



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?

Annual

Division Name

Languages and Literature

Department Name

Speech Communication / Forensics / ASL

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

Discipline Name

American Sign Language (ASL)

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

Department Chair Name

Kevin McLellan

Department Chair email

kmclellan@palomar.edu

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

Mary (Liz) Mendoza, Full-time ASL Faculty
John O'Loughlin, Probationary Assistant Professor in ASL

Website address for your discipline

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

Discipline Mission statement

The mission of the discipline of American Sign Language is to increase the understanding, respect and equality of Deaf and Hard of Hearing people and their diverse communities by:

- Providing high quality ASL instruction
- Preparing professional interpreters who are competent, ethical, and life-long learners
- Promoting excellent resources, service, and scholarship to the state of California, the region, and throughout the United States.

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

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

List all degrees and certificates offered within this discipline.

Associate of Science, ASL-English Translation & Interpreting Studies
Associate of Arts, Deaf Studies

AA, AS, ADT, Certificates, etc.

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?

2.40

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.)

4.30

Link: [FTEF Data](#)

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

1 ADA

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

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

3 ASL Lab Techs totaling 24 hours per week.

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 well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered? Please explain.

Deaf Studies:

Our Program Learning Outcomes sufficiently communicate expected achievement of program goals for student success.

ASL-English Translation and Interpreting Studies Program:

The learning outcomes in the ASL-English Translation and Interpretation Studies program communicate the minimum

linguistic skills required of a graduate, but the program is broader in scope and depth than the outcomes currently

convey. Our students who transfer are at a higher level than most BA programs anticipate. As a result, our students have

difficulty finding appropriate placement in BA/BS programs.

How do they align with employer and transfer expectations?

Our Deaf Studies program align well with transfer requirements to four-year institutions. ASL conversational skills and cross-cultural functionality will satisfy employers expectations who require such skills and awareness.

ASL-English Translation and Interpreting Studies Program:

Our students who transfer are at a higher level than most BA programs anticipate. As a result, our students have

difficulty finding appropriate placement in BA/BS programs. With that said, students are still not ready to work as

interpreters and need 3-5 years of skill development to pass the National Interpreter Certification exam.

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

Deaf Studies:

The Full-time ASL Faculty will meet to evaluate the results of the Program Learning Outcomes. Discussion will include how successful students are in their ASL skills, particularly those who choose to continue on into Interpreting Studies. Further discussions of student preparedness for the Interpreting field of those who have completed their interpreting education. We will then discuss how to move forward with any needed changes in both degree programs in the ASL discipline.

ASL-English Translation and Interpreting Studies Program:

Our program learning outcomes are assessed every year in May by 2-4 faculty members that includes at least one

Palomar College faculty member and one interpreting faculty member from another institution, if possible. Students are filmed interpreting one ASL to English and one English to ASL interpretation. These interpretations are scored using a rubric.

Summarize the major findings of your program outcomes assessments.

Deaf Studies;

Our assessments are incomplete at this time. So far, our Program Outcomes appear to be on track.

ASL-English Translation and Interpreting Studies Program:

Inter-rater reliability has been quite high for more than a decade, with most scores falling within a +/-2 range. The rating

committee has always been pleased that most of our graduates pass, but there are often 1-2 students who don't pass.

Of even greater concern, retention between the first interpreting skills class (Interpreting I) and the final skills class

(Interpreting IV) is very close to 50%. Furthermore, many of the students who DO pass are in the 70-76% range, which is

lower than the scores that the raters would like to see earned by graduates who have few opportunities for advanced

interpreter education, and none in San Diego, Riverside, Orange, or Riverside Counties.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)												
Row Labels	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
AA/AS												
Associate in Arts Degree						6	17	13				
Associate in Science Degree	2	7	4	7	4	5	8	11				
AA/AS Total	2	7	4	11	25	24						
Certificate												
Certificate of Achievement			11	11	8	8	11	11				
Certificate Total		11	11	8	8	11	11					
Grand Total	13	18	12	19	36	35						

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

What factors have influenced your completion trends?

In 2018 we added a new A.A. Degree in Deaf Studies.

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 faculty are not only excellent teachers but also excellent curriculum developers. We carefully screen and evaluate our Part-time faculty and keep them abreast of curriculum requirements. We share materials and strategies freely with each other for the benefit of our students, our programs and the community.

ASL-English Translation and Interpreting Studies Program: Having at least one outside person involved in the final assessment ensures objective assessments. Deaf Studies: We have not develop the learning outcomes for the Deaf Studies program. It is to be determined soon.

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

As we are sure with most disciplines, the required instantaneous switch from face-to-face instruction to all online instruction was a huge challenge. Our ASL classes had never been taught online before. This entailed a complete revamping of strategies, innovation of new methodologies, technologies, along with student/ teacher and student-to-student interactions for the pedagogy and evaluative aspects of our discipline.

Although we have survived the stress of these challenges, we have become stronger for it. We now will continue to offer classes online in both synchronous and asynchronous, and hyperflex and hybrid modalities. Our knowledge and skill with technology have truly grown, and we are better equipped for meeting students' needs, along with providing them with more academic options, and the possibility of any future pandemic scenarios.

ASL-English Translation and Interpreting Studies Program: Having an outside person creates scheduling challenges.
Also not having funds to pay them presents a problem.

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?

Because it's the College's standard.

What is your stretch goal for course success rates?

72.0%

How did you decide upon the goal?

For Interpreting Studies:

We believe that no less than 76% of students who graduate with a degree in ASL-English Interpreting would ideally graduate; however, we understand that four years of language acquisition is insufficient for most students to become fluent in a second language. Because of this fact, we feel that a higher stretch goal would be inappropriate.

Deaf Studies has somewhat different expectations. Due to the fact that we do have an Interpreting Studies Program, the Deaf Studies Program is more rigorous than other ASL college programs that do not have an Interpreting Studies Program in order to prepare our students for the higher level interpreting classes. More is expected from our Deaf Studies Students in the way of hard knowledge of grammar and culture and conversational abilities. The Deaf Studies stretch goal would be closer to 75%.

ASL-English Translation and Interpreting Studies:

We believe that students who graduate with a degree in ASL-English Translation and Interpretation Studies would ideally earn no less than 76%; however, we understand that four years of language acquisition is insufficient for most students to become fluent in a second language. Because of this fact, we feel that a higher stretch goal would be inappropriate.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Students enrolled in interpreting classes are more likely to successfully complete our lecture-based classes (Interpreting 208 and 220) than our skill-based classes (Interpreting I, II, III, & IV). In addition, successful completion of ASL 298 requires a comprehensible interpretation of an English to ASL and an ASL to English text that maintains the most important points.

Our ASL/Deaf Studies students are doing quite well overall. They are able to succeed in our SLO's at an 80% rate.

ASL-English Translation and Interpretation Studies:

Students enrolled in interpreting classes are more likely to successfully complete our lecture based classes (Interpreting 208 and 220) than our skills-based classes (Interpreting I, II, III & IV). In addition, successful completion of ASL 298 requires a comprehensible interpretation of an English to ASL and an ASL to English text that maintains the most important points. Although most of the students who make it to the second year of interpreting classes are able to successfully complete the program, there is high attrition between the first and second year enrollments.

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

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

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.

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

ASL-English Translation and Interpreting Studies Program:

Students who successfully complete the ASL-English Translation and Interpreting Studies program receive training in interpreting, however, a few choose other paths working with Deaf individuals, such as educators, counselors, social services, etc.

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)

ASL-English Translation and Interpreting Studies Program:

KNOWLEDGE •Knowledge of appropriate environmental controls for privacy and confidentiality

•Knowledge of basic

concepts of video relay service (VRS) and video remote interpreting (VRI) technologies •Knowledge of best practices

and research concerning the most appropriate interpreting approach for given situations (i.e., consecutive or

simultaneous, ASL, transliteration, finger spelling, print English to ASL interpretation, etc.) •Knowledge of business

insurance (errors and omissions, professional liability, etc.)•Knowledge of characteristics of cultural and systemic

oppression •Knowledge of community resources available to interpreters (such as Deaf centers, ASL dictionaries, the

Deaf community, other interpreters, etc.) •Knowledge of computer platforms used in remote interpreting (i.e., types,

connectivity, compatibility, etc.)•Knowledge of cultural differences in providing or receiving feedback

•Knowledge of

Deaf culture and other cultures •Knowledge of interpreting related document retention/destruction

requirements•Knowledge of environmental impacts on sign language communication (such as the impact of natural and

artificial lighting, back lighting, sight lines, distances, etc.) •Knowledge of environmental impacts on spoken language

communication (such as acoustics, distances, participant placement, etc.)•Knowledge of ethical practice standards

(including but not limited to the RID Code of Professional Conduct)•Knowledge of government reporting requirements

for small businesses (such as taxes, 1099s, etc.) •Knowledge of industry/area standards and best practices

•Knowledge of interpreting protocols for roles of the interpreter in various settings •Knowledge of risks of repetitive

motion injuries in interpreting and preventative strategies •Knowledge of non-verbal cues in interpreting (such as facial

grammar, expression, etc.)•Knowledge of personal limitations/biases impacting an interpreter's ability to respond

appropriately to the requirements of an encounter •Knowledge of physical requirements of various types

of encounters•Knowledge of potential impact of social media on maintaining ethical standards (i.e., intentional and

unintentional compromises of ethical standards on social media)•Knowledge of requirements for maintaining

confidentiality of assignments and records (both in print and electronic format)Knowledge of resources about supervising

and/or mentoring other interpreters •Knowledge of rights of Deaf and hard of hearing persons under the ADA and other

laws affecting interpreting services •Knowledge of situations that require multiple interpreters or multiple interpreter

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

The Deaf Studies Degree Program's goal is to hire a full-time faculty that can teach higher level ASL courses and heavy lecture courses such as "Awareness of Deaf Culture" and "Perspectives on Deafness."

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.

Goal 2

Brief Description

Our second goal is to be able to award a four-year degree to students who successfully complete the English-ASL Interpreting Program as a four-year degree as such a degree is not offered anywhere in San Diego County's higher education institutions. National certification requires a four-year degree to take the evaluations.

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.

We have applied to the CCC Chancellor's Office for permission to offer a bachelor's degree.
We have contacted several universities in search of a university with which to partner.

Goal 3

Brief Description

To establish an ASL-English Interpreting Program Director/Coordinator position.

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.

There are many duties currently being done by faculty that should be categorized in a coordinator's position. These duties have been clearly identified in the 2021 PRP. The expected outcome for having such a position are:

- A. Higher retention rates
- B. More degrees and certificates
- C. Better quality education
- D. Stronger community partnerships
- E. A clearer and more fair pathway to a baccalaureate degree
- F. Higher satisfaction for students and faculty
- G. Better student evaluations for those teaching traditionally high stress courses such as Interpreting 1-4 and "Fieldwork".
- H. Clearer communication between ASL faculty, Interpreting faculty, administration, and ASL/Interpreting Lab Staff.

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.

We provide students with transfer readiness. Our courses satisfy GE requirements, Students received career and technological training. Our classes are cultural enrichment and encourage life-long learning for the larger community.

[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.

The priority of goals to hire a new full-time ASL faculty member has changed from #3 to #1 due to having lost two full-time ASL faculty to retirement and one more faculty member who is planning to retire in June 2023. This is already leaving current faculty to too many preps in order to try to cover all of the classes needed for both the Deaf Studies degree and the Interpreting degree. Our Part-time faculty are not experienced in teaching the upper-level ASL courses or the anthropological/linguistic approaches used in teaching Deaf Culture, or the sociological approach used in teaching Perspectives on Deafness.

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

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

American Sign Language Assistant Professor

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.

It will help to alleviate the current burden of having to do more than three faculty preparations for various levels and courses (some faculty are doing five or more preps).
It will provide faculty of diverse origins, needs and abilities. It will also attract, support, and engage a workforce to meet the needs of the college's diverse student body.

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

Our deaf community is a small one. Therefore our pool of qualified and experienced ASL/Deaf Studies educators is also very limited. It is difficult to hire enough part-time faculty to staff all of our classes. We are much more dependent on part-time faculty now since we have lost two full-time faculty to retirement. On top of having to teach more levels and do more preps, full-time faculty are also having to train part-time faculty who do not have the experience and training necessary for the classes they are being assigned to teach.

Duel Enrollment has been asking us to provide ASL faculty to teach DE classes for them. If we had another full-time ASL faculty member, this would free up some of our part-time faculty to be able to teach the DE ASL classes that we are currently unable to staff for them.

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

The stress of having five or more preps is stressful and would certainly fall under health and safety requirements.

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

In 2020 we had 36 completions. In 2021 we had 35 completions. Despite COVID-19 and the repercussions therefrom, we are still productive and viable in our valuable contributions to our students and society at large.

Refer to data and other analysis earlier in this document.

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

Our Department Chairperson is ASL Faculty with 60% reassigned time.
One other full-time ASL faculty member has 20% reassigned time as ASL Lab Coordinator.

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.

kmclellan@palomar.edu