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

Mathematics

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

Discipline Name

Mathematics (MATH)

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

Department Chair Name

Craig Chamberlin

Department Chair email

cchamberlin@palomar.edu

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

Craig Chamberlin - Chair Kelli Miller - ADA Tracy Johnston - Math Faculty and SLO Facilitator Cindy Anfinson - Math Faculty and Title V/STEM Activity Director Fari Towfiq - Math Faculty and Math Center Director Mathews Chakkanakuzhi - Math Faculty

Website address for your discipline

https://www.palomar.edu/math/

Discipline Mission statement

The mission of the Palomar College Mathematics Department is to provide an environment where a diverse student body can learn and become competent users of mathematics and mathematical applications. Moreover, the department will contribute to the development of students as mathematical thinkers, to continue to grow in their chosen professions, and to be successful after transferring to a college or university. In pursuing this mission, primary departmental functions are the development, dissemination, and application of mathematical knowledge in the areas of mathematics and statistics. We will serve students who are STEM majors and minors and general education students. In fulfilling this mission, the department creates an environment where the faculty can continue to grow as teachers and scholars, while providing public and professional service.

(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.

Associate in Science in Mathematics for Transfer
Associate in Science in Mathematics

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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)?

25

Enter a number.

Link: Permanent Faculty and Staff Count

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

21.93

*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.)

21.60

*Link: **FTEF Data***

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

Kelli Miller-ADA

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.

The program's learning outcomes fully support the scope and depth of the degrees offered by the Math Department. Both degrees require students to know the fundamentals of calculus (derivatives and integrals) as well as using them for problem solving and for applications to other disciplines. The transfer degree also requires math a step beyond calculus, and the non-transfer degree requires programming skills. All these requirements are addressed by the PLOs.

How do they align with employer and transfer expectations?

Employers expect our AS graduates to have calculus knowledge as well as programming and problem-solving skills that they know how to apply to other disciplines. Universities expect our AS-T graduates to have calculus knowledge and also linear algebra or differential equations knowledge as part of the traditional calculus sequence so they can continue with their bachelor's degree studies. Our PLOs are well-aligned with those expectations.

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

The courses required for each degree have student learning outcomes that are assessed every three years. Those courses are mapped to the program learning outcomes, which means the PLOs are also assessed every three years.

Summarize the major findings of your program outcomes assessments.

The AS-T Program has five PLOs: Derivatives, Integrals, Problem Solving, Linear Algebra or Differential Equations, and Other Uses of Mathematics. Four of the five had very good assessment results: 70 to 99 percent of the students who took the assessment were able to complete the work at the passing level or higher. The one outcome that was below this was Integrals, which had 66% of the students showing competency. The assessment reflects student work during the pandemic. Now that students are returning to campus, their skills have a chance to improve which we hope will show on the next round of assessments.

The AS Program has these five PLOs: Derivatives, Integrals, Problem Solving, Programming, and Other Uses of Mathematics. It had similar results in that four of the five had very good assessments, also in the 70 to 99 percent competency range. It, too, had the lower value of 66% for the Integrals, which we believe is a result of the pandemic.

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 "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Row Labels	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22
AA/AS											
Associate in Science Degree	8	4	14	5	6	8					
Associate in Science Degree for Transfer			27	25	51	55	46	43			
AA/AS Total	35	29	65	60	52	51					
Grand Total	35	29	65	60	52	51					

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?

Our completions have oscillated over the last five years but appear to be leveling out. A state-wide decrease in enrollment likely contributed to the decrease from the peak numbers of completions.

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.

Flexible course schedules, including offerings in the mornings, afternoons (somewhat limited now days), and evenings, help students stay on track. The hiring of quality support staff and tutors in our Mathematics Learning Center and Saturday hours in the Mathematics Learning Center have allowed the students to get the quality help that they need with their mathematics courses. With the elimination of traditional remedial courses, our pre-semesester and in-semester review programs are more important than ever before. These programs offer students the preparation that they need to succeed in transfer-level courses.

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

Major challenges have included adapting to online instruction, low enrollment, and the elimination of remedial classes. We offer support corequisite courses to go with many of our main courses, but their popularity has been mediocre at best. Many students are struggling even in classes that offer just-in-time support because they have been placed in courses that are 3 or 4 levels above where they would have placed in the past. A two-unit support course and pre-semester review are often not enough help for a student in that situation.

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?

48.0%

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?

Math is a very difficult subject for a vast majority of the population. It is, perhaps, the only subject in which it is socially acceptable to fail a class. Students plan on failing. With these conditions, it would be a great feat to even break the 60% mark. Furthermore, multiple measure placement may be placing students too high, causing lower success rates.

What is your stretch goal for course success rates?

55.0%

How did you decide upon the goal?

We think that our rate should be higher than the state average of 53% (source: https://datamart.cccco.edu/Outcomes /Course_Ret_Success.aspx as of academic year 2020-21).

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

A majority of the SLOs assessed with a result of 70% student success or higher. Several of the results that were lower were regarding affective domain as now taught in our new support classes. We believe this shows that our professors are still learning how to teach the affective domain skills and also how to assess them. We also attribute many of the lower results to the stress and chaos of the pandemic. Students were not as engaged as they usually were. Often the sample size was very small. We look forward to getting "back to normal" by the next round of assessments so we can have a more realistic view of student achievement.

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?

Students who get our AS-T or AS degrees are likely pursuing careers in STEM and/or education. With additional training, there are various other career paths available to those with an A.S. Math degree. These include accounting, finance, business, health care, and insurance.

Data science is the hot new emerging field. We are forming a committee to develop, in conjunction with Computer Science, a data science degree and/or certificate(s). Once developed we will need to coordinate our relevant course offerings with CS to facilitate convenient class schedules for students.

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)

For STEM fields, students need to have a broad knowledge of both theory and practice in applying statistics, calculus, and linear algebra to analyze ideas and data. For other career paths, students need to have a basic knowledge algebra, statistics, and calculus to analyze numerical data.

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

We offer courses (precalculus, calculus, linear algebra, and statistics) that teach these skills.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional

settings while gaining real-word 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 sometimes meet or communicate with officials from high schools and other colleges to discuss shared issues. For example, in 2019 we met with the Math Department Chair from Cal state San Marcos, along with faculty from Mira Costa Community college, to discuss issues that affect of articulation and our AS-T degree.

Also, Palomar College's Highway 78 Math Fields Day is a yearly event that celebrates mathematics and gives students the opportunity to show off their math skills and win prizes in the process. In 2021 and 2022, students registered at the event came from all colleges and high schools all over north county and beyond. We saw strong representation from female students and minoritized student populations.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, 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 identied 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 the number of students who successfully complete a college level mathematics course and comply with AB705.

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 administration and counseling to funnel non-STEM students into classes other than algebra. This involves the following strategy:

•A continuing communications campaign with students regarding their math placement and how to select an entry level mathematics course.
•Common advising on entry-level mathematics courses developed collaboratively between counseling and math. The Department plans to continue to emphasize to Counseling the need to discuss advising standards and the dissemination of this information to high school counselors.
• Ask Student Services to reach out to students with undecided/undeclared majors: these students need major and career counseling before signing up for math classes.
•Math placements need to be programmed into PeopleSoft immediately, if not sooner. How can students succeed in math and graduate with fewer units if they are not getting into the correct math class to start with?

Goal 2

Brief Description

New Math Building

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.

Little real progress has been made, though this fall math faculty met with officials for an Educational and Facilities Vision Plan Listening Session. Also, we now have a math faculty member on the Educational and Facilities Planning Task Force.

Goal 3

Brief Description

Encourage Major students to pursue an AST in Mathematics.

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 need to follow through on increasing communication to potential STEM students about the benefits of an AST degree. We'll do this in coordination with counselors and administrators.

Goal 4

Brief Description

Reduce the class cap on our pre-transfer level courses to 32.

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 no longer have pre-transfer level courses. We'll leave the goal in place for courses that come with support classes, The department chair requested the reduction in cap to 32, but it was not approved.

We need to convince the union and the district that this is best for our students. Inside Higher Ed's website states, "instructors in small (10-14) and medium (15-34) classes are more likely to involve students in hands-on projects and real-life activities, assign projects that require original or creative thinking, form teams or discussion groups to facilitate learning, and ask students to help each other understand concepts or ideas." Furthermore, they state "The evidence found in this analysis unequivocally leads to the conclusion that class size has a negative impact on the student-rated outcomes of amount learned, instructor rating, and course rating." We need smaller class sizes.

Goal 5

Brief Description

A combined, fully funded Math and STEM Center

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 need the support of the district to help us fully achieve this goal. We have combined the Math and STEM centers in the MC building, but that space is too small. We need an adequate space sooner rather than later to accommodate the high numbers of students using the Math/STEM center.

Data provided by IRP shows that the Math Learning Center contributes to the success of Palomar College math students. Over the last 5 years (2016-2021), students who receive Math Center tutoring have an average success rate of 60.7% compared to 55.2% for those math students who do not receive tutoring. Thus, the Math Center directly supports the Vision for Success by helping to increase the number of completions and transfers (goals 1 and 2 of VFS) and potentially decreasing the number of units that they take (goal 3 of VFS). Furthermore, the Math Center runs a high-quality tutoring program with a math instructor always on duty, a dedicated and knowledgeable faculty coordinator, and CRLA-trained tutors, all of which are needed to decrease equity gaps in mathematics and thereby help the College achieve its AB705 and equity goals. The Chancellor's Office also calls for pairing "...high expectations with high support." The Math Center is one of the necessary supports to help students be successful in mathematics. Combining the Math and STEM Centers will create a more efficient use of staff and space and increase equitable access and completion to underrepresented groups in STEM and Math.

Goal 6

Brief Description

We need 40% release time for an AB705 Coordinator

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 have funding for 1 year. We need the position for at least 3 years. We therefore will need additional funding.

Goal 7

Brief Description

Institutionalize our math preparation programs, Bridge to College Math and Math Jam.

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

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

With the elimination of remedial courses, our math prep programs are more important than ever before. These programs offer the review students need to be successful in college-level math.

Costs for AY 22/23:
- 8 tutors for the Bridge to College Math program for the year. Total cost (including benefits) is $6,512.64.
- 6 faculty leads salaries for the Math Jam program: total cost, with benefits: $2.160.00.
- 8 tutors for the Math Jam program: total cost with benefits is $614.40.
- Academic Year Total: $10,007.04.

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.

The Math Department directly supports the Vision for Success by helping to increase the number of completions and transfers through Math Center Tutoring, embedded tutors and programs, such as The Bridge to College Math and Math Jam. Our Math Center, in particular, provides high-quality tutoring program which is needed to decrease equity gaps in mathematics and thereby help the College achieve its equity goals.

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.

Goal 4 was adjusted to address the cap on classes that come with support. Goal 7 is new.

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 requestiong additional full-time faculty?
⦿ Yes ○ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Math and Science Learning Center Coordinator

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

The person who takes this position will direct the Math and Science Learning Center, a.k.a. the Math Center. This involves hiring and training tutors to help hundreds of students reach their educational goals as well conducting self-paced courses and working in the Center as the instructor on duty. The Math Center directly supports the Vision for Success by helping to increase the number of completions and transfers (goals 1 and 2 of VFS) and potentially decreasing the number of units that they take (goal 3 of VFS). Furthermore, the Math Center runs a high-quality tutoring program with a math instructor always on duty, a dedicated and knowledgeable faculty coordinator, and CRLA-trained tutors, all of which are needed to decrease equity gaps in mathematics and thereby help the College achieve its AB705 and equity goals.

The Math Department plans to fill this position in-house. This position already exists. The purpose of this request is to get the position institutionalized.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

The Math Department plans to fill this position in-house, so no candidate search will be required. The position will be filled by a math faculty member by plurality vote of the department. It will have a 3-year term.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Because of low enrollment brought on by the pandemic and other issues, our WSCH/FTEF dipped to 469.84 in 2021. The department average over the last 5 years is 516.588.

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

Yes, the department typically loses the equivalent of 2 or 3 FTEF to re-assigned time. The requested position requires 60% reassigned time.

Faculty Request 2

Title of Full-Time Faculty position you are requesting

Assistant Math and Science Learning Center Coordinator

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

The person who takes this position will assist the Math and Science Learning Center Director and take over director duties should the main director be unable to work. The assistant will help manage daily operations and planning. The Math Center directly supports the Vision for Success by helping to increase the number of completions and transfers (goals 1 and 2 of VFS) and potentially decreasing the number of units that they take (goal 3 of VFS). Furthermore, the Math Center runs a high-quality tutoring program with a math instructor always on duty, a dedicated and knowledgeable faculty coordinator, and CRLA-trained tutors, all of which are needed to decrease equity gaps in mathematics and thereby help the College achieve its AB705 and equity goals.

The Math Department plans to fill this position in-house. This position already exists. The purpose of this request is to get the position institutionalized.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

The Math Department plans to fill this position in-house, so no candidate search will be required. The position will be filled by a math faculty member by plurality vote of the department. It will have a 3-year term.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Because of low enrollment brought on by the pandemic and other issues, our WSCH/FTEF dipped to 469.84 in 2021. The department average over the last 5 years is 516.588.

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

Yes, the department typically loses the equivalent of 2 or 3 FTEF to re-assigned time. The requested position requires 40% reassigned time.

Are you requesting AA, CAST for Classified Staff?
○ Yes ⊙ No

PART 2: BUDGET REVIEW

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

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

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
⊙ Yes ○ No

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.

Now that we are offering face-to-face classes again, we need to ensure that we have adequate funding for basic supplies like white-board markers ($2300/year; account # 400010), batteries ($500 until we need more; 441000).

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
◉ Yes ○ No

Technology Request

Technology Request 1

What are you requesting?

A laptop cart. This security cart includes 36 laptops, and 5 years complete care warranty, and the trace software in case a laptop gets misplaced.

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. Inlude in your response:

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

These are laptops for students.

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

Students in classes like statistics and quantitative reasoning will use these laptops for computational purposes.

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

These laptops will enable instructors to assign in-class, realistic problem-solving projects.

d. Timeline of implementation

These laptops will be used upon reception.

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

1 security cart is about $87,500 dollars. This includes a 5-year complete care warranty and taxes.

Do you already have a budget for this request?

No

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

These laptops will be used to solve real-world problems and thus provide students with the skills they need in today's high-tech job market.

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	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

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

It takes electricity to charge laptop batteries.

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?

Posters of the Math Course Sequence Map

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

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

We need money to pay for posters of this map that shows math course sequences by pathway.

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

Students and counselors.

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

Students will use the map to help them determine which math classes to take.

d. Timeline of implementation

The posters will be displayed upon reception. We plan to prominently display the poster outside the P-building. We'll also send posters to each center as well as the counseling office.

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

The cost is $23 for two 18" x 24" posters. We'll order 6, so the cost is $69.

Do you already have a budget for this request?

No

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

Goals 1 and 3.

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	☐ 2:3
☐ 2:4	☑ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 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)

4

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

Printing 585750

Please upload a copy of the quote, if available.

Item 2

What are you requesting?

Travel funds.

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

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

Funds for faculty who wish to attend math education conferences, specifically CMC3-South and AMATYC.

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

Math faculty.

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

Math faculty will attend workshops updating them in the latest trends in mathematics education. The workshops typically focus on improving instruction, technology integration into instruction, and instruction strategies aimed at reducing equity gaps.

d. Timeline of implementation

AMATYC is scheduled for November 17-20, 2022.
CMC3-South is usually scheduled to occur in early March.

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

AMATYC--$445 registration per person plus travel costs to Toronto
CMC3--$260 registration per person plus gas to Palm Springs. Alternatively, they usually have one in Orange County in March.

Do you already have a budget for this request?

No

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

Goals 1 and 3

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	☑ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☑ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 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)

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?

Additional whiteboards in P-1. This is a backup request if Facilities will not pay for this.

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

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

Many instructors like to have student groups work problems at the wall-mounted whiteboards. This requires whiteboards on two more walls.

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

Students will be able to engage in active learning using these extra boards.

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

Students will be able to demonstrate their abilities to solve problems in class.

d. Timeline of implementation

Facilities will install the boards soon after their arrival.

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

$2200.

Do you already have a budget for this request?

No

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

Goal 1 and 3

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	☑ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 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

431000

Please upload a copy of the quote, if available.
Whiteboard Estimate.pdf

Item 4

What are you requesting?

Classroom storage cabinets in F-9

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

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

We need storage for class calculator sets and manipulatives in rooms F7-F10. We would like to purchase 8 locking storage cabinets (2 for each room)

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

Instructors.

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

Instructors will be able to teach their classes and easily get the materials that they need to conduct their lessons.

d. Timeline of implementation

These will be installed by Facilites soon after purchase.

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

$1930.79

Do you already have a budget for this request?

No

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

Goal 1

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	☑ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 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)

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

431000 (These cabinets would house instructional supplies)

Please upload a copy of the quote, if available.

storage cabinets.pdf

☑ 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.

cchamberlin@palomar.edu