



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

Computer Science and Information Systems

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

Discipline Name

Computer Science and Information Systems - Computer Science (CSCI)

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

Department Chair Name

Terrie Canon

Department Chair email

tcanon@palomar.edu

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

Duy Nguyen, Professor
Tony Smith, Professor

Website address for your discipline

<https://www.palomar.edu/csit/computer-science-as-ca/>

Discipline Mission statement

The mission of the Computer Science program at Palomar College is to present our students with up-to-date computer science curricula and pedagogy, ensure they have a solid foundation in the core computer science concepts, equip them with problem solving and decision-making skills, and provide a strong foundation for transfer into a four year program, as well as lifelong learning in the field of computer science.

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

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.

Computer Science AS, CA

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?

2.90

Link: [FTEF Data](#)

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

4.10

Link: [FTEF Data](#)

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

Department ADA 30%

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

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

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 Computer Science program continues to remain strong and current, with recent new curriculum additions, and our program learning outcomes cover the depth of our degree/certificate program. The main focus of our discipline is to encourage our students to enter a college or university to obtain a 4-year Computer Science degree. We place students into internships when available, and the program also provides a strong foundation for students entering the workforce.

How do they align with employer and transfer expectations?

Employers expect our students to be able to maintain existing computer programs, and to be able to design, code, test and deploy new computer system solutions. Our transfer institutions have similar expectations of skills, with an additional requirement for theoretical depth and understanding. Our program learning outcomes are designed around all of these requirements, and cover this range of expectations.

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

There are 4 CSCI program level SLOs. We have planned to evaluate one of these program SLOs per year. This year we will be assessing the "Computer programs" program learning outcome, where students will be able to design and write computer programs that are correct, efficient, and well documented.

Summarize the major findings of your program outcomes assessments.

Exams, homework assignments, and/or computer programming assignments are used to assess the success of course SLOs and we believe that our methods for assessing course and program SLOs are effective and working well. Assessment results indicate that our courses and programs are quite effective. We find that our students who transfer to 4-year Computer Science degree programs are routinely praised by their new schools (per CSUSM Computer Science faculty and several other 4-year schools across the state).

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			1								
Associate in Science Degree	15	7	14	22	15	22					
AA/AS Total	16	7	14	22	15	22					
Certificate											
Certificate of Achievement			16	15	24	22	18	33			
Certificate of Proficiency				3					1		
Certificate Total	16	18	24	22	18	34					
Grand Total	32	25	38	44	33	56					

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?

The COVID-19 pandemic has continued to reduce completion trends across the college. Within the CSCI discipline, we have found that not being able to offer classroom sections of our introductory CSCI 112 class due to the pandemic has slightly reduced the number of students advancing into the later classes. This is to be expected, as those students who need to be in a face-to-face class due to a lack of preparation have not had that option. As restrictions lift, we are very aware of returning some sections to the classroom, to make this option available again. Also, we lost access to the department-based tutors provided for many of our courses by the department's computer lab manager, when this position was transferred to Information Services. Currently the department is applying for new ISA positions, plus working on alternatives to add tutoring back for our classes. More tutoring is expected to improve our completion trend.

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.

Excellent curriculum, and excellent teachers have contributed to the success of our program. That our enrollment has stayed about the same during the pandemic says that we are offering a timely, relevant curriculum that students want to take, even in the most difficult of circumstances. Then that our completions have stayed about the same means that we are able to maintain the quality of instruction, even with all the restrictions that were necessarily imposed. To have achieved our notable improvement in efficiency has meant that we have had to focus on offering mainly our core classes, and deliberately sacrificed many of our more marginal elective classes, that we want to offer but know would not necessarily fill with waitlists.

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

COVID-19 has reduced enrollments throughout the college. Hopefully we are now beginning to recover from and accommodate this challenge.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result.

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

What is your program's standard for Discipline COURSE Success Rate?

70.0%

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

Link: [Course Success Rate Information](#)

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

Why did you choose this standard?

We chose the College institutional standard. However, historic CSCI Total Success Rate data shows that in the past we have not met this standard. The most recent total success rates have plateaued e.g.: 56% in Fall 2019, 63% in Fall 2020 and 63% in Fall 2021. This is a reflection of how technically challenging and difficult our Computer Science courses are.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

A realistic stretch goal is to achieve the College institutional standard.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Major findings of our student learning outcomes assessments for our five CSCI required courses are encouraging:

-the best overall assessment results are for our introductory CSCI 112 Programming Fundamentals I and the advanced

CSCI 210 Data Structures courses, each at around 90% in our most recent findings

-overall assessment results of our CSCI 212 Machine Organization and Assembly Language course is the lowest, but at

around 70%, this is felt to be an acceptable result for a challenging, very technical course

-the two remaining required courses have overall assessment results of around mid-80s%, which is acceptable

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?

Graduates in computer science degree are in high demand, with a wide range of career options. For example, they can join the defense sector at companies like General Atomic, Northrop Grumman, Boeing, Raytheon, Lockheed, L3-Harris, Leidos, Booz Allen Hamilton, etc. and at commercial companies like Qualcomm, Apple, Microsoft, Facebook, Amazon, Google, etc... These companies are all actively hiring software programmers/engineers, algorithms developer - data analytics, data science - to process big data.

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)

To be successful at these companies, students have to be good at developing software in a variety of computer programming languages like C/C++, Java, Python, etc.. Students who pursue the software development jobs will need skills in embedded processing that require knowledge such as assembly programming (CSCI 212), VHDL programming for Field Programmable Gate Array (FPGA), C++ CUDA programming for Graphical Processing Units (GPUs), etc. Students who wish to pursue careers in algorithm development - data analytics, data science - will need to learn the programming languages listed in addition to such tools as machine learning and artificial intelligence.

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

The computer science program prepares students with knowledge of the programming languages including C, C++, Java, and Assembler. Our data structure class prepares them to apply their knowledge of programming languages to implement algorithms to store and process big data. Our new courses in Artificial Intelligence and Machine Learning will prepare the students to pursue a career track in data analytics and data science.

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?

The computer science department continues to actively work with some of the big defense companies such as Boeing, Raytheon, and Northrop Grumman. Twice a year, Northrop Grumman interview our students for 12-week internships where our students will continue in school full-time while working at a Northrop facility on a part-time (10-12 hours/week) basis. Numerous companies have also actively seek out our department with job openings for our students. Our department is engaged with the local IEEE chapter, and work collaboratively with CSUSM and Mira Costa College, to get our students involved in IEEE memberships and expose them to companies that actively seek our computer science students during IEEE career fairs. We also actively go out to give presentations at career fair day at some of the local high schools to introduce high school students to the Palomar Computer Science Department. We hold regular meetings with our collaborators at CSUSM and Mira Costa College to discuss course offering and articulation to develop a curriculum that maximizes our students transferability to a CSU/UC.

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 the computer science discipline to offer data science related courses (e.g., machine learning). These courses provide our students with skills highly sought by employers and will improve the students' chances of getting internships and landing permanent jobs upon graduation.

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 outcome of being able to expand our course load to including data science related courses is significant improvement in improving our students' marketability to potential employers.

Goal 2

Brief Description

Purchase education robotic kits that can be programmed using the raspberry pi.

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 robotic kits will be used to give students hands-on experience in interacting between computer software with hardware, while learning important skills in electronics, robotics, and artificial intelligence. These skills will help students obtain internships as well as help them in their future careers. Many technology companies highly value employees with both software and hardware skills to fill important roles in the company.

Goal 3

Brief Description

Purchase educational Matlab licenses for the computer lab for student to use as part of the new data science program

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.

Strengthen the new data science program between the computer science and math department by teaching students to use an industry standard software package. Knowing how to write programs in Matlab will help students obtain summer internships at many technology companies as well. Without Matlab licenses in the computer laboratory, the students will face an upward battle to learn the data science concepts.

Goal 4**Brief Description**

To share in the Palomar College funding resources in an appropriate and equitable manner that provides the Computer Science program with the financial capability to continually upgrade and maintain its equipment and laboratory environments in a status which effectively meets the need to provide compatibility with the constant and rapid change that is occurring in the world of computer technology.

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.

While other departments utilize computers to supplement their curriculum, computers are the essence of the Computer Science curriculum. It is a fact that our curriculum is literally defined by the laboratory environment in which it is offered. Without this support, the department's ability to accomplish its goals is significantly diminished.

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.

Our department continues to stay up-to-date on state-of-the-art technology needs, job market demands, and employer needs to dynamically focus our course offerings and material contents taught in the classroom to help students meet these needs. We strive for excellence in teaching computer science theory with focus on applications of the theory to real-life problems that teach students valuable problem solving skills needed by employers as well as future advance upper division computer science courses. This aligns with the Vfs goal 1, 2, and 4 in the Strategic Plan 2022.

[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 department's goals have not changed. We continue to stay up-to-date on state-of-the-art technology needs, job market demands, and employer needs to dynamically focus our course offerings and material contents taught in the classroom to help students meet these needs.

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

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

ISA III

Is the position request for AA, CAST, or Classified staff? **Is this request for a full-time or part-time position?**

Classified

☒ Full Time ☐ Part-Time

☐

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

During the COVID pandemic our Systems Analyst was moved to IS. Now that we are returning to computer labs and classrooms on campus it is imperative we return to managing our computer labs. At the present time we are struggling to use technology that has not been upgraded since the start of the COVID pandemic in Spring of 2019. As a result, all of our labs are in desperate need of having hardware and software updated. The unique needs of programming students require constant attention to computer hardware and software maintenance that can't be put on a prioritized worklist.

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

This position would assist in providing a more direct and efficient method of managing the CSIT computer labs. IS could continue to manage the labs and the ISA III could provide student and faculty support as well as work with IS for hardware and software updates. This position would ensure the labs have the correct hardware and software installed and configured for optimum student support and provide direct student support by assisting students during lab time.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

Describe how this position helps implement or support your three-year PRP plan.

This aligns well with our three year plan to increase student access, success, and completion.

Strategic Plan 2022 Objective

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

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

So far, instructors have had to respond to any hardware and software problems, reducing instructional time.

Staff, CAST, AA request 2

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

ISA I

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

☒ Full Time ☐ Part-Time

☐

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

During the COVID pandemic our Systems Analyst was moved to IS. Now that we are returning to computer labs and classrooms on campus it is imperative we return to offering support to our students during open lab time to answer questions and assist with projects. Student services to support learning is critical to the success of our programs. This is achieved by having classified, including an ISA I and three ISA IIIs in the labs to assist students as questions arise as well as to support the hardware and software needed in these classrooms. The CSIT labs have computers as well as specialized computer equipment to aid in learning that are locked in a secure location. This includes Raspberry Pis, robots, routers, cabling and various computing equipment. ISAs greatly assist in lab set up of this specialized equipment.

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

This position would assist in providing a more direct and efficient methods of assisting students in the CSIT computer labs. As of now their only tutor support is in the Math Center, this means a student would need to pack up their work, walk across campus, find a computer in the Math Center to then ask a question. most students would find this very disruptive to productive work. This position would ensure getting assistance in completing the labs and assignments where the students are working on their projects. Before Covid we offered open lab times that were monitored by our Systems analyst. This was an excellent learning environment as students from various classes in CSIT could work, collaborate, communicate and gain assistance when challenged from our staff in the lab.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

Describe how this position helps implement or support your three-year PRP plan.

This aligns well with our three year plan to increase student access, success, and completion.

Strategic Plan 2022 Objective

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

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

Referrals to tutoring at the Math Center.

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?

iPad and case

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

Replacement of Technology

Who is the current user of the requested replacement technology?

Tony Smith

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)

A replacement iPad and cover is urgently required, essential for maintaining student contact and engagement when the instructor is away from the office. An iPad is light, portable, convenient, with a big screen -- is by far the best solution for responding constantly to student emails, discussion boards, and all other forms of online contact, while out of the office. The current iPad is 7+ years old(!) and failing, no longer able to do the job. Continuing timely response to students online is essential for increasing student engagement, interaction, success and completions.

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

Students; members of the department.

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

Continuing timely response to students online is essential for increasing student engagement, interaction, success and completions.

d. Timeline of implementation

ASAP.

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

Approx \$1,500.

Do you already have a budget for this request?

No

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

This aligns well with our three year plan to increase student access, success, and completion.

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

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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)?

None.

Will you accept partial funding?

☐ Yes ☒ No

Technology Request 2

What are you requesting?

Osoyoo robot car kits

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)

CSCI 212 is an assembler programming focused class that requires interaction between the software developed with the hardware. The robot kit is an educational tool designed to interact directly with the raspberry pi that our CSCI 212 class uses to learn assembly programming. This will allow the student to learn to interact between the assembly programming language with the hardware on the robot.

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

This will impact the student learning outcome. First, it will provide the student with an enjoyable platform to help them learn to interact software with hardware. Second, one of the keys to being valuable to many companies is the ability to not just write software, but being able to write software that can work well with the hardware. This robot platform will provide the students with practical use of their skills and significantly improve their worth in the job market.

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

The robot car kits are expected to improve the students' knowledge and skills to develop software and hardware interaction resulting in dramatic improvement in their worth in the job market. It will help the students more easily obtain internship jobs while finishing up their degree, and establish their credential for fulltime employment upon graduation.

d. Timeline of implementation

ASAP

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

Robot kit costs \$90 (include shipping/tax) each. We need 35 for our classroom(32 for students, 3 spares). The anticipated cost is \$3150.

Do you already have a budget for this request?

No

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

This aligns with our immediate goal/objective to help students learn software engineering and improve their job marketability.

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

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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)?

None

Will you accept partial funding?

☐ Yes ☒ No

Technology Request 3

What are you requesting?

New computers in one of the labs this year with replacement of the other labs in a rotation of the following years.

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

Replacement of Technology

Who is the current user of the requested replacement technology?

Students in the classroom and one faculty per classroom.

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)

Students in CSIT need current technology equipment to develop current projects.

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

Students of CSIT and all students who utilize the classrooms.

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

Students will have greater learning with current technology.

d. Timeline of implementation

One lab per year for the next several years until all labs are current.

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

The IS department would be best to estimate the cost of replacing computers in our labs.

Do you already have a budget for this request?

No

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

New technology in the lab.

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

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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)?

No impact to facilities as the labs are already configured, simply need computing equipment

Will you accept partial funding?

☐ Yes ☒ No

Technology Request 4

What are you requesting?

Docking station and two monitors.

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

New Technology

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

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

Currently there is no computer in Tony Smith's office, a professor of Computer Science. If a docking station is provided with two monitors then the professor can use the laptop purchased last year as the only computer supported by the Collège. It will be efficient with work and provide current technology for faculty.

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

Faculty and Students

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

Efficient work environment that is ergonomically correct.

d. Timeline of implementation

This year

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

1500 dollars

Do you already have a budget for this request?

No

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

Increased student access and current technology

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

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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

Will you accept partial funding?

☐ Yes ☒ No

Technology Request 5

What are you requesting?

Audiovisual equipment for our labs

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

Replacement of Technology

Who is the current user of the requested replacement technology?

Instructors and students as the instructor will display learning materials on the students computers as well as the projector.

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)

Increase student success, retention, and completion.

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

Students - the old equipment does not display properly to the entire room, therefore students with vision problems can not see the display properly.

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

Student success, retention, and completion.

d. Timeline of implementation

This year would be most wonderful for all of our labs.

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

The AV department would be best to estimate the cost of replacing 6 labs of audio visual equipment.

Do you already have a budget for this request?

No

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

Goal 1 - Student success, retention, and completion

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

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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)

3

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

None as it is replacement equipment

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.

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.

awsmith@palomar.edu