Entry #: 23 - Arts, Media and Business Administration   **Status:** Submitted   **Submitted:** 3/12/2024 9:34 AM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Arts, Media and Business Administration

Department Name

Business Administration

Microsoft_List_ID

Discipline Name

Accounting (ACCT)

Department Chair Name

Mary Cassoni

Department Chair email

mcassoni@palomar.edu

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

Leah Hoover, Full-Time Faculty, Accounting
Sarra Salib, Full-Time Faculty, Accounting
Joel Glassman, Full-Time Faculty, Accounting

Website address for your discipline
https://www.palomar.edu/business/accounting/

Discipline Mission statement

The mission of the Accounting Department at Palomar College is to prepare students of diverse origins,
needs, abilities and goals who desire to transfer to a four-year university and/or desire to enter the public accounting, business or industry sectors in an ever-changing global community.

(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

Are any of your programs TOP coded as vocational (CTE/CE)?

Yes

List all degrees and certificates offered within this discipline.

AS Degree - Accounting
Certificate of Achievement - Accounting
Certificate of Achievement - Bookkeeping

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)?

3

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

2.0

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

3.47

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

Academic Department Assistant - 50%; Instructional Support Assistant - 100%. Both positions support the entire Business Administration Department.

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

None at this time.

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Over the last five years the overall course success rates have remained consistent, usually right around 70%. Most recently, in the Fall 2023 semester the overall course success rate was 70.7% and Spring 2023 was 72.0%. These trends are consistent with our target success rate of 70%.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Over the last five years the overall course retention rates have remained consistent, right around 90%. During the Fall 2023 semester, the overall course retention rate was 92.4% and in the Spring 2023 was 89.4%. These trends are consistent with our target success rate of 90%.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)	Age
Modality (Online, Face to Face, Hyflex, etc.)	Ethnicity

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

One notable gap in success and retention rates relates to the fast-track courses compared to full-semester. The department offered one section of ACCT201 in the first 8-week session and a section of ACCT202 in the second 8-week section of the Fall and Spring 2023 semesters. The goal was to get students to complete these sequence courses in one semester. The success rates for the first 8-week session (ACCT201) were 64% and 54% in the Spring and Fall semesters, respectively. These rates are significantly lower than the full-semester success rates of 73% and 71% in the Spring and Fall semesters, respectively. Retention rates follow a similar pattern with the first 8-week section at 78% and 83% in the Spring and Fall semesters, respectively. The full-semester retention rates were 90% and 93% in the Spring and Fall Semesters, respectively. These results are not entirely surprising because a difficult 4-unit class offered over 8 weeks is incredibly challenging and demanding for students, especially when the students have other courses on their schedule to manage. Comparing these results to the Summer 2023 success and retention rates highlights this issue as well: success rate at 84% and retention rate at 94%. In the summer session, we find that students can perform better in a condensed course format because they are often only taking one or two classes at a time (as opposed to possibly 4-5 during a full semester).

On the positive side, what we do notice is that the students who do complete the first 8-week session of ACCT201 are at least somewhat better prepared and ready for the second 8-week session of ACCT202. The success rates for the second 8-week session were 67% and 75% in the Spring and Fall semesters, respectively. The retention rates were 91% in the Spring and Fall semesters.

It appears that these fast-track "cohort" type courses are useful for some highly motivated students, but may not be the best option for all. In department meetings, we have discussed ways to help these courses be more successful are to (1) make the expectations of the course very clear at the beginning of the semester and (2) have the same instructor teach both fast-track courses for continuity of teaching style, formatting, and understandability.

Modailty: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online sychronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Success and retention rates are consistent for both on-campus and distance education for the Fall semester and vary at a higher degree for the Spring semester. Success rates for Fall 2023 on-campus are slightly higher (72%) than distance education (70%). Similarly, retention rates are slightly higher for on-campus (95%) than distance education (91%). Success rates for Spring 2023 on-campus are relatively higher (76%) than distance education (64%). Similarly, retention rates are slightly higher for on-campus (91%) than distance education (87%). The difference can be attributed to the real-life connections students can garner and build with the instructor in an in-person course that may be difficult to achieve in an online course. Moreover, Spring semesters are where students may be ready to graduate and may lose some motivation to continue with the same rigor that they started in the Fall. Instructors can address this gap by consciously encouraging students to maintain consistency to make it across "the finish line".

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

There is an overall decreasing trend in the success rate and retention rate across the age brackets for the Fall and Spring semesters. Specifically, Success rate decreases from 73% from the 19 and Under age group to 56% for the 50 and Over age group for the Fall 2023 semester. Likewise, retention rate decreases from 96% from the 19 and Under age group to 79% for the 50 and Over age group. This trend repeats in the Spring 2023 semester. Success rate decreases from 73% from the 19 and Under age group to 68% for the 50 and Over age group for the Fall 2023 semester, and retention rate decreases from 90% from the 19 and Under age group to 77% for the 50 and Over age group. This trend is consistent with what one would expect, as older students likely have more obligations that they must address that younger students do not have to think about (e.g., having a family, house bills, having a full-time job while attending school). An important thing that instructors can do is continue to encourage and motivate older students to stay in the classes and not lose hope from the first week or two if they find that coming back to school is intimidating. Many older students relate that they have not been school in years, and this is their first time coming back, and it may feel discouraging to be the oldest student among a class of students who are working to earn their bachelor's degree. Accordingly, encouragement is the key, and reminding students that it is never too late to start or complete an accomplishment, and there are many success stories out there.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Success rates overall have risen slightly. However, there is an inverse trend of success rates for African American and Hispanic students at 64% and 56%, respectively, as compared to 89% for Asian students and 80% for White students. Hispanic and African American students are likely to be first-generation students or come from economically disadvantaged backgrounds. These disadvantaged background that come with certain demographics translate to these disparate success and retention rates. This is an area that we need to focus our attention on going forward to consider ways that we can close this gap. An additional goal has been added to address diversity and equity issues in our courses. The newest full-time faculty hired comes from a diverse background who attended Palomar for her prerequisite courses. Having an instructor be a model example for diverse students can help them understand and see that their goals are achievable and can be realized with hard work and dedication.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

There are many methods that the business department is using to improve the retention and success rates in the course offerings, in addition to the ones aforementioned. One positive of the pandemic was increased exposure and understanding of the online course environment. As a department, we each previously taught online courses, but the methods and practices used have evolved and improved over time. We are always striving to improve the online course experience to make it as similar to an in-person course as possible. Here are some best practice methods that we compiled:
-Requiring weekly discussion board assignments that encourage engagement through things like case studies, online research, and/or collaboration.
-Requiring students to create an original post before being able to see other student responses
-Instructor-created content encourages student involvement and connection to the course (example: live or pre-recorded video lectures)
-Utilizing Canvas Studio to require students to watch instructor-created content and answer questions
-Providing an opportunity for weekly online office hours (ideally via Zoom)
-Utilizing modules in Canvas to break up the material into weekly "chunks"
-Connecting with students in a variety of methods: announcements, discussion board, assignment feedback, etc.
-Reaching out to students directly who are falling behind on assignments (we have noticed this is a big factor in student retention for an online class)
-Providing easy access to campus resources (DRC, Tutoring, etc.)

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

There is one course, Individual Tax Preparation (ACCT105) that requires assessment. This course has primarily been taught by adjunct instructors in recent years. This semester, we have a new full-time faculty member that is teaching this course during the Spring 2024 semester. We plan to add SLO results data this semester.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

Course SLO Data - 2023.xls
28 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program 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.

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.

Degrees and Certificates Awarded (Count)
Academic Year AT APD Student Count Column Labels
Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22
AA/AS
Associate in Arts Degree 1
Associate in Science Degree 17 29 27 22 27 25
AA/AS Total 17 30 27 22 27 25
Certificate
Certificate of Achievement 15 40 29 26 36 23
Certificate of Proficiency 48 26 32 38 36 23
Certificate Total 63 66 61 64 72 46
Grand Total 80 96 88 86 99 71

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?
Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Program SLO Data - 2023.xls
25 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

There are a multiple factors that have contributed to the success of our programs, include the following:
- Offering courses in different modalities (e.g. face-to-face, fully online, Hybrid, and Hyflex)
-Hiring the necessary third full-time faculty with the tax expertise and depth of accounting knowledge to teach Acct 201 and Acct 202 as well
- Offering dual enrollment options for high school students who are interested in taking introductory courses while they are still in high school
- Increased community outreach, such as giving presentations at Mission Hills high school about the Pathway to Law program that is offered and teaching students about the business programs that are offered, the business requirements of those programs, and their transfer options that they have

Lastly, one factor that has contributed to the success of the accounting programs is the job-related nature of the programs. We have seen many students coming to Palomar to complete an accounting program to support career-related goals. Students who have lost their job due to COVID-19 are looking for tangible, hireable skills, like those found in the accounting programs.

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

The primary challenge for our program this year, as with the rest of the college, has been the on-going impact and ripple effect of the COVID-19 pandemic. Students are contending with the "back to normal" aspects of attending face-to-face courses, and hybrid students want to continue to meet on Zoom instead of attending the face-to-face portion of the course. Accordingly, faculty have to walk a fine line between accommodating students, while maintaining the required standard. They also have to remind students that they signed up for this particular course and were aware of its modality beforehand. This may lead to students withdrawing or dropping from a course, or hinder the students' ability to complete the course at the success they were initially hoping for.

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?

There a myriad of careers available for people who complete our programs and/or transfer, including, but not limited to:
Bookkeeping, Accounting, Payroll, and Auditing Clerks
Careers Available (Transfer – Bachelors): Accountant, Certified Public Accountant (CPA), Budget or
Finance Analyst, Payroll Administrator, Tax Advisor, Forensic Accounting, Internal Auditor.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Specialized Skills: Accounting, Accounts Payable/Accounts Receivable, Data Entry, Payroll Processing, Bookkeeping
Soft Skills: Detail-Oriented, Data Analytics, Communication Skills, Organizational Skills, Research, Multi-Tasking
Software Skills: Microsoft Excel, QuickBooks

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

All of the courses in the accounting programs help prepare students for the knowledge, skills, and abilities needed for an accounting-related occupation. Some courses are specific to the software skills necessary: QuickBooks (ACCT 110) and Excel (BUS 175, 176, and 177). Other courses, like Financial and Managerial Accounting prepares students for the specialized and soft skills required through graded assignments, exams, and projects. Students often work through case studies and real-world examples to apply critical thinking and organizational skills to the concepts covered in the program.

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 the California EDD industry projections:
Accounting, Tax Preparation, Bookkeeping, and Payroll Services (NAICS: 5412): 2.6% growth from 2022 - 2024.

According to the California EDD occupational employment projections:
Bookkeeping, Accounting, and Auditing Clerks (SOC: 43-3031): 0.7% growth from 2022 - 2024

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

One of the primary ways that we assist students with job placement and workforce preparedness by using our network connections to keep our students connected with events and activities going on, primarily in the county. We also have great support from our adjunct faculty, many of whom continue to work in the accounting industry and keep us apprised of events and opportunities in the workforce. Our students are also consistently invited to accounting networking events at CSUSM, hosted by the Student Accounting Society. The accounting faculty is very enthusiastic to meet with students one-on-one and advise during office hours on the many career avenues they can take to maximize their job placement and workforce preparedness.

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

Our last advisory board meeting was held on April 12, 2023 from 3-5 PM in LRC-438. The event was an incredibly impactful look at helping our students understand and develop the necessary soft skills for entry into the workforce. The event was largely planned and organized by our CoBALT (Club of Business, Accounting, Law, & Technology) students and their advisor, Reza Wrathall. The first portion of the event centered on students networking with business and accounting professionals. We invited industry, workforce, and advisory partners to strengthen the currency of our Department's programs to meet the community's needs. Beyond the faculty and students, attendees included: Jim Miller (Founder/Owner of Global Trading Partners), David Vasquez (Senior Auditor at Deloitte & Touche LLP), Fauzia Burke (entrepreneur and business owner), Jorge Salgado (owner of 6S Machining Enterprises), Felicia Mudd (Talent Acquisitions Manager at Dr. Bronner's), and Aaron Dean (Managing Partner at Skin Resource MD). The second portion of the event allowed for feedback and discussion on the interactions with the students as well as what the industry partners see as necessary and often lacking soft skills in the workplace.

Our next advisory board meeting is scheduled for April 10, 2024, and will be focused on AI in the workplace.

What are the San Diego County/Imperial County Job Openings?

According to the COE for labor market research, the number of jobs for accounting occupations in San Diego County is projected to be 15,051 in 2027 (compared to 13,882 in 2022). This represents 8% growth and annual job openings of 1,332. The report by the COE is focused primarily on careers with a bachelor's degree in accounting.

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

Prior Year PRP Goal 1

Brief Description

We will convert our existing Certificate of Proficiency in Bookkeeping to a Certificate of Achievement in Bookkeeping.

Goal Status

Completed

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

This process was completed last year through META.

Prior Year PRP Goal 2

Brief Description

Begin a Volunteer Income Tax Assistance (VITA) program on Palomar College's campus.

Goal Status

Ongoing

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

We are currently in contact with a non-profit organization, Dreams for Change, that wants to work with Palomar College to create VITA training on Palomar College's campus. This goal has taken longer to fulfill due to the pandemic. Last tax season several students were trained and volunteered through Dreams for Change with the VITA program; however, we did not garner enough student interest to have the training provided on campus. Going forward, along with our new full-time faculty member (who has a background in tax and will be teaching tax-related courses), our goal is to advertise the program at the beginning of the Fall 2024 semester. The training takes place in January for students to then volunteer during the busy tax season, so we need to get students signed up in the fall semester because, by the time we see them in the spring, the training has already occurred. Representatives from Dreams for Change have offered to come to our live-taught classes and share the information with students, we will just need to be better coordinated to get to as many students as possible as well as advertise on our program website.

We will also be reaching out to some of the accounting faculty at Mira Costa, who have run a successful VITA program for several years. We are looking to discover what organization they partner with, as well as how they are able to attract student interest in the program.

Finally, we will explore with Service Learning (Angela Kong and Gina Wilson) at Palomar how we might be able to offer volunteer credit for students who complete the training and volunteer with the partner organization.

Prior Year PRP Goal 3

Brief Description

Increase student preparedness for transfer, particularly to CSUSM.

Goal Status

Ongoing

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

Many of our students transfer to California State University San Marcos (CSUSM). In order to enroll in upper-division accounting courses at CSUSM, students must first pass a Knowledge Aptitude Test (KAT 301), which is essentially a review of Financial Accounting (ACCT201). Students must be made aware of this requirement and ultimately prepare for its content if they plan to transfer.

The first step is to better understand the current requirements as well as overall program structure of the Accounting Program at CSUSM. We plan to reach out to faculty members within the department for feedback on the exam as well as what they are looking for in terms of student preparedness upon transfer. Our long-term goal is to develop an exam review course that mirrors the set-up of the KAT exam that our students can take to help prepare them for the KAT 301 exam.

The primary challenge is gathering data on student success once our students have transferred.

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

Do you have any new goals you would like to add?

No

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 Vision Plan 2035.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

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.

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

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

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

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

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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.

1. 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?

No

PART 4: FACILITIES REQUESTS

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

No

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?

No

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

Yes

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

lhoover@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

No

Department Chair Name

Date