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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Career, Technical and Extended Education

Department Name

Trade and Industry

Department Chair Name

Jennifer Andersor

Discipline Name

Auto Body Technology (AB)

Department Chair email

janderson2@palomar.edu

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

David Wright: Lead Full Time Instructor

Website address for your discipline<https://www2.palomar.edu/pages/ab/>**Discipline Mission statement**

The Mission of Palomar Auto Collision Repair Technology is to foster a safe learning environment for the preparation of men and women for potential career paths as a collision repair technician and related positions in the auto repair industry. Palomar college is using state of the art equipment to provide students with the knowledge and skills necessary to gain entry level positions in the ever changing Collision Repair Industry.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

To provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. We support and encourage students who are pursuing general education, basic skills, career and technical training,

(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)?

No

List all degrees and certificates offered within this discipline.

AS, Certificate of Achievement.

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 two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

1

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

No Reporting due to Pandemic

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

No Reporting due to Pandemic

List the classified and other permanent staff positions that support this discipline.

None

List additional hourly staff that support this discipline and/or department

1 Adjunct Instructor, 6 hours per week

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in [Nuventive Improve](#) (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

Auto Body repair is a highly skilled trade, the program learning outcomes focus on the necessary basic skills of the different areas of the trade. Degree/certificate align well with employer needs. Employers are looking for employees with these basic skills so that they can be trained to their needs and requirements. Students training for this industry are not seeking transfer but rather employment. There is no transfer option with this program, however the advisory board gives input on direction and scope of offerings. This occurs 1 time per year for my program

How do they align with employer and transfer expectations?

Employers are looking for employees with these basic skills so that they can be trained to their needs and requirements.

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

The certificates earned by the students show the outcomes, however the weekly tasks that are completed are graded and reviewed with students to hone their learned skills. This is review annually in this PRP, and reviewed with the advisory board. Our SLO coordinator for Trade and Industry is putting together a schedule so every 3 years, 1/2 of the SLO's will have a formal review

Summarize the major findings of your program outcomes assessments.

Low completions is due to students lack of initiative, and the program is being utilized as electives for other programs and this is hurting enrollment and completions. Many students are taking the introduction classes as a filler and not taking advanced classes. I believe that the majority of students, through consultations, do not care about a degree, they just want to pass.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Communication

a. Written

b. Oral

c. visual

Creative, critical and Analytical Thinking

a. critical thinking

b. Information literacy

c. Teamwork and problem solving

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

The majority of my students are not scholars, and the assignments given are to reinforce the typical body shop math and English. The students need to continue to work on their GE to make themselves better suited to succeed in the industry.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to [Program: Completions](#)

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

AB is not listed in the Program/ Discipline Selection list.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Decreased

What factors have influenced your completion trends?

Many of the students are getting their degree in other programs such as Welding and Auto Mechanics and are taking the Auto body Repair classes as electives, many of the students are just wanting to getting their certificate of completion and then get employed. Due to full employment in the work place, students are wanting to work before finishing school as a priority.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

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

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

What is your program standard for program completion?

8

Why did you choose this standard?

This represents 10% of the four classes currently being offered, An increase from the current numbers.

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

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

What is your stretch goal for program completion?

15

How did you decide upon your stretch goal?

It is an marked improvement on the current numbers.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Decreased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Stayed the same

Were these trends expected? Please explain.

Enrollment Trend

Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020

Enrollment 206 176 182 198 130 No Data

Fill Rate 103.00% 110.00% 113.75% 99.00% 108.33% No Data

WSCH Per FTEF 383.16 435.60 375.38 326.70 360.65 No Data

The fill rate has increased from 95.00% to 113.75%, even though some classes have been canceled due to low enrollment the rest of the classes are filling. The class cancelations were not expected but fill rate increase was expected due to students transferring to the other classes.

Program Information Summary

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

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

With what has been evaluated here the program has been on a downward trend. This semester I have started a cooperative education class with a local auto body repair shop and in the last several weeks have been contacted by two other repair shops in the interest of cooperating to get students employed. With these partnerships it is my goal to get more students interested and involved to start ramping up the program and improving program outcomes.

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

Many of the students are getting their degree in other programs such as Welding and Auto Mechanics and are taking the Auto body Repair classes as electives, many of the students are just wanting to getting their certificate of completion and then get employed. Due to full employment in the work place, students are wanting to work before finishing school as a priority.

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 stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

70.0% is the program's standard success rate. Because this is the colleges standard and the program's success rate needs to be at or above the colleges.

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.

The success rate has gone up and down every year over the last 5 years with a ending increase in percentage. The up and down trend was not expected, but the slight increase was expected.

Spring

2014 40.57%

2015 54.08%

2016 53.91%

2017 33.33%

2018 57.61%

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

Because will be a slight increase to our standard of 70.0%.

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.

For 2017-18 the retention rate has gone up and down slightly but has mostly remained the same. The students that are here during census are generally sticking around for the semester. This is the reason for a high retention. The work performed may not be complete from the students, but they are a warm body.

Spring

2014 94.34%

2015 86.73%

2016 98.26%

2017 87.26

2018 93.48%

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

Age

Ethnicity

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

Age: Why do you think age differences exist? What do you need to help close the gap?

50 and over 92 %For 2017-18 the success rate is within 13% across the board for all ages. Older folks tend to be more committed possibly due to skin in the game, or they are paying for the education. Having an older population mixed in the class is a good thing as they give good mentorship to the younger students.

19 and under 41%

20-24 57%

25-49 58%

50 and over 54%

For 2017-18 the retention rate is within 6% across the board for all ages.

19 and under 95%

20-24 86%

25-49 89%

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Auto Body Repair is primarily composed of students that identify as hispanic or white.

For 2017-18 the success rate for hispanic was 53% and whites was 67%.

For 2017-18 the retention rate was for hispanic and whites was 93%.

More outreach to the high schools and their councilors will help to market our program. Deanna Shoop is assisting with this.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

The Auto Body program success rates are 54% for veterans, 53% for foster youth, and 51% for disabled in 2017-18.

The retention rates are 93% for veterans, 90% for foster youth, and 88% for disability in 2017-18,. Lack of marketing and the lack of glamor as compared to DRONES! This program is for folks that want to use their hands and don't mind getting dirty. Too many councilors are pushing students towards transfer programs. Our Military outreach needs to be better, and marketed to our retiring military folks.

Are there differences in success/retention between on-campus and online courses?

N/A

Please share any best practice methods you use for online courses.

N/A

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Summarize the major findings of your course level student learning outcomes assessments.**

I am finding that students are doing well on subjective assessments which are the hands on skills evaluations. The objective assessments are not as complete. Students need to spend more time in the text book studying the material. This is why I am focusing on the GE and I am mentoring students more on there writing, math, and critical thinking for success in the industry.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

I still have questions about the level of interest some students have in their final grade. I have an issue with some students doing their tests. I am under the assumption that some students are unsure of their plans and goals and do not think that their grades will affect their outcome towards them. I need to find a way to get them more interested.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

I have started a cooperative education class with a local repair shop and am in the process of getting a partnership going with a local auto dealer as well to let the students know of the career opportunities available to get interested to pursue the Auto Body Repair trade.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

Our department uses block scheduling, all of the courses are three hours each day. I like to schedule the Refinishing courses on the same days in the mornings and afternoons for adequate light, time management and lab/project flow. The Repair courses I schedule the introduction courses in the mornings and evenings and the advanced course i schedule in the evenings so that if working technicians can take the course after work.

How do you work with other departments that require your course(s) for program completion?

There are no other departments that require these courses, but since many of the students are taking Auto Mechanics courses as well I try to not to have overlap time to reduce scheduling conflicts.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

Not at this time.

Are there courses that should be added or removed from your program - please explain?

Restoration was recently added back to help with the low enrollment trend in the advanced courses.

How is the potential need for program/course deactivation addressed by the department?

If the Course cannot be offered within two years then deactivation would be required.

Are there areas you would like to expand?

Not at this time I would like to get back to where we were before the class cuts due to the colleges spending deficit.

Describe any data and/or information that you have considered as part of the evaluation of your program.

The College spending deficit and the Corona virus pandemic has had an effect on the program and will take some time to get caught back up to where we were, but once we get there I believe we can move forward and have some advancements in the program.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

No

What needs to be corrected in the mapper?

Program SLO's need to be updated.

Is the content in the catalog accurate?

No

What needs to be corrected in the catalog?

Program SLO's need to be updated.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

We have discussed the role of women in the industry and how their role in the industry has changed and how that effects the dynamics of the shop in the auto body repair industry.

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.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

49-3021.00 - Automotive Body and Related Repairers,

13-1032.00 - Insurance Appraisers, Auto Damage

49-9098.00 - Helpers--Installation, Maintenance, and Repair Workers

49-3022.00 - Automotive Glass Installers and Repairers

51-9124.00 - Coating, Painting, and Spraying Machine Setters, Operators, and Tenders

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:

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

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

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.

Skills:

Repairing — Repairing machines or systems using the needed tools.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Complex

Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Operation and Control — Controlling operations of equipment or systems.

Speaking — Talking to others to convey information effectively.

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

Abilities:

Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

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.

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

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

By having curriculum, tasks, and hands on learning in the program that directly corresponds with industry needs, it gives the students opportunity to build these qualities. I am also including GE type of work to assist the student with their GE studies throughout the semester and especially at mid-terms and finals

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

Trade and Industry Programs are all about work-based learning, hands on. Much of the curriculum incorporates hands on exercises and tasks which is work-based learning.

I am now working with Palomar's internship and job placement staff to let the students and industry partners know of the opportunity and assistance available. Bruce Reeves was invited to my advisory board and to two of my classes to speak with students. I am including him in my plans for the future outreach to industry. I offer CE100 as an elective, and this is exciting to the students to get credit while working

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

Auto Body repair is a highly skilled trade, work based learning giving the students a chance to work practicing the tasks that the job requires on a manageable part time basis, this gives students a chance to reflect on what they are doing while still learning in the classes. There are also soft skills which are hard to teach in a classroom setting, which employers are always asking for. This is the perfect opportunity for students to be evaluated by their bosses.

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

I have been to High School career fair days. We have had many high schools come tour the college, as they come by we show them the facility and give a short presentation of the program. I keep in contact with industry contacts through our advisory committee meeting.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or **the College's Strategic Plan**.

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Increase student success and completion rate to 70%

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Be more aware of students grades and make them more aware of their grades and work with them to improve grades. Get with students one on one and make sure that they have a goal and plan of what they want to accomplish. Let students more aware of the opportunities, services and support that the college offers.

Inviting Bruce Reeves to my classes and speaking with the students.

Outcome(s) expected (qualitative/quantitative)

By having the students more aware of the overall scope of their education plan and help available to them from the college they will be more engaged.

Bruce Reeves!!!! Great Guy!

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. Sense of worth and the skills that will always be able to provide for him/herself and a family.

Expected Goal Completion Date

12/10/2022

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 four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES 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.

dwright@palomar.edu