2022-23 Instructional Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

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

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

BASIC PROGRAM INFORMATION

Academic Year

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Economics/History/Political Science

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

Discipline Name

Political Science (POSC)

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

Department Chair Name

Matthew Estes & William Jahnel

Department Chair email

mestes@palomar.edu

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

Peter Bowman
Joseph Limer

Website address for your discipline

https://www.palomar.edu/ehp/political-science/

Discipline Mission statement

The Political Science discipline is committed to providing an engaging and supportive learning environment for diverse
students. Students will receive a comprehensive education in Political Science, including several electives spanning
different subfields of the discipline, which are also transferable. We support students who are pursuing transfer
readiness, general education and lifelong learning. Our goal is to engage students in critical thinking as to the causes,
effects and implications of political phenomena, ideologies and institutions. We also have the goal of creating
opportunities for learning in and outside of the classroom to meet these objectives.

(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.

AA - T in POSC

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)?

2.0

Enter a number.

Link: Permanent Faculty and Staff Count

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

1.80

Link: FTEF Data

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

0.93

Link: FTEF Data

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

Kellis Neidiffer, EHPS 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.

As an example, upon completion of all the courses in the political science curriculum, the student will be able to identify
social problems through the lens of democratic theory, as well as other comparative systems of govt. Moreover, political
problems and social conflicts will also be examined through the lens theories of political behavior, including, but not
limited to Rational Choice Theory, Marxist Theory, Bureaucratic Politics Model, Systems/Process Model and
Incrementalist Theory. Coalition Theory, cooperation with and defection from political arrangements will also be concepts
that students will be able discuss and analyze. Students will also be able to apply and analyze the disciplinary procedure
of process tracing, as well as examination of the correlating and causal effects linking political phenomenon. Once
acknowledgment and identification is addressed, students will be able to adequately research alternatives and select
possible solutions based on institutional structures. In doing so, students will be able to develop critical thinking skills
essential in assessing and articulating arguments on a myriad of different public policy problems and issues. These
arguments are evaluated in the form of written research and analytical papers, as well as oral debates, class discussions
and online discussion posts. Students will be able to identify concepts and theories of power and authority with regard to
how it is manifested and transmitted. Students will learn examples of such manifestation, such as govt. structures and
institutions, social and economic institutions and individual ideological motivations. Finally, students will be able
understand and analyze legal systems and structures, as well as the philosophy and political theories behind the rule of
law, systems of law, power and legitimacy.

How do they align with employer and transfer expectations?

Upper division programs to where our students transfer require high level writing and critical thinking skills. Our writing
based assessments, whether they be papers, essay exams or weekly online discussions, prepare our students for the
rigorous requirements of upper division work.

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

Learning outcomes are based upon exams (both objective and long essay questions), online discussion posts, and
writing assignments/papers. These methods show evidence of success based on feedback and student performance
and understanding of the various selected SLO's, as applied in this graded methodology.

Summarize the major findings of your program outcomes assessments.

Given that fall, 2020 marked the inaugural semester for the POSC AA-T program, there is only early data and results
for program assessments and outcomes. That said, On a program level, we are serving students in POSC 102 (U.S./CA
Govt) well, but our decimated offerings in POSC 101 (Intro to American political institutions) jeopardize students who
wish to transfer with the AA-T. We also find an increasing amount of time spent on administrative work that seems to
largely not align with our mission statement, and have expressed concern that Program-level outcomes that should be
driven by student success or pedagogy are bring driven by administrative concerns over efficiency. To be sure, efficiency
as modeled by single-data metrics (arbitrary numbers that lead to classes being cut early) have led to constant
headaches and work as we end up having to restore classes as fast Track 2s because cuts are always too deep.
Students often sign up for classes and then are done, the fact we often have primary offerings unavailable during the first
week of classes Since this jeopardizes student retention -- why take classes at Palomar if the classes you need don't
exist or are offered?

All that said, because there has been a shift toward reduced class section cuts & cancellations, and there is, as of now, a greater emphasis toward student and enrollment growth. This makes us hopeful that this change in administrative culture will bode well for increased enrollment and program completion in POSC. During the 2020-21 AY, 8 students were awarded the POSC AA-T. During the past 2021-22 AY, that number increased to 13.

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.

2020-21 - 8 2021-22 - 13

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?

With only two year's worth of completion data, we can only suggest that the COVID pandemic and the all-remote format for the better part of two years has kept the completion numbers limited. Wi-fi and housing insecurity, which were already problems for students, pre-COVID, have become further amplified. Given these factors and the pedagogical challenges of an online format, we expected to further see enrollment declines, campus-wide and in the POSC program. This would likely lead to limited numbers of AA-T completions for the POSC degree. As face-to face offerings increase and gradually return in greater numbers, we would expected to see increased completion rates. And this is what has happened, thus far. In POSC, we allowed for 20% of all sections to be face-to-face for both the spring, 2022 & fall, 2022 semesters. The increase in FTF offerings, and possibly along with the lifting of COVID restrictions, along with the reduced number of class section cancellations, have been factors in the increase in AA-T awardings. For spring, 2023, we plan to have a 50-50 split in modality and, thus, a greater increase toward FTF classes. We are hopeful that this will further increased the number of AA-T awards during this current academic year.

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.

We have talented faculty who have increased their training and offerings in online courses. We have very supportive and collegial colleagues at the departmental level and at the SBS dean/administrative level. They have assisted and supported us along the way in developing the AA-T program, approving and converting our courses to DE-eligible, as well as improving our training in teaching online courses.

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

Will students have sufficient wifi/internet, housing and food security (among other needs) that is essential for learning and student success. Will at-risk students, students with remedial writing and reading skills, and students with language barriers receive the kind of support needed from the state, the federal govt (by way of COVID federal & state stimulus relief) and campus institutional resources? The POSC faculty cannot control any of those factors. We can control what we do at the program-level. The POSC faculty plan to work with the English, Reading and ESL faculty in the semesters to come to help formulate strategies to help increase retention and success rates, in terms of helping these student populations achieve greater writing and critical thinking skills and, thus greater material comprehension needed for increased retention and success.

COURSE INFORMATION

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

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

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

COURSE SUCCESS AND RETENTION

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

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

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

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

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

70.0%

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

Link: Course Success Rate Information

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

Why did you choose this standard?

We believe in upholding the standards set by the institution, and as such, we will continue to strive to meet these
standards. That having been said, there are factors that make meeting this standard a challenge. Because POSC is a
core gen. ed. discipline, more students will enroll in our classrooms than non-gen ed classes, as well as a number of
other gen ed disciplines. POSC is a discipline that requires higher levels of writing, inquiry & analysis and critical thinking
than many other disciplines. Moreover, the number of at-risk students in our classes have increased in recent years.
They have lower prep levels with regard to reading and writing levels, as well as limited prior exposure to the rigors of
critical thinking and analysis that POSC requires. The overall pass rate is at 65%, up 2% from 63% the previous year. Moreover, the retention rate for POSC has notably increased from 84% to 90%. Greater efforts have been made to reach out to our diverse student population and engage at-risk students. POSC faculty has had numerous meetings and conversations about diversifying our pedagogical strategies to complement and surround the lecture style, such as visual and Socratic/discussion modalities. Use of real world examples and case studies have been used to enrich course concepts. All these efforts appear to be bearing fruit, given the success rate increase. That having been said, these numbers are still below the college's standard. While this is still concerning, it is difficult to pinpoint a particular cause of this. After all, course content, COR's and curriculum remain the same. The POSC faculty roster remain the same. Again, POSC faculty shall continue to meet and engage in dialogue as to how to improve the passage rate, even as we acknowledge that socio-economic factors, at-risk demographics and the fair number of students who are remedial in reading and writing skills mitigate these pedagogical efforts by the faculty. Again, the fact that the success and retention rates have increased over the past year indicates that our efforts are bearing fruition.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

Given the increased, but still relatively low 65% rate for the reasons we explained earlier, as well as given the increased
challenges of the COVID pandemic and accompanying economic downturn, it is unrealistic to achieve anything beyond 70% for
now. Our goal was initially to increase the success rate in to the 60th percentile after the past academic year. We have
done that. We would like to see the rate increase even more, especially with a hopeful return to majority face-to-face
classes and on-campus activity.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

SLOA's were based upon exams (both objective and long essay questions), online discussion posts, and writing
assignments/papers. These methods show evidence of success based on feedback and student performance and
understanding of the various selected SLO's, as applied in this graded methodology. POSC SLOA's address the relevant
critical thinking, writing and reading skills necessary for success in both the transfer process and completion toward a
four year degree (including, of course, a BA in Political Science).

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?

There are a wide array of careers for POSC majors who transfer and earn a BA in political science. Upon earning an

advanced degree, one can teach and/or do research as a political science professor at a two year or four year institution

of higher education. Or, upon earning their BA degree, one can earn a secondary, single subject teacher credential and

teach civics and social sciences at the high school level. A common career path for POSC majors is law. Many with BA's

in political science go onto law school and have long successful careers practicing law. That is one important reason why

we worked with the Business department to cross list two Legal Studies courses with POSC. Also, Joseph Limer is an

active part of the Palomar contingent of the Pathways to Law School initiative. He also serves as a co-faculty advisor to

the Pre-Law club. As such, Professor Limer is a valuable and instrumental advisor and mentor to many of our POSC

majors/law school aspiring students.

With a political science degree, one can also go into actual govt. service - work at the federal, state or local level in an

executive branch administrative agency, as a legislative staffer for a state legislator or member of Congress. A political

science major can go into journalism, communications, or also go into the business world, or be in a management

position in any large scale organization. For political science doesn't just teach us about politics and govt, or the law. It

also, more importantly, teaches us about institutions, rules, power and human behavior within all these things.

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)

As was just mentioned, having knowledge and training in institutions, power, authority, legitimacy and human interaction

within all these concepts is essential for a POSC major. Having the ability to critically think, analyze is also crucial. It is

more than just facts about government and politics. It is also about using critical thinking and analytical skills to identify

and demonstrate causal relationships between various actions, institutional rules with political phenomena and behavior.

A political science major in any of the above careers also needs to be able to write and communicate clearly. Lots and

lots of writing practice and clear communication is needed.

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

With regard to writing and communication skills, our students receive a vigorous array of writing requirements; essay
exams, papers, and consistent online discussion/writing assignments are offered in all of our classes. In addition to the
assigning of these rigorous writing assignments, our faculty also devote a portion of class and instructional time going
over rubrics and other methods of communicating to students what is expected of these writings. Emphasizing clear, fluid
structure and organization, clear demonstration of argument/thesis, body support and analysis of all arguments is a top
priority for POSC faculty.

In terms of communication skills, many of our courses require class presentations and speeches, so as to teach and
train students in express themselves in ways that are clear and articulate. These assignments also train and teach on
making arguments, defending arguments with evidence and support, as well as teaching on how to avoid making claims
that do not fall prey to argumentation fallacies.

Our courses also teach students power, and other concepts such as legitimacy, rules, and institutions, and how all these
things affect the actions of govt and the policy and laws that come out of govt.

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?

We offer students opportunities to meet with scholars, politicians, lawyers, and other professionals through Political
Economy Days, so they can interact with people who have active employment in the fields they may wish to continue
into after POSC degrees. As mentioned above, employers seek strong writing, critical thinking, and practical research
skills. Our CORs, SLOs, and classroom practices require these skills and measure their success not just on an individual
grade but program-wise review through SLOs. Students also have access to those classes in which SDICCCA interns
teach and offer office hours, and they have been part of discussions with students about the challenges of their stage of
careers (graduate students seeking jobs) and model pathways to academic success.

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

Political Economy Days allows our students to connect to people successful in their field and both see them in action
outside the context of the course curricula to see what kinds of work / research they might actively do,a nd each session
has Q&A time afterwards. We have also had exceptional students who are planning to go forward in POSC careers to
have the opportunity to research and give presentations. One of our students, Jay Nee, who was also an EHPS
scholarship winner (we fund our own scholarship to help advance students continuing in our departmental disciplines)
presented twice on different aspects of Anarchism and histories of political engagement through social media. He
recently as a young scholar at UCLA has had some of his work on Kazakhstan published; and like others, we have
encouraged students who specifically want to go into community college teaching to come back as SDICCCA scholars
so that we may "close the loop" on the Palomar experience and get workplace training.

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

Again, the Political Economy Days lecture series invites our students and the North County community to take in lectures
and presentations that address relevant public affairs and salient current events in politics and policy. Professors from
Palomar and 4 year institutions, such as UCSD and CSUSM, in both political science and other related social science
disciplines, will present on these kinds of topics, as well as topics of saliency to their research agendas and areas of
expertise. These talks will often be used to make the attending students and community members aware of our program
and the various courses that address many of these various topics in our coursework.

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

AA-T degree in Political Science.

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.

Previously, POSC majors who wanted to transfer to a CSU did not necessarily have to take all our courses to be able to do so. Now, students who want to markedly increase their chances of transfer acceptance, will now have to take all our courses.

Qualitatively, we expect many more of our student to acquire the knowledge and skills that our courses offer, as
articulated in the previous labor market section.

Goal 2

Brief Description

Continue success and support for the Political Economy Days programs.

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 appreciate the continued divisional and dept. support for the program. The two biggest lecture venues have been secured each semester with support of the President's Office (SSC - 1) and our respective divisional deans, as they have successfully worked with the fellow divisional dept. that holds classes in MD - 157. Both the division and other departments have been cooperative and supportive in the continued success of the lecture series. In particular, the SBS deans has been a consistent and enthusiastic supporter of Political Economy Days, as well as the Political Science program and its goals, in general.

Last spring, 2021 and during the past spring, 2022, we successfully hosted the first all-virtual PE programs. The program was three days long, with 4-5 sessions, per day. Due to COVID and the all-online format, attendance was smaller (15-40 students on average, per session, as opposed to the usual 60-100 students per session during traditional, face-to-face programs). The presentations themselves were stimulating & provocative, informative and very relevant. The support from the SBS division, dept and the dept faculty members in providing technical, logistical and speaker assistance was helpful beyond words.

For this upcoming fall, 2022 program, we have a hybrid program where the presenter can choose their modality preference between face-to-face or all online/Zoom. As expected, the broad majority of our presenters for this current semester have chosen the FTF modality. Moreover, the FTF format will also offer a hy-flex modality for those students, faculty/staff and community members who still wish to view a particular FTF session through online. We are hopeful that the return to FTF sessions, along with the flexibility of online availability, will increase attendance numbers and help augment the previously state goals and objective of the POSC program.

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.

With regard to the following VfS goals: VfS Goal 2: Transfer VFS-2A. "Palomar College will increase among all students the number who earned an associate degree for transfer in the selected or subsequent year..." and VFS-2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU), the POSC program will continue to offer the AA - T. Through the increased offerings in FTF sections, we hope to increase enrollment in our courses and in AAT awardings.

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.

NA

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

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.

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

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

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

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

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

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

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

PART 3: TECHNOLOGY NEEDS

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

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⦿ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER ONE-TIME NEEDS

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

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies,

operating expenses, travel) that your budget or other funding sources will NOT cover?
○ Yes ⊙ No

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

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

pbowman@palomar.edu