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2021-2022 COMPREHENSIVE REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, Program Review and Planning identifies program strengths and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Program/Unit Name

Workforce, Community and Continuing Education

Department Name

Workforce, Community and Continuing Education

Division Name

CTEE

Name of Person responsible for the Program/Unit

Nichol Roe

Website address(es) for your program(s)/unit(s)**Webpage URL 1****Unit webpage**<https://www2.palomar.edu/pages/wcce/>**Please list all participants and their respective titles in this Program Review**

Participant	Title
Nichol Roe	Associate Dean

PROGRAM/UNIT MISSION STATEMENT

What is you Program/Unit's mission statement?

Palomar College's Workforce, Community and Continuing Education office serves the diverse and changing needs of our community by cooperating with, and complementing, other offerings and programs of Palomar College. Workforce Development provides work-based learning and job placement assistance to students in order to prepare them for a career in their field of study. The Community Education office links the community to the college by providing short-term, not-for-credit classes, workshops, career-training programs and events designed for professional development and/or personal enrichment. Continuing Education provides noncredit, CTE Transitions (aka high school articulation) and Transitions (incarcerated/formerly incarcerated) in order to offer an array of opportunities that help students reach their personal, academic and professional goals.

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

The WCCE office aligns with the Vision, Mission in Values in a variety of ways: 1) Access: Continuing education offerings are designed to meet the needs of diverse student populations from high school CTE students, to noncredit ESL students, to incarcerated students. These programs are unique in that they are often offered at no-cost and at a location within a community that increases the ability to access higher education courses. The office also serves the credit for prior learning initiative, which grants credit to adult students for their knowledge gained in the military or on the job. 2) Student focused: Workforce development understands supporting a student holistically and offers a range of work-based learning opportunities to meet students needs to include service learning, cooperative education/work experience, apprenticeship and job placement assistance to help students enter a career in their field of study. 3) Community Education collaborates with community partners to offer specialized programming that meets the needs of our local region.

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PROGRAM/UNIT DESCRIPTION

Staffing

Use the Permanent Staff Count link below to answer staffing questions.

Link: [Permanent Employees Staff Counts](#)

This form required a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff**Total Number of Full-time Staff**

10.00

Number of Classified Staff

6.00

Number of CAST Staff

2.00

Number of Administrators

2.00

Number of Full-time Faculty

1.00

Part-Time Staff**Total Number of Permanent Part-time Staff**

0.00

FTE of Part-time Staff (2x19 hr/wk=.95)

0.80

FTEF of Part-time Faculty**Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)**

The credit for prior learning initiative has a faculty member reassigned at 40% to support that project, the service learning department has a faculty member reassigned at 20%. The new military leadership program is hiring a part-time project director to manage the ongoing expansion of the program and manage the grant. The Adult Education Block grant funds 1.0 FTE counselor and 0.5 FTE DRC counselor.

As part of the PRP cycle, Human Resource Services has provided **organizational charts** for all non-instructional units. Please review the charts and answer the following questions:

In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and college?

The current structure supports the current programs and offerings. Over the last several years, the department has been able to leverage categorical funding to hire full-time support that more adequately supports student and program needs.

In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the college, needs, etc.)

As the department grows to support new initiatives, like the military leadership program and credit for prior learning, additional staffing needs to be considered to support growth and expansion. We also anticipate more categorical funding to be made available in upcoming years, and we need to plan staffing accordingly if we apply for future funding sources.

Program/Unit Description

Who utilizes your services

Current students through: service learning, cooperative education/work experience, apprenticeship, noncredit courses, transitions (incarcerated/formerly incarcerated), job placement assistance

Future students: CTE transitions (HS articulation), credit for prior learning

Faculty: credit for prior learning, service learning, cooperative education/work experience

Community partners: service learning, cooperative education/work experience, apprenticeship, job placement assistance,

CTE transitions (HS articulation), community education, transitions (VDF)

What services does your program/unit provide (Describe your program/unit)?

instructional courses, work-based learning activities, faculty training and support, student support (transitions, job placement, noncredit counseling support), community education, workforce partnerships

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

GOT SERVICE AREA OUTCOMES?

Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.

For non-instructional areas, outcomes are called Service Area Outcomes (SAO).

So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted Nuventive Improve (previously named TracDat) as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by:

1) Login to Nuventive Improve (previously TracDat) https://idmpg.palomar.edu/_layouts/PG/login.aspx?ReturnUrl=%2Fssso%2Fdefault.aspx.. Your Palomar username and password is your login.

2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.

2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!

2) Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?

Yes

SAOs SUMMARIES AND REFLECTIONS

For each SAO in Nuventive Improve summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

SAOs

SAO 1

SAO Title

Active duty marines in sergeant school will have access to community college credit through a military leadership apprenticeship program.

Assessment Status

Assessed

SAO Summary and Reflection

The military leadership program was launched in October 2020 to active duty marines in sergeant school at Twentynine Palms and Camp Pendleton. After one year, 11 marines have earned their certificate of achievement from Palomar College. Plans for the upcoming year include refining enrollment and onboarding processes and looking to expand the program to active duty marines in sergeant school outside of California.

SAO 2

SAO Title

Incarcerated students will have increased access to workforce training in Vista Detention facility.

Assessment Status

Assessed

SAO Summary and Reflection

The Transitions program currently offers the full GE sequence to incarcerated students at Vista Detention Facility. Through a regional strong workforce grant to develop an introduction to advanced manufacturing program at Vista Detention Facility that will include industry certifications like OSHA 10. Curriculum is planned to be developed by the end of the 2021 calendar year and will then begin the curriculum approval process.

OTHER ASSESSMENT DATA

Quantitative Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit.

Measures, Descriptions, and Annual Values

Measure 1

Name of Measure

RSI (Related Supplemental Instruction) Hours

Description of Measure

Total number of RSI hours provided for apprenticeship instruction (i.e. positive attendance hours)

Year	Year	Year	Year
	2017-2018	2018-2019	2019-2020
Value	Value	Value	Value
	252,790	249,779	245,354

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 2

Name of Measure

Service Learning Enrollments

Description of Measure

Pulled from 2020 Service Learning Report

Year	Year	Year	Year
2016-2017	2017-2018	2018-2019	2019-2020 (summer only)
Value	Value	Value	Value
710	736	827	42

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 3

Name of Measure

Credit for Prior Learning Metrics

Description of Measure

With launch of new CPL MIS data element, we will be able to see how many students earn CPL

Year	Year	Year	Year
2019-2020	2020-2021		
Value	Value	Value	Value
NA	NA		

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 4

Name of Measure

Job Placement Metrics

Description of Measure

Job Developer manually tracks number of students served (# student appointments listed below)

Year	Year	Year	Year
2020-2021			
Value	Value	Value	Value
291	as of Oct. 2021: 96		

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 5**Name of Measure**

WBL Activity Metrics

Description of Measure

With launch of new SG21 (WBL) MIS data element, we will be able to see how many students participate in WBL

Year	Year	Year	Year
2019-2020	2020-2021		
Value	Value	Value	Value
NA	NA		

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 6**Name of Measure**

CTE Transitions Statistics (HS articulation)

Description of Measure

Records office provides data on # courses offered and students enrolled

Year	Year	Year	Year
2017-2018	2018-2019	2019-2020	2020-2021
Value	Value	Value	Value
81 courses/1,166 students	77 courses/1,279 students	112 courses/596 students	106 courses/TBD students

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Reflect on your quantitative data and summarize your findings or interpretations.

COVID 19 has really impacted the WCCE area. This is not surprising considering the nature of the programs require students to be on the job for training or in- person for hands on training. There is still much work to be done in the collection of data for new initiatives like Credit for Prior Learning and Work-based Learning, but new MIS data elements will assist the department in tracking this more accurately.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

Most of the work in WCCE is dependent upon relationships with community partners, who continue to support our work and the services we provide to students.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?

1) In the past year we have hired a full-time coordinator for our Transitions program, which serves our incarcerated and formerly incarcerated student population. This has been instrumental in the programs ability to maintain momentum through COVID. 2) Additionally, the department hired a full-time specialist for CTE Transitions. We believe this will help aid the program with the decreasing enrollments we have seen., Much of the low enrollments can be contributed to COVID, however other changes have impacted the services in this area to include a change to district to district articulations and reduction in student services staffing. Having a full-time specialist in this area will ensure agreements can be updated regularly and will help with workload related to enrollments and grades. 3) Additionally, the department hired a STM project director for the military apprenticeship grant. Having a person solely dedicated to this program will ensure processes are streamlined and partnerships can be maintained as we expand out of state.

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ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

Describe your program's achievements this past year. Where possible, describe how these achievements are related to our students and their success!

The WCCE department has had many achievements to include:

- 1) the launch of a Service Learning faculty training program which trains faculty on how to incorporate SL into courses and assists them in developing syllabi and activities.
- 2) the transition/flexibility of service learning and cooperative education to continue services through the COVID 19 pandemic
- 3) a collaboration between our job placement office and Project cornerstone to prepare diesel students for interviews and employment, ultimately leading to scholarships for new tools (\$2,000 value per new hire)
- 4) successful launch of the military leadership program
- 5) Palomar College was selected to be a statewide leader for credit for prior learning by the CCCCCO
- 6) The transitions program received a regional SWP grant to develop an introduction to manufacturing program at Vista Detention Facility

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit. What effect will these changes have on your program/unit?

1) Title V changes to credit by exam to credit Credit for Prior Learning greatly impacted the work in WCCE. The department has leverage faculty senate release time for a faculty coordinator, funds from guided pathways and strong workforce resources to meet these new legislative requirements. 2) The implementation of the new technology platform "Handshake" will greatly impact the way our workforce development team works with students. This platform will allow us to post and market work-based learning opportunities (service learning, internships, jobs) to our students and will also allow business and community partners to post their opportunities and search for applicants. 3) We anticipate additional funding for Rising Scholars to come to CA community colleges in this academic year, which will allow for funding of resources to our transitions program.

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?

1) The CCCCCO memo addressing the change in Title V for CPL specifically addresses equity and fees charged to students. We propose re-evaluating our current process, which charges students a fee for credit by exam. 2) With the implementation of handshake, the department will need to develop a clear process for students to access the career continuum. 3) Rising Scholars funding will have a metric that reviews whether of not Colleges provide students a "space" on campus, so the department would like to explore this option.

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

Section 1: Overall Evaluation of Program

Reflect on your unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

OVERALL EVALUATION OF PROGRAM

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:

The programs strengths would include

- 1) dedicated staff who are continuously searching for new ways to serve students (i.e. creating PD opportunities for faculty, developing new curriculum, expanding services.)
- 2) The department strives to be as innovative as possible, which often means accessing new funding sources via grants.

Opportunities:

The department sees a lot of opportunities in:

- 1) the development of noncredit programs that transition students in to our credit programs (i.e. the intro. to advanced manufacturing program is a noncredit welding simulation program that will transition students into the for-credit welding program at Palomar.)
- 2) Applying for and receiving federal funding to support the military leadership program
- 3) expanding transitions services by creating a student space for formerly incarcerated students on campus
- 3) expansion of CPL by marketing this availability to students in order to increase retention and success.

Aspirations:

- 1) To create a student space on campus dedicated to our transitions students
- 2) to serve CTE transitions students in a more timely manner
- 3) To have a dedicated support team, which would include dedicated faculty coordinator and staff support
- 4) expand the military leadership program outside of California

Results:

- 1) By bringing CTE Transitions enrollments/grades in house with the hiring of the new FT specialist, we anticipate being able to serve students in a more timely manner.
- 2) having a dedicated military leadership project director will allow for sustainable expansion.
- 3) Once rising scholars funding is received, we would like to shift the Transitions coordinator funding from SWP/CAEP funds to the new Rising Scholars funds.

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PROGRESS ON PRIOR PRP GOALS

List current or prior PRP goals your unit has been working on and provide an update by placing an “X” in the appropriate status box.

Prior PRP Goals

Goal 1

Goal

Offer noncredit transcript

Choice

Completed

Goal 2

Goal

Create institutional process for noncredit online courses

Choice

Completed

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

Funding was used for a consultant in Spring 2020 to re-design the Palomar College transcript to include noncredit and Credit for Prior Learning. Peoplesoft was updated to allow for dual census tracking, which was required for noncredit, online attendance reporting.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

New Goals: Please list all goals for this three-year planning cycle.

Goal 1

Description

Expand Military Leadership program outside of California

Strategies for implementation

Recently hired a project director to lead this work. Have presented to the VP Instruction and President and will initiate conversations with HR regarding hiring out of state employees.

Timeline for implementation

Plan to launch first cohort of students in Spring 2022

Outcome(s) expected (qualitative/quantitative)

Increased enrollments and completions of MIL program

How does this goal align with your unit's mission statement?

This program will expand workforce training to marines for future career and educational goals.

How does this goals align with the College's Strategic Plan 2022?

This program will increase access to education of enlisted, active duty marines,

Expected Goal Completion Date

12/31/2021

Goal 2

Description

Develop a cohesive "Career Continuum" so that students can easily access career counseling, work-based learning and job placement assistance.

Strategies for implementation

1) Implement the handshake platform 2) Re-organize the WCCE website that easily guides students and business/community members to services

Timeline for implementation

Spring 2022

Outcome(s) expected (qualitative/quantitative)

1) Handshake implemented and used by WCCE staff and faculty 2) website updated

How does this goal align with your unit's mission statement?

This will increase student access to workforce training and career services

How does this goals align with the College's Strategic Plan 2022?

These updates encourage creativity and innovation in engaging students, faculty, staff, and administrators

Expected Goal Completion Date

5/31/2022

Goal 3

Description

Expand services to transitions students

Strategies for implementation

Identify a location on campus for transitions students to gather, study and support each other.

Timeline for implementation

By the end of the 2021-2022 academic year

Outcome(s) expected (qualitative/quantitative)

Space identified

How does this goal align with your unit's mission statement?

This goal supports our mission to offer an array of opportunities that help students reach their personal, academic and professional goals.

How does this goal align with the College's Strategic Plan 2022?

Our transitions program meets the college's equity goal because it serves students who are justice impacted, which are disproportionately students of color.

Expected Goal Completion Date

5/31/2022

How do your goals align with the College's values of equity and inclusion?

Expanding the Military Leadership program impacts our active duty and veteran student population. Additionally, this program aligns with marine corps sergeant school, which are enlisted marines which are typically more representative of DI populations versus officer rankings. Research shows that work-based learning activities impact our disproportionately impacted students at higher rates, therefore increasing access to these activities will help the college achieve its equity and inclusion goals.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. [Click here to access Strategic Plan 2022.](#)

The variety of programs offered with WCCE address every Vision for success goal to include completion, transfer, unit accumulation, workforce and equity. We intend to expand the military leadership program, update the WCCE website, lead a statewide CPL project, and identify a space on campus for formerly incarcerated students.

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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)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's **Strategic Plan 2022.**

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

Yes

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.

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Credit for Prior Learning Coordinator

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.

As the credit for prior learning program expands, full-time support will be needed to adhere to new Title V requirements,

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

This position may be identified through a reorganization.

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.

The CPL initiative largely impacts out military community and would assist in our expansion of the MIL program.

Strategic Plan 2022 Objective

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

If the position is not approved, what is your plan?

Continue using Guided Pathway funding until it is no longer available.

Staff, CAST, AA request 2

Title of position

Military Leadership Project Director

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.

The military leadership program is registered with the division of apprenticeship standards and having a full time administrator support this program will ensure we adhered to regulations.

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

This position may be identified through a reorganization.

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.

This position would ensure sustainability for the expansion of the military leadership program

Strategic Plan 2022 Objective

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

If the position is not approved, what is your plan?

We will continue with a STM funded through the grant through December 2022.

PART 2: BUDGET REVIEW

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

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

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

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

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

The military leadership program does not have a budget item for instructional costs. This 10000 needs to be created and GF needs to be made available to cover the instruction of MIL 199 FTEF. These courses generate FTES, but an account string had not been identified for the FTEF.

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

This year the College is implementing two new processes related to resource needs coming from the PRP process.

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](#) (on the left menu of the web page).

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

Will you be requesting any technology (hardware/software) this upcoming year?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your director no later than 11/19/2021.*
 - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the director with feedback.*
 - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

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

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Dedicated student space for Transitions students to gather, study and support each other.

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

Goal 3

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

1:1

1:3

1:5

2:3

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

A dedicated space that students could access that would be allow for student collaboration, study groups, student club meetings, counseling. The ideal space would be large enough for a student club meeting or workshop, a private office for a counselor and a workspace for the transitions coordinator. (Pride Center or Veteran Center are good examples)

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

One Time Request

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

Space needs to be identified. Possible updates could be electrical, internet, staff workspace, print station, projector

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

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

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

nroe@palomar.edu

I confirm that the Program Review is complete and ready to be submitted.

Yes

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.

FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

Confirmation of Review by Division / Planning Council

Person/Group/Council who reviewed PRP:

Sign Date

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

Areas of Concern, if any:

Recommendations for improvement:

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Signature Date: