Entry #: 94 - Career, Technical and Extended Education   **Status:** Incomplete   **Submitted:** 3/21/2024 6:20 PM

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

Trade and Industry

Microsoft_List_ID

Discipline Name

Diesel Mechanics Technology (DMT)

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

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

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

Yes

List all degrees and certificates offered within this discipline.

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

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 Full time Faculty and Carrie Villanueva Espinoza ADA= FTEF 1 Shared with the rest of Trade & Industry (12 month contract) Link: Permanent

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

1.0 and 0.20 overload.

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

0.80

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

Carrie Espinoza Villanueva ADA FTEF 1 Shared with the rest of Trade & Industry (12 month contract)

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

1 hourly employee 36 hours per week. Janet Moreno Shared with the rest of Trade & Industry

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?

Decreased

Was this expected? Please explain.

As listed below Pre COVID enrollment numbers were higher and we have slowly started to increase enrollment.
Success has also come up to the high seventies and retention is in the low nineties. Efforts are being focused to raising our numbers to Pre COVID numbers or even higher.

Fall 2019 Fall 2021 Fall 2022 Fall 2023
Enrolled 143 50 51 93
Success Rate 87.4% 74.0% 78.4% 77.4%
Retention Rate 97.9% 96.0% 96.1% 92.5%

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

Decreased

Was this expected? Please explain.

Unfortunately, Due to the generational lack of interest, high demand of technicians and no targeted advertising or recruitment these seem to be the main issues that we are running into. We are trying to attract more student enrollment.

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

When or where (time of day, term, location)   Age
Gender   Special Pop. (Veteran, foster youth, etc.)

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Our enrollment is always higher at night due to the simple fact that most of our students have a regular day jobs.

Class Type Fall 2019 Fall 2021 Fall 2022 Fall 2023 Day

Enrolled Success Rate
Evening
Enrolled Success Rate
Distance Education Enrolled Success Rate

70 24 63
85.7% 62.5% 79.4%

73 27 30
89.0% 92.6% 73.3%

50
74.0%

.

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?

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.

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)?

Yes

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

Program Review Report (Courses) for PRP 2015-2016.pdf
0.1 MB

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.

Degrees and Certificates Awarded (Count) Row Labels
Academic Year AT APD Student Count

2016-17 2017-18 2018-19 2019-20 2020-21 2021-22
BAA/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

PROGRAM LEARNING OUTCOMES

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

Yes

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 Report (Courses) for PRP 2015-2016.pdf
0.1 MB

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.

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. ($25.00 thru $30.00 per hr.)
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 a shared with multiple disciplines)
G. Funding to at least hire short term employees to help clean organize and maintain the shop and
equipment.
H. Hire at least two or three part time instructors to help the program now that we will be starting our new program in the spring
of 2025 (Medium H.D. ZEV Tech)

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
0947.00 – Diesel Technology Repair and maintenance of diesel engines in vehicles, ships, locomotives, and construction equipment, as well as stationary diesel engines in electrical generators and related equipment.
* 0947.20 – Heavy Equipment Maintenance Maintenance, repair and overhaul of heavy equipment.
* 0947.30 – Heavy Equipment Operation Operation of heavy equipment, including earth moving, demolition, and construction equipment.
* 0947.40 – Railroad and Light Rail Operations Operation and maintenance of trains and railroad equipment, including light rail, heavy rail, passenger rail, and freight rail.
* 0947.50 – Truck and Bus Driving Operation of trucks and buses with diesel, gasoline, or alternative power engines.
* 0948.40 – Alternative Fuels and Advanced Transportation Technology Conversion to, installation of, and maintenance of electric vehicles, liquefied petroleum gas, compressed natural gas, hybrid fuel technologies, and related systems.

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)?

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

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

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

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

Create New Medium/Heavy Duty Electric Vehicle Program

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.

Making progress, charging stations have been installed in the shop. Curriculum has been approved, waiting for NCTD grant funding to come in and with our great industry partners we have been collecting components.

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

Due to higher pricing for equipment and staffing cost we will have to start our Med H.D. ZEV tech program, with part time instructors until the program takes off.

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

No

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?

Yes

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

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

What funding would support this position?

NCTD Grant

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.

Educational Vision Plan 2035 Objective

1:3   1:4

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

Will seek funding.

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?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of 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 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?

Yes

Technology Request

Technology Request 1

What are you requesting?

Update audio/video equipment in the Diesel classroom (ITC 113C)

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

Replacement of Technology

Who is the current user of the requested replacement technology?

Diesel Technology program

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)

The current technology is already 5 years old, in the technology world 5 years is a lifetime.

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

All students, Faculty and our industry partners that send technicians to train here on campus.

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

Our students are more visual learners therefore the better the audio and visuals are the better the learning experience for the students.

d. Timeline of implementation

6 to 12 months

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

one time expense, approx $20,000

Do you already have a budget for this request?

No

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

Goal 1. Reimagine and redesign instruction and student services to increase student success. Goal 2. Invest in our people and processes.

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:7   1:10

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

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 /Hea 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

Spring 2025

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licenses, 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?

Yes

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

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

What Educational Vision Plan 2035 Goal:Objective does this request align with?

3:7   4:5

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?

No

Technology Request 3

What are you requesting?

Electrical Trainers

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)

Trainers are needed for out new Med H.D. ZEV Tech 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

Spring 2025

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licenses, 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?

Yes

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

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

What Educational Vision Plan 2035 Goal:Objective does this request align with?

3:7   4:5

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)?

Will need to up grade classroom electrical

Will you accept partial funding?

No

PART 4: FACILITIES REQUESTS

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

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Up grade classroom electrical to accommodate electrical trainers.

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

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

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

Spring 2025

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

Approx $ 30,000

Do you already have a budget for this request?

Yes

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

What Educational Vision Plan 2035 Goal:Objective does this request align with?

3:7   4:5

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

3

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

upgrade electrical

Will you accept partial funding?

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.

shernandez@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

No

Department Chair Name

Date