Status: **Read**   Status: **Reviewed**

Entry #: 8

Date Submitted: 11/8/2021 5:20 PM

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
MSE Division Office

Department Name
MSE Division Office

Division Name
Mathematics, Science, and Engineering

Name of Person responsible for the Program/Unit
Patricia Menchaca

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage
https://www2.palomar.edu/pages/mse/

Please list all participants and their respective titles in this Program Review

Participant	Title
Patricia Menchaca	Dean
Allison Tyra	Division Administrative Assistant

PROGRAM/UNIT MISSION STATEMENT

What is you Program/Unit's mission statement?
The MSE Divison provides students with the resources needed to critically analyze the world around them and to encourage a sense of wonder and enthusiatic exploration of the laws which govern functions of the natural world, its history and structure, and the divseriy of life within it.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
The MSE Division mission contributes to the mission and vision of Palomar College by providing experiences that promote academic success. We provide access by offering courses in multiple modiaties and at different times of day coupled with student support programs that provide textbooks and other necesarry resources. We foster a culture of inclusion and belonging through the academic and co-curricular experiences made possible by Title V HSI STEM grants. Academic Excellence is supported through an academic advising partnership and the STEM and Math Learning Centers that provide academic support and access to co-curricular activites that guide students through each step of their academic careers and goals. All activites supported by the division are student centered and provide experiences that promote the advancement and encouragement of underrepresented groups. The division engages with the community through outreach and univeristy/workforce partnerships.

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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	**Part-Time Staff**
Total Number of Full-time Staff	**Total Number of Permanent Part-time Staff** 1.00
Number of Classified Staff 21.00	**FTE of Part-time Staff (2x19 hr/wk=.95)**
Number of CAST Staff 1.00	**FTEF of Part-time Faculty** 102.88
Number of Administrators 1.00	
Number of Full-time Faculty 81.00	

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)
During Pandemic:
Biology: 2
Earth, Space, and Environemental Science: 1
Chemistry:2
Computer Science: 1
Nursing: 0
Dental: 0
STEM Center: 11
Math Center: 15
Physics and Engineering: 0

Prepandemic hourly employees:
Biology: 11
Earth, Space, and Environemental Science: 15
Chemistry:5
Computer Science: 5
Nursing: 0
Dental: 0
STEM Center: 20
Math Center: 34
Physics and Engineering: 2

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?
1) Learning centers support culture and academic excellence specific to the disciplines in the division.
2) Departments are generally similar, creating a united front for transfer and workforce readiness.
3) Grants support success and retention of underrepresented students.
4) Support program staff are focused on STEM programs.

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.)
1)The coolocation of the math as STEM learning centers would support efficientcy and provide a centralized location for students to acquire acadmic resources that increase STEM success rates.
2) ADA support and structure is lacking
3) The broad distribution of classes across the campus makes its difficult for faculty in related disiplines to collaborate.
4) The scheduling process is outdated and disrupts the natural flow and work and reduces the amount of support that can be provided by ADA's.
5) Grant projects lack the necessary support. This makes it difficult to acquire new grants and maintain existing grants.
6) CTE programs would be better placed in a divison with similar academic goals and job training skills. Various funding streams can be better focused with similar division thereby providing support more readily accross the division.

Program/Unit Description

Who utilizes your services
The Division supports faculty, staff, and students through various processes, funding streams, grant intiatitives, and student support programs.

What services does your program/unit provide (Describe your program/unit)?
1) Oversight of class scheduling within the division
2) Supervision of faculty and staff within the division.
3) Managment of division budget and oversight of departmental budgets to include coordination of funds and budget reallocation.
4) Grant management, grant application, and oversight of respective budgets.
5) 6) Divisional administrative oversight.
Approval or correction to curriculum.

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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=%2Fsso%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

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

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	Assessment Status
Fill Articulation gaps	Assessed

SAO Summary and Reflection
The foundation for this multi-year project will be fully established by December 2021 where all articulation gaps will have been identified. This will allow the division to embark into several intiatives that help the division align with the student centered funding formula. Undertanding the articulation of all STEM majors will allow us to develop a single effective pathway that will increase the transfer of students in all STEM differences. Further we will be able to identify and expand innovative academic and co-curricular experiences that increase the success and retention of students. Filling the articulation gaps will further increase transfer opportunities to universities that were otherwise not possible for Palomar students.

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
Increase STEM Degrees

Description of Measure
STEM degrees awarded will increase by redesiging student support programs within the Division to clarifying the pathway and keeping students on the pathway through academic and co-curricular support.

Year	Year	Year	Year
Value	Value	Value	Value

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

Measure 2

Name of Measure
Increase Awareness of STEM services

Description of Measure
Increase awarenes of STEM Programs and Services across the division.

Year	Year	Year	Year
Value	Value	Value	Value

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.
This measure has been established this year and will be measured annually. Prior measures were established in 2018/2019 but an annual rotation of interim deans hindered data collection and focus on outcomes.

Qualitative Data

Describe any qualitative measures you use and summarize the results.
Again, due to the rotation of interm deans data could not be collected. For the 2021 data will be acquired in the form of surveys of service awareness and number of degrees offered.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?
We expect little to no increase in degrees over the first year while we focus on clarifying the pathway and addressing class scheduling conflicts. During the first year we will also develop the strategies to increase student engagement, advancement, and success. We hope to increase degree attainment by approximately 5% by the next comprehensive evaluation cycle. At minimum, increases should be noted annually beginning in year three of this intitiave.

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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!
Achievements this year are largely focused on addressing challenges resulting from the pandemic. Support was provided to faculty to help the sudden transition to remote learning and acquiring softare for exam protoring, technology to support online instruction, and coordinate return to onsite work plans to bring faculty and staff to work safely. A significant amount of time was spent coordinating the buidling usage and scheduling face-to-face laboratories to allow for a safe and partial return of students. ISA's did a tremondous amout of work to prepare funding proposals for each semeser, realign supplies or onling laboratories, coordinating laboratory kits, and developing a no contact distribution process. These activities support student success by ensuring a continuumm of course offereing to mirror as best as possible the in person laboratory experience and to ensure that completion or course sequences were not disrupted.

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?
Compliance efforts for AB 705 necessitated a significant revision of curriculum. The next few years will also require that we focus on the reallocation of FTEF from deactivated courses to appropariate courses by major. This will also require a signifciant placement campaign to ensure that student services, websites, high schools, and instructional faculty are informed about the changes to increase awareness.

The student centered funding formula is why the resulting articulation project is occuring. STEM majors are high unit majors where students traditionally do not earn a degree prior to transfer. The new funding will require the division to expand services and clarfiy pathways and mentioned above.

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?
We need to have a clear undertanding of field trip requirements and regulations related to faculty/classified oversight.

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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 overalll evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish you 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 <u>strengths</u>?
2. What are our best <u>opportunities</u>?
3. What is our preferred future, what do we <u>aspire</u> to do?
4. What are the measurable <u>results</u> 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 division has a number of staff specifically assigned to student support programs and academic learning centers that will increase the engagement, success, and retention of students. Faculty are dedicated to staying current with industry demands and regularly align curriculum.

Opportunities:
The Title V STEM grant developed a strong relationship with counseling, Humboldt State, and CSUSM that will be ongoing after the grants end. The continued support from Palomar's cousnseling department is especially important in our division where transfer patterns are lengthy and complex. These partnerships will keep students on track and provide them with opportunites that helps keep their interests in STEM fields and allows them to see glimpses of life and careers beyond transfer.

Aspirations:
The division seeks to increase transfer and employment in STEM fields, especially among underrepresented populations. We hope to establish a STEM culture where all students, faculty, and staff feel as though they belong and are a part of a greater mission to bring change to our consistantly evolving world.

Results:
These initiatives are in the planning stages and hope to see signifcicant results after implemention. At this time the single STEM pathway is being developed, resources are being identified and funding acquired for them, and department chair have agreed to address scheduling STEM core course patterns to increase accessibility.

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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
Establish a technologist prgram and move one student cohort through.

Choice
No longer a goal

Goal 2

Goal
Expand student, faculty, and staff engagment within the division to build a STEM Culture with a special empahasis in equity.

Choice
Ongoing

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).
Goal 1: was a goal of the prior administration. The department is no longer interested in developing this program.
Goal 2: The pandemic presented a number of challenges where meetings were largely dominated by covid policies/procedures and the need to plan redesign scheduling. We were successful in incorporating some equity conversations into the MSE leadership meetings and are working on developing a pathway that expands access to all students. Next years focus will involve equity conversations with the division as a whole, updating department websites using more equitable language, and making faculty aware of the new services and initiatives being developed.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

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

Goal 1

Description
Co-location of Math and STEM Centers.

Strategies for implementation
1. During the pandemic services have already been co-located in an online setting.
2. The tutoring center coordinator for the STEM center now oversees tutoring for both Centers thereby reducing the need to replace the previous math center coordinator.
3. The decision to keep both locations seperate until the reorganization project is complete. Staff are working on innovative ways to distribute services accross both centers so that all tutoring is apportionable. This may result in focusing students support programs in the STEM Center.
4. A permanent location for both centers needs to be identified and made available.
5. Once identified, new plans will be deveoped to ensure that all services are housed under one location and remain apportionable where possible.

Timeline for implementation
1) Item number 3 above will be accomplished prior to the spring 22 semester.
2) In SP22 we will determine a plan for future semesters until the physical co locations occurs.
3) Co-location planning will begin as soon as we are aware of the physical location that will house both centers.

Outcome(s) expected (qualitative/quantitative)
Increased apportionment and focused services at the centers. One center will focus on tutoring and academic workshops while the other center will focus on internships, study space, outreach, and student support programs.

How does this goal align with your unit's mission statement?
Our mission is to provide students with the resources needed to critically analyze the world around them and to encourage a sense of wonder and enthusiatic exploration of the laws which govern functions of the natural world, its history and structure, and the divseriy of life within it. This is accomplished through the consistent redesgin of curriculum, and the expansion of resources that support students while at Palomar College and that also prepare them to be successful STEM students after transfer and in the workforce.

How does this goals align with the College's Strategic Plan 2022?
The transfer pathway and its related support program will increase student acces, progress, and completion of all STEM majors. The marketing efforts related to the program as well as the UC/CSU partnerships with strenghten.

Expected Goal Completion Date
6/30/2022

Goal 2

Description
Streamline data collection processes for the Dental Department

Strategies for implementation
Incorporate EXXAT software to streamline the onboarding, data tracking, and assessment of Dental students.

Timeline for implementation
FA 2022

Outcome(s) expected (qualitative/quantitative)
This would result in a reduced need for a full time ADA position to the Dental Program.

How does this goal align with your unit's mission statement?
By reducing the archaic forms of tracking information and communicating with students this will expand access to students by allowing for increased access to faculty and ADA support.

How does this goals align with the College's Strategic Plan 2022?
It aligns with goal 1 objective 2 to streamline the onboarding process for students.

Expected Goal Completion Date
8/1/2022

Goal 3

Description
Iniate a book loan program and expand access to co-curricular activities that increase student support, success, and retention of students leaving them well prepared for academics after transfer.

Strategies for implementation
1. Identify STEM Core courses required by all majors.
2. Acquire funding for books and faculty support to extend use of textbook editions.
3.. Work with library to establish book loan program tracking.
4. Indentify internships, academic field trip locations, and transfer college visits for students.

Timeline for implementation
Strategies will begin SP22 with an implementation of FA 22.

Outcome(s) expected (qualitative/quantitative)
Increased access, success, and retention of students.
Increased preparedness for STEM careers and transfer.

How does this goal align with your unit's mission statement?
Our mission is to provide students with the resources needed to critically analyze the world around them and to encourage a sense of wonder and enthusiatic exploration of the laws which govern functions of the natural world, its history and structure, and the divseriy of life within it. This is accomplished by providing students with experiences that keep them focused on the end goal of entering into a STEM career. This is of particular importance because STEM majors are high unit majors and attrition rates are high when students are not consistently connected to engagement in careers while pursing their academic journey in the community college setting.

How does this goals align with the College's Strategic Plan 2022?
This goal aligns with the outreach strategy that brings more students into the programs and supports them through completion and transfer. It also integrates career connections within the guided pathways framework.

Expected Goal Completion Date
6/30/2023

How do your goals align with the College's values of equity and inclusion?
The student focused pathway will increase access by promoted awareness of STEM careers and pathways. Academic excellence will be supported through the redesign of tutor scheduling and training. We will increase engagement with the community to establish additional partnerships that lead to research and internship experiences.

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 transfer pathway and its related support program will increase completion, transfer, and work force preparedness. Equity gaps will be closed through carefully designed academic supports and co-curricular experiences.

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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
Short term hourly employees

Is this request for a full-time or part-time position?
Part 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 Title V STEM grant has come to a close and supported the institutionalization of tutoring in the Math and STEM Centers. Annual performance reports from the grant indicate that success and retention increase with the use of this service. Hispanic students were also more successful in STEM core courses by up to 10% when compared to their counterparts who did not use the services. Increases would have been higher if not for the hiring freeze last year and the sudden transition to remote learning during the pandemic. Additionally, the centers have now absorbed all STEM tutoring for the district and are in need of additional funding to maintain the tutoring services offered by the STAR center and at offsite locations in previous years.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
Yes, these positions in combinaion with the co-location of services and/or focused service centers will increase apportionable activities and permit for the sharing of resources and staff.

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 is directly linked to the academic STEM support program which will track student invovlement in tutoring services and analyze the impact of services on underrepresented groups so that we may revise strategies until signifcant improvements are seen.

Strategic Plan 2022 Objective

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

If the position is not approved, what is your plan?
If these positions are not approved we will not be able to provide adequate academic support to STEM students districtwide.

Staff, CAST, AA request 2

Title of position
Student Support Specialist Position

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.
This position was previously grant funded and is responsible for the development, implementation, and planning all students support programs within the divsion.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
No

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 position is dedicated to increasing the number of students majoring and transfering in STEM fields and coordinating outreach and co-currcilar experiences.

Strategic Plan 2022 Objective

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

If the position is not approved, what is your plan?
The plan would be to default to using a general STEM pathway without academic support and co-curricular activities.

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.
For short term hourly employees in the STEM/Math Centers to institutionalize grant tutoring and to absorb all STEM tutoring, LA, and SI from the STAR Center we would need to increase the 23010 to $149,000.00. To initiate a STEM book loan program from lottery funds we would need to increase 40010 to $45,000.00. To increase co-curricular activites (field trips, intership access, conferences for students, and workforce training projects we would like to increase 500010 by $10,000.00. An additional $135,000 is being requested for 500010 to bring the physics supplies/equipement to a current status that aligns with transfer and workforce preparedness. At this time supplies/equipment are 20 years outdated and in many cases no longer functioning. Sofftware for the dental program as described below would cost $7,600.00 to account 500010 and would be an ongoing annual cost.

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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?
Yes

Technology Request

Technology Request 1

What are you requesting?
EXXAT

Provide a detailed description of the technology item 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.
This is tracking software for the Dental Program that tracks students, medical records, and internship/clinical placements. It can also be used as a tool by the ADA and all faculty to pull, verify, and confirm all students records. The addition of this software would significantly reduce the workload of the ADA and may eliminate the need for a full time ADA position.

Estimated Amount of Request.
$7,600.00

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

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

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

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

Do you think that your request for technology will require changes to a facility?
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?
Location to Co-locate Math and STEM Center Services

What discipline PRP plan goal/objective does this request align with?
Goal 1

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

1:1	1:2	1:3	2:1
3:2			

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.
We need a location that will house all tutoring, STEM counseling, Internships, Outreach, Proctoring, etc.

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)?
The instituition will need to engage in various renovation discussions or the acquisitions and repurposing of existing space.

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.
pmenchaca@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**
Patricia Menchaca   11/11/2021

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
The Division PRP strengths for this year are found within the articulation projects and development of support programs that unite the division into one common goal of serving students through a seamless pathway. Historically, STEM students do not earn degrees prior to transfer due to their high unit major requirments that do not allow room for GE requirements needed for Associate's degrees but not for transfer. The knew funding formula includes the degree earning as part of its calculation. The clarification or articulation and develpment of a seamless pathway will increase the number of STEM degree earners prior to transfer.

Areas of Concern, if any:
The pandemic has lead to significant delays for implementation and a full-return to campus after the pandemic will require significant coordination and realignment of services. The division may need additional funds to support the pathway work in an effort to increase degrees by the time the hold harmless has been lifted.

Recommendations for improvement:
-There is a need to align job desciptions to activities for a successful implementation.

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Really well done. From the mission statemen to the goals the report really summarizes this past year well and ideas for improvement as we move forward. I appreciated the big picture goals as well as attention to specific needs of departments here.

Areas of concern, if any:

Recommendations for improvement:

VP Name: **Signature Date:**
Jack S. Kahn Ph.D.   12/9/2021