



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

Mathematics, Science and Engineering

Department Name

Earth, Space, and Environmental Sciences

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

Discipline Name

Astronomy (ASTR)

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

Department Chair Name

Cathy Jain

Department Chair email

cjain@palomar.edu

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

W. Scott Kardel (Associate Professor of Astronomy and Assistant Planetarium Director)
Mark Lane (Professor of Astronomy & Planetarium Director)

Website address for your discipline

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

Discipline Mission statement

The mission of the Astronomy Program at Palomar College is to educate our students in the fundamental science of astronomy as a way to understand our universe. We achieve this mission by providing high-quality educational opportunities in astronomy for a diverse student population who wish to achieve general education science credit, earn a certificate of achievement, or to fulfill transfer requirements for a degree in astronomy at California universities. As one of the core STEM disciplines, our astronomy courses promote the understanding of basic science and physical processes to create a science-literate society and encourage student participation in STEM disciplines and careers.

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

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.

Certificate of Achievement (CA) - Astronomy

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)?

2

Enter a number.

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

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

1.8

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.)

0

Link: [FTEF Data](#)

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

ADA 6.67%; Instructional Assistant IV 10%

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

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

None.

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.

We believe that our program learning outcomes are comprehensive and communicate the scope and depths of our transfer courses and certificates. They are developed in consultation with our counterparts at key transfer institutions for our students (i.e. SDSU, CSUSM).

How do they align with employer and transfer expectations?

The program learning outcomes were designed with the transfer student in mind. We have had numerous students the last several years that have transferred into astronomy programs at 4-year schools across the region.

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

We plan to assess our program learning outcomes over a 3-year cycle by reviewing student performance in our key transfer classes. Changes in learning assessments are considered and made if they are not effective in summarizing outcomes.

Summarize the major findings of your program outcomes assessments.

Some program areas are still being assessed, but overall those that have been have done quite well. We will continue to collect data and work to improve where we can.

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.

2017-18 1 AA / 2 Certificate of Achievement
2018-19 2 AA / 1 Certificate of Achievement
2019-20 1 AA / 1 Certificate of Achievement

Only three years of data were posted on Sharepoint.

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?

With only three years of data available we continue to have small numbers of completions in the AS degree which was discontinued in the 2017-18 school year. The Astronomy CA has remained at 1 or 2 students per year. Essentially no one in the real world requires or values an Astronomy CA for employment or transfer, so few students, even those who transfer to four-year schools as astronomy majors, actually apply for the CA.

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.

With only three years of data available we continue to have small numbers of completions in the AS degree which was discontinued in the 2017-18 school year. The Astronomy CA has remained at 1 or 2 students per year. Essentially no one in the real world requires or values an Astronomy CA for employment or transfer, so few students, even those who transfer to four-year schools as astronomy majors, actually apply for the CA.

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

Our outreach efforts have been negatively impacted by COVID. For astronomy, much of our student outreach requires attractive activities such as star parties and planetarium shows. However, due to the pandemic, these activities were stopped and have only just now resumed.

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?

50.0%

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?

Astronomy can be a difficult subject for many students. It requires students to have some K-12 science experience that many students are currently lacking. When choosing a general education course to take to fulfill their GE requirements, many choose astronomy not realizing that they will have to work harder than other non-science courses. Even with careful and patient instruction, many of these students perform at a lower level than they otherwise would in non-science courses. It is important that our astronomy program at Palomar College adheres to the standards that CSU and UC schools demand in their astronomy courses if we are to maintain articulation agreements with the university system.

One development that is becoming apparent is an increase in the number of our students who are receiving financial aid. Although this allows them access to college that they might not otherwise afford, many of these students enroll in astronomy not expecting a subject that is rigorous and challenging. To keep their financial assistance, they must be enrolled at the end of the semester but many of them stop showing up to class and effectively drop out without officially dropping the course. Many "FW"s are assigned at the end of the semester which drags down our success rate.

For these reasons it is unrealistic to expect that the astronomy discipline will meet the standard for Discipline Course Success Rate that the rest of the college holds. The data provided by the Institutional Research and Planning database shows that a 50% success rate for the astronomy discipline is a realistic goal for astronomy. At this time we are averaging around 50% and we feel that we can keep a 50% rate a reality and a norm for the discipline.

What is your stretch goal for course success rates?

52.0%

How did you decide upon the goal?

We hope that this increased success rate of 52% will stick after the pandemic has subsided for in-person instruction and student contact. During the pandemic it hit a high of 63.9% which was paired with a decrease in our retention rate (88%). We believe that we can increase our course success rate further but our plan of action will take some time before results are apparent. We believe that a small increase to the existing rate is a reasonable stretch goal. If we are successful, we can increase the next stretch goal and so on.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

All of the course SLOs in ASTR 100, ASTR 105L, ASTR/GEOL 120 and ASTR 210 have been successfully met during the last round of assessments..

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.

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?

There are few careers in astronomy in the traditional sense. Compared to other sciences, professional astronomers are few and far between.

Most astronomers need to get their PhD to be employed in the field working at a university or observatory working as an instructor or researcher. However there are also positions in public outreach at observatories and planetaria explaining astronomy to the general public.

Other related careers listed are:

25-1051.00 Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary

25-1054.00 Physics Teachers, Postsecondary

11-9121.00 Natural Sciences Managers

17-3029.01 Non-Destructive Testing Specialists

19-1021.00 Biochemists and Biophysicists

25-1051.00 Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary

25-1054.00 Physics Teachers, Postsecondary

17-3029.01 Non-Destructive Testing Specialists.

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)

The KSAs needed for employment in the above fields are knowledge of astronomy, physics and mathematics.

In addition to astronomy knowledge needed includes:

Physics

Mathematics

Computers and Electronics

English Language

Education and Training

Skills needed include:

Science

Active Learning

Critical Thinking

Reading Comprehension

Mathematics

Abilities needed include:

Deductive Reasoning

Inductive Reasoning

Mathematical Reasoning

Near Vision

Oral Comprehension

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

By completing courses in astronomy at Palomar College, successful students have a basic background in science and

fundamental astronomical concepts that, when combined with the proper knowledge in physics and mathematics, will

enable them to continue their education at other 4-year institutions. Many of these KSAs are fundamental items (English

Language, Speech Clarity, Reading Comprehension) that a student learns in a variety of classes while obtaining a college degree.

The required lecture, lab exercises, writing and reading assignments should encourage students to acquire and/or enhance the KSA's listed 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

Do you want more information about or need assistance integrating work-based learning into your program?

☐ Yes ☒ No

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

Advertisement at Palomar College Planetarium. Community outreach.

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

Bring the donated 24-inch telescope back to operational life.

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.

The campus closure due to COVID has stalled this project. We recently reached out to Dennis Astl about where we stand on this project and he confirmed that it is still alive but on the back burner for now. Our last meeting with the architect (in 2021) involved locating a place on campus for the observatory, compiling some of the basic needs for a facility like this, and sketching out a rough design. We will continue to press for progress.

Goal 2

Brief Description

Resurrecting the Solar Telescope. The College has always had a solar telescope display and the move to the NS Building included a display as well. At one time it was operational and managed by the Department lab assistant. However during COVID the display fell into disuse and a bit of disrepair. Now that we are regularly on campus again, we would like to resurrect the solar telescope display and enhance it to meet the modern needs of the astronomy discipline.

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.

Progress - the mirror has been re-aluminized and is back on campus. It needs to be reinstalled. We would like to purchase a webcam so that we can broadcast the display to (1) a television screen (2) our college astronomy website. We might need to purchase upgraded software to control the solar telescope.

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 1: Completion

[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.

Our goals remain the same.

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

Technology Request

Technology Request 1

What are you requesting?

Hardware and software for the donated 24-inch telescope revival

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

The telescope was donated to the college in 2020 (by Palomar Observatory) and has been in storage for more than a decade and will need upgraded hardware and software to bring it back to operational status. The College will also need to find a location to build the observatory where it is accessible to faculty, students, and the public.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students and the general public will have access to the observatory.

c. What are the expected outcomes or impacts of implementation?

The donated 24-inch telescope is a wonderful resource that will change the way we educate our astronomy students. It will also be an additional attraction to encourage the public to visit the campus and be a part of our community.

d. Timeline of implementation

This is a long term project for the College. It will required additional funding over several years.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

\$25,000.00

Do you already have a budget for this request?

No

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

Goal #1 - Bring the donated 24-inch telescope back to operational life

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

- | | | | |
|---|------------------------------|---|---|
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| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
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| <input checked="" type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

This project will require finding a parcel of land, and the construction of a new facility. The plan is to locate it near existing water/electrical and parking to minimize the cost of the project and the impact on the campus infrastructure.

Will you accept partial funding?

☒ Yes ☐ No

Technology Request 2

What are you requesting?

Funding to resurrect the Solar Telescope Display

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

The solar telescope is part of the NS Building lobby display area. It was once operational but has fallen into disrepair and needs to be resurrected.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Astronomy faculty include the solar telescope display as part of their curriculum. Additionally, it attracts student passing through the lobby where they can learn more about the Sun and it's daily activity.

c. What are the expected outcomes or impacts of implementation?

Enhanced learning about the Sun and its activities. If we can successfully implement the display into our website, it will drive traffic to our website and the public can learn more about the astronomy discipline at Palomar College (and perhaps increase enrollments).

d. Timeline of implementation

Our goal is to have this completed by the end of the FY 2022/23

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

\$1500 - \$2000

Do you already have a budget for this request?

No

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

Goal #2 - Resurrecting the Solar Telescope Display

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

- | | | | |
|---|------------------------------|---|---|
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

2

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None. The solar telescope is already in place.

Will you accept partial funding?

☒ 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.

Facilities Requests

Facility Request 1

What are you requesting?

New campus observatory for donated 24-inch telescope

Provide a detailed description of the the request. Include in your

response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

This telescope donation will be an attractive component to our astronomy program that will increase student engagement and student learning, and will increase enrollment in our program. It will also raise our standing as one of the only colleges in San Diego to offer such a valuable learning experience. When not being used for student research, the telescope can be used as part of our public observing sessions (called star parties) where we can invite residents in the area to come to our campus and view the cosmos through a large telescope. This will bring excitement to the community and will contribute to our standing as a place where the community can come and learn about astronomy at their local community college.

The donated telescope is a valuable acquisition that we would have never otherwise been able to afford (it's original cost was nearly \$162,000 in 2002). However, this astronomical instrument needs an observatory as its permanent home on campus. We have been working with the Facilities Department to find a location on campus and working with the campus architect to design a new observatory. At the time of this report, we do not have an estimated cost for this new observatory, but we expect that it will be several hundred thousand dollars. We understand that this is a big ticket item, especially during troubled financial times for the college. We will work with the college to embark in a fundraising campaign to bring in as many community dollars as possible. However, we feel that some matching funds by the college will help bring this telescope to operation once again.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students and the general public will have access to the observatory.

c. What are the expected outcomes or impacts of implementation?

The donated 24-inch telescope is a wonderful resource that will change the way we educate our astronomy students. It will also be an additional attraction to encourage the public to visit the campus and be a part of our community.

d. Timeline of implementation

This is a long term project for the College. It will required additional funding over several years.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$25,000

Do you already have a budget for this request?

No

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

Goal #1

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

- | | | | |
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| <input checked="" type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

This project will require finding a parcel of land, and the construction of a new facility. The plan is to locate it near existing water/electrical and parking to minimize the cost of the project and the impact on the campus infrastructure.

Will you accept partial funding?

☒ Yes ☐ 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?

☐ 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.

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