



2022-23 Non-Instructional Program Review and Planning

2022-2023 REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, Program Review and Planning identifies program strengths and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Instruction

Department Name

INSTR Instructional Services

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

Program/Unit Name

Fallbrook

Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.

Name of Person responsible for the Program/Unit

Ryan Williams, Education Center Director

Website address(es) for your program(s)/unit(s)

Units need not include each webpage within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

Webpage URL 1

Unit webpage

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

Please list all participants and their respective titles in this Program Review

Click on "+Add Participant" below to include additional participants.

Participant	Title
Ryan Williams	Education Center Director
Yvette Maynard	Senior Education Center Coordinator

PROGRAM/UNIT DESCRIPTION

Staffing

In this section, you will identify how many faculty and staff support your program. 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 link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

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

Full-Time Staff

Total Number of Full-time Staff

2.00

Number of Classified Staff

1.00

Number of CAST Staff

0.00

Number of Administrators

1.00

Number of Full-time Faculty

0.00

Part-Time Staff

Total Number of Permanent Part-time Staff

0.00

FTE of Part-time Staff (2x19 hr/wk=.95)

0.00

FTEF of Part-time Faculty

0.00

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Workers/Veteran Student Workers)

N/A

Program/Unit Description

Have the services your unit performs changed in any way over the past year?

The only change is the continued shift back to in-person instruction and student support services following remote work during the COVID-19 pandemic.

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

GOT SERVICE AREA OUTCOMES?

Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.

For non-instructional areas, outcomes are called Service Area Outcomes (SAO).

So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results, and
- take action, as necessary.

Palomar uses Nuventive Improve as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by doing the following:

1) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).

2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

3) Revise or edit your current SAOs by revising their wording and/or updating the assessment method and/or assessment results, if appropriate.

NEED HELP?

Nuventive Improve:

1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.

2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!

2) Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?
☐ Yes ☐ No

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs

Click "+Add SAO" below to include additional requests.

SAO 1

SAO Title

Commensurate support services to the San Marcos campus
(Active and ongoing)

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

The Fallbrook Education Center (FEC) is using the San Marcos Campus as a model for student support services offered. In Fall 2021, center staff and classes returned in-person after a two-year hiatus from COVID-19. A large portion of student services were still conducted online out of an abundance of caution, and limited staffing, due to remote working environments.

Student support services: In Summer 2022, FEC began increasing in-person services following the COVID-19 pandemic, i.e. Teaching and Learning Center tutoring, Library Services, Counseling, Admissions and Financial Aid, and English as a Second Language. Bookstore deliveries were modified to have deliveries shipped directly to students' residences. Cashier Services, which was offered pre-pandemic, have since shifted their payment model to be fully online via their MyPalomar account.

Student support services were expanded in Fall 2022. Food and Nutrition Center have reprised their weekly food delivery schedule and are offering monthly free food events in the FEC student quad. Behavioral Health Counseling Services returned to FEC and are offering in-person, Zoom, and tele-support services one day per week. Behavioral Health Services assessment of the Mental Health kiosk determined the self-service to be relatively unsuccessful, in that students were rarely utilizing its features.

Instructional support services: Faculty support services remain ongoing and evolving to better serve full-time and part-time faculty needs. In person, faculty orientations have disbanded as we test creative new ways to train and inform faculty. We have learned through qualitative data that many of our part-time faculty members are employed at multiple institutions. To address the confusion that often comes from working at different colleges, we have now updated our Fallbrook website to include a "Faculty Information" page where they can quickly access location-specific details. During 2021-2022, Palomar Faculty Federation and Faculty Senate ombudsman have not returned to in-person services, although they remain accessible via phone and email.

Other support services: Facilities, Custodial services, Information Services, Campus Police
These services continue to experience a strain on resources due to both attrition in staffing and expansion of duties, to serve other campus locations.

SAO 2

SAO Title

Assessment Status

☒ Assessed ☐ Not assessed

Increased academic success in completion of courses and programs
(Active and ongoing)

SAO Summary and Reflection

Develop evaluation metrics such as: retention, grade point averages, and course and program completion.

Completed since last PRP:

This SAO was unable to be systemically measured during the last PRP cycle due to outliers from pandemic data. Preliminary data reflect the following:

Student Headcount:

Fall 2018 = 1,012

Fall 2019 = 1,174

Fall 2020 = None - COVID

Fall 2021 = 167 - COVID

Fall 2022 = 421

FTES:

2021 = Credit 25.35 / Non-credit 1.10

2022 = Credit 102.94 / Non-credit 2.36

ENROLLMENT:

2021 = Credit 189 / Non-credit 21

2022 = Credit 790 / Non-credit 66

Center Academic Program AA-T Sociology declared major (FEC only):

Fall 2020 = 32

Fall 2021 = 13

Fall 2022 = 5

Institutional Research and Planning AA-T Sociology degrees awarded (total count):

Fall 2020 = 93

Fall 2021 = 86

Fall 2022 = 86

To aid in student completion, the following program requirements are offered at FEC:

SOC 100 (Terms 2197, 2203, 2207, 2213, 2217, 2227)

SOC 110 (Terms 2203, 2213)

SOC 205 (Terms 2197, 2203, 2207, 2213)

SOC/PSYC 105 (Terms 2203, 2213)

SOC 135 (0)

AMS/SOC/MCS 200 (Term 2207)

PSYC/SOC 125 (0)

SOC 115 (0)

SAO Title

The Fallbrook Education Center will construct programs, procedures, and processes to support the 4 Pillars of Guided Pathways framework (Active and ongoing)

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

SAO not complete – As a new center, the Fallbrook Education Center has a great opportunity to carefully construct programs, procedures, and processes that help students move through their education path successfully. Guided by the 4 Pillars, we have committed to identifying methods to help students:

1. Clarify the Path
2. Enter the Path
3. Stay on the Path
4. Ensure Learning

Completed since previous PRP:

Pillar 2. To address implications of AB 705 Gateway Course Support and provide special support for "gateway" math and English courses, Fallbrook Education Center began offering ENG 49 READ/WRITE COLLEGE COMPOSITION in Fall 2019 and will begin offering MATH 11 SUPPORT FOR MATH 110 in Spring 2023. In Fall 2022, FEC began offering for-credit English as a Second Language courses in ESL 9 ENGLISH PRONUNCIATION I and ESL 45 READING/WRITING ESSENTIALS I. In Spring 2023, ESL 110 COLLEGE COMPOSITION FOR NNSS will be offered to meet CSUGE and IGETC requirements.

Assessment of Pillars 1, 2, and 3 reflect an impediment supporting the 4 Pillars of Guided Pathways framework. The center continues to strategically offer General Education and Center degree-applicable courses despite shrinking FTEF allocation and the removal of Center Academic Programs. Prior to Summer 2020, the Center's Academic Programs included Associate Degrees for Transfer in Business Administration and Sociology, Associate Degree in Alcohol and Other Drug Studies, Certificates in Alcohol and Other Drug Studies, Bookkeeping, and Gig Economy. As of 2022-2023, FEC only offers Associate Degrees for Transfer in Sociology. Core preparation in Biology and Nursing courses continue to attract a larger population of students to FEC, accounting for consistently higher fill rates; i.e. combined pre-pandemic enrollment in BIOL and CHEM courses F18 (540), F19 (572) and endemic F22 (519).

Assessment of Pillar 2. Fallbrook Education Center began partnering with Bonsall High School in Summer 2022 to offer an Early College Program in addition to dual and concurrent enrollment. Roughly 45 students are bussed from BHS daily to attend in-person classes at FEC. Fallbrook Education Center, Dual Enrollment, and the Counseling Division work collaboratively with Bonsall High School to ensure that the 4 Pillars pathway is supported.

Pillar 3. The Fallbrook Education Center is addressing academic support for underprepared students through Library and TLC services. These departments, while not systemically integrated, work collaboratively to ensure students' needs are being met.

Library:

Gate count = 478

Students accessing print services: 20%

Students accessing research assistance and checking out materials: 20%

Students using workstations/studying: 60%

Teaching and Learning Center Tutoring Services:

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below. Completed comprehensive reviews can be found on the IRP website - "Completed PRPs".

1. FEC Analysis of Existing Academic Programs

Academic plans, terms, and student count were measured over six semesters to identify current values in Center's

Academic Programs. Existing Center Academic Programs have been reduced to AS-T Sociology.

2195 = 7

2197 = 26

2207 = 34

2217 = 10

2227 = 5

2. FEC Projected Degree Planning

FEC Projected Degree Planning Academic plans, terms, and student count were measured over six semesters to

identify potential trajectory in Center's Academic Programs.

2195

2197

2207

2217

BIOL.X: 41; PSYC.U: 16; BIOL.X: 83; PSYC.U: 54; BIOL.X: 113; PSYC.U: 89; BIOL.X: 114;

PSYC.U: 82;

US-MS.S: 39; US-HF.S: 89; US-MS.S: 89; US-HF.S: 81; US-MS.S: 48; US-HF.S:

13; KINE.A: 28

41; KINE.A: 39

48; KINE.A: 33

37; KINE.A: 45

2227

BIOL.X; PSYC.U 39;

US-MS.S 21; US-HF.S 31

KINE.A 30

Link: [IRP website - "Completed PRPs"](#).

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

Describe your program's achievements this past year. Where possible, describe how these achievements are related to our students and their success!

1. Fallbrook 40 Design Development phase was completed in August 2022 and we are in the Construction Document phase before submitting to DSA before the end of 2022. Groundbreaking is planned for Spring/Summer 2023 with a Spring 2025 construction completion timeline.
2. The Fallbrook Education Center has created new monument signage placed at the north and south campus entrances.
3. Solar panel installation was completed in Fall 2021. This provides enough electricity to fully power the modular village. More solar will be installed with the Fallbrook 40 construction.
4. Electric Vehicle charging stations were completed in Fall 2022.
5. Fallbrook Advisory Council has continued meeting every quarter this year. They have been an integral piece in the future developments of the Fallbrook Center.
6. The Bonsall High School Early College Program began in Fall 2022. High school students enrolled in this program are bussed over and attending classes at Fallbrook Education Center during their school bell schedule.
7. In partnership with Food and Nutrition Center, monthly Free Food Farmers Market Events were offered during the Fall 2022 semester.
8. To kick off the start of classes for Spring and Fall, FEC hosted a Week of Welcome with free snacks, information, and hands-on registration assistance.
9. FEC participated in, and provided sponsorship to, the Fallbrook Avocado Festival. This festival was the largest in historical attendance, with over 100k attendees.
10. FEC staff, faculty, and students completed an Emergency Evacuation Drill on August 17, 2022. The EH&S Department provided training and emergency rosters and staff manuals were updated.
11. FEC began offering for-credit English as a Second Language courses in ENGLISH PRONUNCIATION I and READING/WRITING ESSENTIALS I. ENGLISH COMPOSITION is planned for Spring 2023.
12. Yvette Maynard was reclassified from "Education Center Coordinator" to "Senior Education Coordinator" and has now assumed responsibilities for both the Fallbrook Education Center and Camp Pendelton Site.
13. Luiseño Cultural Resources Advisory Group (LCRAG) was established during the construction of the Fallbrook Education Center as a response to what they felt were the wrongdoings performed on their sacred land. This year, we engaged with LCRAG to become a partner to implement design elements into the Fallbrook 40 building. These meetings and conversations have begun to repair the relationship between Palomar College and the local Native American tribes.
14. A workgroup was formed for the Fallbrook Transportation Project whose goal is to address the transportation challenge some students are facing in gaining access to the Fallbrook Center. Work is still in progress to develop a phased approach solution.

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit. What effect will these changes have on your program/unit?

Fallbrook Education Center is assessing the removal of lower-level mathematics courses, MATH 56 and 60, to determine the impact on student readiness and student behavior for course scheduling. Upon analyzing the data, the center will work with the TLC and Math faculty to develop strategies to help these students succeed. This may include additional tutoring, embedded tutors, support courses, etc.

In addition to (or in response to) the changes listed above, what board policies, procedures, and

processes need to be updated, created, or deleted?

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PROGRESS ON PRIOR PRP GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Click "+Add Goal" below to include additional goals.

Goal 1

Brief Description

The Fallbrook Education Center would like to increase student access to Counseling Services. The goal is to strategically collaborate with main campus Counseling Services to offer virtual Quick Question sessions to students.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

As a byproduct of COVID-19, Counseling modalities have relaxed to offer students appointments via Zoom, telephone, and in-person. Since Counseling returned to FEC in-person on 7/5/2022, the following data regarding appointments has been reported:

In-Person Show 98

In-Person No-Show 18

FEC Designated Zoom-Show 131

FEC Designated Zoom-No Show 24

FEC Designated Phone-Show 61

FEC Designated Phone-No Show 14

Q.Q. Show 9

Q.Q. No Show 1

Not scheduled 11

The majority of students are leaning into the virtual scheduling sessions. Student's detailed scheduling comments are attached, although the majority of scheduled appointments are education plan related. Qualitative data polled from students and staff continue to reflect student dissatisfaction with the lack of appointment availability and a three-week scheduling timeline.

Goal 2

Brief Description

Ramp up marketing efforts to increase enrollment (beginning with Spring 2022)

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

SP Goal 1: A collective, purposeful marketing effort increases access through both broad and targeted student groups (integrated and comprehensive outreach strategy)

SP Goal 3: Working collectively with PAO, CPPEN, ESC, and RB strengthens internal/external communications, marketing, and partnerships

SP Goal 5: Developing strategic marketing plans reduces fiscal marketing waste on poorly developed efforts

The reduced budget as a result of Fiscal Service's projected 2022-23 Budget Development assumptions severely impacted FEC's ability to engage in paid marketing initiatives. Fallbrook Education Center will continue to work with PAO, CPPEN, ESC, and RB towards an integrated and comprehensive outreach strategy.

Goal 3

Brief Description

Continue to reopen the Fallbrook Center as a part of the District's COVID-19 reopening plan

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☐ Ongoing ☒ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Fallbrook Education Center has successfully reopened to in-person classes as of January 30, 2022, and all departments reported to onsite work as of August 1, 2022. The only remaining departments that have not returned to in-person services at Fallbrook are EOP&S and DRC (counseling).

Goal 4

Brief Description

Identify and implement new Center Academic Programs.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

The Fallbrook Education Center only has 1 Center Academic Program (AS-T Sociology) that students can complete at the center. When the center first opened, other programs existed but have reduced over time. It is critical for the center to have programs that address local industry needs and student demand. The 2035 Long Term Educational and Facilities Vision Plans will assist in the identification of potential programs; and these programs may be new or existing District degree and certificate programs. We will work with the Vision Plan Task Force, Institutional Research and Planning, Instruction Office, Deans, and VPI to develop an instruction plan for new programs.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

VfS Goal 1: Completion, VfS Goal 2: Transfer and VfS Goal 5: Equity - The Fallbrook Education Center strategically analyzes, and appropriately schedules, course offerings to ensure they align with Center Academic Programs and adhere to California Community College requirements. We work collaboratively with division and department colleagues to strategize new opportunities in course offerings and foster Guided Pathways goals. To this end, FEC remains dedicated to closing equity gaps and increasing completion success rates.

[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.

As a part of reopening following the COVID-19 pandemic, the District continues to evaluate the student demand for in-person instruction and support services. The Fallbrook Center is working to assess how these changes in demand will affect course offerings and services. If more classes will be offered online without center designation, the ability to reach the target FTES for center status funding will be more challenging. We will need to create demand for center classes through a variety of ways including dedicated Center Academic Programs that will draw students to the center. The use of technology in the classroom also allows students to attend in-person courses virtually through Hyflex modalities, thus incentivizing students to enroll in center courses while still maintaining flexibility.

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

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.

Are you requesting new Classified, CAST, or AA positions?

☐ Yes ☒ No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 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.

Increase in 500010 Operational Account by \$15,000: Center's front entrance advertising sign refacing; 2 center marquee signs refacing, marketing to increase enrollment and promote the new Fallbrook 40 building.

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

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](#) (on the left menu of the web page under "Instructional Funding Sources").

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 the Program Review is complete and ready to be submitted.

Enter your email address to receive a copy of the PRP to keep for your records.

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.

FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

Confirmation of Review by Immediate Supervisor.

Immediate supervisor who reviewed PRP:

Sign Date

If you are both the immediate supervisor and the VP for this area, please skip to the Vice President (or President) Review below.

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

Areas of Concern, if any:

Recommendations for improvement:

Vice President (or President) Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Signature Date: