



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Social and Behavioral Sciences

Department Name

American Indian Studies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

American Studies (AMS)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Seth San Juan

Department Chair email

ssanjuan@palomar.edu

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

Alan Aquallo, Faculty
Diana Ortiz, Faculty
Seth San Juan, Faculty

Website address for your discipline

<https://www.palomar.edu/ais/>

Discipline Mission statement

American Studies (AMS) is an interdisciplinary program that examines the diversity of groups in the United States, and the ways in which they maintain various and competing histories, politics, identities and modes of expression. American Studies offers a critical engagement with contested understandings of American identity and culture, both nationally and globally.

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

American Studies critically examines the social, political, economic and cultural factors that contribute to an understanding of American culture and identity. Student will have a better understanding of themselves and the world around them. Students are exposed to the histories have marginalized peoples in hopes of fostering meaningful relationships, learning, and growth.

Link: [Vision, Mission, and Values](#)

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

Does your discipline have at least one degree or certificate associated with it?

☐ Yes ☒ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☒ No

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

3

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

.20

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

.60

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Kellis Neidiffer, ADA

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

N/A

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](#). 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 do they align with employer and transfer expectations?

American Studies does not have any program learning outcomes. The courses within this discipline are of an interdisciplinary nature, aligned with ethnic and cultural studies, diversity, equity, socio-political justice, identity, race, class and gender. The AA-T in Social Justice in American Indian Studies incorporates the AMS 200 class, which directly addresses ethnicity, race, class and gender. An outcome listed for this transfer degree notes that students will "Demonstrate familiarity, and a working knowledge of the theories, cultural and identity differences, tribal concepts, histories, and current trends within the interdisciplinary fields of American Indian Studies."

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess.

[Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Our discipline supports the following current GE/ILO's: Communication, Critical Thinking, Community, Multicultural/Global Consciousness and Responsibility. and Intercultural Knowledge. Our AMS courses are intended to provide students the critical, and academic skills reflective within the course SLO's and assessment methods.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

We found that our course assessment methods, related to noted GE/ILOs, had a 79% or higher success rate for students taking AMS courses.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

☐ Increased ☐ Stayed the same ☒ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

☐ Increased ☐ Stayed the same ☒ Decreased

Were these trends expected? Please explain.

American Studies is a small discipline and offers only a few courses which impacts the trends of decreased enrollment and WSCH/FTEF. Some semesters these courses seem very popular. We have seen this over the past few years so it is not unexpected to see an overall decrease.

According to the National Student Clearinghouse Research Center (October 2022), undergraduate enrollment fell 4.4% in the fall. This includes an unprecedented 13% drop in first-year enrollment. Two-year institutions experienced the greatest loss, with an 18.9% drop in first-year enrollment compared to fall 2019.

Please use wsch/ftet and fill-rate.

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.

We schedule are courses strategically examining trends from previous years to ensure full enrollments. We have instructors who do a great job teaching these courses and are passionate about the subject matter. American Studies critically examines the social, political, economic and cultural factors that contribute to an understanding of American culture and identity. Many students are attracted to the critical nature of course content, and the possibility of engaging multiple perspectives.

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

The small size of the program makes it difficult to grow. The discipline course texts are dated, and there has been a challenge to find a comprehensive textbook that addresses multiple areas of American Studies. This is a discipline that changes and needs to be updated constantly to reflect the changes.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

We chose this standard because it is the institutional standard at Palomar.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

This was expected given that we had two below average years of success rates in 2018 and 2019. In 2020 success rates increased and the trend continued in 2021.

What is your stretch goal for course success rates?

72.0%

How did you decide upon the goal?

Although success rates were down 2018 and 2019, the 2019 success rates improved by 4 points to 68% from 2018. The department believed that with better planing this trend would continue and and 72% stretch goal was achievable.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

☐ Increased ☒ Stayed the same ☐ Decreased

Was this expected? Please explain.

This was expected given that over the past five years retention rates in our AMS courses have been above 90%

Are there differences in success or retention rates in the following groups? (choose all that apply)

- | | |
|--|---|
| <input type="checkbox"/> When or where (time of day, term, location) | <input checked="" type="checkbox"/> Gender |
| <input checked="" type="checkbox"/> Age | <input checked="" type="checkbox"/> Ethnicity |
| <input type="checkbox"/> Special Pop. (Veteran, foster youth, etc.) | |

Gender: Why do you think gender differences exist? How can you close the gap?

In order to more accurately address why there are gender differences we would need to have data that would allow us to examine the way that gender intersects with, ethnicity, race, class, foster youth, veteran status etc. In order to close this gap we need institutional support.

Age: Why do you think age differences exist? What do you need to help close the gap?

Students 19 and under had a success rate of 61% which was the lowest for last year and below the institutional standard. Younger students could benefit from taking a study skills course so they know what is expected.

Information gathered from studies indicates that young people develop the skills they need to manage their study skills through learning that occurs in both formal and informal settings and that parents can play an important role in providing their children with relevant and realistic study skills information. Instructors can reinforce this by incorporating some of these skills into assignment rubrics.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

In order to more accurately address why there are ethnicity differences we would need to have data that would allow us to examine the way that ethnicity intersects with, gender, race, class, foster youth, veteran status etc. In order to close this gap we need institutional support.

We will follow up with the Business Systems Analyst in Enrollment Services to create a spreadsheet that displays students' success (without identifying information) and race/ethnicity.

Are there differences in success/retention between on-campus and online courses?

☐ Yes ☐ No ☒ N/A

Please share any best practice methods you use for online courses.

Class were all offered online.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Students taking AMS courses were able to obtain a 75% or higher success rate with the various assessment methods used. Students were able to comprehend, process, reflect, and address historical and contemporary issues using the interdisciplinary structure of the AMS courses.

Course level SLOs can be accessed through [Nuventive Improve](#)

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

The assessment methods for the AMS courses produce results that are consistent with the overall requirements for AMS courses. Instructor reflection for the AMS courses, and their SLOs and assessments yields that there is a growing student and disciplinary interest in developing these courses to remain current with the social, local, national and global contexts. It may be useful, in the future, to either re-write, edit, or update the course SLO assessments in order to remain active with the dynamic realities which the AMS courses must address.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Instructor and department interest follows a similar path that is being used by similar colleagues and institutes (local and state wide), that the present AMS courses may need to be restructured in such a way that these course offerings are not limited to a historical position, but rather, are able to be flexible enough to identify and address up-to-date diversity, and academic standards which the American Studies program was originally designed to fulfill, and remains steadfast in course and discipline operation.

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.

☒ Yes ☐ No

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

The department's strategy for scheduling is to look at past semesters' patterns and identify what has been successful and what has fallen short of expectations. The majority of our courses are offered online which was the trend before the pandemic. Our online courses are full semester, 8-week, and 4-week. There are courses that we rotate on a year-by-year basis for students based on demand.

How do you work with other departments that require your course(s) for program completion?

We have meetings with departments on an as needed basis to schedule courses during the appropriate semester.

Does your discipline offer cross-listed courses?

☒ Yes ☐ No

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling and SLO assessment?

The departments meet to ensure that the curriculum and COR requirements are met. Courses are scheduled to ensure that students working toward degrees are on a suitable rotation.

Are there curriculum concerns that need to be resolved in your department? What are they?

Due to the limited number of offerings of American Studies courses we are evaluating how we may be able to grow American Studies which includes an evaluation of current curriculum.

How is the potential need for program/course deactivation addressed by the department?

The department is always evaluating the relevancy and currency of our courses. If we feel a course may be a target for deactivation it is discussed at a department meeting. After research and discussions the department makes a decision on whether to deactivate a course.

Are there areas you would like to expand?

No

Describe any data and/or information that you have considered as part of the evaluation of your program.

When evaluating our courses we consider whether the courses are meeting enrollment expectations.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☒ Yes ☐ No

Is the content in the catalog accurate?

☒ Yes ☐ No

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☒ Yes ☐ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

All of our courses embed discussions of diversity and related issues within the content. In particular AMS 200 deals specifically with the intersections of race, class, gender, sexuality etc.

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

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.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

In the field of American Studies, there are opportunities to teach post-secondary education in Area Studies, Ethnic Studies, Culture Studies, Foreign Language, Literature, Anthropology, Archeology, Art, Drama, Music, and History. Other opportunities for careers include Social workers, Anthropologists and Curators, and Communications and Human Relations positions.

Link: <https://www.onetonline.org/>

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

Our discipline provides students with knowledge in, education and training, English language, sociology, anthropology, philosophy, theology, and communications. Skills include reading comprehension, instructing, speaking, active learning, active listening, writing, and critical thinking. Students' abilities will be oral expression, written expression, oral comprehension, written comprehension, and inductive and deductive reasoning. Social work is a practice-based profession that promotes social change, development, cohesion and the empowerment of people and communities.

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

The programs, SLO's, assessments, curriculum and rigor of course content are written so students will gain the knowledge, skills and abilities to enter careers in the fields mentioned above.

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 ☐ No

What have you done to integrate work-based learning?

When classes were offered in person, AMS 100 had a service learning component. AMS 200 includes a 10 hour volunteer service component and an Interview component regarding the experiences of those who have encountered prejudice and/or discrimination. This work-based learning component strengthens several key soft skill areas - communication, attitude, teamwork, networking, problem-solving and critical thinking, and professionalism.

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

Through guest speakers, potential tours, job shadowing, and interviews, students possibly could enhance their understanding of job opportunities.

These work-based learning components strengthen several key soft skill areas - communication, attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These types of skills provide an advantage for achieving career goals.

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

The Department has been working to create an interest in AMS and has sought out other disciplines as potential partners.

Alongside American Indian Studies a Newsletter will also communicate information regarding American Studies such as Jobs and Opportunities, Community News, Classes Offered, and Department Information.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Update and/or expand on SLO and/or Objectives to include contemporary issues in American culture, politics, economy, social structure, environment, media, international relations, or the like.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Modernized curricula in response to the broadening of literatures and historical questions. American Studies is a discipline for progressive research, a form of area studies, allowing in its flexible domain multiple ways of viewing the same subject—the United States or the Americas—and forging integrated approaches that are inter- or transdisciplinary, and thus new inquiries will be conceptualized into the curricula as to contemporary society and culture of the United States.

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.

VfS Goal 4: Workforce VFS-4. Palomar College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 68% in 2016-17 to 72% in 2021-22. Prepare students for fulfilling careers in a variety of fields, including research and teaching; policy, advocacy and community work; law; cultural organization and curating; digitization and management.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

This is a comprehensive prp update.

In the previous sections of this PRP, 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Reactivate AMS 121

How will you complete this goal? Include Strategies and Timeline for Implementation.

The department will follow the process as outlined in reactivating curriculum. We will update all the relevant fields to ensure that the course meets department standards.

Outcome(s) expected (qualitative/quantitative)

Course reactivation

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

This course has the potential to fulfill the ethnic studies requirement.

Expected Goal Completion Date

12/16/2022

Goal 2

Brief Description

Revitalize the discipline

How will you complete this goal? Include Strategies and Timeline for Implementation.

As the American Studies program is part of the American Indian Studies department and there is precedent for involving AMS courses within the larger Indigenous Studies pedagogy. Those seeking to comprehend contemporary culture and politics of the United States need to know its foundations of settler colonialism to understand why our societies are the way they are and what they value. Create new courses based on current societal climate and student demand. Demonstrate the progression of the goal through the creation of courses, such as AMS 121, that incorporate and/or focus on Indigenous experiences, knowledge, and continuity. Incorporate of American Studies information in the American Indian Studies newsletter

Outcome(s) expected (qualitative/quantitative)

Increase in courses offered in American Studies.
Increase student enrollment and retention.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Developed courses have the potential to fulfill the ethnic studies requirement.

Expected Goal Completion Date

10/1/2025

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: 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.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ No

PART 2: BUDGET REVIEW

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

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

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

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

☐ Yes ☒ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☐ Yes ☒ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

ssanjuan@palomar.edu