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?

Comprehensive

Division Name

Career, Technical and Extended Education

Department Name

Military Leadership

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

Discipline Name

Military Leadership (MIL)

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

Department Chair Name

Jason Jarvinen

Department Chair email

jjarvinen@palomar.edu

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

Nichol Roe- Associate Dean - Workforce Development and Extended Studies
Tory Haynes- Project Director- Military Leadership Program

Website address for your discipline

https://www.palomar.edu/milprogram/

Discipline Mission statement

The mission of the Military Leadership Program is to provide our students with a strong foundation for career and educational advancement. Our courses create opportunities for students to apply leadership principles in real world settings and to engage in peer-to-peer learning. We are committed to assisting our active-duty military students in the transition to civilian workforce and establishing successful careers as General and Operations Managers after leaving the active-duty service. We value the prior learning experiences of our military students and are dedicated to providing educational advancement that validates those experiences. We strive to increase opportunities for enlisted military students who have historically been disproportionally impacted by barriers in higher education.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

Access/Diversity, Equity, & Inclusion- The program provides educational and career advancement opportunities to an underserved student population that has historically experienced barriers to higher education.

Academic Excellence- The program provides quality course offerings that will aid in establishing successful careers post active-duty service and assist with the transition into civilian workforce.

Student Focused- The program is committed to providing courses that apply leadership principles while engaging with their peers in a safe, welcoming and education focused environment.

Community- The program is focused on providing opportunities not only to our local military community on Camp Pendleton but nationally, giving all students the opportunity to participate and earn degree certificates for career advancement.

Transformation- The program inspires military affiliated students to learn, improve and grow through course leadership principles, peer-to-peer learning, while aiding in career advancement through certificates and degrees earned in the program.

Link: Vision, Mission, and Values

(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.

Certificate of Achievement- Military Leadership
Associate of Science- Military Leadership
General Operations Manager- State of California Department of Apprenticeship Standards
General Operations Manager- Department of Labor

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)?

0

Enter a number.

Link: Permanent Faculty and Staff Count

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

0

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.)

.81

Link: FTEF Data

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

Kat Balouch- ADA Workforce Development (shared role with Cooperative Ed, Apprenticeships, & Military Leadership).

Link: Permanent Faculty and Staff Count

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

Tory Haynes- Project Director (STM)- 40 hours Amber Valencia- Administrative Assistant (STM)- 20 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.

LOC decided apprenticeship programs would not need to have program learning outcomes.

How do they align with employer and transfer expectations?

Apprenticeship programs by design require that students work a minimum of 2,000 hours on the job within the industry, thus ensuring alignment with industry expectations. Palomar College programs require between 4000 - 5000 On the Job training hours. Additionally, all programs have an official Apprenticeship Training Committee, made up of employers, labor representatives, education and the Department of Industrial Relations that ensure programs meet industry needs. These committees are mandated to meet monthly.

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

LOC decided apprenticeship programs would not need to have program learning outcomes.

Summarize the major findings of your program outcomes assessments.

LOC decided apprenticeship programs would not need to have program learning outcomes.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess.

[Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

LOC decided apprenticeship programs would not need to have course learning outcomes.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

LOC decided apprenticeship programs would not need to have course learning outcomes.

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.

New program, no data prior to 2020-2021.
2021: 9 Certificates of Achievement, 0 Associate Degrees
2022: 97 Certificates of Achievement, 5 Associate Degrees

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?

We have more students participating/completing our program because:
Accessibility to completing enrollment forms/Streamlining policies and procedures for registration (QR codes, adobesign)
Offering in-person registration/orientation briefs (Canvas briefs for student success)
Incorporating grad petition as course assignment for MIL 199
Inclusion of CPL option- allows completion of CA at a quicker rate

Are the courses in your discipline required for the completion of other degrees/certificates?
⊙ Yes ○ No

Please list them

MIL 100
MIL 101
MIL 102
MIL 103
MIL 199

Do you have programs with 7 or fewer completions in the last 5 years?
○ Yes ⊙ No

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.

What is your program standard for the NUMBER of program completions?

100

Enter the number of completions per academic year.

Why did you choose this standard?

Our program averages about 100 new student enrollments per semester (fall/spring), therefore we should expect at least 50% of those would complete the program.

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.

What is your stretch goal for program completions?

180

How did you decide upon your stretch goal?

This is 90% completion rate of 200 average students.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
⊙ Increased ○ Stayed the same ○ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the

same for your discipline over the past five years? (Check box)

⊙ Increased ○ Stayed the same ○ Decreased

Were these trends expected? Please explain.

As a new program, we were expecting an increase in enrollment and efficiency trends. Due to the nature of this program, our WSCH/FTEF data is skewed because most course either do not have FTEF associated or the FTEF is per student rather than per class. However, due to updates in our processes and retention goals, we have seen higher efficiencies/success rates.

Please use wsch/ftef and fill-rate.

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.

We are continuing to streamline processes and procedures to better assist students with enrollment processes and retention.

Some factors that have contributed to our success have been:

- In-person registration/orientation briefs. Holding briefs to walk students through the Admissions process, completing paperwork, learning how to login to student email and Canvas, has proven to be helpful in aiding to the enrollment and retention success in our program.
- Creation of QR codes to program website and fillable forms has helped us with accessibility to program information and needed paperwork for our students.
-Holding in-person or ZOOM registration events has increased the knowledge of our program and has provided us a space to engage with students to fulfill enrollment processes.
- Providing CANVAS orientation has assisted students in familiarizing themselves with the learning management system and has shown retention within our program.
- Implementing a faculty orientation each semester has provided faculty with useful tools to retain student interactions as well as provided a space for faculty support.
- Utilizing online platforms like AdobeSign has helped to streamline required document submission for the program. Residency forms, DAS/DOL, Graduation Petitions.
- Providing ZOOM information sessions: this has provided students with one-on-one support in completing the CPL petition process as well as the Admissions processes.
- Hiring PT-faculty who are military affiliated and/or active-duty has created a learning community in which students feel more connected to their faculty. Website creation and standard Canvas shell.
-We hired a PT- Administrative Assistant to assist with program organization, student documentations, etc.

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

- Registration/Admissions application processes with CCCApply and the Palomar College application system has been an obstacle for students and staff with the various issues that arise during the process.
- Internet issues at CPPEN and Twenty-Nine Palms: Both locations do not have stable internet connection. Although we provide hotspots to the academies to run our registration events, students, at times, sit for 2 hours to complete an application where it should only take about 30 minutes to complete. This results in students no longer wanting to participate in program.
- Retaining students after completion of Sgt School to the MIL 199 Work Experience course: We have worked on creating solutions to this issue by providing CANVAS orientations to students enrolled into the MIL 199 course however, we are still seeing a number of students drop from the course due to lack of participation.
- On-going nature of Sgt School (every 5 weeks) has been challenging to keep up with workload and outgoing communications.
- The lack of a dedicated MIL program full-time employee has made expansion of the program challenging, particularly as the interest of the program has increased to other military installations.
-State Authorizations for online learning- not being able to provide program to ALL students. Students stationed/residing in an unapproved state cannot participate in the MIL 199 course but can still petition for CPL and earn the initial 12-credits.

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?

This is the College's institutional standard.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
⊙ Increased ○ Stayed the same ○ Decreased

Was this expected? Please explain.

This was expected as we continued to streamline and develop new and innovative ways for our students to successfully complete their coursework.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

In reviewing our data, we decided to remove MIL 100-103 course level data due the unique nature of those courses. When reviewing data from MIL 199, we are able to see a more accurate depiction of our student success. Our current data is an average of 69.17% success and retention rates over the three semesters in MIL 199. Therefore, our new stretch goal was adjusted to 75%, which we believe is attainable.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
⊙ Increased ○ Stayed the same ○ Decreased

Was this expected? Please explain.

We have provided more support to our students and faculty for completing program requirements.

Are there differences in success or retention rates in the following groups? (choose all that apply)
☐ When or where (time of day, term, location) ☑ Gender

☑ Age ☐ Ethnicity

☐ Special Pop. (Veteran, foster youth, etc.)

Gender: Why do you think gender differences exist? How can you close the gap?

We noticed a lower success and retention rate for female students. However, there is a significant difference in enrollments from male to female students, so it is not clear how impactful this gap truly is.

Age: Why do you think age differences exist? What do you need to help close the gap?

We have seen a trend in success rates for older marines participating in our program. We believe this is due to their education and experience they have had while serving in the military. They tend to be more established in life, military career, or have already attended college.

Are there differences in success/retention between on-campus and online courses?
○ Yes ○ No ⊙ N/A

Please share any best practice methods you use for online courses.

Our program has created a unified Canvas course shell for faculty to use and adjust to fit their needs/student needs. This has proven to be successful as students and faculty are on the same page when it comes to course requirements.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

LOC decided apprenticeship programs would not need to have program learning outcomes.

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

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

LOC decided apprenticeship programs would not need to have program learning outcomes.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

LOC decided apprenticeship programs would not need to have program learning outcomes.

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.

LOC decided apprenticeship programs would not need to have program learning outcomes.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

Due to the nature of this apprenticeship program, course scheduling is dependent on the program sponsor/employer.

How do you work with other departments that require your course(s) for program completion?

N/A

Does your discipline offer cross-listed courses?
○ Yes ⊙ No

Are there curriculum concerns that need to be resolved in your department? What are they?

Due to the nature of this program, curriculum is alignment with employer needs.

Are there courses that should be added or removed from your program - please explain?

N/A

How is the potential need for program/course deactivation addressed by the department?

Due to the nature of this program, curriculum is alignment with employer needs. If the employer recommends a change, we will submit through appropriate curriculum processes.

Are there areas you would like to expand?

We would like to expand to offer the program to other military branches (Navy, Army, Airforce, Coast Guard) and for reservists based on the education and training they complete in their branches.

Describe any data and/or information that you have considered as part of the evaluation of your program.

In partnership with Marine Corps University, we align our curriculum to meet the USMC employment needs.
The MIL Program is evaluated and reviewed by DAS/DOL. We were approved by DOL as an official Apprenticeship Program, DAS is currently in the process of preparing for a program audit.
ASU/National University partnerships- both reviewed our curriculum and determined the courses meet the requirements for their Organizational Leadership degrees.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your program maps and program information in the College Catalog.

Is the content in the program mapper accurate?

○ Yes ⊙ No

What needs to be corrected in the mapper?

Program is missing from mapper. We are working with Candace Rose and Wendy Nelson to update the website.

Is the content in the catalog accurate?
⊙ Yes ○ No

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
○ Yes ⊙ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

Due to the nature of this program, curriculum is alignment with employer needs. We will begin discussions with MIL Apprenticeship Council about embedding diversity related issues into course curriculum, specifically for the MIL 199 course.

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 MIL program is an apprenticeship program that is registered with the Department of Labor and the state of California Division of Apprenticeships Standards under the occupation of General Operation Manager. SOC# 11-1021.00.

According to ONET online, the General Operation Managers have a Bright Outlook which means the occupation is expected to grow in the next several years.

The Center of Excellence shows an anticipating opening of 274,020 jobs between 2018-2028 with an average annual opening of 27,402 jobs. The average annual salary for General Operations Manager is $139,535.

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)

1. Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

2. Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

3. Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

4.Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

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

All students are required to complete 2,000 on-the-job training hours while reflecting on four set learning objectives/work processes:
1. Monitor performance of organizational members or partners
2. Implement organizational process or policy changes
3. Determine resource needs
4. Prepare staff schedules or work assignments

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 ONET online, the General Operation Managers have a Bright Outlook which means the occupation is expected to grow in the next several years. 2,138 estimated job openings annually for General Operations Manager positions in San Diego Imperial County, which means about 6,414 in three years, according to the Career Coach- San Diego Workforce Partnership website.

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

Due to the nature of this apprenticeship program, all students are required to be hired full-time by the employer to participate in the program. All students are working full-time for the Marine Corps while enrolled into the program therefore, they do not assistance with job placement upon completion of the program. Students are required to complete 2,000 on-the-job training hours where they are to reflect on learning objectives that aligns with the KSA for General Operations Manager.

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

Due the nature of the apprenticeship program, we are required to hold monthly council meetings. At the last monthly meeting, we discussed improvements to processes that may increase success and intention rates.

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?

According to Career One Stop's website, there are currently 6,478 job openings available under General Operations Manager in San Diego County.

Under Career Coach- San Diego Workforce Partnership website, the top posted job titles include: Operations Managers (499), General Managers (277), Product Owners (182), Operations Supervisors (167), and Directors of Operations (152). Additionally, they have provided the top companies in SD county that are posting jobs within General Operations Manager to include: ExecuNet, CVS Health, Dollar Tree, LPL Financials, Chuze Fitness, Gerneal Atomics, Anthem, Intuit, and Sodexo.

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-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

What have you done to integrate work-based learning?

As an apprenticeship program, students are required to complete a total of 2,000 on-the-job training hours as part of the program.

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

All students are required to complete 2,000 on-the-job training hours while reflecting on four set learning objectives/work processes:
1. Monitor performance of organizational members or partners
2. Implement organizational process or policy changes
3. Determine resource needs
4. Prepare staff schedules or work assignments

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

As an apprenticeship program, we have an MOA with Marine Corps University that provides internal support within the military community. We present at Camp Pendleton and Twenty-Nine Palms Marine Corps base academies in-person every five weeks as well as provide virtual briefs to various military installations across the US to promote our program. Additionally, we meet with Advanced and Career school students at the different military installations that may be eligible for our program through Credit for Prior Learning. Additionally, we meet with Academy Directors to promote our program and provide updates when necessary.

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

Hire a full-time Project Director for the 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 past year, we were able to get the position's job description board approved and moved into the hiring system. We have not been able to post the official job opening as of yet, but we are hoping to be able to hire this position in the upcoming year.

Goal 2

Brief Description

Expansion of MIL Program to all SNCO Academies

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.

Our program has gained a lot of attention from the academies outside of California over the past year. Through CPL, we have been able to enroll students from Quantico, Camp Lejeune, and Hawaii into our program. We would like to eventually establish a stronger presence at these academies to increase our enrollment and provide more equitable opportunities to marines across the country. To do this, we imagine having PT faculty and support staff at these locations to aid in our growth goals for the program.

Over the past year, we have been in talks with our legal team on hiring out of state employees however, it has proven to be a more complex process than anticipated.

Additionally, we have run into some enrollment services issues as it pertains to residency and state authorizations for students residing in states outside of California. We have resolved state authorization issues for NC, VA, and HI however, remote learning processes and procedures for enrollment into our online program has been a challenge. Additionally, we are still researching authorization requires for active-duty students stationed overseas on US military bases or on ships.

We are working closely with the ES Department to come up with a solution to help aid in our processes and better serve our student population.

Goal 3

Brief Description

Offer similar certificate program to other military branches.

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 is on our horizon however, we are still working on developing our current program which we would like to have completely self-sufficient and fully-functioning before we expand to other military branches. We have received a lot of inquiries from potential students in other branches.

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.

Our goals align with the VfS goals by supporting sustainability through long-term planning, growth and expansion for enrollment, retention and completion while providing more equitable opportunities to the active-duty student population. One strategy we are implementing in our program to assist with program success and completion rates is the creation of a faculty resource website and streamlined Canvas shell for all faculty to utilize.

Describe any changes to your goals or three-year plan as a result of this annual update.

N/A

In the previous sections of this PRP, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's Strategic Plan.

Please list all discipline goals for this three-year planning cycle.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Hire full-time Project Director

How will you complete this goal? Include Strategies and Timeline for Implementation.

We have already been approved for the hiring of this position however, we need to work diligently with the HR Department to prioritize hiring for the position. To prepare for hiring, we plan on creating a hiring committee in advance and to determine the questions/qualifications we are looking for in our potential candidates. We hope to complete this goal by the end of FY- the latest.

Outcome(s) expected (qualitative/quantitative)

Project Director is hired by end of fiscal year.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Full-time support will allow sustainability in the long term for the growth and expansion of the program, enrollments, retention, and completion.

Expected Goal Completion Date

6/30/2023

Goal 2

Brief Description

Expansion of MIL Program to all SCNO Academies

How will you complete this goal? Include Strategies and Timeline for Implementation.

We will continue to work with Human Resources to hire employees out of state to assist in program expansion and sustainability. Hiring of a State Authorization Coordinator will be helpful in keeping our state approvals up to date yearly.

Outcome(s) expected (qualitative/quantitative)

Program offered at Quantico, Camp Lejeune, Hawaii, Japan to mirror Camp Pendleton and Twenty-Nine Palms.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Expansion of the program increases access to all marines across the nation and internationally to allow them to complete the certificate program from wherever they are stationed. This provides more equitable opportunities for enlisted marines.

Expected Goal Completion Date

12/29/2023

Goal 3

Brief Description

Offer similar certificate program to other military branches

How will you complete this goal? Include Strategies and Timeline for Implementation.

Evaluate other military branch curriculums to determine if they meet current MIL SLOs. Assess the need to develop new curriculum that aligns with the other branch's trainings. Hiring of a full-time faculty member will help in the curriculum development process.

Outcome(s) expected (qualitative/quantitative)

Program offered to Navy, Army, Airforce, and/or Coast Guard.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Expansion of the program increases access to all enlisted personnel across the nation and internationally to allow them to complete the certificate program from wherever they are stationed. This provides more equitable opportunities to enlisted military servicemembers.

Expected Goal Completion Date

12/26/2025

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

Military Leadership Faculty Lead

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.

With a full-time faculty member, they will serve as the program and curriculum expert as they will most likely be military affiliated. This will help with the development and expansion of our program to other military bases and branches. Additionally, as our program grows and our enrollments increase, the full-time faculty member would be able to take a large student group for the MIL 199 course and allow for PT faculty to have a bit more flexibility with their schedules, since the majority of them are active-duty.

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

No, however most PT faculty are active-duty military therefore, their schedules can be difficult to schedule with their everchanging schedules.

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

No, however there are currently no full-time faculty assigned to this program. As the program expands, we will find it necessary for accreditation purposes to have one assigned.

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

In our first year, we had 16 students complete the program at the journey-level (DAS/DOL) apprenticeship. We had 10 students complete their CA through Palomar College with another 22 petitioning this past Fall 2021 term. In 2022, we had 97 students earn their CA and 5 earn their AS at Palomar and 80 students completed their DAS/DOL apprenticeship certificates during the Spring and Summer 2022 semesters.

Our current success rate is 69.17% solely based on the data for the MIL 199 course with a stretch goal of 75% success rate. The hire of a full-time faculty would be beneficial to this goal as they will be able to focus on student retention and completion strategies for our PT-faculty.

With the current labor market information provided earlier in the PRP, we can predict that with the increase in job opportunities over the next three years, that employers will be looking for qualified individuals in this field of study. Our military student population benefits from this program by allowing them to have civilian-recognized certificates (or degrees) that make them more competitive when looking for jobs post active-duty service.

Refer to data and other analysis earlier in this document.

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

n/a

Faculty Request 2

Title of Full-Time Faculty position you are requesting

Military Leadership Program Academic Advisor

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.

A full-time MIL Program Academic Advisor that is dedicated to our program will assist in student success and retention rates of our student population. Many students who participate in our program are either first-time or previous college students. The first-time college students participating in our program have increased interest in continuing on with college-level coursework after completion of their CA in Military Leadership. Our previously enrolled college students have shown increased interest in transferring their college credits to Palomar to earn their AS degree in Military Leadership. Having a dedicated Academic Advisor for this program will support the growing needs of our student population.

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

Counselors are in high demand at Palomar making it difficult for students to get into appointments especially with counselors who are familiar with the military population. A dedicated advisor will be trained in evaluating Joint Service Transcripts (military transcripts), military education benefits, and ACE curriculum evaluation for CPL.

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

No, however there are currently no full-time faculty assigned to this program. As the program expands, we will find it necessary for accreditation purposes to have one assigned.

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

In our first year, we had 16 students complete the program at the journey-level (DAS/DOL) apprenticeship. We had 10 students complete their CA through Palomar College with another 22 petitioning this past Fall 2021 term. In 2022, we had 97 students earn their CA and 5 earn their AS at Palomar and 80 students completed their DAS/DOL apprenticeship certificates during the Spring and Summer 2022 semesters.

With the current labor market information provided earlier in the PRP, we can predict that with the increase in job opportunities over the next three years, that employers will be looking for qualified individuals in this field of study. Our military student population benefits from this program by allowing them to have civilian-recognized certificates (or degrees) that make them more competitive when looking for jobs post active-duty service.

A full-time Academic Advisor would be beneficial in preparing students for success post active duty service.

Refer to data and other analysis earlier in this document.

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

n/a

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

Project Director- Military Leadership Apprenticeship Program

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

AA

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.)

This program does not have any full-time staff assigned. As we continue to grow and look at expansion to other military bases, the need for a full-time Project Director is vital. This program currently leverages multiple funding sources and has a dedicated director is essential. This is particularly important as we explore expansion out of state as there are legal mandates regarding state-authorization and out of state hiring that need to be resolved.

In our first year, we had 16 students complete the program at the journey-level (DAS/DOL) apprenticeship. We had 10 students complete their CA through Palomar College with another 22 petitioning this past Fall 2021 term. In 2022, we had 97 students earn their CA and 5 earn their AS at Palomar and 80 students completed their DAS/DOL apprenticeship certificates during the Spring and Summer 2022 semesters. With this knowledge, we can predict the number of students increasing even more in the upcoming years due to our expansion goals and the support of a full-time staff member will help meet the needs of the program.

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

As a new program, this is to be determined.

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.

Our first goal of the PRP is to hire a full-time Director to support the program goals and three-year plan. Additionally, goals two and three discuss the expansion out of state and to other military branches and increase the number of enrollments and completions of the program. In order to accomplish these goals, a full-time Director is necessary.

Strategic Plan 2022 Objective

☑ 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 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?

We would continue to work with a part-time employee and our expansion goals will be put on hold until we are able to hire a full-time Director.

Staff, CAST, AA request 2

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

CTE Specialist

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.)

A full-time CTE Specialist will be beneficial to our program's trending growth and stability by providing enrollment and outreach support.

Our program currently holds orientations at Camp Pendleton and Twenty-Nine Palms twice per cohort (cohorts begin every 5 weeks and consist of 50-100 student per brief). After briefs, paperwork needs to be checked for completion and processed for each student. This includes collection of residency paperwork, DAS/DOL documents, and remote learning forms. Enrollment into MIL 100-103 and MIL 199 courses will need to be processed for each student after paperwork has been completed and processed. At the end of each semester, student's OJT hours are manually tracked and enrollment for the upcoming semester is determined based on student completion status.

Full-time support will allow sustainability in the long term for the growth and expansion of the program, enrollments, retention, and completion.

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

As a new program, this is to be determined.

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.

Goals two and three discuss the expansion out of state and to other military branches and increase the number of enrollments and completions of the program. In order to accomplish these goals, a full-time CTEE Specialist is necessary.

Strategic Plan 2022 Objective

☑ 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 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?

We would continue to work with a part-time employee and our expansion goals will be put on hold until we are able to hire a full-time.

Staff, CAST, AA request 3

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

State Authorization Specialist

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.)

A State Authorization Specialist is crucial for the growth and stability of our program as well as the college for distance education purposes. Since the state of California is not a part of NC-SARA, it is required that our institution applies to each state in which we would like to provide distance education coursework to students residing in those locations. In addition to US states, we would like to focus on authorizations for students who are stationed overseas to allow them to begin or continue the program when receiving orders outside of the US.

Due to the complexity and ongoing nature of this work, a specialist will be viable to ensure our institution is in compliance with other state's authorization requirements.

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

As a new program, this is to be determined.

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.

Goals two and three discuss the expansion out of state and to other military branches and increase the number of enrollments and completions of the program. In order to accomplish these goals, a full-time State Authorization Specialist is necessary.

Strategic Plan 2022 Objective

☑ 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 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?

We would continue to work with a part-time employee and our expansion goals will be put on hold until we are able to hire a full-time.

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.

Our program is currently supported by a CAI Development Grant from the state of California. This grant is scheduled to end in December 2025. Discussions regarding on-going general funding support of this program are necessary for long-term sustainability.

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?

Apprenticeship Tracking System

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)

A system that allows us to track apprentice enrollment, completion, activities, and the on-job-training hours. Currently this is all managed manually through spreadsheets. As the program expands, this will not be sustainable and the need for a more accurate and reliable data system will be necessary.

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

It will be a positive impacted for our MIL Program staff and students as it will be a more efficient way to track student success and completion rates. The implementation of the ATS system may require assistance from the IS Department.

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

Implementation of the ATS system will positively impact the MIL Program staff by allowing to gather more accurate information and easily work with students on their completion rates. It will improve the accessibility for students to submit coursework and to track their progress towards completion.

d. Timeline of implementation

Spring 2023

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

$20,000 per year

Do you already have a budget for this request?

No

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

2 & 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 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

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

☑ **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.

vhaynes@palomar.edu