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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?

Annual

Division Name

Languages and Literature

Department Name

Library

Department Chair Name

Alexandra Doyle Bauer & Benhui Zou (Co-Chairs)

Discipline Name

Library Technology (LT)

Department Chair email

adoylebauer@palomar.edu

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

Alexandra Doyle Bauer - Library Department Co-Chair & Escondido Education Center Librarian

Benhui Zou - Library Department Co-Chair & Technical Services

April Cunningham - Information Literacy & Instruction Librarian

Marie Templo-Capule - Serials and Electronic Resources Collection

Marlene Forney - Systems and Technology Librarian

Linda Morrow - Public Services Librarian

Tamara Weintraub - Rancho Bernardo Education Center Librarian

Timothy Martin - Fallbrook Education Center Librarian

Website address for your discipline<https://www.palomar.edu/library/>

Discipline Mission statement

Library Vision, Mission, and Themes

Revised April 8, 2021

Vision

The vision of the Palomar College Library is to support the intellectual growth of all our students. The Palomar College Library is committed to taking antiracist action to ensure that our collection and services nurture the excellence of Black, Indigenous and Students of Color and are committed to helping students to successfully navigate diverse library communities.

Mission

The mission of Palomar College Library is to collaborate with all disciplines to empower and teach students to find, evaluate, and use information effectively. We will collect, organize, and maintain inclusive information in all its formats to support the intellectual growth of students and the professional needs of our faculty.

Themes

We seek to achieve our mission through five interrelated themes that define our commitment to excellence in education.

Empowerment

We seek to empower our students by providing all formats of inclusive information and instruction to elevate the quality of our students' lives by increasing their ability to identify, evaluate, and use information.

Learning

We provide our students with lifelong learning skills and abilities to make reasoned choices in their personal, professional, and academic lives.

Evaluation

We evaluate the information seeking skills of our students. We continuously evaluate the library's success in achieving its objectives.

Discovery

We are cognizant of the fact that information provides the building blocks of knowledge. We provide our students with the relevant resources and proper instruction to discover new worlds of information and knowledge.

Growth

We will foster our students' intellectual growth by offering sufficient and inclusive content in appropriate formats, and by providing a powerful and inclusive learning environment in the library

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

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.

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)?

5

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

.6

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

0

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

Academic Department Assistants - Cerise Maue and Monique Meza

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

0

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?

The Library and Information Technology (LIT) program's outcomes address the scope and depth of our certificate and degree to

allow prospective students and current students a good overview of how LIT coursework prepares them for work in library

workplaces. We review these regularly with Program faculty and LIT Advisory Board Members. In addition, we work with the

American Library Association's Library Support Staff Certification Review Committee to keep our courses aligned with the LSSC

competencies.

How do they align with employer and transfer expectations?

The Library and Information Technology (LIT) Program uses data from surveys at our Advisory Council Meetings to gauge the actual local employer expectations. By engaging in specific conversations about what the fellow librarians in the area are expecting in a new-hire we are able to align our new outcomes with these traits and skills. We also align our program learning outcomes (PLOs) to the summary report from O*Net OnLine in regards to the employers' expectations for library technicians. Our PLOs are set to align with the traits and skills desired by reputable employers. As for transfer, our LIT Program is comprised of courses which are required for a Certificate of Achievement or an A.S. Degree Major, there is no local program into which students can transfer.

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

We have 5 program outcomes, which cover a range of theoretical foundations and practical skills that our students must master to be ready to work in all types of libraries. The range of program outcomes we have ensure that students who complete our program are prepared to work in positions requiring a high level of customer service, creativity, and precise attention to detail. We share our program outcomes with our students at the orientations, in our courses, and on the program's website.

Our program outcomes are based on the Library Support Staff Certification (LSSC) competency sets. By aligning our program outcomes directly with these professional standards, we ensure that the program is up-to-date and relevant to the workplace. It also ensures our program remains a recognized LSSC partner so that students graduating from Palomar are immediately eligible for the certification if they choose to pay \$350 to become certified. We also review our program outcomes with the LIT Advisory Board on a regular basis to identify any emerging needs among employers that we should address in our program. Board members' suggestions help us maintain input about a cross-section of library workplaces.

We assess our program through assignments embedded in our courses and we use Portfolium to facilitate collaborative program learning outcomes assessment, in which all of the faculty engage.

Summarize the major findings of your program outcomes assessments.

The Library and Information Technology program's outcome assessments are developed by the faculty to measure and observe outcomes that are mastered in the required courses. The most recent Program Outcome we assessed is our Acquisitions and Cataloging Outcome in Spring 2021. The major findings include: In the LT 110 course, 86% of the students had finished the whole acquisition process in Koha Klassmates. 85.7% students were able to create an original cataloging record. The major finding from our program outcomes assessment is that students are consistently meeting or exceeding the standards we have set for program learning.

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.

2016-2017: AS -- 4, Certification of Achievement -- 21, Total: 25

2017-2018: AS -- 7, Certification of Achievement -- 20, Total: 27

2018-2019: AS -- 5, Certification of Achievement -- 16, Total: 21

2019-2020: AS -- 10, Certification of Achievement -- 22, Total: 32

2020-2021: AS -- 4, Certification of Achievement -- 14, Total: 18

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

Decreased

What factors have influenced your completion trends?

For 2020-2021 academic year, there's a large decrease of students who achieved either AS or Certification of Achievement. This is due to the pandemic that forced many to take care of family members with health problems or children who had to study from home. Students who had been on track to complete the program in 2020-2021 often found that they needed to reduce the number of classes they were taking to accommodate their other responsibilities, slowing their progress toward their degree or certificate. We are working with student who are close to completing the program this year to support them in applying for graduation.

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.

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.

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.

Our program is completed online since 2015. We were less impacted when majority of the classes had to move online because we have already worked to create a community among our students and faculty and use best practices in our course and program design to maximize learning success online.

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

When the pandemic started in March 2020, many libraries either closed or decreased their hours. Although restrictions are easing, there are still fewer library internships available. Some students have chosen to delay their graduation until the job market improves. Due to ongoing pandemic related family responsibilities and increased hiring due to re-openings some students are reporting the need to drop classes with the intention of returning next year.

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?

75.0%

Why did you choose this standard?

The last five years our course success rate has averaged at 78%. The LIT program is a small one so we chose 75% to keep the standard a viable level of accomplishment given that changes in overall enrollment can quickly change the representation of these percentage.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

While this was our stretch goal last year we feel it is not prudent to increase the stretch goal until we have further data of increased success rates. In AY 2019/2020 the LIT program debuted a new course (LT105), sunsetting an existing one (LT125) and restructuring our program by introducing a regular summer course offering. LT105 is now being offered regularly as an 8 week course in the Summer session. This reduces the number of simultaneous LIT courses that students take in the fall and we expect it to improve success rates in fall classes. But since this degree of change to our program offerings and structure introduces considerable upheaval and changed expectations for current and potential LIT students the goal of 80% will be a true stretch for the program.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

In LT 100, Students performance in meeting this library mission assessment criterion has steadily increased from 70% (2012) to 80 (2014) to 90% (2018-today). This is due in part to clarifying directions and providing sample completed assignments of varying quality.

In LT 105, 94% of students met the synthesizing research standard by using their research to effectively develop and then answer a research question. 97% of students demonstrated service orientation by recommending appropriate strategies for teaching others evaluate sources and overcome barriers to research success.

In LT 110, students exceeded all SLO goals. 100% of the students were able to apply basic principles to justify decisions regarding selection, de-selection, and replacement of all types of library resources. 86% of the students correctly perform the typical acquisitions functions: ordering, subscribing, invoicing, and receiving materials. 85.7% students were able to create cataloging records following RDA rules using MARC 21 format. 95% of the students demonstrated ability to use integrated library systems.

In LT 115, 92% of enrolled students and 100% of students demonstrated the ability to analyze a position description and list their qualifications for the position. 92% of students demonstrated their knowledge of the elements of library mission statements by effectively explaining how meeting the needs of under-served user groups will help libraries to achieve their mission. 84% of students were able to demonstrate that they can identify effective customer relations by explaining how unexamined bias and structural racism create barriers to library service.

In LT 120, 100% of students recognized the need for planning and preparation in order to ensure the creation of a successful subject guide and created a topic specific guide that was age appropriate.

LT 130, 100% of students incorporated the idea of selecting appropriate media in order to target a specific audience with their presentations; recognized the need for planning and preparation according to basic principles and procedures in order to ensure a successful presentation; analyzed and commented on other students' presentations in terms of effectiveness and appropriate selection and use of media. 100% of students created an appropriate learning activity for a specific audience, recognized the need for planning and preparation according to basic principles and procedures in order to ensure a successful presentation; analyzed and commented on other students' presentations in terms of effectiveness and appropriate use of media.

In LT 140, 100% of the students can identify, evaluate, select and incorporate into library collections age appropriate literature and media for children and young adults. 100% of the students can research, select and perform/create a literature activity for a specific audience and setting, and apply best practices for providing reference services to youth.

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

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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 link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Library technicians and circulation staff are a few of the positions that the LIT Program can prepare a student for, however there are many careers that this certificate could enhance. New careers at this point are not impacting our planning.

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

Some of the important KSA's we teach in our program and which will transfer to the work force include: Library Services, Classification Systems, Collections, Integrated Library Systems, Interlibrary Loan, Library Catalog, and Public Relations.

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

The courses are aligned with all of the knowledge, skills, and abilities that form the core work of library technicians. One example would be hands on practice using library technology. We do role playing assignments where students practice interpersonal communication, and we have project based learning. We encourage students to participate on Cooperative Education to apply the KSA's that they are developing in class to a real world setting.

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?

We have the internships and CTE courses advertised on our homepage, as well as doing individual advertising to the students during the bi-annual orientations on the opportunity for internships. In our courses we have guest speakers, resume/cover page writing, practice with self-evaluations, and service learning when available. We ask students to set goals for themselves that are work related. We also provide in person visits to other library work sites via our annual Spring field trip, which has been on hold due to the pandemic but will resume as soon as possible. In place of the field trip in spring 2021 we held mock interviews for our LIT students. This was a success and we plan to hold this event annually for our students.

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

The best way to learn is hands on for many tasks and this is also true with the library. Once you have practice in the different library systems platforms or you have the customer service skills to approach the students/patrons you can learn new skills to progress your career.

By having students practice self-evaluation/resume/cover letter writing it gives them experience connecting their current skills to their career goals.

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

We produced an advertisement for our LIT Program and sent it around to different libraries in the region and beyond. We have cultivated many relationships via the Internship Supervisor to place our students for internships in their particular place of interest. Our alumni are actively promoting the program to their community.

What is the regional three-year projected occupational growth for your program(s)?

There is projected growth in our Program and we see a larger percentage projected for California in particular.

California 2016 - 2026 10,600 11,400 800 7.5 1,520

- <https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=0601000000&soccode=254031&search=Explore+Occupation>

The growth for our region of San Diego is also expected to grow:

(2016-2026) 980 1,050 70 7.1 1,390

-<https://www.labormarketinfo.edd.ca.gov/Occguides/AllOccPrj.aspx?soccode=254031>

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

Last year we implemented the mock interviews for our LIT students. We had a group panel discussion for an overview of what people may expect in overall interview settings. We then broke down the students into different mock interviews depending on their desired jobs. The interviews were in an online group setting and afterwards we provided general feedback about the answers given. The response was positive and we expect to hold this training for our LIT students annually going forward.

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

Spring 2021 was the most recent Advisory Meeting. The most significant information was discussing the impact the pandemic has had on our Advisory Board members' work locations and how we could assist students with the mock interviews later in the spring. In addition, we learned that there are continued budget cuts and financial problems across the different areas related to libraries. The diverse Board provides us with an overview of the current trends in the field.

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

There is an increase in hiring due to the re-opening of many libraries following the pandemic closures. The forecasts for current openings are not representative of what the normal patterns have typically been.

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

Maintain a strong online community for LIT students

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We are continuing to offer both online and in person opportunities (due to COVID19 the in-person has been put on hold) for

students to engage as a community. Examples of these are:

*program wide in-person program orientations each semester

*online guest speakers

*meetup sessions

*annual LIT field trip

-Using collaborative tools we have hosted 'live' sessions with guest speakers and record the sessions for viewing by those

unavailable for the 'live' meeting. The recording also allows students to review the speaker content. The faculty member for the

course sponsoring a guest often shares the option with other Instructors, further extending the value of the speaker's expertise

to more LIT students.

-The annual LIT field trip is held in the middle of the Spring semester and promoted at both the Fall and Spring program wide

orientations. The field trips is presented as a highly beneficial learning option for students enrolled in Spring courses.

It provides a place for the students to interact and collaborate together when they may not get the opportunity to meet

up in person due to the online format of the Program. In addition, we have surveyed students in LIT courses for feedback

about the

venues for field trips, preferred dates and times for having them. We also ask them to provide feedback about benefits they

experienced through participation in field trips. These trips are well attended and students actively make connections with the

larger LIT student population. Due to the pandemic we plan to interview library technicians from a variety of different types of

libraries so we can have a virtual field trip incorporating the important skills of interviewing in Spring 2021. Due to the overwhelming positive feedback we get from students we will continue with the physical in person trips as soon as

possible.

Outcome(s) expected (qualitative/quantitative)

We think the options outlined above encourage current LIT students to provide referrals to friends and work colleagues interested in pursuing a library information career. Their individual 'testimonials' will help emphasize that the online LIT program goes beyond being a convenient Career Technical Education opportunity, to one that allows students to serve their communities through meaningful work.

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

These efforts to build actual community for our online students demonstrates Program Faculty recognition that library technician jobs and library workplaces allow for many satisfying professional experiences -i.e. LIT ... prepares students for productive roles in a variety of continually evolving information environments.

Expected Goal Completion Date

5/26/2023

Goal 2**Brief Description**

Revise the LIT program information to gain updated approval from the ALA-APA as meeting criteria for Library Support Staff Certificate (LSSC) requirements.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Wherever applicable revise LIT curriculum to align with the 10 ALA-APA 10 competency sets for Library Support Staff (e.g. Library Technicians).
<http://ala-apa.org/lssc/for-candidates/competency-sets/>

Outcome(s) expected (qualitative/quantitative)

More students complete LIT Certificate of Achievement which qualifies them to automatically apply for the LSSC.

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

This ongoing alignment of curriculum with professional standards for Library Support Staff Certification directly correlates to our mission of providing " ... superior student-focused education that ... meets current and emerging library, information and technology needs ... "

Expected Goal Completion Date

3/22/2022

Goal 3**Brief Description**

Align our LIT Courses to support our initiatives to support the new antiracism statement

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The courses that are taught will have a focus on the basic tenets of this solidarity statement created by the LT Program

Professors. The statement reads as follows: The faculty of the Library & Information Technology (LIT) stand in solidarity with

Black, Indigenous and People of Color and condemn violence and racism towards them! We, as a program, are committed to

contributing to the improvement and transformation of the library profession by training library workers who know about and

will work to remove barriers and provide equity in library services, policies, spaces, and collections. The LIT faculty are

committed to taking antiracist action to ensure that our program nurtures the excellence of Black people, Indigenous people,

Latinx people, and all Students of Color and are committed to preparing students to successfully serve diverse library communities. The faculty will continue to regularly review and update our curriculum to address the rapidly changing environment in which alumni/graduates of the LIT program will be leaders in their field.

Outcome(s) expected (qualitative/quantitative)

The equity and diversity element is already in our courses but we would be able to measure the results using surveys and from the course data.

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

By moving this important work forward we are not only aligning with the Program mission statement and the College strategic

plan but we are able to provide support for the retention of our students for our program.

Expected Goal Completion Date

5/20/2022

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?

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 LIT Program has a need to pay for eResources and we need a budget line for our LIT Program. Collection Development tools for LT 110, Voki, VoiceThread, American Library Directory and Library, Information Science & Technology Abstracts (LSTA) are some examples of the budget needs for our LIT Program.

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.

adoylebauer@palomar.edu