

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	Are you completing a comprehensive or annual			
2022-23	PRP?			
	Annual			
Division Name	Department Name			
Career, Technical and Extended Education	Trade and Industry			
	Choose your department. If you don't see it, you may add it by typing it in the box.			
Discipline Name				
Welding (WELD)				
Choose your discipline. If you don't see it, you may a	dd it by typing it in the box.			
Department Chair Name	Department Chair email			
Ashley Wolters	awolters@palomar.edu			
Please list the names and positions of everyone	who helped to complete this document.			
Kevin Powers, Lead Instructor Welding Technology				
Ashley Wolters, Instructor Welding Technology				
Website address for your discipline				
https://www.palomar.edu/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?Are any of your programs TOP coded as
vocational (CTE/CE)?
O Yes O No

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

AA, AS, ADT, Certificates, etc.

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 links shown in red.

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

2

2

Enter a number.

Link: Permanent Faculty and Staff Count

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

Link: FTEF Data

Link: FTEF Data

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

2

1) Assistant Professor Welding

1) Associate Professor Welding

Link: Permanent Faculty and Staff Count

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

1) T/A Federal work study. 20 hrs per week

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 <u>Nuventive</u> <u>Improve</u>. 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.

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 Proficiency 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 who use their licenses to certify students with globally recognized AWS welding 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

psychomotor), and Equipment setup and use (cognitive, affective, and psychomotor) to determine if the student has achieved the higher level of learning required by our stakeholders. The Welding department assesses these outcomes 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: Program Completions

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

Degrees and Certificates Awarded (Count)								
Academic Year AT APD Student Count		Count	Column Labels					
Row Labels	2016-17	20	17-18	2018-19	2019-20	2020-21		
2021-22								
AA/AS								
Associate in	7	11	13	2		9		
AA/AS Total	7	11	13	2		9		
Certificate								
C/A	11	12		22	8	12		
C/P	45	43		54	33	16	32	
Cert. Total	56	55		76	41	16	44	
Grand Total	63	66		89	43	16	53	

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

Choose one

What factors have influenced your completion trends?

2019 & 2020 marked a sharp decline in completions which is directly tied to the Covid 19 pandemic. Many of our classes were canceled and many students dropped the program. Fortunately, we are seeing the trend starting to reverse. When comparing the latest data from 2021-2022 to the Covid time period 2019/2020 and 2020/2021 it clearly indicates that there has been a 18.86% increase and 69% increase in completions.

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.

There are numerous factors that are directly impacting the increased completion rate, increasing fill rate, and increasing degrees and certificates rate. These can be summarized as follows:

1. The Covid pandemic is coming to a close and policies have been implimented to minimize the effect of covid outbreaks on the programs.

2. Program wide lesson plans delivered in Weld 100 that instruct students on what C/P are, how they can be attained, and what paperwork needs filed.

3. A return to 100% face to face instruction

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

Challenging factors include:

1. Loss of qualified welding instructors. During the pandemic the welding department lost more than 50% of its adjunct instructors due to, job relocation, death and moving out of state. Currently we are filling all of our classes and see 4-8 students on the wait lists and we do not have staff to fill the classes.

2. Loss of Instructor Kevin Smith. Kevin was going to be on special assignment for 2022-2023 teaching three classes. Before passing Kevin's, classes were full. There will be many long-term effects that we expect to see displayed in the upcoming Fill rates, WSCH data.

3.Ability to use new advanced fabrication S3 classroom and lab. Over the last four years we have strived to expand our welding program with an additional C/P in Advanced Fabrication. Palomar College committed the necessary funding to build a new lab/classroom and staff have outfitted and acquired the necessary tools and advanced technologies for this certificate. Unfortunately, we have met a serious stumbling block due to the fact that there is a lack of climate controls (heating and air). Currently the classroom routinely experiences temperatures in excess of 100 degrees. This directly impacts the learning process and the capability of the welding programs expansion.

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 <u>https://www2.palomar.edu/pages/ssec/</u>)

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

75.0%

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?

The Welding program standard for COURSE success rate is 82%. As we continue to rebuild and improve after the pandemic we are confident that this percentage will increase. This standard was chosen to reflect the welding industries' standards, which are the same standards that are ensconced in the welding industry.

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 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 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?

How did you decide upon the goal?

For 2018-2019 we had 89 program completions. We attribute this high number of certificates to including our program map into our first day orientations, requiring all instructors to know the program, advising students on which classes they should take, and basically promoting our program. We are currently developing e-portfolios, making curriculum changes, and getting the fabrication shop up and running. We believe all of these factors will allow our program to continue the upward trend we were seeing prior to COVID-19.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Overall we are pleased with the Student learning Outcomes. We are averaging between 40 and 60 AWS certifications per calendar year which indicate that students are achieveing the course specific learning outcomes.

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 O 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.

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?

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 Metal cutters, welders and fitters Structural Iron and Steel workers Millwriahts 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

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

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 O No

What have you done to integrate work-based learning?

Currently Welding Technology is incorporating WBL in 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 an 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.

5. Welding Internships with Nordson created via Bruce Reaves and Jason Jardine.

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

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Famiila, 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 identied 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

Create additional Certificates of Achievements in Advanced Manufacturing/Fabrication.

Goal Status

O Completed ⊙ Ongoing O 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.

The current challenge exists of being able to use the new S3 lab/classroom due to the lack of HVAC. We are regulary experiencing temperatures over 100 degrees inside the classroom.

Goal 2

Brief Description

Rebuilding of Palomars Welding Technology program enrolled to ensure full classes

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.

Currently we are understaffed. We used to have two full time and seven adjunct faculty. Currently we have two full time and two adjunct faculty. We had to cancel three full classes this semester when one of our adjunct passed. With the lack of staff we were not able to reassign any of classes. In order to rebuild the program, we need qualified staff.

Goal 3

Brief Description

Write courses for advanced fabrication C/P: Solidworks for fabrication/welding/additive manufacturing Advanced fabrication

Goal Status

O Completed ⊙ Ongoing O 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.

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.

Our unit supports a number of the Vision for Success goals. While our CTE welding program large adresses Goal 4 Workforce we also support Goal 1 Completion through our lectures that specificalluy adress the classes that students need to take to complete their certificates and Associates degrees.

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.

This PRP has brought to light a chink in our armor. We are canceling classes that have full enrollment because we do not have any staff. We need to spend some effort on talent acquisition.

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 <u>Strategic Plan</u> 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 requestiong additional full-time faculty? \odot Yes \bigcirc No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

ISA Class III

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.

Approximately 7 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 a class sizes restructuring 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 will help to ensure safe methods, operation, and training is available to all students. In addition the ISA would be an extra supervisor of student safety during laboratory excercises.

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

Yes

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

Yes, to ensure safety of our students, staff, and faculty.

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

Refer to data and other analysis earlier in this document.

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

Yes currently Ashley Wolters is serving as department chair. His classes were reassigned to Kevin Smith who passed away at the end of August. All of Kevins classes were full and we had to cancel all of them. This will have a negative effect on the amount of upcoming certifications and completions for the next one or two PRP cycles while the position is being filled.

Are you requesting AA, CAST for Classified Staff?

O 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year? \odot Yes \bigcirc 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.

Metal prices have increased over 100% since the covid pandemic. At this point they have stabilized and our budget seems suficient unless metal prices rise again.

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

 One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad 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 <u>IELM BLOCK GRANT, LOTTERY, PERKINS</u> <u>AND STRONG WORKFORCE GUIDELINES</u> (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? \odot Yes $~\odot$ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space? \odot Yes $~\odot$ 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.

Facilities Requests

Facility Request 1

What are you requesting?

HVAC in the S3 classroom/lab.

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

The classroom/laboratory was built and completed to be used as instructional space. It is fully furnished with desks, wireless internet and equipment. The building lacks any climate controls necessary to promote the educational environment. The classroom temperature rises to over 100 degrees during an 80 degree day. This heat distracts students from the learning process and creates safety concerns. Facilities states that the building lacks insulation to approve air conditioning. We are left with a building that is inadequate for Palomar College standards.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Installing HVAC in the Fabrication Lab will benefit our students, program, and completions. In addition, it will allow our program to offer concurrent sections. We are currently using the water lab to accomplish this goal.

c. What are the expected outcomes or impacts of implementation?

Increased enrollment, increase in A/S, C/A, and C/P.

d. Timeline of implementation

ASAP

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Approximately 15K for a portable A/C unit.

An actual HVAc Unit install price unknown at this time.

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

Finishing the goal of program examnsion which meets the current industry needs in San Diego County.

What Strategic Plan 2022 Goal: Objective does this request align with?							
□ 1:1	□ 1:2	☑ 1:3	□ 1:4				
□ 1:5	□ 2:1	□ 2:2	□ 2:3				
☑ 2:4	□ 3:1	□ 3:2	□ 3:3				
☑ 3:4	□ 3:5	□ 4:1	□ 4:2				
□ 4:3	☑ 5:1	□ 5:2					

Refer to the Palomar College STRATEGIC PLAN 2022

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

1

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Most of the impacts have financially been paid for at this point. We have met with Steve, the Palomar Facilities electrician, and have verified that we have the necessary electrical load capacity and we are in process of getting the BAF installed to circulate the air.

Will you accept partial funding?

⊙ Yes O No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see <u>IELM BLOCK GRANT, LOTTERY, PERKINS</u> <u>AND STRONG WORKFORCE GUIDELINES</u>. 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? \bigcirc Yes \bigcirc 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.

awolters@palomar.edu