



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

Arts, Media and Business Administration

Department Name

Performing Arts

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

Discipline Name

Dance (DNCE)

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

Department Chair Name

Patriceann Mead

Department Chair email

pmead@palomar.edu

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

Molly Faulkner, Patriceann Mead

Website address for your discipline

<https://www.palomar.edu/performingarts/about-the-dance-program/>

Discipline Mission statement

In keeping with the Palomar College mission statement, the dance program is committed to providing an engaging and supportive learning environment for diverse learners. We support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education. We celebrate cultural diversity and encourage creativity, collaboration, and dance technique, in our three AA degrees and four Certificate of Achievements, in Euro-Western Dance, World Dance, General Dance, and Musical Theatre Preparation. Students of the Palomar College dance program will be well rounded dancers who are comfortable in a variety of dance genres, have a professional work ethic and can negotiate professional and academic arenas.

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

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.

AA Euro-Western Dance AA World Dance

AA General Dance Certificates Euro-Western Dance World Dance

General Dance

Musical Theatre Preparation

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

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

2

Enter a number.

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

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

1.38

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.)

3.1

Link: [FTEF Data](#)

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

Rita Walther, Tony Cuccazzelo, Heather Murray, Carl Thompson, Tom Daily. 100% (all of them) -- 5. the data in the staff count says 4. Rita works for more than one area. So I'd say 4.5

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

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

All lighting, stage management, and performance related staff. Not sure of the numbers -- that will be reflected on the Performing Arts PRP.

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 learning outcomes are in three different categories, technique classes, performance based classes, and /history /survey/teaching methods . . . classes. The two outcomes for our technique address movement mastery and vocabulary retention. Our performance based classes address collaboration, working in a group, and knowledge of what it takes to onstage/backstage. Our theory history based classes address the synthesis of information and praxis.

These learning outcomes encompass the breadth and depth of the comprehensiveness of our offerings in dance

How do they align with employer and transfer expectations?

We work closely with our industry partners so they align very closely with employer expectations. Our transfer students always report back to us that they were well prepared for the expectations of 4 year universities. So we align well there too.

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

We find it easier to do all SLO's at once. We send out our learning outcomes rubrics to our part-time faculty and have them assess their classes, the two full time faculty assess using the same rubric. We have a meeting to discuss the outcomes and then Molly enters the data into trac-dat.

Summarize the major findings of your program outcomes assessments.

We do well. We typically have high 90% success rates. Dance self selects -- students are genuinely interested it to sign up for it.

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.

Row Labels	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
AA/AS												
Associate in Arts Degree			1	8	7	3		4				
AA/AS Total	1	8	7	3		4						
Certificate												
Certificate of Achievement			1	9	9	6	3	5				
Certificate Total		1	9	9	6	3	5					
Grand Total	2	17	16	9	3	9						

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?

Coming back f2f has helped. With covid we had 17 completions in 17/18 and then dropped and are now picking back up. Because of the massive course cuts in the last 6 years students take a bit longer to complete.

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.

Outreach, PE activity requirement, f2f classes. Tons and Tons of HS visits, HS dance day where HS dancers come to campus to take class and perform with us, setting up tables at outreach events, first week outreach with tables in front of the student union -- PE activity eligibility for dance came online just as Covid hit so we are finally seeing those numbers, And having the majority of our courses cut during Covid, the students are coming back f2f to complete their degrees. Last year we had a LOT of mental health crises with the students coming off of the isolation of Covid. Through no fault of the Dance Program many opted to not complete, and then come back this year.

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

Course cuts. Not enough support for outreach. No dedicated ADA. Students take longer to complete because the course patterns have been devastated by course cuts over the last 6/8 years -- We are only two full time faculty so we do as much as we can with outreach (which is a lot, but we are doing it all for free and are tired). We did get 10 hours ea. of CTE money last Spring (22) for over 80 hours of work. Not enough but it was the first time we'd actually been paid for at least some of our work. Help with outreach materials. Patriceann puts all those materials together. We have no ada help for our academic program work. We only have help for our performances. And we have been told in no uncertain terms by our staff that it is unfair, rude, wrong . . . to ask for help beyond that. Even though our Dean has told us that the help is available. So we do it ourselves and again we are only 2 people with full time teaching loads.

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?

75.0%

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?

5% above college standard

What is your stretch goal for course success rates?

0.0%

How did you decide upon the goal?

Not a big believer in stretch goals when the district has reduced our classes by 75% in the last 6-8 years. We are trying to survive and maintain the integrity of the program

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

We do great, we always exceed our 70% marker and most of the time we have near 100% success with our outcomes for all of our classes.

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

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

☒ Yes ☐ No

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

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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

LMI data is inaccurate and asks the wrong questions. It does not reflect a gig economy.

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)

Instructing — Teaching others how to do something. See more occupations related to this skill.
Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. See more occupations related to this skill.
Speaking — Talking to others to convey information effectively. See more occupations related to this skill.
Coordination — Adjusting actions in relation to others' actions. See more occupations related to this skill.
Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. See more occupations related to this skill.

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Abilities

Gross Body Coordination — The ability to coordinate the movement of your arms, legs, and torso together when the whole body is in motion. See more occupations related to this ability.
Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. See more occupations related to this ability.
Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity). See more occupations related to this ability.
Oral Expression — The ability to communicate information and ideas in speaking so others will understand. See more occupations related to this ability.
Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. See more occupations related to this ability.
We teach creative and critical problem solving, anatomy, team work, . . .

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

Our classes are in three different categories. Technique teaches body coordination, anatomy, kinesiology, motor movement . . .
Our performance based classes teaches cooperation, etiquette, collaboration and professional work ethic
Our choreography, production management, teaching methods class teaches instructing, active listening . . .
Our history/survey classes oral comprehension, written comprehension, work ethic, . . .

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

What is the regional three-year projected occupational growth for your program(s)?

Since covid the data shows a down trend, now that everything is opening up there are MANY jobs for dancers, choreographers and teachers that aren't reflected in the data.

What is being done at the program level to assist students with job placement and workforce preparedness?

We work with our industry partners and all the Palomar Dance alumni like to hire our graduates.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

May 22. It showed once again that there is a significant need for dancers, teachers, choreographers in the area not reflected by the LMI data. Our industry partners need teaching artists, choreographers, performers . . .

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

What are the San Diego County/Imperial County Job Openings?

Many, We are in Theme Park Alley -- Sea World, Wild Animal Park, Legoland, Disney, and Knotts Berry farm. We are also a convention hub so the entertainment companies providing events for conventions is huge. Choreographers, dancers, and there are SO many dance studios in the area looking for qualified teachers. We want to collaborate with our entrepreneurial program and child development to specialize in children's dance teaching AND dance studio ownership.

Include short- term # of projected job openings and long -term # of projected job openings

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?

We have annual meetings and our students work in most of the High Schools, Studios, theme parks, entertainment companies in the area and they keep up with us. We also do TONS of HS outreach, site visits, teaching master classes, and inviting HS dance groups on campus to take class and perform with us. We do performances for outside groups that visit campus, and invite community members to our performances.

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

Survival. We are trying to be nimble enough to come back from Covid and build the programming. We are doing that through outreach both internal and external.

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.

With grit, determination, unpaid overtime, outreach, and hopefully the support of the district. Outcome of Survival. and hopefully nominal growth. This will ultimately help our students negotiate the dance degrees and certificates. Which is part of the college and dance mission statement and the entire purpose of guided pathways.

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.

goal 2 Teaching and Learning -- with the diversity work our faculty are engaged in and the commitment to creating a pipeline from HS to Palomar I think we are helping meet the VfS outcomes.

[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.

We scrapped three year goals when covid hit. Perhaps next year we can resume planning ahead.

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the

effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

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

PART 1: STAFFING NEEDS

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

Are you requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ No

PART 2: BUDGET REVIEW

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

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

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

Reflecting on your three-year PRP plan, are there any budet 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 ad 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?

Lighting/Sound equipment for PAC 215/216

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)

Since performance is a huge part of our mission/capstone experience in dance having the equipment to turn the studio into a performance space would help facilitate that mission.

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

Tech staff, Tony Cucazzela and whoever we get to hire!

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

This would help with strike/set up time for performances since there would be three spaces instead of just 2.

d. Timeline of implementation

2 years (Fall 24)

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

\$50,000

Do you already have a budget for this request?

No

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

Survival

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

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

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

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

We already have the infrastructure in the PAC 215/216 set up. So the impact will be implementation and training.

Will you accept partial funding?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☒ Yes ☐ No

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

Facilities Requests

Facility Request 1

What are you requesting?

Implementation of lighting equipment -- we already have the grid. We'd need a light board, lights, cable, sound board, speakers and black out curtains.

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 would allow the dance studios to convert into a theater space.

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

Facilities and ATRC in the implementation and maintenance of equipment

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

A more flexible space, and a more flexible performance calendar.

d. Timeline of implementation

2 years.

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

\$50,000

Do you already have a budget for this request?

No

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

Survival

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

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

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

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

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

electrical usage -- we are already set up for the lighting equipment -- we just don't have the lights or board.

Will you accept partial funding?

☐ Yes ☒ No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

☒ Yes ☐ No

Requests

Item 1

What are you requesting?

Outreach money

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)

We do A LOT of unpaid outreach.

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

Fall 22/Spring 23 Outreach

Molly Faulkner 20 hours -- \$2000

Patriceann Mead 20 hours \$2000

Valerie Clark 10 hours \$1000

Michael Mufson 10 hours \$1000

Dawn Cheek 10 hours \$1000

Approx.

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

The ability to do even more outreach and include our part-time faculty in the process. We WILL NOT ask them to do outreach without pay.

d. Timeline of implementation

ASAP

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

\$7,000

Do you already have a budget for this request?

No

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

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"/> 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)

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

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.**

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