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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

Arts, Media and Business Administration

Department Name

Media Studies

Department Chair Name

Candace Rose

Discipline Name

Photography (PHOTO)

Department Chair email

crose@palomar.edu

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

Scott Klinger, Assistant Professor

Amy Caterina, Assistant Professor

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

It is our goal to encourage, engage and enlighten students of Photography through offering a complete AA program as well as certificates in Photography and Commercial Photography. The student population in the Palomar Photography Department is comprised of a diverse group in age, interest and background, and they come from all areas of North San Diego County and beyond. Their goals range from exploring career options to life enrichment. In addition to acquiring strong technical skills, students are encouraged to pursue their own expressive personal vision.

(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.

Photography: A.A. DEGREE MAJOR OR CERTIFICATE OF ACHIEVEMENT

Commercial Photography: CERTIFICATE OF PROFICIENCY

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)?

2

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

1.95

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

1.25

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

None at this time. Former full time technician retired. We have been attempting to back-fill the lost position for several years now.

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

1 Temporary Hourly Employee that works 36 hours a week and whose job duties include highly specialized technical tasks including developing an inventory management system for the entire Media Studies department, responsible for all media studies equipment, mixing and handling of photography chemistry, assisting students with their work during lab time, checking out and checking in equipment for students during lab time, and assisting faculty with equipment needs.

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?

Our programs have gone under significant revision in recent years to address the hard and soft skills needed by graduates to succeed in a rapidly evolving industry. Our PLO's which have recently been updated do a good job of covering the scope and depth of the programs by distilling the core skills students will gain by graduating through the programs.

PLO's:

1. Students will be able to compose photographic images to suit their needs by assessing, selecting and then implementing appropriate lighting, aperture, shutter speed, lens focal length and other elements of the photographic image.
2. Students will be able to critically analyze photographic imagery by evaluating image elements to understand and interpret meaning in images.
3. Students will be able to critically analyze photographic imagery by evaluating image elements to understand and interpret meaning in images.
4. Students will be able to identify digital and analog film camera systems and demonstrate proficiency in manual settings across multiple camera systems.

How do they align with employer and transfer expectations?

The Outcomes and programs were developed in conjunction with industry needs and transfer requirements and expectations and as such do an excellent job of aligning with those expectations to provide students with a strong basis to transition from Palomar to the workforce or transfer to a four year institution.

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

In photography we have two capstone courses; PHOT 160: Professional Practices and PHOT 209 which allows us to in an normal situation assess the course level SLO's of those capstone courses as an ideal way to accurately asses Program SLO's. Due to Covid we have not been able to offer one of the capstone course, PHOT209 recently, but even so much of the course level SLO's for our classes tie directly into our Program SLO's allowing us to asses our program level SLO's.

Summarize the major findings of your program outcomes assessments.

Despite the challenges of the pandemic restricting our ability to offer capstone classes needed for completion, students are being introduced to Program level SLO's from the feeder classes in our program and thus we are meeting Program SLO's at a high rate. Faculty in the department continue to revisit and adjust Course SLO's on a regular basis to ensure students will continue to meet Program SLO's. Program SLO's will also continue to be revisited to provide students with a strong basis to transition from Palomar to the workforce or transfer to a four year institution and input from our Industry Advisory Council is consulted regularly to ensure we as a program are continuing to meet the needs of the industry.

PROGRAM COMPLETIONS

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

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

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

Link to **Program: Completions**

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

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 5 8 7 1 4 2

AA/AS Total 5 8 7 1 4 2

Certificate

Certificate of Achievement 7 11 9 1 5 3

Certificate of Proficiency 4 5 2 2 2 2

Certificate Total 11 16 11 3 7 5

Grand Total 16 24 18 4 11 7

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

Decreased

What factors have influenced your completion trends?

2015-2018 had greater numbers of completions across the board which then dipped significantly in 2018-2019 but have now begun to rise again. There were a number of complicating factors that contributed to the this u-shape trend such as a significant reduction in the amount of classes we have been allowed to run, two CP's being deactivated due to the state push to eliminate CP programs and of course the pandemic preventing us from running a number of in-person classes required for completion of a program. Despite these program headwinds the upswing from the lows of 2018-2019 to the subsequent two academic years is extremely encouraging despite the pandemic.

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 now growing again after being hit hard by numerous external headwinds. The faculty's work at modernizing and updating the programs and outcomes and performing a thorough assessment of all aspects of the program is contributing to this success. Overall we see a high percentage of students meeting Course and Program SLO's. Completions remain fairly strong despite the restriction of Face-to-Face offerings. We have brought in five nationally recognized professionals who work in the field of photography and digital imaging in our region to serve on our advisory committee and speak to our students in our classes which is bringing renewed interest in our program and should also serve to raise the department's reputation as a regional leader in photography education. The rise of e-commerce and streaming content production continues to fuel the regional job market which will allow our students to take advantage of these opportunities. In the spring we will be offering classes that have not run in years and we anticipate strong enrollment for these classes.

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

External factors such as Institutional budget concerns, decreased enrollment due to Covid, course offering restrictions, and now a pandemic affecting our ability to offer many of our studio classes have been challenging but we are seeing an increase in enrollment now and a renewed interest in our program.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

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

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

COURSE SUCCESS AND RETENTION

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

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

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

Link to Course Information

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

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

70.0%

Why did you choose this standard?

We choose this standard because it matches the college standard and provides consistency throughout Palomar.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

We set 75% as our previous stretch goal and despite the numerous external challenges facing our students we nearly met this goal for the previous academic year. We will keep our goal at 75% as reaching it would still represent a significant positive outcome.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

In classes that were able to move online during the lockdown we see students success rates well above the 70 percent threshold and many classes reaching 80-90% of students meeting the course SLO's. Unfortunately as many classes are face-to-face only and we were forced to move face-to-face classes online that resulted in drastically reduced numbers of students meeting the course SLO's for those courses.

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?

The rise of e-commerce and streaming content has fueled a rise in job overall in the lens-based media world. We have recently added five new advisory committee members to help the department adapt to the rapidly growing industry. In general careers in our field include photojournalist, portrait photographer, advertising photographer, sports photographer, commercial photographers, studio owner, photo editor, scientific photographers, digital lab assistants, editorial photographers, printers, photo retouchers, and digital technicians.

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

Camera system proficiency, Lighting techniques, Communication and Interpersonal skills, Visual Literacy, Personal branding and marketing, Collaboration, Editing, Proficiency in Adobe Photoshop and Lightroom, Design and Creativity.

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

We have a robust and comprehensive program that addresses these skills and abilities through our curriculum, and we are actively modifying curriculum to stay up with industry standards.

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?

Our PHOT160 is a WBL class that provides students with real-world experiences to prepare them for continuing their career beyond Palomar. The class integrates real-world job seeking, marketing, fund-raising, budget management, event planning and execution and client or opportunity research and acquisition. The class offers a capstone real-world project. The last example of this pre-covid resulted in a student-organized and run exhibition at a public, off-campus art gallery in Escondido. The gallery reported that the exhibition had the galleries highest attendance of any exhibition held previously and drew hundreds of members of the community.

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

Our WBL gives student real-world engagement with the community using a wide-range of hard and soft skills that result in work-experience that can be used to achieve entry level-employment in a number of job roles in the industry as well provide extra-curricular experiences crucial for acceptance into top-tier 4 year institutions.

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

We hold both on-campus and off-campus events in conjunction with community stakeholders. We have a growing advisory committee comprised of community partners and regional leaders in the field that includes a Pulitzer prize winner, the Los Angeles Dodgers team photographer. We organize student activities and events with partners in the local and regional industry. We also incorporate guest speakers into multiple classes and events. Pre-Covid we had a robust student-run Photography club that was regularly organizing events with community partners which we hope to return to when restrictions are lifted.

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

The San Diego-Imperial Center of Excellence for Labor Market Research shows a projected increase of 755 jobs in San Diego county alone between 2020 and 2025. This represents a 5% increase from previous years. The report also notes that is is a projection done from online job postings alone and a traditional analysis may not represent the full scope of jobs available as digital photography is present in so many occupations. The April 2021 Labor Market Analysis for San Diego County being referenced recommends creating a new photography program in San Diego County to address the a.) evidence of a supply gap b.) number of jobs available c.) number of institutions that provide training and d.) the jobs are at or above the living wage. This represents an opportunity for Palomar to expand it's programs again to serve this need.

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

We offer a Portfolio and Professional Practices courses and we are working at building partnerships to with local employers to build a pipeline for our students. Recent connections have been made with large regional employers of entry-level photographers, and prior to the pandemic work was being done on developing a pipeline to direct Palomar students into event photography jobs at San Diego Zoo Global.

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

April 2021

*Due to the Covid-19 pandemic the most recent advisory committee was held online via a questionnaire developed by faculty and sent out to committee members. Responses were received by: Don Bartletti, J. Grant Brittain, Jenna Close, Rob Andrew, Larry Daniels, and Scott Davis

Faculty: Amy Caterina and Scott Klinger.

Lines between disciplines are blurring and students are more valuable to employers with graphic design, video and writing skills. Overall though the refrain from the industry is students are lacking the soft skills such as communication, ability to handle feedback and criticism, dealing with failure or adversity, email etiquette, and interpersonal skills are the most important skills needed by entry-level workers in the field.

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

There are 13,816 current jobs in San Diego county that require digital photography skills. This is expected to grow to 14,571 jobs by 2025 according to the April 2021 Centers of Excellence report for Digital Photography skills in San Diego County. Top employers are Lifetouch, University of California San Diego, Qualcomm, ActionLink, and Bella Baby Photography.

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

Write a hybrid photography / video class that specializes in video production unique to still photographers.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Working based off input of our advisory council we would write a new course that would address current industry needs and teach students the KSA's that would make them ideal candidates for entry level employment out of our program.

Outcome(s) expected (qualitative/quantitative)

Added enrollment to our program and increased job placement of our program completers.

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

This course would directly address our area's mission statement by giving students innovative technical education that will allow students to enter the workforce. This course would meet aspects of the colleges strategic plan such as Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning and Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

Expected Goal Completion Date

5/26/2023

Goal 2

Brief Description

Create a Multimedia Certificate in conjunction with other media studies areas

Is this a new or existing goal?

New

How will you complete this goal?

It is clear that the photography landscape is changing and lines between disciplines are falling with the advent of new technology. In order to address the needs of the industry and give our students a diversity of skills to take advantage of work opportunities it seems necessary to create a Certificate program that would be developed in conversation with other disciplines through a survey of faculty and respective advisory council input with regards to what are the skill a student needs to be a desirable candidate for entry-level work in the evolving media industry in Southern California.

Outcome(s) expected (qualitative/quantitative)

Qualitatively we would be improving the quality and uniqueness of Palomar's Media Studies program and differentiate it among other regional schools. Quantitatively we would hope to capture new students from a larger pool of potential students than we have been drawing from in recent years both geographically and demographically. Creation of a program like this would also work towards addressing gaps in equity and representation as Palomar would be a low-cost alternative to the specialized hybrid programs that are being offered at 4 year and private institutions.

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

This course would directly address our area's mission statement by giving students innovative technical education that will allow students to enter the workforce. This course would meet aspects of the colleges strategic plan such as Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning and Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

Expected Goal Completion Date

5/26/2023

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?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Instructional Support Assistant IV- Photography Lab tech

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 Photography Lab formerly had a full-time lab technician who ran operations of the lab, handling and disposing of hazardous materials, establishing and maintaining safety protocols, and maintenance and checkout of equipment for student use. The Lab Tech retired and needs to be replaced. The gap in need is currently being met by full and parttime

faculty working beyond the scope of their contract, one temporary worker and any Federal Student Aid student employees available in a given semester. The position is necessary to ensure the lab is functional for student use as part of their learning and is run in a safe fiscally responsible manner in accordance with all state, local, and district guidelines.

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

Yes, the position is necessary to not only continue the program but to also establish new inventory protocols and update and modernize antiquated systems currently in place. The tech could establish a new digitized inventory system to monitor fiscally responsible use of department assets. The department needs to put in place modern recycling systems for hazardous waste to better protect the local environment and save the district in hazardous waste disposal fees. The tech also would maintain and repair district assets to save thousands on new equipment purchases.

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.

In addition to necessary functioning of existing classes the position would assist in meeting the stated goals of developing new hybrid curriculum by overseeing the new equipment that has been acquired through Perkins Grants to meets these goals. In addition to maintaining and overseeing student use of new equipment, the tech would be able to provide necessary instructional help to students during lab times outside of class time required

Strategic Plan 2022 Objective

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

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

The job duties performed by this role are necessary for the function of the department and for students to meet the PLO's of our programs and SLO's of courses. Failure to approve this position requires temporary employees, student workers and faculty to work outside the scope of the job duties and contracts to run any face-to-face classes.

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.

Working off of the Available Budget Report provided to faculty by the ADA, the FY 2019 and 2020 budgets show significant discrepancies in what faculty can account for as expenditures and what the budget reports show. Faculty has previously requested all PO's and receipts for FY 2020 and could only account for \$4307.22 leaving \$6,814 dollar discrepancy in expenditures that can not be accounted for by faculty. There seems to be a greater discrepancy in FY 2019.

Faculty would like to request access to PeopleSoft so faculty can monitor expenditures on a rolling basis throughout FY21 and training on the budget process and codes in order to provide optimum efficiency in managing our budget.

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.

sklinger@palomar.edu