Entry #: 108 - Social and Behavioral Sciences   **Status:** Submitted   **Submitted:** 4/3/2024 9:58 PM

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

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Microsoft_List_ID

Discipline Name

Anthropology (ANTH)

Department Chair Name

José Briceño

Department Chair email

jbriceno@palomar.edu

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

James Eighmey, Professor

Website address for your discipline

https://www.palomar.edu/anthropology/

Discipline Mission statement

The Mission of the Anthropology discipline is to prepare students for employment in various anthropology-related areas and/or for the pursuit of advanced degrees in anthropology professional schools. This goal is accomplished by educating them in the fundamental concepts, knowledge, and laboratory /field techniques and skills of anthropology and archaeology. The Palomar Anthropology Discipline is committed to providing an engaging and supportive learning environment for diverse learners. We offer anthropology courses that satisfy both Natural and Social/Behavioral science general education requirements. Our program supports an AA-T in Anthropology, an AA Degree in Archaeology, and a Certificate of Achievement in Field Archaeology.

(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)?

No

List all degrees and certificates offered within this discipline.

A.A. Degree Anthropology
A.A.T. Anthropology
Archaeological Field Technician Certificate of Achievement

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)?

4

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

Fall 2023 = 3.80

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

Fall 2023 = 2.93

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

Archaeology Coordinator- 20% Sheri Frankfurth- 100% Currently Sheri is ADA for all of the Social and Behavioral Sciences. Our dedicated ADA retired and has not been replaced. Since that time Sheri has taken over those functions.

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

None. We had a temporary ADA assigned to our program previously to help support our program after the loss of our permanent ADA. That position was cancelled, placing all the responsibility for our program support on our single ADA.

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?

Increased

Was this expected? Please explain.

Our course success rates have increased steadily over the last five years from 68% in Fall 2019 to 76% for Fall 2023. Yes, it is expected. We have onboarded two very capable faculty members and consolidated our course offerings.

Our lowest course success rates are in Distance Education, at 74% for Fall 2023 which is up from 67% in Fall 2022. We think that DE courses present a particular challenge for some students who might lack the self-discipline to attend to the weekly schedules.

We also a see a significantly lower success rate in our second fast track sessions at 70% while the first session is at 93%. Yet again, the numbers are quite low (<100) and these trends may not be reliable. However it is likely that many student underestimate the work load when enrolling in the second session and have trouble balancing their other courses.

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

Increased

Was this expected? Please explain.

Our course retention rates have always been high, typically right at or over 90%. This remains true despite a small fall-off during the pandemic. Our Fall 2023 retention rates are above 94% which maintains our long-term trend.

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

Gender   Ethnicity

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

The only significant difference was seen in the population self-identified as non-binary, which if judged by the graphs fell well below the institutional standard. However, those so identified were a very small sample (n=12) for the Fall 2023 and less than ten for the other semesters. Retention rates were 100%. So it is not clear this is statistically significant. It is likely that many of the students in the "unassigned" category may fall into this class. Success rates for that group are over 78% and retention rates over 90%. We should monitor this trend.

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

First of all, our enrollments in ethnic categories other than White and Hispanic are in the low double digits, so the percentages are not reliable. On that point even though Hispanic students are the most numerous student class (which is encouraging) we should continue our efforts in recruiting other minority students. This effort could be helped if the college would promote alternative GenEd classes such as Anthropology.

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.

We continue to rely upon the efforts of our Archaeology program coordinator Elizabeth Pain and her outreach efforts. This has included highly successful student research projects which has raised our profile. Our restructuring of the certificate from a two year to a one-year program has now gone trough two full rotations and has also contributed to the success of the group. Efforts made by our articulation office and changes to the UC and CSU system has also facilitated course transfers. Our medical anthropology course now transfers to the CSU, and we have a new Human Osteology course that transfers both to the UC and CSU systems. Despite all but one of our permanent instructors being on sabbatical these last two years we have not only maintained but improved our program results.

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)?

Yes

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

📄 **XLS** [0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)
15 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.

2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

AA 1 2 2 3 1 4
AAT 2 4 12 12 6 16
AA/AS Total 3 6 14 15 7 20
Certificate 7 4 2 4 7 13
Grand Total 10 10 16 19 14 33

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").

📄 **XLS** [2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
7 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.

The pandemic had a severe impact on our program overall. Our entire certificate program, our Biological Anthropology Laboratory sections, and our special studies were impacted. Since that time we see that our certificate and degrees have more than doubled this last year.

Professor Pain's outreach as well as new course offerings have attracted non-traditional students to our program. Although small, our Archaeology program still represents one of the only consistent field archaeology programs in the region. As such we have many students with degrees, including advanced degrees, coming into our program.

Our program is founded primarily on the interactions of students with our professors. We offer a welcoming, encouraging, and safe place for students to explore a non-traditional career path. Our emphasis has, and will continue to be, on the collegial network of students, educators, and professionals that makes up the heart of the Anthropological community. Our program does not rely upon, and does not aspire to, quantity. None of the social sciences represents mass market careers. We focus instead on quality and making sure our graduates are not simply as well prepared, but more prepared than other undergraduate students in their field. Only in this way can we "close the gap" between community college and tier one university undergraduate studies. Our feedback is that we are succeeding in this endeavor.

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

The single most deleterious impact on our program is the long-term degradation of support for program diversity at Palomar College and the ongoing trajectory towards distance education. Although we readily acknowledge the role and importance of DE courses they are simply not appropriate for many aspects of Anthropology. First of all, Anthropology as a field is centered on interpersonal interactions, for it is only through those interactions that culture emerges. Human interaction in the classroom is where the Anthropological approach begins, and students deprived of this simple reality are not exposed to the most basic aspect of the field. Moreover we are a small community, one which is heavily dependent on interpersonal connections, counseling, and recommendations. We cannot steer students we do not know, and we cannot know them well online. Lastly both Osteology and Archaeology are object-oriented fields. You simply cannot learn the material unless you handle it, excavated it, or map it. This requires small classes and mentorship. That is simply the nature of the field. Yet when we attempt to extend our in person classes and the numbers fall short those sections are cut. This represents a logical flaw in the budgeting and planning process, one which is recognized but not reconciled. Despite our success, we continue to loose class sections and never recover them. This represents a death spiral for the department.

Another severe impact is the lack of funding support for our program. We conduct primary research and are held to maintain professional curatorial standards. This requires bags, archival boxes, and field equipment. We typically only receive $300 dollars per faculty member. We do not have a budget line for the laboratories but have to use these monies to cover all expenses. This seldom leaves any for promotional activities, which are not covered by the college. We end up paying for pamphlets, promotional materials, and banners out of our own pockets.

The most critical financial issue for our group is the lack of funding for our laboratory technicians. For almost 40 years we have hired part time student help in our archaeology laboratory and excavations. The lab technicians are senior students who whish to have hands-on experience managing collections and catalogues. We pay them minimum wages for part time work cleaning and cataloging artifacts. Without this help we cannot maintain our field studies. Almost ten years ago we were promised a budget line for this expense, but to this date we have to ask for the monies in every annual PRP with no assurance we will receive the funding.

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?

Anthropologists are employed in so many diverse areas which makes it very difficult to determine overall demand. There is really not even a labor code for "Anthropologist" except for post-secondary teaching. Certainly it is the case that our graduates eventually find jobs in many different sectors.

We have the best tracking information on our Archaeology students. The majority work for environmental firms, as noted. This includes stand-alone culture resource management firms but also internal branches of much larger corporations. These latter positions tend to be overlooked in labor statistics but are an important sector. Other areas that are not typically called out separately are agency positions, which are an important avenue of employment. We currently have several former Palomar graduates working for local agencies. These jobs are typically in project review, planning, and other divisions. As such these positions are not listed as archaeologists per se, although that is their primary expertise. Then of course there is the education sector, which is listed separately. Projected growth in that sector is around 4% over the next six years.

Individuals trained in field archaeology can gain entry into Environmental firms as beginning field technicians. In fact the majority of Anthropology majors at Palomar college who complete the Certificate program gain employment in the field before they transfer from our college. Few non-CTE programs at the school can make such a claim.

According to the ONet data opportunities for field archaeologists in California will increase over 20% in the next six years. Nationwide the growth rate will be at least 4%. It is our estimation that these numbers are very low due to the fact that the field is not centralized and these estimates consistently underestimate the real demand. Either way, the outlook is good for our graduates no matter their focus.

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

Collect information and make judgments through observation, interviews, and review of documents.

Research, survey, or assess sites of past societies and cultures in search of answers to specific research questions.

Write about and present research findings for a variety of specialized and general audiences.

Assess archeological sites for resource management, development, or conservation purposes and recommend methods for site protection.

Collect artifacts made of stone, bone, metal, and other materials, placing them in bags and marking them to show where they were found.

Study objects and structures recovered by excavation to identify, date, and authenticate them and to interpret their significance.

Compare findings from one site with archeological data from other sites to find similarities or differences.

Gather and analyze artifacts and skeletal remains to increase knowledge of ancient cultures.

Record the exact locations and conditions of artifacts uncovered in diggings or surveys, using drawings and photographs as

Consult site reports, existing artifacts, and topographic maps to identify archeological sites.

Describe artifacts' physical properties or attributes, such as the materials from which artifacts are made and their size, shape,

Clean, restore, and preserve artifacts.

Develop and test theories concerning the origin and development of past cultures.

Create data records for use in describing and analyzing social patterns and processes, using photography, videography, and audio recordings.

Develop intervention procedures, using techniques such as individual and focus group interviews, consultations, and participant observation of social interaction.

Lead field training sites and train field staff, students, and volunteers in excavation methods.

Conduct participatory action research in communities and organizations to assess how work is done and to design work systems, technologies, and environments.

Organize public exhibits and displays to promote public awareness of diverse and distinctive cultural traditions.

Formulate general rules that describe and predict the development and behavior of cultures and social institutions.

Study archival collections of primary historical sources to help explain the origins and development of cultural patterns.

Participate in forensic activities, such as tooth and bone structure identification, in conjunction with police departments and pathologists.

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

Students who finish our AA and Field certificates will be proficient in all of these areas.

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)?"

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

Broaden outreach programs to High Schools.

Goal Status

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.

Covid made this nearly impossible. We have subsequently been sending teams to many of the career fairs. However this seems to be having minimum results. We have not been able to identify any students recruited in this manner. These take a great deal of effort and we are often the only representative of Palomar College at these fairs. Thus we think this is largely a non-productive effort.

Prior Year PRP Goal 2

Brief Description

Add a new course in Human Osteology

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.

The course has been added to our program, and is slowly increasing in popularity.

Prior Year PRP Goal 3

Brief Description

Secure stable funding for Student Assistants.

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.

As noted above, this is a major issue and one we have been appealing to for years.

Prior Year PRP Goal 4

Brief Description

Update Biological Anthropology Teaching Collection

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.

Professor Willows has done an excellent job in not only updating and recording our cast collection, but building an additional collection in Rancho Bernardo. Unfortunately we have yet to be allowed to hold a class in the Rancho Bernardo Lab.

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

We have completed two of our goals and abandoned one of them. Funding is still a critical issue.

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

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Establish a forensics certificate with the Administration of Justice Program

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

We would like to work with the AJ program to initiate a Forensic Anthropology course at Palomar and to include training for their students in survey and recording techniques.

Outcome(s) expected (qualitative/quantitative)

The addition of a 200 level Forensic Anthropology course that will be included as an option in our Certificate program and AAT degrees an in the AJ Investigations program.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This would further the goal of offering programs that are continually reviewed to meet student transfer, workforce, and community needs, and developing new certificates, associates, and bachelor's degrees aligned with emerging career opportunities.

Expected Goal Completion Date

4/1/2026

Goal 2

Brief Description

Hire 1-2 additional full time instructors to strengthen our four field offerings, increase our full time teaching ratio, and anticipate future retirements.

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

We have one of the strongest Anthropology programs in the Community Colleges but could use some more breath in the Linguistics/cultural fields. We will therefore begin applying for and additional two faculty positions going forward.

Outcome(s) expected (qualitative/quantitative)

Within three years we should be able to onboard an additional instructor focused on Cultural Anthropology/Linguistics and another instructor in Archaeology.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

In many ways Archaeology and Anthropology are "Anchor programs" at Palomar, being community leaders in their field for nearly 50 years. Strengthening our class offering and instructional quality requires looking forward to the future. This is the only way that Palomar can provide unique programs (Goal 5) and meet its enrollment objectives (Goal 3).

Expected Goal Completion Date

6/30/2026

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?

Yes

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Professor of Anthropology

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.

Currently the majority of our Introduction to Cultural Anthropology courses, and only 56 % of our courses overall, are taught by full time faculty. This falls far short of the 75% ratio set for community colleges by the California Legislature over thirty years ago.

To meet this goal and strengthen our class offerings an additional faculty member is requested to anchor our class offerings in Cultural Anthropology and Linguistics. We offer various courses which need expertise in Cultural Anthropology, which is the core of our discipline. We currently do not have a cultural or linguistic specialist and we would like to grow our enrollment in these areas. As a four-field college it is important that we give our students the same level of instruction as they would get at a university.

A new faculty member in Cultural Anthropology would teach Cultural Anthropology (105), Language and Culture (107), People and Cultures of the World (115), Evolution, Science, and Religion (125), Cultures of Africa (126), and Magic, Witchcraft and Religion (135), and Medical Anthropology: Culture, Illness, and Healing (137). Some of these courses have not been taught regularly due to the lack of instructor expertise.

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

Yes. It is becoming increasingly difficult to find faculty to teach Anthropology courses, especially laboratory courses. Linguistic instructors are almost non-existent. Given our fragmentary course schedule for part timers it is also difficult to get instructors to accept single courses.

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

Yes. We are far short of the recommended 75% full time instructional ratio for our classes and our instructors are at or above contract load.

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

As previously noted, Anthropology has a positive employment outlook for the coming decade, particularly in California. Our students have a high retention and success rate, and the transfer rate for our majors is over 90%. Moreover we have a very high employment placement for majors. We are acutely aware of the size of our field and its demands. Anthropology places difficult demands on its practitioners. We see our mission in some sense as gatekeepers insomuch as we want to make sure students who are invested in the field go forward and that those who are not find areas in which they can be happily employed. Towards that end we also need to be able to counsel students interested in Linguistic anthropology. Right now none of us have deep expertise in that area and we feel that we are deficit in our offerings.

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

We have a 20% reassign time for our program coordinator. We do have difficulty in hiring part time archaeologists who have the requisite training for the job.

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?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

A line item for Student Assistants. We have been requesting this stand alone line item for lab and field Student Assistants for ten years. We cannot continue the field archaeology program without student assistants to process the artifacts from our excavations and to continue the curation obligations of the college. Every year we have to go through the process of finding extra non-allocated funds from the college in order to meet our obligations. This makes it impossible to plan from one semester to the next. It deprives our students of valuable hands on experience.

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?
Yes

Technology Request

Technology Request 1

What are you requesting?
We have requested a digital camera for fieldwork for several semesters. This is unfulfilled.

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. Include in your response:

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

Every field project requires photographic documentation. It is preferable to have a single camera for this purpose. Faculty have been using their personal cameras which are subject to accidental damage and wear. A field camera with adequate dust/moisture protection is needed.

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

All of our excavation and survey students, all full time faculty.

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

Consistent, quality field records.

d. Timeline of implementation

ASAP

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

$600-1000.

Do you already have a budget for this request?

No

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

The goal is to be able to teach our class adequately without ruining our personal $2700 camera gear or buying a $600 camera with our $300 personal budget. .

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:5   1:10   2:6

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)?

None.

Will you accept partial funding?

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?

Yes

Requests

Item 1

What are you requesting?

Dis-articulated Human Skull

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)

This will be an important instructional addition to our collection. It will allow students to meet the learning outcomes for 100, 100L, and 103 which require identification of the individual bones of the human skeleton.

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

It is very difficult to adequately communicate the anatomical relationships between the cranial bones while they are articulated. All students in the 100, 100L, and 103 classes will benefit from this addition to the collection.

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

Improved comprehension of human cranial anatomy

d. Timeline of implementation

purchase by June 2024

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

$1500

Do you already have a budget for this request?

No

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

This will greatly improve classroom instruction. Unfortunately the Vision Plan doe not anywhere expecitly mention improving classroom instruction.

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:4   3:1

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

2

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

Will you accept partial funding?

Yes

Budget Category

Non-technology Equipment (acct 600010 and per unit cost is >$500)

Please upload a copy of the quote, if available.

skull.jpg
0.2 MB

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.

jeighmey@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Jose Briceno

Date

4/3/2024