



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?

Division Name

Career, Technical and Extended Education

Department Name

Department Chair Name

Jason Jarvinen

Discipline Name

Department Chair email

jjarvinen@palomar.edu

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

Nichol Roe- Associate Dean of Workforce Development and Extended Studies

Candace Rose- Associate Professor Media Studies, Faculty Lead- Military Leadership

Tory Haynes- Project Director- Military Leadership

Jason Jarvinen- Department Chair for Workforce Development

Website address for your discipline

<http://www.palomar.edu/milprogram>

Discipline Mission statement

As a new program, we are currently developing a Mission statement.

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

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.

Certificate of Achievement- Military Leadership

Associate of Science- Military Leadership

General Operations Manager- State of California Department of Apprenticeship Standards

General Operations Manager- Department of Labor

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)?

0

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

0

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

.12

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

Kat Balouch- ADA Workforce Development (shared role with Cooperative Ed, Apprenticeships, & Military Leadership).

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

Tory Haynes- Project Director (STM)

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?

LOC decided apprenticeship programs would not need to have program learning outcomes.

How do they align with employer and transfer expectations?

Apprenticeship programs by design require that students work a minimum of 2,000 hours on the job within the industry, thus ensuring alignment with industry expectations. Palomar College programs require between 4000 - 5000 On the Job training hours. Additionally, all programs have an official Apprenticeship Training Committee, made up of employers, labor representatives, education and the Department of Industrial Relations that ensure programs meet industry needs. These committees are mandated to meet monthly.

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

LOC decided apprenticeship programs would not need to have program learning outcomes.

Summarize the major findings of your program outcomes assessments.

LOC decided apprenticeship programs would not need to have program learning outcomes.

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.

In 2020-2021 we had nine (9) Certificate of Achievement's awarded.

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

Increased

What factors have influenced your completion trends?

This is a new program that launched in October 2020. Considering this program launched less than a year ago, we believe the completion of 9 CA's is impressive.

We anticipate higher completions as we have already seen an increase in program enrollments and expect to have about 200 student eligible to graduate with their CA's by the end of the Spring 2022 semester.

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.

As this is a new program, we are working on streamlining processes and procedures to better assist students with enrollment processes and retention. Some factors that have contributed to our success have been:

- Holding in-person or ZOOM registration events has increased the knowledge of our program and has provided us a space to engage with students to fulfill enrollment processes.
- Providing CANVAS orientation has assisted students in familiarizing themselves with the learning management system and has shown retention within our program.
- Implementing a faculty orientation each semester has provided faculty with useful tools to retain

student interactions as well as provided a space for faculty support.

- Utilizing online platforms like AdobeSign has helped to streamline required document submission for the program.
- Providing ZOOM information sessions: this has provided students with one-on-one support in completing the CPL petition process as well as the Admissions processes.
- Hiring PT-faculty who are military affiliated and/or active-duty has created a learning community in which students feel more connected to their faculty.
- We hired a PT-STM Project Director for the program to support the ongoing development of the program.

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

We have experienced some challenges with our program which include"

- Registration/Admissions application processes with CCCApply and the Palomar College application system has been an obstacle for students and staff with the various issues that arise during the process.
- Internet issues at CPPEN and Twenty-Nine Palms: Both location do not have stable internet connection. Although we provide hotspots to the academies to run our registration events, students, at times, sit for 2 hours to complete an application where it should only take about 30 minutes to complete. This results in students no longer wanting to participate in program.
- Retaining students after completion of Sgt School to the MIL 199 Work Experience course: We have worked on creating solutions to this issue by providing CANVAS orientations to students enrolled into the MIL 199 course however, we are still seeing a number of students drop from the course due to lack of participation.
- On-going nature of Sgt School (every 5 weeks) has been challenging to keep up with workload and outgoing communications.
- The lack of a dedicated MIL program full-time employee has made expansion of the program challenging, particularly as the interest of the program has increased to other military installations.

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?

This is the College's institutional standard.

What is your stretch goal for course success rates?

90.0%

How did you decide upon the goal?

Our current success rate is 87% and we would like to see an improvement in our rate.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

LOC decided apprenticeship programs would not need to have program learning outcomes.

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.

No

If you answered no, please explain.

LOC decided apprenticeship programs would not need to have program learning outcomes.

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 MIL program is an apprenticeship program that is registered with the Department of Labor and the state of California Division of Apprenticeships Standards under the occupation of General Operation Manager. SOC# 11-1021.00.

According to ONET online, the General Operation Managers have a Bright Outlook which means the occupation is expected to grow in the next several years.

The Center of Excellence shows an anticipating opening of 274,020 jobs between 2018-2028 with an average annual opening of 27,402 jobs throughout the state of California. The average annual salary for General Operations Manager is \$139,535.

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

1. Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
2. Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
3. Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
4. Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

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

All students are required to complete 2,000 on-the-job training hours while reflecting on four set learning

objectives/work processes:

1. Monitor performance of organizational members or partners
2. Implement organizational process or policy changes
3. Determine resource needs
4. Prepare staff schedules or work assignments

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?

As an apprenticeship program, students are required to complete a total of 2,000 on-the-job training hours as part of the program.

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

All students are required to complete 2,000 on-the-job training hours while reflecting on four set learning objectives/work processes:

1. Monitor performance of organizational members or partners
2. Implement organizational process or policy changes
3. Determine resource needs
4. Prepare staff schedules or work assignments

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

As an apprenticeship program, we have an MOA with Marine Corps University that provides internal support within the military community. We present at Camp Pendleton and Twenty-Nine Palms Marine Corps base academies in-person every five weeks as well as provide virtual briefs to various military installations across the US to promote our program. Additionally, we meet with Advanced and Career school students at the different military installations that may be eligible for our program through Credit for Prior Learning. Additionally, we meet with Academy Directors to promote our program and provide updates when necessary.

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

2,138 estimated job openings annually for General Operations Manager positions in San Diego Imperial County, which means about 6,414 in three years, according to the Career Coach- San Diego Workforce Partnership website.

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

All students are working full-time for the Marine Corps while enrolled into the program therefore, they do not assistance with job placement upon completion of the program. Students are required to complete 2,000 on-the-job training hours where they are to reflect on learning objectives that aligns with the KSA for General Operations Manager.

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

The program has an official Apprenticeship Training Council which meets monthly. Members of this council represent USMC/MCU, Palomar College, and DAS.

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

According to Career One Stop's website, there are currently 6,478 job openings available under General Operations Manager in San Diego County.

Under Career Coach- San Diego Workforce Partnership website, the top posted job titles include: Operations Managers (499), General Managers (277), Product Owners (182), Operations Supervisors (167), and Directors of Operations (152). Additionally, they have provided the top companies in SD county that are posting jobs within General Operations Manager to include: ExecuNet, CVS Health, Dollar Tree, LPL Financials, Chuze Fitness, Gerneal Atomics, Anthem, Intuit, and Sodexo.

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

Hire a full-time Project Director

Is this a new or existing goal?

New

How will you complete this goal?

We will apply for SWP funds as well as other apprenticeship grant opportunities. We will also be including this request in our PRP to allow the position to be prioritized.

Outcome(s) expected (qualitative/quantitative)

Project Director hired.

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

Full-time support will allow sustainability in the long term for the growth and expansion of the program, enrollments, retention, and completion.

Expected Goal Completion Date

12/30/2022

Goal 2**Brief Description**

Expansion of MIL Program to all SCNO Academies

Is this a new or existing goal?

New

How will you complete this goal?

Collaborate with Instruction Office and Enrollment Services to obtain state authorizations where necessary. We will work with Human Resources to hire employees out of state to assist in program expansion and sustainability.

Outcome(s) expected (qualitative/quantitative)

Program offered at Quantico, Camp Lejeune, Hawaii, Japan to mirror Camp Pendleton and Twenty-Nine Palms.

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

Expansion of the program increases access to all marines across the nation and internationally to allow them to complete the certificate program from wherever they are stationed. This provides more equitable opportunities for enlisted marines.

Expected Goal Completion Date

12/29/2023

RESOURCES**Brief Description**

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your certificate program to review plans and address any findings from your assessment of your discipline.

Is this a new or existing goal?

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

How will you complete this goal?

PART 3: Technology and Facilities Needs
Evaluate technology and facilities needs to determine if they meet current MIL SLOs. Assess the need to develop new curriculum that aligns with the other branch's trainings.

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

PART 4: STAFFING NEEDS (Qualitative/quantitative)

Program offered to Navy, Army, Airforce, and/or Coast Guard. 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.

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

Are you requesting additional full-time faculty? Expansion of the program increases access to all enlisted personnel across the nation and internationally to allow them to complete the certificate program from wherever they are stationed. This provides more equitable opportunities to enlisted military servicemembers.

Yes

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.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY**Faculty Request 1**

Title of Full-Time Faculty position you are requesting

Military Leadership Faculty Lead

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

With a full-time faculty member, they will serve as the program and curriculum expert as they will most likely be military affiliated. This will help with the development and expansion of our program to other military bases and branches. Additionally, as our program grows and our enrollments increase, the full-time faculty member would be able to take a large student group for the MIL 199 course and allow for PT faculty to have a bit more flexibility with their schedules, since the majority of them are active-duty.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

No, however most PT faculty are active-duty military therefore, their schedules can be difficult to schedule with their everchanging schedules.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No, however there are currently no full-time faculty assigned to this program. As the program expands, we will find it necessary for accreditation purposes to have one assigned.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Over the past year, we have had 16 students complete the program at the journey-level (DAS/DOL) apprenticeship. We have had 10 students complete their CA through Palomar

College with another 22 petitioning this past Fall 2021 term and about another 200 students who will be eligible by the end of the Spring 2022 term. We currently have 250 students enrolled into the program.

Our current success rate is 87% per the data provided in the Student Equity Plan report and would like to increase that goal to 90% in the upcoming years.

With the current labor market information provided earlier in the PRP, we can predict that with the increase in job opportunities over the next three years, that employers will be looking for qualified individuals in this field of study. Our military student population benefits from this program by allowing them to have civilian-recognized certificates (or degrees) that make them more competitive when looking for jobs post active-duty service.

Is your department affected by faculty on reassigned time? If so, please discuss.

n/a

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Project Director- Military Leadership Apprenticeship Program

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 program does not have any full-time staff assigned. As we continue to grow and look at expansion to other military bases, the need for a full-time Project Director is vital. This program currently leverages multiple funding sources and has a dedicated director is essential. This is particularly important as we explore expansion out of state as there are legal mandates regarding state-authorization and out of state hiring that need to be resolved.

In the past year, our program has increase awards from 9 in year one to an expected 170+ eligible graduates in year two without a full-time employee supporting the program. We currently have ~250 active apprentices enrolled into our program. With this knowledge, we can predict the number of students increasing even more in the upcoming years due to our expansion goals and the support of a full-time staff member will help meet the needs of the

program.

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

As a new program, this is to be determined.

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.

Our first goal of the PRP is to hire a full-time Director to support the program goals and three-year plan. Additionally, goals two and three discuss the expansion out of state and to other military branches and increase the number of enrollments and completions of the program. In order to accomplish these goals, a full-time Director is necessary.

Strategic Plan 2022 Objective

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

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

We would continue to work with a part-time employee and our expansion goals will be put on hold until we are able to hire a full-time Director.

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.

Our program is currently supported by a CAI Development Grant from the state of California. This grant is scheduled to end in December 2022. Discussions regarding on-going general funding support of this program are necessary for long-term sustainability.

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?

Yes

Technology Request

Technology Request 1

What are you requesting?

Apprenticeship Tracking System

Provide a detailed description of the 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.

A system that allows us to track apprentice enrollment, completion, activities, and the on-job-training hours. Currently this is all managed manually through spreadsheets. As the program expands, this will not be sustainable and the need for a more accurate and reliable data system will be necessary.

Estimated Amount of Request.

\$20,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

\$20,000.00

Do you already have a budget for this request, or will you need additional funds?

Yes, Could be considered through grant funding.

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

2 & 3

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

1:2

1:5

3:1

3:4

1:3

2:4

3:2

3:5

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 dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
 - *Once the dean approves the form and the request, the dean 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 dean and chair with feedback.*
 - *The dean 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 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.

vhaynes@palomar.edu