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DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Career, Technical and Extended Education

Department Name

Workforce, Community & Continuing Education

Microsoft_List_ID

Discipline Name

Apprenticeship Training (AP)

Department Chair Name

Jason Jarvinen

Department Chair email

jjarvinen@palomar.edu

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

Jason Jarvinen, Department Chair

Website address for your discipline
https://www.palomar.edu/wcce/apprenticeship/

Discipline Mission statement

The mission of the apprenticeship program is to prepare students for the workforce through classwork and on-the-job learning experiences so that they can become journey-level workers in their trade, earning a livable wage salary with benefits and pension.

(Click here for information on how to create a mission statement.)

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

Yes

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

Yes

List all degrees and certificates offered within this discipline.

- Acoustical Installer, A.S. Degree/Certificate of Achievement
- Carpentry, A.S. Degree/Certificate of Achievement
- Drywall/Lather, A.S. Degree/Certificate of Achievement
- Inside Wireman, A.S. Degree/Certificate of Achievement
- Intelligent Transportation Systems Installer, A.S. Degree/Certificate of Achievement
- Plasterer, A.S. Degree/Certificate of Achievement
- Sheet Metal, A.S. Degree/Certificate of Achievement
-Sound Technician, A.S. Degree/Certificate of Achievement

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)?

0

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

0

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

0

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

1 Administrative Coordinator (CAST) position assigned to Workforce, Community and Continuing Education Department
1 Career Technical Specialist assigned to Workforce, Community and Continuing Education Department
1 Academic Department Assistant assigned to Workforce Development

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

Career Technical Program Specialist
Program Coordinator Instructional Services

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

These data were pulled from LaunchBoard because the Palomar College Course success rates include only apprenticeship work experience courses. That excludes a significant number of students.

Course success rates have essentially stayed the same over the most recent five years available (2016-2017 to 2020-2021).

Carpentry: Success rates for the Carpentry Apprenticeship ranged from 92% to 98%. The average was 96.8%.

Electrician(Inside Wireman): the success rates for electrician ranged from 95% to 97%. The average was 96.4%.

Sheet Metal: the success rates for sheet metal ranged from 91% to 97%. The average was 94.8%.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

These data were pulled from LaunchBoard because the Palomar College Course success rates includes only apprenticeship work experience courses. That excludes a significant number of students.

Course retention rates have stayed the same over the most recent five years available (2016-2017 to 2020-2021).

Carpentry: retention rates for the carpentry apprenticeship was 100% for all five years.

Electrician(Inside Wireman): the retention rates for electrician apprenticeship was 100% for all five years.

Sheet Metal: the retention rates for the sheet metal apprenticeship was 100% for four of the past five years. Is 99% in 2019-2020.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

The carpentry, electrician, and sheet metal apprenticeships demonstrate remarkably strong success and retention rates.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

Palomar College does not assess student learning outcomes for apprenticeship programs because we do not employ the apprenticeship training instructors directly.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

2017 - 2018: 105 certificates; 4 associate degrees
2018 - 2019: 87 certificates; 1 associate degree
2019 - 2020: 124 certificates 0 associate degrees
2020 - 2021: 103 certificates; 3 associate degrees
2021 - 2022: 169 certificates; 5 associate degrees

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

Palomar College does not assess student learning outcomes for apprenticeship programs because we do not employ the apprenticeship training instructors directly.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Apprenticeship programs are specifically designed for students to work full-time in on-the-job training. Employers must allow students to attend class if it is scheduled during the day. Each training center schedules courses a bit differently, depending on their employer relationships. The programs are in a cohort model, which creates a community among the students in the program. This is yet another reason success rates are quite high.

Labor market outcomes are strong for apprenticeship students. The following data come from LaunchBoard Data for 2020-2021 (the most recent year for which data are available).

Electrician(Inside Wireman): The median annual wage one year after program completion was $93,832. The median change in earnings was 168% and percentage of students attaining a living wage was 85%.

Sheet Metal: The median annual wage one year after program completion was $84,040. The median change in earnings was 133% and percentage of students attaining a living wage was 94%.

Carpentry: The median annual wage one year after program completion was $60,108. The median change in earnings was 56% and percentage of students attaining a living wage was 68%.

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

The overall completion of certificates is a bit lower than expected, however not surprising. The apprenticeship programs are 4 - 5 year programs and due to that, yield a lower completion rate. Additionally, many apprentices come into the program with outside experience, and can therefore be indentured at a higher level of apprentice. When this happens, the apprentice will receive their state certificate, however they may not receive a Palomar Certificate (because they have waived too many units.) Because the Palomar Certificate is not a requirement to work in industry, many apprentices would rather indenture at a high level to earn the state journeyman certificate more quickly, rather than completing the required units for the Palomar Certificate.

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?

There are strong career options for students completing carpentry, electrician, and sheet metal apprenticeships. Demand for workers in the building trades remains strong in San Diego. There are emerging opportunities related to the increased demand for electric vehicles. The electrician apprenticeship, for example, recently requested some course changes to incorporate training for working on electric vehicle charging stations.

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

KSAs vary by trade, but in general, programs require technical KSAs like building and construction, math and design, along with 21st century skills (aka soft skills) like active listening and complex problem solving.

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

As an apprenticeship program, students are required to complete a minimum of 2,000 on the job training hours to complete the program. Students also complete simulated work experiences in hands on labs at training centers, taught by instructors who are active in their trade. This combination of classroom training, lab training and on the job training provides both the technical skills and the 21st century skills needed to be successful in this industry.

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)?

Data from San Diego Workforce Partnership/Career Coach
Carpenter: 13,736 to 14,038 jobs/ steady
Electrician: 10,466 to 11,152 jobs/ steady
Sheet Metal: 1,978 to 2,042 jobs/ steady

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

All students are required to work full-time while in the program. Students are required to complete a minimum of 2,000 on the job training hours per CA Division of Apprenticeship Standards. Our programs at Palomar require more than 5,000 hours. Apprentices are employees starting on the first day in their program.

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

Each apprenticeship program holds monthly advisory meetings. At these meetings industry representatives provide updates about employment and training needs. Representatives from the California Division of Apprenticeship Standards provide updates from the state's perspective.

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

Carpenter - Current Openings: 1,152 (Career Coach)
Electrician - Current Openings: 1,097 (Career Coach)
Sheet Metal - Current Openings: 183 (Career Coach)

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

Prior Year PRP Goal 1

Brief Description

Work with apprentice training program partners to complete reviews of all apprenticeship courses.

Goal Status

Ongoing

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

We are continuing to work with our apprenticeship training partners on curriculum updates and course reviews.

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

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Partner with K12 Navigators to host Apprenticeship Fair for High School Students.

How will you complete this goal? Include Strategies and Timeline for Implementation.

For the past two years we have hosted an apprenticeship fair for high school students. The even has been a significant success, introducing hundreds of students to opportunities in apprenticeships.

Outcome(s) expected (qualitative/quantitative)

- Hosting of the fair.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal aligns directly with the department's mission of increasing apprenticeship opportunities for students.

Expected Goal Completion Date

5/23/2025

Goal 2

Brief Description

Share information with counseling faculty to help students explore apprenticeship opportunities.

How will you complete this goal? Include Strategies and Timeline for Implementation.

- Develop marketing materials.
- Schedule a time to present at the Counseling Department meeting.

Outcome(s) expected (qualitative/quantitative)

- Increased awareness of apprenticeship programs.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal aligns directly with the department's mission of increasing apprenticeship opportunities for students.

Expected Goal Completion Date

5/23/2025

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 Vision Plan 2035.

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

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.

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

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

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

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

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

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 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 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.

1. 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?

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

No

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

Yes

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

jjarvinen@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.
No

Department Chair Name

Date