



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

Child Development

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

Discipline Name

Child Development (CHDV)

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

Department Chair Name

Laurel Anderson

Department Chair email

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

Laurel Anderson, PhD, Chair and Professor
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Website address for your discipline

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

Discipline Mission statement

The Child Development Department at Palomar College is dedicated to providing a wide variety of courses related to child development and early childhood education, focusing on children ages birth to eight. We are committed to teaching our students evidence-based, developmentally appropriate practices enabling them to provide respectful, child-directed care and education to the children they work with. We are focused on instilling respect for children and their developmental needs and stages, while expecting best practices in early care and education. We are a department with an eclectic array of expertise and backgrounds, all joining together in our universal belief in the importance of respectful, responsive, and reciprocal relationships as a means to understanding and supporting the development of young children.

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

Please note: The Child Development Department recently became multidisciplinary and now includes education degrees. The department was officially renamed the Child Development and Education Department. We will be reconstructing the mission statement and our department will be voting on this new statement in February of 2023. The response (below) addresses our current mission statement.

The Palomar College mission statement's vision is "transforming lives for a better future." The Child Development Department's mission statement states, "We are a department with an eclectic array of expertise and backgrounds, all joining together in our universal belief in the importance of respectful, responsive, and reciprocal relationships as a means to understanding and supporting the development of young children." The department's vision encompasses the transformation of the lives of our students and of the children our students will teach and caretake.

The values employed by the Palomar College mission statement include academic excellence and student-focused environments. The department's mission statement states that the department is "dedicated to providing a wide variety of courses related to child development and early childhood education, focusing on children ages birth to eight. We are committed to teaching our students evidence-based, developmentally appropriate practices enabling them to provide respectful, child-directed care and education to the children they work with." This statement encompasses the determination to create academic environments with high rigor to meet the needs of the students and the community they serve.

Palomar College's core values include access, diversity, equity, and inclusion which encompasses the focus on making education possible for everyone while recognizing the need to foster a culture of inclusion and belonging, and respect for diversity. The department's mission statement addresses the focus on "instilling. Respect for children and their developmental needs and stages while expecting best practices in early care and education." In addition to our department mission statement, we have created an Anti-Racism and Solidarity Statement. This is as follows: "The Child Development and Education Department at Palomar College supports our BIPOC (Black, Indigenous, People of Color) students and colleagues and stands in solidarity with contemporary movements in raising awareness of widespread systemic racism and discrimination, as well as the Call to Action for Palomar College. As faculty and staff in the CHDV Department, we commit to continuing to work on addressing the needs of our students and community by maintaining individual and collective work towards the goal of anti-racism. We prioritize the values of combating systemic racism and preventing marginalization and oppression while reflecting and taking action on working towards a more just future for all children. By committing to embedding anti-racist practices into our coursework, we commit to improving the education of future early childhood educators and ensure that our programs support the excellence of our BIPOC students."

These two statements embody the department's fortitude in working towards a more inclusive and respectful educational environment for our staff, instructors, and students. Through this tenacious work, the department strives to also meet the needs of the community and inspire peaceful, meaningful relationships as a result.

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 Are any of your programs TOP coded as

certificate associated with it?

☒ Yes ☐ No

vocational (CTE/CE)?

☐ Yes ☒ No

List all degrees and certificates offered within this discipline.

Child Development Associate Teacher (CA)
School Age Assistant (CA)
Child Development Teacher (CA, AS)
Child Development Master Teacher: Preschool (CA, AS)
Child Development Master Teacher: Infant/Toddler (CA, AS)
Child Development Master Teacher: Early Inclusion (CA, AS)
Child Development Early Childhood Administration (CA, AS)
Child and Family Services (CA, AS)
Early Childhood Education (AS-T)
Child and Adolescent Development (AA-T)
University Studies: Elementary Education Preparation (AA)

CA=Certificate of Achievement

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)?

4

Enter a number.

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

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

1.4

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.)

5.6

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: 12 months at 50%

We have a permanent ADA who is shared with Health, Kinesiology and Recreation Management

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

Our department created stackable degrees/certificates. The first certificates build into further degrees. Therefore, the Program SLOs were designed similarly. The first certificate has Program SLOs that align with the foundational courses and content: Development, environment, and curriculum. Additional programs align with the focus of the program. For the teacher program/certificate, an additional program outcome is observing (observation). The master teacher programs (Early Inclusion, Preschool, and Infant/Toddler) have courses and outcomes aligned with the focus of the program. The Child and Family Services Program SLOs include development, community and environment, positive relationships, and trauma-informed care.

How do they align with employer and transfer expectations?

The Child Development stackable degrees align with the State, the California Child Development Permit. The permits are designed for employment.

The Program SLOs increase with rigor as do the program requirements. The students are prepared for both the workplace and further education upon program completion and program outcome assessments.

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

The Program Learning Outcomes align with our capstone courses for our stackable degrees. The program outcomes are assessed every semester when courses are assessed. Our department has aligned the program outcomes with course outcomes, appropriately.

Summarize the major findings of your program outcomes assessments.

Findings from our program outcomes indicate that our students are actively completing the first of the stackable degrees and these students have a clear understanding of the foundational material necessary to advance into the next programs and/or complete the requirements for their first permits.

Further degrees and program completions that assess the program outcomes indicate that our students have more depth in understanding of the role of early childhood care and education. The required coursework, practicum, labs, and internships aligned with program outcomes provide opportunities to continually assess the comprehensive learning acquired in current and previous courses.

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.

The 30 courses and 10 programs in our discipline support the GE/ILOs through written communication, critical thinking, foundational knowledge, and integrative learning outcomes. The courses involve numerous written assignments with critical analysis and connections to discipline-specific knowledge.

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.

Summarizations of major findings of our course outcome assessments related to the GE/ILOs that our discipline supports are as follows:

Written Communication: the outcome results reveal that the students have poor writing skills. Many students are deficient in their ability to write at the collegiate level. To address this deficiency, our department has a preparatory course (CHDV 99) and we partner with ESL and other tutoring to provide support for these students.

Critical Thinking and Connections to Discipline-Specific Knowledge: the students, when provided high rigor prompts and opportunities to create critical analysis, our course and program outcomes reveal that our students do well when properly scaffolded. The courses in our programs align with scaffolding best practices. We have stacked degrees, and the five courses in our first certificate are foundational courses that build vocabulary, techniques, and discipline-specific content. The further certificates add to this foundational content, and students show additional analytical thinking as they progress through the courses and programs.

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		3	3	2		1			
Associate in Arts Degree for Transfer		8	23	31		40			
Associate in Science Degree		15	22	15		13	22	25	
Associate in Science Degree for Transfer		4		2		2		3	1
AA/AS Total		22	27		27		40	54	70
Certificate									
Certificate of Achievement		21	29		18		22	23	92
Certificate of Proficiency			29	8		32		28	24
Certificate Total		50			37		50		50
107									
Grand Total		72		64		77		90	101
177									

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?

We realigned our programs and degrees. We have stackable degrees. The first certificate of achievement aligns with the California Associate Teacher Permit which many early childhood/child development students are requesting. Then this foundational certificate combines with additional courses for further degrees/certificates. The Associate Teacher Certificate (12.5 units) holds courses that are also in the Teacher Certificate/degree, Child and Family Services certificate/degree--then, with further course completions, additional degrees can be attained, including the Master Teacher: Preschool, Early Inclusion and Infant/Toddler along with an Administrative Degree.

Here is a link to these degrees/certificates: <https://www.palomar.edu/childdevelopment/wp-content/uploads/sites/261/2020/08/CHDV-Department-Advising-Sheet-Stackable-Degrees-and-Certificates.pdf>

Students are achieving their first goals, typically within one or two semesters. They then begin working on the next degree/certificate. In this first certificate is the CHDV 99 course. This preparation course includes department advising, so students are immediately guided in their academic and career pathways. This averts taking courses that do not align with degrees, and so our students are able to set and accomplish certificate and degree goals efficiently. Additionally, the fact that they can readily attain a Palomar College certificate creates a mindset of accomplishment.

Are the courses in your discipline required for the completion of other degrees/certificates?

☐ Yes ☒ No

Do you have programs with 7 or fewer completions in the last 5 years?

☒ Yes ☐ No

What steps are you taking to address these completions?

We are having conversations about restructuring our programs, especially our Master Teacher Programs (Infant/Toddler, Preschool and Early Intervention). These programs have only been implemented for two years, so we do want to be patient with outcomes, as well.

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.

What is your program standard for the NUMBER of program completions?

90

Enter the number of completions per academic year.

Why did you choose this standard?

We have stackable degrees. The first tier of these degrees will, of course, have exponentially more completions. As the programs add more courses, and subsequently align with the California Child Development permits, there are fewer program 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.

What is your stretch goal for program completions?

170

How did you decide upon your stretch goal?

Although our program numbers for this past year exceed this goal, many of the completions for the Associate Teacher Certificate were done in previous years and the students who are working on further programs (in the stackable tiers) were able to attain the first tier goal, readily.

Our department has worked tirelessly to encourage students to apply for the Associate Teacher Certificate, and we will continue to do such, however, we will not have the same student base to do such because we did connect to students who had previously completed the coursework for this program.

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.

The enrollments in the spring of 2019 were 1,427 with a fill rate of 80.9% in the spring of 2022, the enrollments were 1,201 with a fill rate of 81%. Clearly, we had fewer courses in the spring of 2022, but the fill rates were the same. In the in-between years, the fill rates were as high as 87% in the spring of 2021.

The enrollments in the fall of 2017 were 1,331 with a fill rate of 78.4% and in the fall of 2021, the enrollments were 1,216 with fill rates of 78.7%. Again, very similar, and the in-between years were robust with enrollments as high as 1,499 in the fall of 2019 with fill rates of 88.6% and similarly high enrollments in the fall of 2019 (1,403) with fill rates of 88.4% and in the fall of 2020, enrollments were 1,468 with fill rates at 87.7%.

It is difficult to ascertain why the drop in enrollment in the fall of 2021 and spring of 2022, but it is important to note that many of our students are now employed, and this was not the case during the pandemic. Students also have many options for completing their coursework by taking courses at community colleges throughout the state. The online options opened many doors for our students.

Please use wsch/ftef 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.

Our programs, being stackable, align with the California Child Development Permit and with the needs of the community partners. The programs scaffold the information and experience necessary for various levels of employment (i.e. assistant teacher to program director). Students also accomplish goals readily and efficiently. The students can obtain certificates and permits simultaneously, and this increases students' motivation and meets the needs of the community employers.

Many of our students aspire to work in preschools and in early childcare centers. Early childcare providers are essential workers and are in great demand. Our programs prepare students to work in these businesses.

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

The restrictions during the pandemic have created multiple hurdles for our students and programs. Observations, internships, practicums, and in-person opportunities have been limited. Students are required to follow multiple health care procedures and follow very strict protocols to obtain their education.

Some of our students choose to go to other colleges where there are fewer restrictions, mandates, or requirements.

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?

It is the college's standard.

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.

Success rates

The course success rates for the spring enrollment over the past five years average 72%. In the spring of 2018, the success rate (71.4%) was comparable to the spring 2022 with the success rate (69.5%). In the spring of 2019, our success rate (75.4%) was the highest in the past five years.

The course success rates for the fall enrollment over the past five years average 71.1 % success rate. Over the past five years, the fall of 2017, the success rate was the lowest (67.2%); in the Fall of 2019, the success rate (75.6%) was the highest. In the fall of 2021, the success rate was 70.6%.

When examination of individual courses indicated that our core/general education courses CHDV and CHDV 115, we found the success rates were consistently lower than the institution-set standard; CHDV 100 (Spring 2022: 63.8% & Fall 2021: 69.4%; Spring 2018: 65.1 & Fall: 2017: 64.3%; with the high in the Spring of 2020 with 70.2% & Fall 2019 at 71%) & CHDV 115 (Spring 2022: 62.3% & Fall 2021: 86.6%; Spring 2018: 65.3% & Fall 2017: 54.7%; with the high in Spring of 2019 at 74.6% and Fall 2019 at 72.8%)

Courses for child development majors such as CHDV 104 and CHDV 185 have high success rates. CHDV 104 in the fall of 2021 had a success rate of 70.8% with reported highest rates in 2019 (91.2%). CHDV 185 in the Spring of 2022 had a success rate of 80.6%. The highest reported rates were in the fall of 2018 a success rate of 96.9%. Fall reporting was similar to the Fall of 2021: success rate (82.7%).

Students working towards their child development degrees and certificates are more likely to complete the courses with passing grades.

What is your stretch goal for course success rates?

71.0%

How did you decide upon the goal?

With approximately 40% of our students enrolled in CHDV 100 and 115 (General Education), and the retention and success rates for these courses being lower than our major courses, we know the overall rates will be compromised.

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.

The course retention rates for the spring enrollment over the past five years average 89%. In the spring of 2018, the retention rate (90.5%) was comparable to spring 2022 with a retention rate (92.1%). In the spring of 2019, the retention rate (93.3%) was the highest in the past five years.

The course retention rates for the fall enrollment over the past five years average 91%. The retention rates in the fall of 2017 and fall 2021 were 90%, with the highest retention rate recorded in the fall of 2019.

Examining individual courses indicated that our core/general education courses have high retention rates CHDV 100 (Spring 2022: 92.9%/ Fall 2021 91%) and CHDV 115 (Spring 89.5%/Fall 2021 86.6%).

Courses for child development majors such as CHDV 104 and CHDV 185 have high retention rates. CHDV 104 in the fall of 2021 had a retention rate of 88.5% with the reported highest rates in 2019 (98.2% retention rate). CHDV 185 in the Spring of 2022 had a retention rate of 94%. The highest reported rates were in the fall of 2018 with a retention rate of 100%. Fall reporting of 2021 is like Fall 2018 with a retention rate of 93.8%.

Students working towards their child development degrees and certificates are more likely to complete the courses with passing grades.

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

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

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Overall, the differences in success and retention rates in demographic groups (age, gender, ethnicity, foster youth, veteran) is minimal. The most significant differences in success and retention are connected to when the courses are offered and where.

It is difficult to make clear conclusions during this pandemic/endemic period, but the research shows that our fast-track courses have both high retention and higher success rates than our semester long courses. Additionally, the online courses have substantially higher retention and success than our face-to-face courses. During this COVID transition time, we haven't offered as many courses face-to-face, and our online courses fill readily. Our department has also struggled with filling courses at the satellite sites.

We currently are surveying our students about their preferences for face-to-face and online and reasons why they prefer one over the other. The survey indicates that 48.6% of our students want the flexibility to attend face-to-face or virtually (via HyFlex). Instructors report that most of the students enrolled in these courses choose the virtual option. Twenty-seven percent of the respondents prefer online, while 12.2% would like face-to-face instruction. Over 60% of the students would prefer online courses, and their reasons are as followed: Face-to-face courses are offered at inconvenient times, lack of transportation, too busy with work and family, parking costs, commute time, social anxieties, and flexibility of doing work asynchronously. Students who want face-to-face find that they are better able to focus in class and they like interacting with classmates.

We will continue offering our courses in the various modalities: HyFlex, asynchronous online, hybrid and face-to-face. We will also continue to offer multiple sections of fast track opportunities for our students.

Time of day, term, location

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.

All our instructors have completed the POET instruction and our department has frequent conversations about best practices in online instruction. Additionally, the rigor and expectations are high, and we support our online instructors through thorough evaluation procedures and feedback.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

The course outcome assessments continue to reveal that students are enrolled in classes but are often sporadic in attendance with completing their assignments. Truancy interferes with both learning and assessing. Unsurprisingly, qualitative data from course outcome reporting indicates that students who attend face-to-face courses or frequently log into their online courses are more successful. Instructors also indicate that students do not read the course announcements, e-mails, and course material. This lack of connection through these methods is frustrating for both students and instructors.

Instructor reflections indicate that students who are in fast-track courses tend to attend and complete the courses, successfully. Additionally, students are receptive to the HyFlex model of instruction. The reasons are varied, including motivation and increased focus. Our department continues to reflect on the recurring issues of engagement and retention.

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?

Why do students simply stop attending courses?

How can we connect with students if they don't read our e-mails and announcements?

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?

We offer classes in a variety of venues: Online, face-to-face, hybrid, HyFlex, fast track (four and eight week), and full semester (16 week) length. We offer courses at community sites (Escondido Union School District, Vista Jail, and others). We aspire to meet the student learning needs: partnering with ESL (learning community), using low-cost and zero-cost textbooks, utilizing DEI and OEI practices and reviewing our programs on a regular basis.

Currently, we are deactivating courses that are no longer serving our student and community needs. We are altering our programs to benefit student learning and degree completion in an effort to meet the career and academic needs of our students

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.

We strive to offer our courses at a variety of times. Students who have completed numerous child development units typically are working and need night and online courses. We offer a variety of times for our courses; however, the more specialized courses are typically offered at night (most HyFlex) and online. We offer fast-track opportunities for our core (child development permit requirements and Associate Teacher certificate) and general education courses. We do block scheduling, for instance, the four core classes for our Associate Teacher Certificate are offered as four-week courses in consecutive succession.

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

Our AA-T with CSUSM has three PSYC courses. The students are instructed to work with their general education counselors to create education plans to include these classes.

We recently became a multidisciplinary department. We house the University Studies: Elementary Preparation transfer degree. We are currently working with other departments to align their courses to meet the needs of the students who are working on this degree.

For instance, our department and Escondido Union School District have a partnership. The paraprofessionals employed by EUSD are currently enrolled in Palomar courses to complete our School Age Certificate and the University Studies: Elementary Preparation degree. The Palomar community is coming together to assist with this endeavor by offering courses as 4 and 8-week classes to accommodate the desires of the EUSD partners.

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?

We offer CHDV 172 and EDUC 172, Both courses are in our department.

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

The first concern is that we created an EDUC program with three robust EDUC courses to align with the CSUSM prerequisites necessary for the credential program at their university. CSUSM approached Palomar about offering this opportunity for the students so they could enter the credential program readily. The conversations revolved around the need to accommodate the costs for these students and to reach the demographic of Palomar students who may not typically consider the education pathway. Over the course of two years (during the pandemic), we took the steps to accomplish this goal. We became a multidisciplinary department in order to house Education programs and courses. Then we created robust EDUC courses to fulfill the prerequisite course requirements for CSUSM's credentialing pathway. When CSUSM was presented with these courses, they decided all CSUSM students must take the prerequisites at their institution. CSUSM still wants Palomar to send students to their program, but they do not want the students to take the prerequisites at Palomar. The cost for students would be \$4000 at CSUSM and just \$400 at Palomar. The overall costs are more than just dollars, however. The fact that CSUSM approached Palomar and Palomar took all the necessary steps to complete the request and CSUSM decided to stop the partnership is disappointing and not in the best interests of the students and our community.

Child Development Department curriculum concerns are as follows:

We would like to add our "Introduction to Curriculum" course (CHDV 185) to our core program, Associate Teacher Certificate. All of the curriculum courses would be options for this certificate. This would allow our AA-T students to obtain the Associate Teacher Certificate while working on their transfer degrees.

Additionally, we would like to add the CHDV 105 Lab options to our Teacher and Master Teacher certificates. Students are reluctant to re-take the labs for the master teacher programs, and this has hindered students from continuing their educational pathway at Palomar.

Lastly, the CHDV 202, 203, and 204 practicum courses that capstone three of our Master Teacher certificates are not filling. Students are not enrolling in a second practicum, and therefore students are not completing these programs.

To rectify these child development concerns, we have discussed changes in our programs with our SBS dean and the CTE dean. Changes are currently being implemented.

Are there courses that should be added or removed from your program - please explain?

See above:

Delete CHDV 202, 203 and 204

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

No program deactivation.

Course deactivation would be CHDV 202, 203, and 204.

Are there areas you would like to expand?

We would like support for our EDUC programs (See above).

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

We have laboriously discussed and restructured our programs. We continue to monitor, survey, and reflect on our students' needs, the ever-changing state requirements, and the community demands.

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

What needs to be corrected in the mapper?

At present, the mapper is okay. We are making changes in our programs, and we would like to make changes in the mapper next year.

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?

Faculty members in the department are regular participants in PD and campus initiatives related to DEIAA work. This includes attending workshops (ex: Decolonizing the Syllabus), participating in campus-wide book clubs such as Equity in Grading and Becoming Hispanic Serving Institutions, and continuing the discussions in the department. Five members of the department participated in the employee sections of AS 101 and AS 102 in 2020/2021. One of our FT faculty co-leads the Palomar Pronoun Project. We need to increase our departmental conversations related to embedding these concepts into our curriculum on a wider level, including ensuring that our student population feels seen in the concepts and theorists taught in class.

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?

Child development majors who complete our programs at the associate of science level typically work in preschools (as assistants, teachers, and directors), as childcare providers in childcare facilities, as social and human services assistants, and as assistants in grade schools and secondary education. Students who transfer to universities to study child development typically work in health education, as dietetic technicians, personal care aids, elementary educators, social workers, and as family consumer science instructors.

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 knowledge needed for child development occupations includes: the knowledge of principles and practices for providing personal services and the knowledge of human behavior and performance, individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders; knowledge of principles and methods for curriculum and training design, teaching, instruction, and evaluation; knowledge of relevant equipment, policies, procedures, and strategies that align with licensing.

Skills include: active listening—giving full attention to what people are saying, taking time to understand different points that are being made, asking appropriate questions, not interrupting, speaking—talking to others effectively; social perceptiveness—being aware of other's reactions and understanding why they react as they do; judgment and decision-making—consider the costs and benefits of potential actions, and choose appropriately; instructing—teaching others to do something.

Abilities include: Oral expression—communicating so others can understand; problem sensitivity—the ability to tell when something is wrong or likely to go wrong; originality--the ability to come up with new ideas and ways to creatively solve problems.

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

Our programs include service learning, labs, practicums, and internships that implement the knowledge, skills, and abilities listed above.

Students are performing the skills of active listening, speaking, decision making, and instructing while doing service learning, performing their activities in labs, in their student teaching, and in their cooperative education internships.

Students acquire the knowledge of principles and methods for curriculum and training design in curriculum courses. The knowledge of principles and practices of human behavior is taught in CHDV 100 (Child Growth and Development) and CHDV 115 (Child, Family, and Community), and then these principles are enhanced through subsequent courses.

Students present lesson plans, advocacy projects, and a variety of topical presentations in most of the courses. These presentations allow students to practice oral expression and speaking skills.

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?

Most of our classes include observation assignments (C6 workplace/Company Tours), giving students a chance to see and learn first-hand skills used in the career field.

Many classes include guest speakers and/or interview assignments (C3 Career Speaker and C7 Informational Interviews) where students learn about career paths and teachers' roles and requirements and specific aspects of the professional positions.

Many courses also encourage Service Learning (B6 Service Learning) and have it as an optional or required project to integrate meaningful community service with instruction and reflection. Two of our courses have Service Learning as a requirement built into the COR. The CHDV 115: Child, Family, and Community courses require 12 hours of service learning. CHDV 172: Teaching in a Diverse Society has 15 hours of required service learning.

CHDV 105 is an observation course that provides students to gather research on children and teaching, develop a case study, and explore field experiences to extend classroom learning (A8 Research-based and field experiences).

Curriculum classes, including but not limited to CHD 185 and CHDV 106 include the development and implementation of lesson plans that are conducted in early childhood education or school settings where they receive feedback from professionals in the field (B1 Classroom projects or challenges with industry involvement).

CHDV 201 and 201 A provides students with experiences that combine classroom with on-the-job type training during lab hours at our Early Childhood Education Lab School (A 1 Apprenticeships). These students are provided with supervised hands-on immersion experiences, specifically in early childhood education classrooms working with children alongside experienced preschool teachers and master teachers (A 3 Clinical experiences).

CHDV 205 is an internship course, and the CHDV 205A lab is a work experience/cooperative education course (A 5 Internships unpaid) where students enrich and expand classroom learning, show an understanding of their learning as it applies to the outside world, and engage in community projects that are generally not available in school.

How does your work-based learning help your students learn how to do some of the tasks

associated with the potential occupations?

In most Child Development classes, students engage in workplace tours, observations of children and teachers, hear from guest speakers in the field, and/or conduct interviews. These work-based learning experiences expose students to a variety of careers that involve working with and advocating for children and quality education, and also give students a chance to try out roles in the field.

Service learning opportunity gives these students a taste of working in the community. Many students have never volunteered their time in the community, nor have they worked with children. This requirement allows exposure to the workplace as well as connecting content to 'real life.' Soft skills (ie. being on time, communicating with others, and following directions) are introduced in these 12-hour experiences.

Students in CHDV 172 are encouraged to complete their service learning in areas of education and working with marginalized populations. This offers the opportunity for students to engage with community members and institutions that meet the needs of this population.

In CHDV 205 and CHDV 205A, the students are interning for over 60 hours in organizations that work with families and children. In these experiences, the students learn communication skills, time management, case management, and other skills that are unique to the population the organization serves.

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

We communicate with the preschools and childcare facilities in our district by offering advising for their employees and we market our courses and programs in their businesses. E-mails and phone calls with these community organizations keep our department up-to-date on the current needs for the employees in these facilities.

Our students in CHDV 115: Child, Family, and Community are required to do service learning in the community. The human connections between the members of the community organization and our students connect our department to the community at large.

We also attend high school college nights, Palomar career events, and meet regularly with community partners.

We host a Child Development & Education Meet & Greet Event each semester - all are welcome to attend to meet professors, ECELS lab school staff, and learn more about our classes, certificates, and degrees.

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

Expand outreach to the community by continuing and expanding our workplace advising and registration marketing.

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 continue to reach out to community partners to connect with their staff to offer guidance in obtaining units for permits and degrees. We are also participating in many outreach opportunities through Path to Palomar, HS Career and College fairs, etc.

To assist with Palomar Goals--VfS Goal 1: Completion, Goal 2: VfS Goal Transfer, VfS Goal 4 Workforce, and VfS Goal 5: Equity.

We are currently working with MAAC Headstart in an apprenticeship program. (Goal 4)

We have a partnership with Escondido Union School District, where we teach courses aligned with our School Age Assistant Certificate and the University Studies: Elementary Preparation transfer degree.

(Goals 1 and 2)

We will be offering courses at Children's Paradise and Vista County Jail. (Goals 4 and 5)

Goal 2

Brief Description

Create a multidisciplinary department: Become the Child Development and Education Department

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.

Successes: We have completed this process. We are now the Child Development and Education Department.

We now house University Studies: Education Preparation Transfer Degree.

Challenges: Unable to complete the program that aligns with CSUSM's credential preparation process

This goal is fulfilling VfS Goal 2 (Transfer). We advise numerous students in education pathways.

Goal 3

Brief Description

Participation in the PIPELINES grant with SDSU.

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 PIPELINES grant is in the last year of the 5-year grant. Palomar participated as the college of focus in year 3, and now in year 5, we are working with the PIPELINES team on disseminating the information statewide. Department representatives continue to meet and communicate with the PIPELINES team and will be collaborating this year on disseminating the information.

Goal 4

Brief Description

Increase collaboration and working relationship with Early Childhood Education Lab School (ECELS)

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.

Through the rebuilding process of the California Early Childhood Mentor Program, we are establishing a Community of Practice that provides monthly virtual opportunities for the Lab School teachers at Palomar to come together in support of the early childhood field and their classroom practices.

In spring 2022, we will be collaborating with MiraCosta College's lab school and their community members to engage in opportunities for discussions on current topics, training on best practices, and facilitation of innovative teaching approaches. Our goal is to offer both virtual and in-person meetings facilitated by the community and lab school teachers.

In support of this goal, we are hoping the ECELS teachers at Palomar will be able to receive institutional credit for their ongoing participation with the CoP. We are also hoping to add community members to our Mentor Program to strengthen the work we do in the community and provide additional practicum placements for our student teachers.

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.

As stated above, we assist with numerous goals. We continue to work closely with community partners to meet the needs of the community we serve.

[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.

N/A

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

Determining pathways for our education courses to transfer and align with other colleges

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

Identify credential program prerequisites for the California State University system.
Collaboration with articulation officer to identify schools that need prerequisites in the education programs.
Outreach to potential CSU partners.
Advising students in University Studies: Elementary Preparation degree.
Pilot a cohort program through local school districts.

Outcome(s) expected (qualitative/quantitative)

Strengthen articulation and alignment with our educational pathway.
University Studies: Elementary Preparation degree completion.

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

This new goal aligns with the following Strategic Plan goals:

VfS Goal 1: Completion

VfS Goal 2: Transfer

VfS Goal 4: Workforce

Vfs Goal 5: Equity

Aligning pathways for our education courses will afford more students the opportunity to seamlessly transfer to four-year universities and begin credentialing programs.

The prerequisite courses for many of the CSU credentialing programs are expensive; we can offer these same courses at the community college. The rigor of the courses is high, and the financial cost is low. Therefore, marginalized students can more readily afford and attend these courses at our institution and successfully enroll in credentialing programs at the CSUs. This results in more prepared students and eventually more TK-12 educators.

We would like to align our programs with the needs of the schools in our district—creating cohorts with the school personnel to increase their skills, and education and hopefully lead to becoming credentialed teachers.

Expected Goal Completion Date

5/31/2025

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

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor (Tenure Track)

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.

We added one Education program (EDUC), and we are in the process of adding another program to our ten Child Development (CHDV) programs in our multidisciplinary department.

We need additional full-time faculty to teach the Education courses and Child Development courses who meet the minimum qualifications for both disciplines. There is a high demand for TK-12 educators and preschool teachers. The addition of our Education programs will assist with this regional and statewide need.

In 2020, one of our full-time faculty retired; in 2021, one of our full-time faculty took on a dean/VPI role at our institution.

Currently, there are multiple changes in the statewide disciplines of Child Development and Early Childhood Education that will require additional needs and increase workload: there are changes in external accreditation, child development permit processes (which will require more faculty resources), and program changes, including the upcoming common courses numbering and GE projects. Our department does a majority of the discipline program advising, and with new programs and the growing population in our courses (and the need for early childhood and K-12 educators), we need more faculty to assist in these projects in addition to teaching courses.

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

There is a high demand for qualified part-time faculty. The Child Development department requires a minimum qualification of a master's degree in child development or early childhood education (or the equivalent) and education. Although there are Child Development master's degree programs in the colleges/universities in our county, the overall pool of part-time applicants is small. We continue to struggle to find qualified instructors for our specialized courses.

Ideally, our department will need to have another full-time faculty member who is fully qualified to teach both education and child development/early childhood education courses to meet the future demand for courses in our new department.

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

No

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

Our program is readily achieving optimum efficiency (average of 89% retention). Our department, at an average of 71.1%, surpasses Palomar College's (70%) goals for enrollment and success, and our students are consistently completing the requirements for our programs. As a department, we work together and frequently evaluate our course and program goals and create avenues of success for our students entering the workplace and four-year universities. We communicate with our community partners to meet the industry's needs and improve the preparation of qualified ECE teachers and care providers. We hope to continue this trajectory of success with the addition of a full-time faculty member.

Refer to data and other analysis earlier in this document.

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

Yes.

One of our full-time faculty members is currently the Acting VPI
Three of the remaining full-time faculty members are at 100%, 40%, and 20%.

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

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

We need a copier.

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

Requests

Item 1

What are you requesting?

Office Copier

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 is a foundational office need. Our entire department needs the copy machine to complete our goals and tasks.

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

All of our department members as well as Ethnic Studies department. We will share this cost.

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

This is a fundamental need in an office setting. We need to be able to make copies. With more classes face-to-face, the copying needs will increase exponentially.

d. Timeline of implementation

The current copier does not work well and is in consistent need of repair.

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

4466

Do you already have a budget for this request?

No

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

All

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

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

Our faculty need to be a priority. Their basic needs, including technology should not be overlooked

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Supplies and Operating Expenses

Please upload a copy of the quote, if available.

2019 Palomar Copier Book 7.19.2019[23].pdf

Item 2

What are you requesting?

Three printers

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)

Three of our faculty members do not have printers or access to such in their offices. Our department does extensive program advising, and students request copies (printed) of these advising sheets. Additionally, as we move back to face-to-face programming, the need for copies and printing will increase.

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

Three full-time instructors

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

This is a foundational office need

d. Timeline of implementation

As soon as possible

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

\$2400

Do you already have a budget for this request?

No

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

All of them.

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 type="checkbox"/> 2:2 | <input 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)

2

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

Our faculty need to be a priority. Their basic needs, including technology should not be overlooked

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

☒ 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.

landerson@palomar.edu