a Hybrid/Electric Vehicle Program to Automotive Technology

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

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

Will need funding at least from Perkins - last three years have asked for some type of funding.

This expense will need to be committed to from our College and will take at least a 300k to 500k spend to get the

program started. The Program is currently developing a partnership with Ford Motor Company and has been working

on this for the last two years. There will be training and materials being donated to help with this program

development.

I new training center really needs to be review on a grand scale as this industry will need a specialized trained

workforce.

Outcomes:

WBL outcomes with the latest technology tools and equipment performing the latest diagnostic routines.

Already graduated or certified students would return for updated training and certification.

Our college student body has a great amount of diverse race and orientations and this would type of training would

give those special groups an opportunity to make 80k in 3-5 years.

More completions with updated curriculum

Goal 5

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

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

My college needs to commit to the actual amount of money necessary to run the automotive program without compromising instruction and laboratories due to lack of funding and assistance for t/a's or part time ISA's.

Lottery funds and special accounts always hide the actual costs.

VPI and the President needs to have a commitment to CTE that our college and the residents deserve.

Outcomes:

Allow for future planning of moving the program forward and not what to reduce or condense into one course.

Better laboratory supplies, tools, and equipment for the students for WBL components of the Lab exercises

New tools can be procured - as small essential tools have to be put on a priority list to see if we have funds to purchase.

Better working conditions for the instructors and they do not have to bring in their own specialized tools and equipment

Goal 6

Brief Description

Update and replace aging engines for rebuild course for spring 23

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

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

I will need external funding to replace the engines for the engine rebuild class. I am working with our advisory board to get the type of engines our program should use for this instruction. Ford corporate may be able to assist, but will need Pekins or other workforce funding to accomplish this goal

Outcomes:

Students will be working with the latest in technology.

Students will have the skills needed to compete for the automotive jobs being marketed.

More enrollment with advertising the new technology classes.

More completions due to new technology

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

VfS Goal 4: Workforce VFS-4. Palomar College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 68% in 2016-17 to 72% in 2021-22.

[Click here to access the Strategic Plan 2022.](#)

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

The campus is slow to respond to employee hiring, employee purchasing for programs.

RESOURCES

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

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Professor of Automotive Technology

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

This position is very important to the Automotive Technology Discipline as the program has a FTEF for full time faculty of 1.4 and 3.47 for Part Time Instructors which includes .4 for overload for the full time instructors. The classes that are currently offered fills two classrooms from 8 am until 4 pm daily with night classes filling the both classrooms from 6pm until 10pm. This program has consistently filled all classes and with the need for automotive industry employees trained in the latest technology, there needs to be a continuity of the classes being delivered. Someone needs to fill this position temporarily as a (special contract) to aid in this effort. 4 new teachers for the spring 22 semester is a tall task to fulfill and I am currently trying to accomplish. We need this position filled to deliver specialized training classes for student completion and continuum.

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

Yes,
There is few people who want to teach the automotive trade in person, let alone hybrid teaching of a hands on trade.
Continuum of the program is very important as we navigate bringing F2F instruction back to Palomar. It will take 4 years to bring back the trade programs.

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

Health and Safety and Continuum of Program.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Our efficiency numbers are low due to the type of instruction that is given. Our class sizes are 24 and even that is high for some type of classes like engine machining. We are now capped at 16 due to social distancing guidelines established by the college. The needs of the industry over the next three years shows a slight decline in employees needed by 1 to 3 percent, however that does not include the covid era in the numbers. The numbers also noted that the certificates and degrees issued were 110 per year short of openings in the San Diego area year to year for the next three year tracking. Our industry is needing technicians and others in the current job market and we will need to be prepared with classes open for training in our Automotive Field.

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

No Reassignment time.
The college knew about the retirement for Steve Bertram who taught a summer class and that started the entire authorizing process to replace an integral position for a program on hold one year. This position is very important to the college and my sanity as we are also missing an ISA and I have not been approved for any TA's to assist with the workload. I am requesting a special contract for an existing adjunct which is in-between jobs and could work a special contract as a temporary replacement for Steve Bertram for the term of 1 year as we approve and then go out for recruitment.

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ No

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?

☒ Yes ☐ No

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

There is no budget for T/a's and these type of programs should use this position to aid in the forward progress of program and special projects for latest technology and the grooming of T/a's for the industry with industry related tasks for the program and instructors.

Our budget does not have all the required elements for ongoing operations. The computer technology portion of our programs is far exceeding our normal budget and the annual subscriptions for electronic tools and systems is outdated. I need someone to handle all of this type of laboratory set-up and to maintain throughout the year

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

2. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☐ Yes ☒ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

Enter your email address to receive a copy of the PRP to keep for your records.

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