



2022-23 Instructional Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Mathematics, Science and Engineering

Department Name

Earth, Space, and Environmental Sciences

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

Discipline Name

Geography (GEOG)

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

Department Chair Name

Catherine Jain

Department Chair email

cjain@palomar.edu

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

Catherine Jain, Professor and Chair; Stephen Crook, Assistant Professor

Website address for your discipline

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

Discipline Mission statement

The Geography Program encourages the discovery, application, and dissemination of geographical knowledge concerning Earth's physical and human environments in order to promote scientific thought, global citizenship, and environmental stewardship. We offer a variety of certificates and associate's degrees to serve students with diverse academic and career objectives. Our geography courses are part of the AA-T in geography, and also satisfy requirements in CSUSM's environmental studies and liberal studies majors. We also offer certificates in geographic information systems and drone technology, and integrated service learning and internship components into our programs to prepare students for gainful employment.

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

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.

-Geographic Information Systems (CA)
-Advanced Geographic Information Systems (AS, CA)
-Environmental Studies (CA)
-Geography (AA-T)
-Drone Operations (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)?

3

Enter a number.

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

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

2.6

Link: [FTEF Data](#)

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

0.98 (0.78 for GEOG + 0.2 for PHSC)

Link: [FTEF Data](#)

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

Instructional Assistant IV 12 months at 10%; ADA 12 months at 10%
These individuals support multiple disciplines in multiple departments. 10% is an estimate for our specific discipline.

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.

We believe that our program learning outcomes are comprehensive and communicate the scope and depths of our degrees and certificates. They are developed in consultation with our counterparts at key transfer institutions for our students (i.e. SDSU, CSUSM), or with industry partners who serve on our GIS and Drone Technology advisory councils.

How do they align with employer and transfer expectations?

Our program learning outcomes in GIS are created and updated with input from our GIS Advisory Board - members of local government and private companies working in the field of GIS. We also stay in communication with our colleagues at CSUSM and SDSU to ensure transfer expectations are met.

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

We assess our program learning outcomes over a 3-year cycle by reviewing student performance in our key transfer classes and/or student performance in professional internships. We will also speak with employers/internship supervisors and our counterparts at transfer institutions in order to gather anecdote evidence to complement our quantitative assessments.

Summarize the major findings of your program outcomes assessments.

We found that 100% of GIS program graduates were successful in demonstrating their workplace-ready skills during their internships.

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.

AAT	0	2	4	4	4	
AS		6	3	2	6	5
CA		11	15	9	12	13
CP		8	6	13	5	0

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 number of students completing the AA-T Geography and CA have increased over the five year period. COVID and the subsequent enrollment decline probably prevented a more substantial increase. CP is now zero because it has been phased out.

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.

Our faculty are extremely dedicated to our programs and go above and beyond on a regular basis to make sure students have the information, resources, and support that they need. Institutional support (especially from the Palomar College Foundation), the generosity of our industry partners, and our collaborations with colleagues from other colleges and universities are instrumental to the success of our programs. Specifically, many of the students in our GIS courses continue to rely on the computer hardware and grants provided by the Palomar College Foundation in order to continue with their courses. In addition, our industry and governmental partners (e.g. NSF, Department of Labor, FAA) have been extremely generous with their time in support of our programs. They have participated as guest speakers in our courses, partaken in advisory committees that assess and review our technical curriculum, and provided a number of internships, jobs, and service-learning projects for our students.

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

It goes without saying that COVID-19 has presented unprecedented challenges for many programs. Other ongoing challenges for our program is the lack of sufficient support staff and inadequate communication. Ever since our academic department assistant (ADA) retired back in Spring 2020, we have been assigned a (superb) temporary ADA who is stretched across three different departments. Thus we have gone from having a 100% ADA to a 33% ADA. As a result, faculty have to shift their sole focus from student success in our programs to take on tasks that were previously completed by the ADA (data entry, classroom assignment, budgeting issues, increasingly complex administrative requirements, etc.). Low-enrollment within two weeks of the start date of the semester forces faculty to spend time on marketing/advertising efforts in order to save classes from cuts. Response times from support departments such as facilities and information services have lagged, affecting daily operations and the readiness of classrooms and computers for student learning. Another issue is that the college does not appear to have any reporting option to provide contact information for majors. We can see student's majors on our own class rosters, but what we need is a comprehensive list of all students currently attempting to complete our programs. Without that information it is nearly impossible to perform outreach to this group. For example, we would like to host regular meetings for our majors so that they can network with each other and with faculty, and we can provide updated information on job openings, transfer application deadlines, guest speakers, community events, etc. This type of regular contact with our majors would help to increase retention and success. Unfortunately, we don't know who our majors are. This problem needs to be remedied.

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?

There is no legitimate reason to deviate from the college's institutional standard.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

We have no reason to change it at this time.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

The majority of our students are meeting the course standards for our course level SLOs.

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

If you answered no, please explain.

Of the 21 classes in our discipline, 1 is incomplete. The part-time faculty member teaching the class successfully assessed one SLO without realizing that all SLOs needed to be updated. We will work on completing this as soon as possible.

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?

The diversity of programs within our discipline prepare students for a variety of careers, such as:

- Geographic Information Systems Technologists and Technicians
- Cartographers & Photogrammetrists
- Remote Sensing Technicians
- Water Resource Specialist
- Environmental Restoration Planner

According to data provided by O*NET Online, all of the occupations listed above are growing. All of these occupations require some kind of postsecondary education, ranging from postsecondary certificate to bachelor's degree. This is why we have been aggressively developing articulation and transfer pathways in order to provide options for students wishing to enter careers that typically require a bachelor's degree. In light of the growing demand for unmanned aircraft system (drone) operators, we have worked with the FAA and the Department of Labor to update the labor market information on O*NET Online. This helps us ensure that these new opportunities created by the drone industry are accurately captured in the O*NET database, which is subsequently used to inform our program planning and curriculum review.

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)

KNOWLEDGE

- Geography
- Customer and Personal Service
- Computer and Electronics
- Engineering and Technology
- Production and Processing
- English Language
- Mathematics
- Design
- Administration and Management
- Mechanical
- Law and Government

SKILLS

- Reading Comprehension
- Critical Thinking
- Troubleshooting
- Writing
- Complex Problem Solving
- Active Listening
- Active Learning
- Speaking
- Judgement and Decision Making
- Monitoring
- Coordination
- Repairing
- Equipment Maintenance

ABILITIES

- Inductive Reasoning
- Near Vision
- Oral Comprehension
- Deductive Reasoning
- Written Comprehension
- Information Ordering
- Problem Sensitivity

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

Through a combination of lecture, lab exercises, writing and reading assignments, field trips, field courses, service learning projects, and internships, we believe that our courses and programs encourage students to acquire and/or refine the KSA's listed above. For example, our GIS service-learning projects require students to work as a team with an outside entity on their semester projects. These projects reinforce the students' knowledge in Geography, customer service, computer, technology, English language, mathematics, design, and administration and management. They also enhance students' skills in writing, reading comprehension, critical thinking, troubleshooting, speaking, coordination, as well as judgement and decision making. For example, we had students who have completed internships with the FAA, and they were asked to present their output to a national audience. Lastly, depending on the need of the particular service-learning partner, students develop abilities in inductive and deductive reasoning in order to analyze and interpret data for their service-learning clients.

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)?

According to data provided by O*NET Online, the labor demand for occupations associated with our discipline will experience at least a 5% growth between 2020 and 2030.

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

Aside from advisory meetings, professional conferences, service-learning partnerships, we also connect with employers to identify potential job opportunities by participating in in-person and virtual conferences. In addition, we maintain a database of internship opportunities, and our internship coordinator reviews each student's resume and attempts to match students with internships that seem to be a good fit. We also maintain a job database for our students that is updated at least once a month.

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

Spring semester, 2022 for the GIS programs. An interesting topic of discussion was the difficulty in finding mid-level GIS professionals (as opposed to entry-level techs). Analyst and upper-analyst positions have vacancies. There is also increased demand for back-end IT skills amongst their employees.

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?

Since the occupation profiles from O*NET do not align with those from the region's Center of Excellence (COE), we have reviewed reports on the COE database on careers related to our discipline as well as their annual job openings between from 2009-2024. These included Geographic Information Systems, Unmanned Aerial Vehicle Pilots and Recreational Protected Services workers (e.g. rangers, lifeguards, etc). Sub categories covered in the reports included Cartographers and Photogrammetrists, Surveying and Mapping Technicians. GIS Technologists and Technicians, and Remote Sensing Technologists. Each path studied noted a supply gap between graduates in these areas and available positions in the region; while also noting that salaries were at or above living wages. For GIS related positions between 2009-2024, there have been approximately 700 regional jobs, a number expected to grow to 870 jobs in the next 2 years (24%) with about 100 new jobs annually. For Recreational Protective Services positions between 2009-2024, there are expected to be about 400 new hires annually. As a new field, employment and job opening data is not available in the report on UAV pilots, however the field is expected to generate 14,000 jobs statewide by 2025. It is important for us to consider how all of our programs connect to future careers.

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 regular advisory committee meetings with GIS and Drone Technology industry partners. We also attend and present (in-person and virtually) at professional conferences in order to share our work and recruit new internship and service-learning partners.

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

Develop California Naturalist certification in partnership with UCANR

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.

Class was developed and successfully implemented Fall, 2021 with second class offering in Spring, 2023.

Goal 2

Brief Description

Align department offerings with those of CSUSM as they expand their geography 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.

We regularly meet with our CSUSM counterparts to streamline transfer pathways and review articulation agreements

Goal 3

Brief Description

Adopt no and low cost textbooks for certain courses in the geography 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.

This goal has been completed for three courses (GEOG 134, GEOG 136, GEOG 100L) and will be completed for GEOG 105 by December, 2022.

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 4: Workforce VFS-4. Palomar College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 68% in 2016-17 to 72% in 2021-22. We will continue to be highly supportive of this outcome by providing internship opportunities to our GIS students as well as timely information about GIS openings throughout San Diego county.

[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.

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

Instructional Support Assistant

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

☒ Full-time split with Computer Science department

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.)

This request is on behalf of the entire Earth, Space & Environmental Sciences department. Our ISA is retiring. It would be more beneficial for our faculty and students if our new ISA support came in the form of two different people working for two different departments. We'd like one full-time ISA to support the GIS program and the Computer Science department, and another full-time ISA (the replacement of the retiring ISA) to support the remaining disciplines in our department along with the physics/engineering department. Finding a single person with the skills and prior knowledge to serve in all of these varied roles would be extremely difficult. The ISA supporting GIS would be involved with regular and ongoing computer lab set-up and maintenance, software licensing, open lab hours, outreach events, and the planning and implementation of GIS facilities and classes at RBEC. They would also serve as our liaison between Information Services and the GIS program.

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

Yes.

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.

ISAs provide instructional support to academic departments. They are critical to our basic operations in serving students.

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 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?

Not sure. Instructional support is critical.

PART 2: BUDGET REVIEW

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

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

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

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

☒ Yes ☐ No

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

It is crucial that we have sufficient funds in our 500010 accounts, as a majority of those funds are used for renewing our software licenses for our GIS, Drone, and Meteorology classes.

-Esri ArcGIS license (All GIS classes) payable to FCCC: \$2,500

-Pix4D (GEOG 132, 140): \$670

-AMS License (GEOG 110): \$124.2

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?

30 computer monitors for NS-127

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?

Geography and GIS students.

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 were informed by Information Services that these are the original monitors installed when the NS building was constructed in 2007.

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

Students

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

Better functionality of our computers

d. Timeline of implementation

When the furniture is replaced in January 2023.

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

Information Services would be best capable of providing anticipated cost.

Do you already have a budget for this request?

No

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

Serving students aligns with our mission statement and is our ongoing purpose.

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

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

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

2

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

No additional impacts

Will you accept partial funding?

☐ Yes ☒ No

Technology Request 2

What are you requesting?

30 wrist cushions for NS 127

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

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)

New furniture has been purchased and is set to be installed in NS-127 in January, 2023, but wrist cushions were not purchased

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

Students

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

Proper ergonomics for students

d. Timeline of implementation

January 2023

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

Information Services would be the department best equipped to provide a cost associated with this technology

Do you already have a budget for this request?

No

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

Serving students aligns with our mission statement and is our ongoing purpose.

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

- | | | | |
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| <input checked="" 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 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)?

No impacts

Will you accept partial funding?

☐ Yes ☒ No

Technology Request 3

What are you requesting?

The ability for GIS students to remotely access a virtual machine for GIS lab completion without having to utilize a computer in NS-127 as a remote desktop.

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)

Currently, if a GIS student wants to work on a project/homework while off-site they must remote into the server on campus via one of the computers in NS-127. This effectively locks up that computer until the student is finished. Information Services has said that they will create a system by which these off-campus students can remote into the server without having to utilize an actual computer on campus to do so. The result will be that students can be operating in their in-person classes in NS-127 at the same time as off-campus students. It also simplifies access for Mac users who are unable to download the software to their computers at home.

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

Students, instructors

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

Increased access for students.

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.).

Information Services would have to provide that information

Do you already have a budget for this request?

No

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

Serving students aligns with our mission statement and is our ongoing purpose.

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

☐ 1:1

☐ 1:2

☐ 1:3

☐ 1:4

☒ 1:5

☐ 2:1

☐ 2:2

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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 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)?

No additional impacts as far as we know

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

Requests

Item 1

What are you requesting?

ESRI Educational Summit and User Conference

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 request is to cover the registration and travel expenses for two faculty to participate in and attend the ESRI

Education Summit AND ESRI International User Conference in summer, 2023. In particular, faculty members will submit presentations for consideration for the ESRI Education Summit. This is not only an opportunity for faculty to connect with and explore GIS education issues with colleagues from around the country and the world, but it also provides an opportunity for faculty to showcase student work, recruit new students, learn about latest technological and job trends in the GIS industry, and collaborate with industry partners to explore job and internship opportunities for students.

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

Faculty, students, the college as a whole due to the increased visibility of the program

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

d. Timeline of implementation

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

Mileage (for 2 people, assuming IRS mileage rate of 57.5 cents/mile (2022) and 40 miles each way from Palomar

College to San Diego Convention Center for 7 days): \$644

Registration (for 2 people): \$1,590

Meals and incidentals (for 2 people, assuming \$71/day, 7 days): \$994

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

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

2

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

None

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Travel Expenses for Faculty

Please upload a copy of the quote, if available.

Item 2

What are you requesting?

Commercial UAV Expo

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 request is to cover the registration and travel expenses for two faculty to participate in and attend the Commercial UAV Expo in September 2023 in Las Vegas. In particular, faculty members will participate in the University Pavilion and University Roundtable Discussion (a feature of conference that Palomar College faculty started in 2018) at the conference (<https://www.expouav.com/university-pavilion/>). This is not only an opportunity for faculty to connect and explore UAV/Drone education issues (e.g. liability, workforce preparedness, industry collaboration) with colleagues from around the country, but it also provides an opportunity for faculty to showcase student work, learn about latest technological advances and legal changes in the drone industry, and collaborate with industry partners to explore job and internship opportunities for students.

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

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

d. Timeline of implementation

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

Mileage (for 2 people, assuming IRS mileage rate of 57.5 cents/mile (2022) and 300 miles each way from Palomar
College to Caesar's Forum, Las Vegas): \$690
Registration (for 2 people): \$1,000
Lodging (for 2 people, assuming \$120/night, 3 nights): \$720
Meals and incidentals (for 2 people, assuming \$61/day, 3 days): \$366

Do you already have a budget for this request?

No

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

None

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

☒ 1:1

☐ 1:2

☐ 1:3

☐ 1:4

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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)

3

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

Travel Expenses for Faculty

Please upload a copy of the quote, if available.

Item 3

What are you requesting?

Supplies for outreach events for GIS and drone tech programs.

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 host outreach events at local high schools as well as on our campus to raise awareness of and recruit students into our GIS and drone tech programs. We often have hand-outs at the events.

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

Future students and the college in the form of (hopefully) increased enrollment

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

Increased enrollment and exposure

d. Timeline of implementation

Ongoing

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

\$2,000

Do you already have a budget for this request?

No

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

None

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)

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

Budget Category

Supplies

Please upload a copy of the quote, if available.

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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