



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

Social and Behavioral Sciences

Department Name

Behavioral Sciences

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

Discipline Name

Gender and Women's Studies

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

Department Chair Name

Netta Schroer

Department Chair email

nschroer@palomar.edu

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

Devon Smith

Website address for your discipline

<https://www.palomar.edu/sociology/womens-studies/>

Discipline Mission statement

The Gender and Women's Program at Palomar College is committed to the preservation, expansion, and transmission of knowledge about women and gender. The Gender and Women's Studies program encourages intellectual excellence, research, and scholarship on women and gender, and to stimulating continued intellectual growth for faculty and students. This program is committed to working for educational equity and for a campus environment free of sexism, racism, and other forms of discriminatory treatment.

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

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.

Gender and Women's Studies AA Degree

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)?

1

Enter a number.

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

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

189.55

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.)

276.83

Link: [FTEF Data](#)

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

Sheri Frankfurth, ADA; 100% appointment split among 6 disciplines

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

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

n/a

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in [Nuventive Improve](#). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

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

Our program learning outcomes for the Women and Gender Studies Program do a solid job of communicating the scope and depth of the degree offered. The GWS program is interdisciplinary in nature. Objectives such as, "Theoretical Perspectives on Gender" and "Cross Culture and Diversity," involves fundamental competencies that are mastered in courses throughout various departments and disciplines. Despite the use of differing methodologies, vastly different courses such Human Sexuality and the Psychology and Gender similarly establish the key concepts and theoretical frameworks central to understanding gender. And yet, the interdisciplinary nature of the program has made SLO assessment challenging. Nonetheless, student outcomes in the program's core courses, Introduction to Women's Studies Sociology 115, and Gender and Society Sociology 135, reflected almost 90% competency on both theoretical and diversity SLOS. Overall, we have been increasing our success with assessing SLO's for Gender and Women's Studies by meeting in annually to establish means of standardizing SLO data via Canvas rubrics.

How do they align with employer and transfer expectations?

The Gender and Women's Studies degree is articulated with Gender and Women's Studies programs at CSUSM, SDSU and UCSD. Palomar students complete undergraduate requirements that transfer to these majors and are therefore prepared to compete with peers at the upper division level at a variety of colleges and universities. Students develop deep inter-disciplinary knowledge of history, sexuality, LGBTQ studies, sociology, psychology as well as elective courses across the spectrum of humanities and behavioral sciences. The degree in this area also prepares students with highly developed critical thinking, writing and research skills. More importantly, students learn about the diversity of a changing workplace and are trained to understand and work with people from all backgrounds in terms of gender, ethnicity, and sexuality. This degree is also excellent preparation for careers in law, human resources, education, health care fields and education. Employers require students who are able to analyze, research, communicate proficiently, and write well – skills students develop in the Gender and Women's Studies courses. Our students also understand the particular challenges of gender discrimination, socially and in the workplace. Issues around childcare, sexual abuse, family planning, and other topics relevant to graduates entering the workforce are important topics that we discuss. Our degree better prepares people for the challenges of working in a fast-paced world. We believe that any student who completes the AA, or simply by takes the affiliated courses as electives, is better prepared to be a critical consumer of information and a more informed citizen.

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

We continue to embed our program SLO's in Canvas rubrics across several disciplines. Now that we are able to collect SLO data using Canvas we plan to use the Gender and Women's Studies courses within Sociology (SOC 115, SOC 135, SOC 175 and SOC/PSYC 125) to directly assess this process. We also continue to work with Gender and Women's Studies professors in Psychology, History, Communications, English, Chicano Studies and American Indian Studies to access SLO data that is retrieved from embedding SLOs in those classes.

Summarize the major findings of your program outcomes assessments.

All of the courses associated with the Gender and Women's studies degree have at least one course SLO that corresponds with the Program SLO pertaining to theoretical perspectives. Below is a summary of those results from 2020/21:

AIS 165 – Assessed in 2018 (the course has not been offered since then), 90% of students passed the SLO for AIS 165 that corresponds with the first Program SLO for Gender and Women's studies.

COMM 105 – In 2020, students wrote a paper on the effects of viewing violent media content. They had to use a media effects theory to explain the possible effects of the exposure. 75% of the students scored an 80% or higher on this part of the rubric.

CS 140 – In 2018 a majority of students demonstrated mastery of the SLO for CS 140 that corresponds with the first Program SLO for Gender and Women's Studies.

ENG 280 – While formal data was not available for this class. In 2020 English reported the following regarding the course SLO that corresponds with the first Program SLO, "Students demonstrate a strong ability to perform analytic close-reading of literary and cultural texts and a good sensitivity to general historical context. A lack of specific historical knowledge limits more nuanced interpretation."

HIST 130 – In 2020 a majority of students demonstrated mastery of the SLO for HIST 130 that corresponds with the first Program SLO for Gender and Women's Studies.

PSY 125 – The most recent data reported on the course SLO that corresponds to the first Program SLO is from 2012. The results were: In Fall 2012 students were given a series of multiple choice questions. 62% of students successfully answered this question. Results revealed that students struggle to correctly answer questions involving research. They faltered on questions about learning theory, the research of Simon LeVay and how to interpret findings on the genetic connection to sexual orientations.

PSY 130 – In 2015 (the most recent assessment year) 75% of students demonstrated mastery of the SLO for PSY 130 that corresponds with the first Program SLO for Gender and Women's Studies.

SOC 115 - In 2020 79% of students demonstrated mastery of the SLO for SOC 115 that corresponds with the first Program SLO for Gender and Women's Studies.

SOC 135 - In 2020 79% of students demonstrated mastery of the SLO for SOC 135 that corresponds with the first Program SLO for Gender and Women's Studies.

SOC 145 - This course was last taught in the Spring of 2019. At that point 100% of students demonstrated mastery of the SLO for SOC 145 that corresponds with the first Program SLO for Gender and Women's Studies.

All of the courses associated with the Gender and Women's studies degree have at least one course SLO that corresponds with the Program SLO pertaining to diversity. Below is a summary of those results from 2020/21:

AIS 165 – Assessed in 2018 (the course has not been offered since then), 90% of students passed the

COURSE INFORMATION

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

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

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

COURSE SUCCESS AND RETENTION

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

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

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

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

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

70.0%

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

Link: [Course Success Rate Information](#)

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

Why did you choose this standard?

We chose this standard because it aligns with the college's institutional standard for success and is the minimum level acceptable.

What is your stretch goal for course success rates?

79.0%

How did you decide upon the goal?

A stretch goal of 79% is a realistic and manageable goal, but one that will improve the program overall. Given the slight decline in enrollment, and as the campus rebuilds in the wake of COVID 19, we feel that this stretch goal is attainable.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Like previous years, students tend to grasp the Program Outcome that explores diversity and understanding difference in identity between groups of people. We are a little less successful with our outcome that assesses students' understanding of theory. Theories can seem very opaque to students and not all students are able to truly handle the complex scholarly academic reading that deals with this topic. As a result, we have begun to employ new teaching techniques, such as increased scaffolding for readings, skills building, and different assessments. We are excited to see how the pathway coupled with more rigorous assessment in Canvas will shed light on our outcomes in the near future.

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

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

☒ Yes ☐ No

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

CAREER AND LABOR MARKET DATA

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

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

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

Gender and Women's studies majors may find employment in a variety of areas depending on their skills and experience. Some women's studies graduates choose to work in advocacy or social services-related positions, community development, business, journalism, education and government. Career-related internships or part-time jobs may be a prerequisite to finding professional-level employment after graduation in these and other fields. Well-known corporations such as The America Red Cross, Kaiser Permanente, Kaplan and The Nature Conservancy have expressly indicated interest in hiring Gender and Women's Studies majors in the past. Some students decide to continue their education and do graduate studies of different kinds. A Gender and Women's Studies degree, along with other prerequisite requirements, can make you a desirable candidate for medical school. Gender and Women's Studies majors also go on to law school, business school, and graduate school in a number of fields in the humanities and social sciences, ranging from anthropology to the arts, counseling to library science, international studies to history, philosophy to public health, public policy to sociology. A growing number of Women's Studies graduates are seeking higher degrees in the sciences, engineering, and informatics.

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)

Gender and Women's studies majors develop skills that are highly valued by employers. These skills include: critical thinking, research, analysis, oral/written communication, presentation, and problem solving skills. Moreover, Gender and Women's Studies majors are uniquely equipped with global perspectives and an understanding of diversity beneficial to any working environment.

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

The courses associated with the Gender and Women's Studies major disproportionately require students to build communication and critical thinking skills by utilizing assessment tools such as research papers, debates, reflection papers and group presentations. We also work with tutoring programs on campus for students who need help with their writing. The interdisciplinary nature of the program facilitates intellectual dexterity among students engaging in a variety of academic practices, vocabularies and scholarship. Such flexibility cultivates readily teachable and highly adaptable individuals.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

☒ Yes ☐ No

What have you done to integrate work-based learning?

We encourage all the faculty who teach GWS courses to utilize service learning.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Students learn to communicate with people from diverse backgrounds, are able to see and experience the real life challenges in the work place. They learn basic competencies such as adhering to schedules, taking direction from supervisors, working in teams and solving problems that may arise from complex human interaction in a real world setting. While these may be "soft" practical skills, they are critical ones for future success in any career. Depending on placement, students also receive a wide variety of specialized skills, from computer proficiency to learning systems that operate in any given work environment.

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

We are in regular communication with CSUSM since they also have a Gender and Women's Studies major. We want to be sure that our major continues to articulate with theirs so that students can matriculate and complete their degree faster. We also work with other colleges and universities in the area through NCHEA, which always results in fruitful collaborations. We also invite the community to our annual Women's History Month events. We invite guest speakers from the community to share on various topics and have included exhibits and presentations from local institutions like the California Women's Museum. In Spring of 2022 we offered nearly 30 events during the month of March, many of which featured community members and organizations.

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

Increase advertising of the program with the intent of improving student enrollment in all Gender and Women's studies courses

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We continue to work with affiliated faculty, chairs and our Dean to coordinate course offerings, obtain funding for advertising materials, and work with surrounding community partners and campuses to increase awareness of the program.

Goal 2

Brief Description

Develop an accelerated online degree in GWS

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 are willing to be innovative and creative in the way that we approach the future of GWS at Palomar. In that regard, we would like to explore putting classes in accelerated online formats and making them accessible to more students. Currently all of the classes associated with the degree are offered online at some point except for SOC 135, Psyc 130 and ENG 280. We would like to offer SOC 135 online beginning Summer 2021. Psychology has been hesitant to offer Psyc 130 online, but now that it is being retooled as a Psyc of Gender course (instead of Psyc of Women) we are hopeful they might also be open to offering it online.

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.

One of the VFS goals is completion. The Gender and Women's Studies Program has worked across affiliated disciplines to streamline our course offerings so that they do not overlap and to offer our courses in a variety of modalities (FTF, fully online, hybrid, 16 week, 8 week etc.). We believe that this will help students to access our courses and will thus improve completion. Another VFS goal pertains to Equity. All of the courses associated with our degree align themselves with DEI goals for our campus. By their very nature, our course address structural inequities in our society and help students to understand the ramifications of these inequities.

[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

ADA assistant for Behavioral Sciences

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

Classified

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

☐ Full Time ☒ Part-Time

☐

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

The number of ADAs at the college has been reduced from 35 to 13 over the last five years. Because of the size of Behavioral Sciences, we once had two full time ADAs. Our last ADA retired three years ago and was not replaced by the administration to save costs. Since that time, our current ADA has taken on all of the responsibilities of that second full time position. That means she is now responsible for the following disciplines: Anthropology, Archeology, Alcohol and Other Drug Studies, Philosophy, Psychology, Religious Studies, Sociology, Social Work, and Gender and Women's Studies. We require a part time ADA for twenty hours per week in order to support our ADA with the administrative tasks within our department. This includes all inputting of scheduling, staffing, budget support, purchasing, student support, faculty support (80 full and part time instructors), and website maintenance to name just a few things. Certain duties can be performed only by full time ADAs such as inputting the schedule and staffing. However, the following are areas where our current ADA requires support that can be performed by an hourly hire:

- Answer phones
- Post cancelled classes
- Process absence reports
- Process honorariums
- Assist faculty (copy work)
- Comet Copy pick up
- Pick up and distribute mail (daily)
- Assist students
- Contact I.S., A.V., Konica repair, Facilities, Campus Police for varies issues
- Receive syllabi and post on SBS Division Teams
- Email reminders to faculty (new semester starting, syllabi, textbook adoptions, etc.)
- Make reservations thru Facilitron
- Follow up on work orders (Facilities & I.S.)
- Process and follow up with Human Resources on new hires (PT faculty, student workers, etc.)
- Contact faculty with new hire information and workshops
- User Access request for new hires (email, Peoplesoft)
- Run enrollment – Dept Look Up
- Maintain updated information on main department bulletin boards
- Update on-campus class spreadsheet
- Collect office hours from full time faculty and post on SBS Division Teams

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

The current workload for our ADA means that her attention is distributed over so many disciplines that this position cannot reasonably be performed by a single person. The result is backlogs and inefficiencies. Thus, a part time hire will increase efficiency since the tasks noted can be performed by the part time hire, thereby allowing our current ADA to focus on eliminating inefficiencies in the most important areas of her position.

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

☐ Yes ☒ No

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

This new position would help support students, faculty (full time and part time), department morale and organization, smooth operations, etc. Also, due to the student facing role of our ADAs (for example, our ADAs regularly direct students to open classes), this position will also help with student retention.

Strategic Plan 2022 Objective

- | | | | |
|---|---|---|------------------------------|
| <input checked="" type="checkbox"/> 1:1 | <input checked="" 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 |
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| <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?

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

PART 4: FACILITIES REQUESTS

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

☐ Yes ☐ No

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

PART 5: OTHER ONE-TIME NEEDS

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

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

☐ Yes ☐ No

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

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

dsmith2@palomar.edu