



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

Diesel Mechanics Technology (DMT)

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.

Sergio H. Hernandez Professor

Website address for your discipline

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

Discipline Mission statement

The mission of the Diesel Technology Program is to educate and prepare the Diesel Technicians of the future with the latest technologies and basic soft skills that the Diesel industry now requires. We achieve this mission by maintaining committed highly trained staff and dynamic private and public partnerships with Local, State and National entities. We work to empower our graduates to make successful career and life choices 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.

Certificate of Achievement. Diesel Mechanics Technology
Assoc. of Science Diesel Mechanics Technology

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)?

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?

0.40

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.)

0.60

Link: [FTEF Data](#)

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

Teresa Alvarado ADA= FTEF 1 Shared with the rest of Trade & Industry (12 month contract)

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

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

None

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.

All of our learning out comes are geared with the following in mind: #1 Learning how to work in and around heavy equipment while being safe at all times including in a shop environment. #2 Trying to meet the tremendous needs of our industry for Diesel technicians. #3 Our program is putting students to work. #4 Program is constantly being guided by our Advisory Committee members and our strong ties too our industry partners.

How do they align with employer and transfer expectations?

They align very well as most of our students end up going straight into the work force. Even during the height of COVID 19 industry was still looking at our students for potential employment and at this very moment they want more of our students.

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

Through regular tests and quizzes, Task sheets related to industry work, directly correlated to our lab assignments. We also provide our students with NC3 certifications that are directly imbedded into our normal courses. The certifications are industry vetted and recognized. This provides our students not just with the added value but with a leg up when the time comes to apply for a job.

Summarize the major findings of your program outcomes assessments.

Thus far we have progressed well and have met our modest goals. We have meet the following LIO's:
Communication:

- a. Written
- b. Oral
- c. Visual Creative, Critical, and Analytical Thinking
- d. Critical Thinking
- e. Information Literacy c. Teamwork and problem solving

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.

Academic Year AT APD Student Count	Column Labels					
Row Labels	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
AA/AS						
Associate in Science Degree	9	3	3	5	2	2
AA/AS Total	9	3	3	5	2	2
Certificate						
Certificate of Achievement	21	13	3	10	3	5
Certificate Total	21	13	3	10	3	5
Grand Total	30	16	6	15	5	7

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?

- # 1. COVID -19 2020 thru 2021 thus far our completions are low.
- # 2. Due to the high demand and shortage for diesel technicians, students are offered jobs and do not complete the program. They leave and never complete the program.
- # 3. Industry is paying high wages that potential students do not want to come to school. Starting wages are around \$ 20.00 per hour and up.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify

the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The program as a whole has been successful due to the following factors:

- #1 Serving our industry by providing well trained and rounded students to the work force.
- #2 Teaching and training students both soft and career skills needed to succeed in the work force.
- #3 Strong ties to industry and industry partners.
- #4 Helping students with job placement.
- #5 Aiding students with deferring the cost of school by providing scholarships, Such as Project Cornerstone and the AGC

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

The high demand for technicians is stripping our current students but also our future ones. The wages that industry is paying is incredible and extremely hard for students to turn down.

- A. The diesel program has not had adequate storage facilities for at least the last ten years. The lab space is being used for storing the equipment instead of training. This is a vital need because our equipment has a high dollar value. Because we constantly have to move equipment, it gets damaged.
- B. The District needs a dedicated, informed and interested counselor for Career Technical Education. Too many students get wrong or no information about CTE programs.
- C. Although we have a fairly new facility and storage building, we don't have enough space to accommodate our programs current or future needs.
- D. An ISA is needed to maintain tools, equipment and help with student safety and shop operations.
- E. As the program has grown the staffing has not.
- F. We need a dedicated ADA (Not share one)
- G. Funding to at least hire short term employees to help clean organize and maintain the shop and equipment.
- H. Hire two part time instructors to help grow the program.

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?

72.0%

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 the standard that is acceptable by the state. and with the volatile economy it is a safe number to achieve without under delivering.

What is your stretch goal for course success rates?

74.0%

How did you decide upon the goal?

This is the standard that is acceptable by the state. and with the volatile economy it is a safe number to achieve without under delivering.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

In all of our courses students do very well taking and passing our safety test.

Why is it that students can not be on time to class, or turn in assignments on time?

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?

49-3031.00 Bus and Truck Mechanics and Diesel Engine Specialists
49-3042.00 Mobile Heavy Equipment Mechanics, Except Engines
49-3041.00 Farm Equipment Mechanics and Service Technicians
53-6051.07 Transportation Vehicle, Equipment and Systems Inspectors

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

Show all 5 of 7 displayed

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

Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

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.

Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Skills

Show all 5 of 14 displayed

Repairing — Repairing machines or systems using the needed tools.

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

Operation and Control — Controlling operations of equipment or systems.

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

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Abilities

Show all 5 of 24 displayed

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

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.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

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.

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

Through group, team and individual assignments in some cases. On ground courses allow for the much needed interaction with others.

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)?

Occupational Title	2021 Jobs		2026 Jobs	2021 -2026	
2021-2026 % Annual				Net Jobs	Net Jobs
				Change	Change
Job Openings (Demand)					
Bus and Truck Mechanics and Diesel Engine Specialists 227	2,354	2,370	16		1%
Mobile Heavy Equipment Mechanics, Except Engines 114	1,150	1,143	-7		-1%
Total 341	3,504	3,513	9		0%

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

What is done out in the work force is practiced and reinforced here in the program such as writing service reports,
reading and understanding manuals, schematics, and troubleshooting

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

2019 The advisory wants an E.V. Program

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?

Labor market information about Diesel Mechanic Occupations include the following:

Bus and Truck Mechanics

Diesel Engine Specialists

Mobile Heavy Equipment Mechanics, (Except Engines)

" According to available labor market information, Diesel Mechanic Occupations in San Diego County have a labor market demand of 341 annual job openings (while average demand for a single occupation in San Diego County is 245 annual job openings), and two institutions supply 46 awards for these occupations, suggesting that there is a supply gap in the labor market. Entry-level and median wages are above the living wage for these occupations.

1) there is a supply gap;

2) entry-level wages are above the living wage for these occupations; and

3) there is a high number of annual job openings.

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?

CE-100 as an elective.

Lab assignments on equipment or simulators.

Internship with County of San Diego

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

The Diesel Technology Program is career based and is specific to this career field.

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

Through our industry partners and contacts. Also, through our web page and outreach to the 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

Create New Medium/Heavy Duty Electric Vehicle 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.

Making progress, Charging stations will be installed in the shop shortly and have great industry partners.

Goal 2

Brief Description

Hire second full-time instructor

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.

Still trying.

Goal 3

Brief Description

Update DMT 120 Air Brakes course.

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.

New Air Brakes board is the cats meow!!

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 We will continue to work placing our students in their chosen career field so that they can become happy productive citizens.

[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.

We will be concentrating on the Medium/Heavy duty Zero Emissions Vehicles as this is the direction which has been State mandated.

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

Are you requesting AA, CAST for Classified Staff?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

ISA 3

Is the position request for AA, CAST, or Classified staff?

Classified

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

☒ Full Time ☐ Part-Time

☐

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

By being a monitor and ensuring student safety is first, also assisting students and faculty with tools and equipment maintenance, equipment repair and facilities. Buy having additional supervision in the lab with our students more skill attainment and better mentoring can occur.
(Instructors not being spread so thin)

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

Yes, this would help reorganize the Diesel Program and maintain shop equipment.

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

☐ Yes ☒ No

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

It would help not just the faculty but also the student and help make the labs much safer and organized.

Strategic Plan 2022 Objective

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

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

Look for funding.

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.

60000 Purchase Electric Vehicles and equipment for our "new" E.V. Program

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?

Print Licenses for workbooks and activities books

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)

Print Licenses for workbooks and activities books for all of our hydraulic and electrical trainers.

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

This will reduce the cost of books and materials for our students. And maybe no cost.

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

Students will be able to have the required materials for class because they will be able to afford them

d. Timeline of implementation

Fall 2023

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

\$20,000 for all of the licenses

Do you already have a budget for this request?

No

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

Goal # 1 Create New Medium/Heavy Duty Electric Vehicle Program

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

2

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

None

Will you accept partial funding?

☐ Yes ☒ No

Technology Request 2

What are you requesting?

Electric trucks or buses (Mid Size) or Large at least two

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)

For the new Medium /Heavy duty Zero Emissions Vehicle program.

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

Any and all students that will want a career in this high paying cutting-edge career field.

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

Better recruitment of students

The Diesel Program changing with technology.

d. Timeline of implementation

Fall 2023

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

\$ 300,000 for the initial training equipment (Simulators) (Estimated)

\$ 300,000 for the trucks or buses. (Estimated)

\$ 50,000 for safety equipment and special tooling (Estimated)

Do you already have a budget for this request?

No

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

Goal # 1 Create New Medium/Heavy Duty Electric Vehicle Program

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

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

1

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

We will need an area to store new Equipment.

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.

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.

shernandez@palomar.edu