

**Entry #:** 33 - Career, Technical and Extended Education**Status:** Submitted**Submitted:** 3/22/2024 8:42 AM**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 &amp; Continuing Education

**Microsoft\_List\_ID****Discipline Name**

Military Leadership (MIL)

**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

Yvonne Hardy, Assistant Professor

Daniel Balaszek, Assistant Professor

**Website address for your discipline**<https://palomar.edu/milprogram>**Discipline Mission statement**

The mission of the Military Leadership Program is to engage active duty servicemembers with opportunities to apply leadership principles in real world settings and to begin to prepare for the transition to the civilian workforce. Students engage in peer-to-peer learning under the guidance of experienced faculty members. The Military Leadership Program values the prior learning experiences of military students, and is dedicated to providing educational advancement that validates those experiences. The program strives to increase opportunities for enlisted military students who have historically been disproportionately impacted by barriers to and within higher education.

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

**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 - Military Leadership  
 Associate of Science - Military Leadership  
 General Operations Manager - California Division of Apprenticeship Standards  
 General Operations Manager - Department of Labor

**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)?**

2

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

2

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

12

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

Kat Balouch  
 Christie Sifferman  
 Charlene Hunter

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

Increased

**Was this expected? Please explain.**

The Military Leadership Program was launched in the fall of 2019. Enrollments and success rates have steadily increased from the fall of 2020 to the fall of 2023. Fall of 2020: 30 enrollments, 50% success rate; fall of 2021:102 enrollments,69.6% success rate; fall of 2022:377 enrollments, 82.2% success rate; fall of 2023: 515 enrollments, 91.1% success rate.

This increase in success rates was expected. As faculty members have gained experience, they have developed pedagogical and student contact techniques that have driven the improved success rates. For example, faculty members have been much more proactive about following up with students to encourage engagement early in the course. They have also developed more varied reflection prompts to keep students engaged.

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

Increased

**Was this expected? Please explain.**

The Military Leadership Program was launched in the fall of 2019 – retention data are first available for the fall of 2020. Enrollments and retention rates have increased dramatically from the fall of 2020 to the fall of 2023. Fall of 2020: 30 enrollments, 50% retention rate; fall of 2021:102 enrollments,69.6% retention rate; fall of 2022:377 enrollments, 82.2% retention rate; fall of 2023: 515 enrollments, 91.1% retention rate.

The increase in retention rates was expected. As faculty members have gained experience, they have developed pedagogical and student contact techniques that have driven the improved success rates. For example, faculty members have been much more proactive about following up with students to encourage engagement early in the course. They have also developed more varied reflection prompts to keep students engaged.

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

Gender

Ethnicity

Age

Special Pop. (Veteran, foster youth, etc.)

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

We observe differences in success and retention rates for female and male students. Success and retention rates were 95% for female students and 90% for male students. This likely reflects the broader trend that female students are performing more strongly than male students in higher education. We discuss our systematic efforts to improve success and retention below.

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

We found differences in success and retention rates for students aged 20 to 24 (95% success and retention rates) and students aged 25 to 49 (90% success and retention rates). This 5% difference in success and retention rates may reflect that younger Marines have fewer familial and work responsibilities than older Marines. We discuss our systematic efforts to improve success and retention below.

**Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?**

There were differences in success and retention rates by race or ethnicity. Success and retention rates were 89% for Black and African American students, 91% for Latinx students, 93% for White students, and 84% for multi-ethnic students. There were fewer than 10 Native American, Asian, Filipino, and Pacific Islander students. We discuss our systematic efforts to improve success and retention below.

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

There were differences in success and retention rates for part-time and full-time students. Part-time students had a success and retention rate of 93%. Full-time students had a success and retention rate of 87%. This likely reflects an aspect of program structure. Most, if not all, of the full-time students are in their first semester in the program. They take MIL 100, MIL 101, MIL 102, and MIL 103 (each 3 units) while they are participating in Sergeant's School at Camp Pendleton or MCAGTFTC Twentynine Palms. These sections are 5-week, in-person classes. Then they enroll in a series of MIL199: Military Work Experience sections (2 or 3) for another 3-5 units each.

After the first semester, most students are taking just a single 3-to-5-unit MIL 199 work experience class while they complete their on-the-job training (OJT) requirement for the apprenticeship. After the first semester most students drop down to part-time status.

We would expect to see higher success and retention rates after the first semester. These are students who have already demonstrated an ability to persist after the first semester. We are working to improve success and retention among all students. We discuss our systematic efforts to improve success and retention below.

**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.**

We have sought to improve success and retention by hosting a number of professional development meetings among faculty to share effective practices for improving success and retention. Faculty members take a proactive approach to student engagement and focus on building authentic relationships with students. They message students regularly through Canvas email and announcements. Some faculty members share successes. Another sends out a "weekly motivation email" with words of encouragement or reflections on news about the Marine Corps. When students miss assignments, faculty members reach out quickly via multiple platforms to connect with students. The vast majority of faculty in the Military Leadership Program are active duty Marines or Marine Corps veterans (one is a long-time civilian employee of Marine Corps University). All are steeped in the culture of the Marine Corps and understand first-hand the challenges of completing college coursework while being active duty. They use this understanding to help Marines resolve challenges that arise with the course.

**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")**



[0. Course SLO Report Last Result Date and Action Date for All Active Course Outcomes MIL 199.xls](#)  
25 KB

**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 "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Program launched in 2020 - no data prior to AY2020-2021.

2020-2021: 9 certificates of achievement; 0 associate degrees

2021-2022: 97 certificates of achievement; 5 associate degrees

## 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").**



[2. Last result, action, and follow-up date for each active program outcome.pdf](#)  
53.6 KB



## 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.**

We are continuing to streamline processes and procedures to better assist students with enrollment processes and retention.

Some factors that have contributed to our success have been:

- In-person registration/orientation briefs. Holding briefs to walk students through the Admissions process, completing paperwork, learning how to login to student email and Canvas, has proven to be helpful in aiding to the enrollment and retention success in our program.
- Creation of QR codes to program website and fillable forms has helped us with accessibility to program information and needed paperwork for our students.
- Holding in-person or ZOOM registration events has increased the knowledge of our program and has provided us a space to engage with students to fulfill enrollment processes.
- Providing CANVAS orientation has assisted students in familiarizing themselves with the learning management system and has shown retention within our program.
- Implementing a faculty orientation each semester has provided faculty with useful tools to retain student interactions as well as provided a space for faculty support.
- Utilizing online platforms like AdobeSign has helped to streamline required document submission for the program. Residency forms, DAS/DOL, Graduation Petitions.
- Providing ZOOM information sessions: this has provided students with one-on-one support in completing the CPL petition process as well as the Admissions processes.
- Hiring PT-faculty who are military affiliated and/or active-duty has created a learning community in which students feel more connected to their faculty. Website creation and standard Canvas shell.
- We hired a PT- Administrative Assistant to assist with program organization, student documentations,etc.

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

- Registration/Admissions application processes with CCCApply and the Palomar College application system has been an obstacle for students and staff with the various issues that arise during the process.
- Internet issues at CPPEN and Twenty-Nine Palms: Both locations do not have stable internet connection. Although we provide hotspots to the academies to run our registration events, students, at times, sit for 2 hours to complete an application where it should only take about 30 minutes to complete. This results in students no longer wanting to participate in program.
- Retaining students after completion of Sgt School to the MIL 199 Work Experience course: We have worked on creating solutions to this issue by providing CANVAS orientations to students enrolled into the MIL 199 course however, we are still seeing a number of students drop from the course due to lack of participation.
- On-going nature of Sgt School (every 5 weeks) has been challenging to keep up with workload and outgoing communications.
- The lack of a dedicated Military Leadership Program Director has made expansion of the program challenging, particularly as the interest of the program has increased to other military installations. The program involves overlapping sets of requirements for different federal and state agencies (Title V, California Division of Apprenticeship Standards, federal Department of Labor). A dedicated person to help coordinate among faculty and staff could help the program realize greater efficiencies and set a firm foundation for expansion.
- State Authorizations for online learning- not being able to provide program to ALL students. Students stationed/residing in an unapproved state cannot participate in the MIL 199 course but can still petition for CPL and earn the initial 12-credits.

**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?**

The MIL program is an apprenticeship program that is registered with the Department of Labor and the state of California Division of Apprenticeships Standards under the occupation of General Operation Manager. SOC# 11-1021.00. The Military Leadership Program prepares students to advance into leadership roles within the US Marine Corps. It also prepares students for the transition to the private sector when their military service comes to an end.

According to ONET online, the General Operation Managers have a Bright Outlook which means the occupation is expected to grow in the next several years. A wide variety of careers are open to General Operation Managers. Top employers in the region include CVS Health, the University of California, LPL Financial and UnitedHealth Group.

The Center of Excellence shows an anticipating opening of 274,020 jobs between 2018-2028 with an average annual opening of 27,402 jobs. The average annual salary for General Operations Manager is \$139,535.

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

1. Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
2. Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
3. Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
4. Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

**How does your program help students build these KSAs?**

All students are required to complete 2,000 on-the-job training hours while reflecting on four set learning objectives/work processes:

1. Monitor performance of organizational members or partners
2. Implement organizational process or policy changes
3. Determine resource needs
4. Prepare staff schedules or work assignments

After completing four courses through the US Marine Corps' Sergeant's school, students apply what they learned in military work experience classes. They engage in peer-to-peer learning with other students and guided reflection with the assistance of their instructors.

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 San Diego Workforce Partnership's Career Coach, General and Operations Manager positions are expected to grow by 1,352 positions, from 26,317 in 2024 to 27, 669 in 2027.

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

Due to the nature of this apprenticeship program, all students are required to be hired full-time by the employer to participate in the program. All students are working full-time for the Marine Corps while enrolled into the program therefore, they do not assistance with job placement upon completion of the program. Students are required to complete 2,000 on-the-job training hours where they are to reflect on learning objectives that aligns with the KSA for General Operations Manager.

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

On November 14th, 2023 we held a Military Leadership Apprenticeship Council meeting. The meeting was attended by faculty and staff members from Palomar, representatives of the United States Marine Corps, Marine Corps University, and the California Division of Apprenticeship Standards. We learned that the California Division of Apprenticeship Standards is taking public input into the development of youth apprenticeship programs and that the state's Apprenticeship Innovation Fund will send out checks in late November/early December.

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

2,332 according to the San Diego Workforce Partnership's Career Coach.

**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**

## Prior Year PRP Goal 1

### Brief Description

Hire a full-time project director.

### 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.

As the program has grown (30 student enrollments with a success/retention rate of 50% in fall 2020 to 515 enrollments with a success/retention rate of 91% in fall of 2023), the need for a full-time project director has grown as well. The program involves complex and overlapping sets of requirements for different federal and state agencies (Title V, California Division of Apprenticeship Standards, federal Department of Labor). A dedicated person to help coordinate among faculty and staff could help the program realize greater efficiencies and set a firm foundation for expansion.

## Prior Year PRP Goal 2

### Brief Description

Expansion of the Military Leadership Program to all Staff Non-Commissioned Officer Academies

### 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.

The Military Leadership program has gained a lot of attention from the academies outside of California over the past year. Through Credit for Prior Learning, we have been able to enroll students from Quantico (Virginia), Camp Lejeune (North Carolina), and Hawaii into our program. We would like to eventually establish a stronger presence at these academies to increase our enrollment and provide more equitable opportunities to marines across the country. To do this, we imagine having PT faculty and support staff at these locations to aid in our growth goals for the program.

Over the past year, we have been in talks with our legal team on hiring out of state employees however, it has proven to be a more complex process than anticipated.

Additionally, we have run into some enrollment services issues as it pertains to residency and state authorizations for students residing in states outside of California. We have made strong progress resolving state authorization issues. We are now authorized in 29 states outside of California. However, remote learning processes and procedures for enrollment into our online program has been a challenge. Additionally, we are still researching authorization requires for active-duty students stationed overseas on US military bases or on ships.

**Prior Year PRP Goal 3****Brief Description**

Offer similar certificate and degree programs to other military branches.

**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.**

This goal is on our horizon however, we are still working on developing our current program which we would like to have completely self-sufficient and fully-functioning before we expand to other military branches. We have received a lot of inquiries from potential students in other branches.

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

All of these goals remain important, including the third goal of offering similar certificate and degree programs to other branches. We do not want to lose sight of this goal. However, it is a lower priority as we work to bolster our existing program infrastructure.

**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

Encourage more Military Leadership students to pursue an associate degree

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

- We will provide professional development training to full-time and part-time faculty members to help answer the most basic/common questions around pursuing an associate degree. We currently run into a counseling bottleneck with the counselor for the Military Leadership Program.
- Develop more easy-to-digest materials for students to explain the benefits of an associate degree/address frequently asked questions

### Outcome(s) expected (qualitative/quantitative)

Increase in the number of students completing the associate degree.

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

This goal aligns directly with our department mission statement of preparing our students to apply leadership principles in real world settings and prepare for the transition from active duty to the civilian workforce. This goal also directly aligns with Vision Plan 2035 Goal 1, Objective 2: Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways.

### Expected Goal Completion Date

5/23/2025

## Goal 2

### Brief Description

Streamline student application/onboarding process through implementation of improved technology.

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

(1) MyOneFlow Software

- Continue to work with software developers on product customization.
- Pilot and implement in summer or fall 2024.

(2) Satellite Internet

- Explore satellite internet provider options to improve connectivity at Camp Pendleton and 29 Palms.

### Outcome(s) expected (qualitative/quantitative)

- Streamlined enrollment process for students and staff members.

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

This goal directly aligns with Vision Plan 2035 Goal 2, Objective 4: Reimagine, improve, and implement uniform, streamlined, well-documented systems, and processes.

### 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?

Yes

## REQUEST FOR ADDITIONAL FULL-TIME FACULTY

### Faculty Request 1

#### Title of Full-Time Faculty position you are requesting

Military Leadership Program Academic Advisor

#### 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.

A full-time MIL Program Academic Advisor that is dedicated to our program will assist in student success and retention rates of our student population. Many students who participate in our program are either first-time or previous college students. The first-time college students participating in our program have increased interest in continuing on with college-level coursework after completion of their CA in Military Leadership. Our previously enrolled college students have shown increased interest in transferring their college credits to Palomar to earn their AS degree in Military Leadership. Having a dedicated Academic Advisor for this program will support the growing needs of our student population.

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

Counselors are in high demand at Palomar making it difficult for students to get into appointments especially with counselors who are familiar with the military population. A dedicated advisor will be trained in evaluating Joint Service Transcripts (military transcripts), military education benefits, and ACE curriculum evaluation for CPL.

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

No.

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

Enrollment in the Military Leadership Program has grown significantly. In the fall of 202, the program had 30 student enrollments with a success/retention rate of 50%. In the fall 2023, the program had 515 enrollments with a success/retention rate of 91%. We have been able to consistently improve success/retention while increasing enrollment 16-fold. While certificate completions have increased from 9 in 2020-2021 to 97 in 2021-2022, we have not seen a comparable increase in students earning an associate degree - there were 0 in 2020-2021 and 5 in 2021-2022. A counseling faculty member dedicated to the Military Leadership Program could help to increase the number of students deciding to pursue an associate degree in addition to the certificate.

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

No.

**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**

Project Director - Military Leadership Apprenticeship Program

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

AA

**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.)**

This program does not have any full-time staff assigned. As we continue to grow and look at expansion to other military bases, the need for a full-time Project Director is vital. The program involves complex and overlapping sets of requirements for different federal and state agencies (Title V, California Division of Apprenticeship Standards, federal Department of Labor). A dedicated person to help coordinate among faculty and staff could help the program realize greater efficiencies and set a firm foundation for expansion. This is especially important as we explore expansion out of state as there are legal mandates regarding state-authorization and out of state hiring that need to be resolved.

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

Yes - this person would to oversee the implementation of MyOneFlow, a software platform designed to streamline the process of enrolling students in Palomar College, the California Division of Apprenticeship Standards' program, and the U.S. Department of Labor's apprenticeship program.

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

No

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

Our first goal of the PRP is to hire a full-time Director to support the program goals and three-year plan. Additionally, goals two and three discuss the expansion out of state and to other military branches and increase the number of enrollments and completions of the program. In order to accomplish these goals, a full-time Director is necessary.

**Educational Vision Plan 2035 Objective**

1:1	1:10	3:1	4:1
1:2	2:2	3:3	4:2
1:3	2:3	3:5	4:3

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

We would continue to work with a part-time employee and our expansion goals will be put on hold until we are able to hire a full-time Director.

**Staff, CAST, AA request 2**

**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**

CTE Specialist

**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.)**

A full-time CTE Specialist will be beneficial to our program's trending growth and stability by providing enrollment and outreach support.

Our program currently holds orientations at Camp Pendleton and Twenty-Nine Palms twice per cohort (cohorts begin every 5 weeks and consist of 50-100 student per brief). After briefs, paperwork needs to be checked for completion and processed for each student. This includes collection of residency paperwork, DAS/DOL documents, and remote learning forms. Enrollment into MIL 100-103 and MIL 199 courses will need to be processed for each student after paperwork has been completed and processed. At the end of each semester, student's OJT hours are manually tracked and enrollment for the upcoming semester is determined based on student completion status.

Full-time support will allow sustainability in the long term for the growth and expansion of the program, enrollments, retention, and completion.

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

Yes - this person would help to implement and manage MyOneFlow, a software platform designed to streamline the process of enrolling students in Palomar College, the California Division of Apprenticeship Standards' program, and the U.S. Department of Labor's apprenticeship program.

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

No

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

Goals two and three discuss the expansion out of state and to other military branches and increase the number of enrollments and completions of the program. In order to accomplish these goals, a full-time CTEE Specialist is necessary.

**Educational Vision Plan 2035 Objective**

1:2

1:3

1:10

2:6

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

We would continue to work with a part-time employee and our expansion goals will be put on hold until we are able to hire a full-time.

**Staff, CAST, AA request 3**

**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**

State Authorization Specialist

**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.)**

A State Authorization Specialist is crucial for the growth and stability of our program as well as the college for distance education purposes. Since the state of California is not a part of NC-SARA, it is required that our institution applies to each state in which we would like to provide distance education coursework to students residing in those locations. In addition to US states, we would like to focus on authorizations for students who are stationed overseas to allow them to begin or continue the program when receiving orders outside of the US.

Due to the complexity and ongoing nature of this work, a specialist will be viable to ensure our institution is in compliance with other state's authorization requirements.

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

This position will contribute to more efficient district operations by helping to effectively administer the state authorization process for online courses.

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

No

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

Goals two and three discuss the expansion out of state and to other military branches and increase the number of enrollments and completions of the program. In order to accomplish these goals, a full-time State Authorization Specialist is necessary.

**Educational Vision Plan 2035 Objective**

1:1	1:10	2:5
1:2	1:11	3:1
1:9	2:4	3:4

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

**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 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.

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?**

Satellite Internet for Camp Pendleton/29 Palms enrollments.

**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?**

Military Leadership Program faculty and staff.

**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)**

One of the Military Leadership Program's biggest challenges is poor internet connectivity at Camp Pendleton and 29 Palms. It is very difficult for students to access CCCApply and submit electronic copies of other critical paperwork, such as California Division of Apprenticeship Standards and federal Department of Labor apprenticeship enrollment forms. More reliable internet through a mobile satellite internet connection could dramatically improve this process.

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

Students and Military Leadership Program faculty and staff members.

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

Improved program enrollment numbers, greatly streamlined application and enrollment process.

**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.).**

We are currently exploring the costs of several satellite internet providers.

**Do you already have a budget for this request?**

Partial

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

PRP Goal: Streamline program application, enrollment, and onboarding process.

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

2:4

2:6

3:3

3:6

2:5

3:1

3:4

3:7

**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)?**

None.

**Will you accept partial funding?**

Yes

## 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**