



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

Water Technology Education (WTE)

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.

Jacob Shiba- Assistant Professor of Water Technology

Website address for your discipline

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

Discipline Mission statement

Our mission is to educate and prepare all students, including those of diverse backgrounds, experiences, and abilities for careers and advancement in the water industry. Our committed, highly trained faculty and partnerships with Local, State, and National entities ensure that our graduates will have successful careers that improve their lives, their communities, and the economy.

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

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.

AS, CA in Water Technology
AS, CA in Wastewater Technology

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.)

1.53

Link: [FTEF Data](#)

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

1 ADA

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.

Our outcomes were recently revamped, along with all courses in water technology, and reflect the scope and depth of the degree very well.

How do they align with employer and transfer expectations?

Yes, these outcomes were created with input from faculty and local industry professionals.

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

PLOs are assessed every 3 years and are drawn from out course SLOs, the number of student completions, and student employment rates.

Summarize the major findings of your program outcomes assessments.

The last assessment helped to determine some major changes, some that have been completed and others in progress. These include; elevating all courses from two to three digits, adding new courses, expanding hand-on equipment, and renovating the water lab.

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.

| | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----------|------|------|------|------|------|
| AS: 8 | 7 | | 13 | 13 | 11 |
| CA: 15 | 8 | | 20 | 17 | 21 |
| Total: 23 | | 15 | 33 | 30 | 32 |

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?

Completions increased pretty dramatically from 2018 to 2019 and have leveled off for the most part since. This increase does coincide with the hiring of the disciplines first full-time faculty member. This likely played a role in the increase. We did not see a significant dip due to the pandemic.

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.

Hiring a full-time faculty member has been a positive contribution that has resulted in increased grant funding for equipment, increased outreach, a new internship, and much more.

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

The pandemic presented a major challenge and still does. Many students have left the education scene and not come back yet. This could be partially due to online/hybrid courses and the tight labor market. We also need to increase industry and program awareness through outreach channels that have been established.

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?

We wanted to align with the College's success rate.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

This was chosen as a stretch goal because it would be an improvement from our standard and is achievable.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Prior to Fall 2021, there were no SLOs for each course. These new SLOs were developed with the lead instructor and adjunct to best reflect what the industry needs from our students.

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

If you answered no, please explain.

These SLOs are still new and will be assessed during the next academic year.

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?

Water and Wastewater Treatment Plant and System Operators, Water Resource Specialists, Meter Readers, Utilities

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)

Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.

Related occupations

Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.

Related occupations

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

Related occupations

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

Related occupations

Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Related occupations

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Related occupations

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

Related occupations

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Related occupations

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

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

We build these KSAs into each course through the COR. They are contained in the course SLOs and body of knowledge.

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)?

According to the COE LMI for Water and Wastewater Occupations, growth will remain stagnant.

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

Each course is designed with workforce preparedness in mind. In addition to this, we participate in a regional internship program and recently created a new internship with our local water agency. We created a Career preparedness class as well that we will pilot in Spring 2023. I also keep students informed about local industry events such as career fairs and workshops.

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

4/5/22. The major finding were: to increase hands-on learning opportunities through internships, job shadowing, etc. Approval of merging WTE and WWT designations and elevating all classes to three digit courses. Increase working with local industry groups such as the CWEA.

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?

72 and 94

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?

WBL is integrated into each course taught. This starts with the instructor, who brings their own personal experience as an industry professional. We also have guest speakers from industry, use industry standard equipment in the classroom, take students on facility tours virtually and in-person, and offer internships.

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

Students learn the fundamentals of certain tasks through readings, lectures, videos, demonstrations, and in some cases through hand-on activities in the water lab.

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

I attend many career fairs at local high schools, give career talks, attend wellness fairs at water agencies, manage an Instagram, hold an advisory board meeting annually, and more. We are currently working on a dual enrollment program with SMUSD.

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

Purchase supplies and equipment to fully outfit the new water/wastewater lab with the latest technology in water delivery systems

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.

This goal will always be ongoing, as technology is ever-changing. In the last 3 years we have purchased over \$100,000 in equipment and supplies to update the water lab.

Goal 2

Brief Description

Revise curriculum to improve program

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.

The major overhaul to elevate all courses to three-digits and merge the WWT and WTE programs is complete, however we will always be looking to update curriculum and add new courses to meet industry needs.

Goal 3

Brief Description

Increase program awareness, enrollment, and completion

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.

This goal will also be ongoing and a fair amount of my time is spent on this goal to include: attending career fairs at local high schools, give career talks, actively use social media, network with local industries, etc.

Goal 4**Brief Description**

Increase student pathways to employment

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.

We recently started a brand new internship with Vallecitos Water District and will continue to participate in the SD Regional Water and Wastewater Internship Program. However, the need for these types of programs far outpaces the supply so we will work to increase these opportunities.

Goal 5**Brief Description**

Revamp the Water lab and build an on-site wastewater treatment plant

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.

This is a new goal and is more like a 5 year goal for total completion.

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 program supports completions by providing students with the opportunity and support to complete our program. We also contribute to the workforce goal by preparing students for a career in the water industry through our WBL activities in our courses.

[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.

Goal 5 in new and will be something that I pursue for the next 5 years. An onsite wastewater treatment plant will make Palomar's program the premier wastewater program in the State.

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 requestiong additional full-time faculty?

☐ Yes ☒ No

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.

As we expand our outdoor water lab and increase the number of hands-on pieces of equipment, our yearly budget will change based on these expansions. The exact changes are not known at this time and will evolve as the expansion continues.

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

Technology Request

Technology Request 1

What are you requesting?

I have previously requested that the water lab, T-114, be upgraded to support hyflex for future classes.

Is this a request to replace technology or is it a request for new technology?

New Technology

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

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

Keep up with the ever-evolving formats of future class offerings.

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

Any faculty and students teaching and taking classes in the hyflex format.

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

Determining course format in a post-pandemic environment has been a challenge for many programs, water technology included. Offering classes in a hyflex format can open the door to more students, as they can choose whether to attend in-person or online for most class meetings. This format will allow for an increase in equity for students who may not be able to attend in person.

d. Timeline of implementation

We would like to offer the first hyflex water technology course in the spring of 2023.

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

I'm not sure of the costs at the moment, but IS has converted many classrooms on campus already.

Do you already have a budget for this request?

No

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

Goal 3: Increase program enrollment, retention, and completion.

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

- | | | | |
|---|---|---|------------------------------|
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| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

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

Minor technology additions to the classroom.

Will you accept partial funding?

☐ 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.

Facilities Requests

Facility Request 1

What are you requesting?

Demolishing the existing outdoor water lab and installation of a new facility that increases hands on opportunities for students to learn.

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

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

Increasing opportunities for students to learn skills necessary to qualify for entry level positions at water agencies.

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

Faculty teaching in-person classes as well as all students taking those in-person classes. Students taking online courses will also have the opportunity to interact with the water lab during open houses each semester.

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

Increasing student success and retention in the water technology program and increasing student success in obtaining entry level positions at local water agencies.

d. Timeline of implementation

I would like the demolition and rebuilding to be completed within the next two years.

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

The cost is estimated to be between \$150,000 to \$200,000. I am currently in the process of requesting and accepting donations from local water agencies and equipment suppliers. I have received donations and or commitments from at least nine different entities thus far. This will have an impact in decreasing the total dollar amount to complete this project.

Do you already have a budget for this request?

No

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

1,3,4, and 5

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

- | | | | |
|---|------------------------------|---|------------------------------|
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| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
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| <input checked="" type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 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)

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

This request will heavily involve facilities and will require changes to the electrical, water, physical space, concrete pad, etc.

Will you accept partial funding?

☒ Yes ☐ 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?

☒ Yes ☐ No

Requests

Item 1

What are you requesting?

Travel accommodations for the AWWA Utility Management Conference (UMC) taking place in Sacramento, CA, March 28-31, 2023.

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

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

Airfare, car rental/ground transportation, hotel accommodation, conference fees, food.

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

The impacts of this work group and conference can potentially be felt far and wide, including students looking for employment, water agencies looking for employees, and are people who rely on these agencies for water.

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

- 1) Build a workgroup that prepares the presentation content in a succinct, impactful message
- 2) Develop a network of stakeholders that will carry the concepts further into fruition
- 3) Determine key performance indicators that will define success
- 4) March towards completion of a career pathway vision I articulated years ago

d. Timeline of implementation

Building and participation in the work group has already begun. the actual conference will take place March 28-31, 2023.

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

Speaker conference cost- \$390
Airfare and Car rental- \$700
Hotel accommodations- \$700
Food-\$200
Total-\$1,990 before tax

Do you already have a budget for this request?

No

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

1,2,3,4

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

- | | | | |
|---|---|---|---|
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| <input type="checkbox"/> 1:5 | <input checked="" type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input checked="" type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input checked="" type="checkbox"/> 4:2 |
| <input checked="" type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 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)

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

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Travel Expenses for Faculty

Please upload a copy of the quote, if available.

☒ **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.

jshiba@palomar.edu