

**Entry #:** 82 - Social and Behavioral Sciences**Status:** Submitted**Submitted:** 3/28/2024 9:48 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**

Social and Behavioral Sciences

**Department Name**

Health and Kinesiology

**Microsoft\_List\_ID****Discipline Name**

Kinesiology (KINE)

**Department Chair Name**

Karl Seiler and Lacey Craft

**Department Chair email**

lcraft@palomar.edu

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

Joe Early – FT Instructor, HC Football

Dan Early – FT Instructor, Asst. Coach Football

Lacey Craft -Co-Chair, HC Softball

Karl Seiler – Co-Chair, HC Women's Volleyball/Beach

Weston Titus – Adjunct Instructor

Leanne Farmer – Adjunct Instructor

**Website address for your discipline**<https://www.palomar.edu/kinesiology/>**Discipline Mission statement**

Our mission is to provide an educational experience that positively impacts our students' lives through the study of health, wellness, movement principles, and sport. We believe wellness is an integral part of a comprehensive, diverse educational experience that helps students be future ready. We are committed to facilitating a healthy learning experience by utilizing culturally responsive teaching, engaging students in active and applied learning, and building essential 21st century skills for employment, such as critical thinking, problem solving skills, emotional intelligence, and teamwork.

[\(Click here for information on how to create a mission statement.\)](#)

**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.**

AA Degree- Kinesiology

AA-T Degree - Kinesiology

Certificate of Achievement- Adult Fitness & Health

Certificate of Achievement - Coaching

## **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)?**

7

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

Kinesiology = 1.88

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

Kinesiology = 5.45

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

Liliana Martinez – ADA (1FTE)

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

## **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.**

Course success rates in Kinesiology were 81.6% in Fall 2023 compared to Fall 2019 (75%). Over the past 5 years, due to the pandemic and shifting courses to fully online, faculty were forced to examine and utilize a variety of teaching modalities to meet students learning needs. During this time, lab-based courses were limited to only offerings where students could meet learning objectives and outcomes. This could have increased student success because we only offered courses that students could successfully meet objectives and outcomes during this unprecedented time (remotely). Faculty improved pedagogy and teaching methods during the pandemic as well. Faculty spent time during the pandemic gaining more tools and resources to improve instruction - some activity instructors had never even used an online learning platform before the pandemic due to the nature of our discipline. Gaining experience during COVID with new technologies has improved teaching post-pandemic which shows in our student success rates. This is a big accomplishment for our department during such an unusual time; if there was ever a benefit from a pandemic, for our department, it was the ability to invest in exploring best practices in online learning that continue to benefit our students (online and face-to-face). We have more access to video analysis and software programs that enhance student learning, even in face-to-face courses. Our course success rates in Kinesiology are one of the top in the college overall. It should be recognized that student achievement in activity courses is high and we expect to see continued progress when we have new facilities in the coming years that will impact our Kinesiology program (exercise testing lab, weight training room, athletic training lab, etc.) - we want to create a culture at Palomar College where counselors, health services and student affairs all promote student engagement in activity on campus through our kinesiology course offerings. We have an amazing opportunity for our students to take our open lab (KINE 128) course in our wellness fitness center to be productive and physically active while on campus (between classes or before classes) for free (if they qualify for Promise or FAFSA) - it is basically a gym membership for free! Our student's ability to have access to a variety of activity courses as a student at Palomar promotes academic success, student engagement in our campus community and overall mental health and wellness. Our faculty and staff provide a great benefit to our campus community (students and staff alike) that should be well known and publicized, as we continue to provide a safe space for activity and overall wellness with great success rates.

**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.**

Actually, we expected a decrease in retention rates during the pandemic. It was anticipated that students might drop from lab courses, especially those where access to specialized facilities and/or equipment is a motivation for taking the course (Wellness Fitness Center, Weight Room, Swimming pool, etc.). It was surprising to see many students persist in their lab coursework - in both success and retention. It is NOT a surprise that our retention rates are above the college goal (96%) because students enjoy engagement in activity courses and see the benefits when they continue in their activity courses. Being enrolled in a course with a meeting pattern and motivation to earn a grade provides consistency that students value, which leads to the mental and physical related benefits of consistent physical activity. It is not a surprise that students continue to persist in their activity courses based on the applicable, measurable, real-life benefits gained from activity related kinesiology courses. One outcome of our activity courses is students' ability to measure fitness related improvements - in these courses, students directly measure individual improvements which is huge self-motivation and contributes to their overall self-esteem and self-concept (seeing the benefit of their own hard work in real quantified value). As students persist through activity courses and see their direct measurable improvements throughout the semester, their motivation and engagement becomes much stronger which also contributes to our high retention rates.

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

Modality (Online, Face to Face, Hyflex, etc.)

**Modality: 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 synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)**

An observed difference in success is between online and face-to-face, which we expect face-to-face labs to have higher success than online. It should be noted that all success rates were higher than the college goal. We only offer one activity course online (cardio conditioning). In looking at the gap between online and face-to-face kinesiology lab success, faculty observe that students come into the course with a misconception of the course curriculum. Faculty have made effort to communicate with counselors to ensure they can provide accurate information about the course prior to enrollment, we have streamlined orientations to help students find the activity class that fits their fitness goal and found new technology to assist in online fitness tracking. Although success rates are lower in our online kinesiology lab, we value the ability to meet our distance learners. Students that prefer online courses also express the value in the online activity course so they can work the fitness activity around their own schedule and time-frame. While it is difficult for them to stay consistent since it is an asynchronous course, many students find that by the end of the semester, they have developed better time-management due to having to plan ahead every week to schedule time to put their physical health as a priority to meet the course requirements. This is such a valuable skill for life-long health and wellness.

**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.**

Faculty are continuing to explore opportunities for development of new courses and curriculum to engage our students and meet student demand. Again, since the pandemic, we have decreased our course offerings in some labs and are looking for ways to bring back older courses that students are being requesting again (surfing, golf, tennis) and new courses that could draw more student interest (pickle ball, paddle boarding, combative). We also have faculty heavily involved in improving our adapted physical education program to serve our community partners. Faculty that developed our new coaching certificate program have fostered community partnerships and an advisory committee to enhance opportunities for students through internship courses (courses recently approved through curriculum) that we believe will really contribute to student success and retention due to active learning and career preparedness.

## **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.**

We have a very large number of courses in our discipline, some are leveled (beginning, intermediate, advanced) or rotated. This past fall 2023, we assessed 12 different kinesiology courses, others are scheduled to be assessed this spring 2024 or fall 2024 to get back on a consistent cycle. Right now, we have almost all courses assessed with the exception of those that may have been cancelled due to low enrollment or not offered due to COVID or lack of facilities.

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



[0. Course SLO Report Health 24.xls](#)  
26.5 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 "Program 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 5 2 1 1

Associate in Arts Degree for Transfer 4 2 11 7 6 9

AA/AS Total 9 2 13 8 7 9

Certificate

Certificate of Achievement 1 1 1

Certificate Total 1 1 1

Grand Total 9 2 14 9 8 9

## 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").**



[2. Kine Program SLO 24.xls](#)  
25.5 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.**

We recognize the changing standards in the health and fitness industry and have taken steps to revise our certificate last year. The new certificate in coaching was launch and approved in fall 2023 which will allow for several opportunities in the industry including athletic coaching, life coaching, health coaching, leadership in sports and recreation programs in the community. This will be a new CTE program for our department, so forming an advisory committee, developing internship opportunities and working with the CTE Dean to ensure the development and maintenance of the certificate is crucial. However, our faculty are excited to have a certificate program that they are passionate about and see the ability to increase completions compared to our existing certificate. We also have a close relationship with our articulation officer to continue evolving the options in our AD-T which includes opportunities for growth in the activity course options. We developed a flyer, highlighting our programs and attended high school counseling workshop to promote our programs - hopefully marketing strategies like this will pay off in the coming years.

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

Our faculty are very concerned about the future of our program without necessary facilities to meet the state requirements for the transfer degree. Completions may decrease in years to come because we cannot offer golf or tennis and potentially impossible if facilities that were slated for improvements continue to be neglected. The delay of our new facilities (which have completed design already to include necessary classrooms and lab) is a huge challenge for our department to have the ability to evolve and continue to keep up with the changes in the health, fitness and exercises science disciplines. We need the support of the college in order to provide our students opportunities in growing fields within our discipline. We are simply not able to continue to serve our students without facilities for lab coursework and competitive curriculum.

AA: Completions have been little to none consistently throughout the past 5 years. In the past few annual PRP's we stated we were advocating to keep the University Studies Health and Fitness Degree since it is so valuable to Kinesiology majors. We strongly encourage students to complete the University Studies Degree over our AA in Kinesiology because it is more broad and offers students all the pre-requisites for Kinesiology majors, without the unnecessary activity courses (included in the AA-T). The University Studies Degree is also more valuable to students that are undecided about the pathway and school they desire to transfer to and does not require as many activity courses to complete.

**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?**

Below is a list of career pathways for Kinesiology students with median salaries. In the 2021-2022 PRP we documented that our department has noticed a surge in numerous coaching type careers. In response, we developed a Coaching Certificate that was approved and started in 2023. Two new courses were also created for this certificate of achievement, Theory of Coaching, and an internship course. The following are median salaries in California for Kinesiology related careers: Exercise Physiologists (\$78,070), Fitness and Wellness Coordinators (\$60,320), Exercise Trainers and Group Fitness Instructors (\$55,740), Health Education Specialist (\$65,160), Health Specialties Teachers, Postsecondary (\$107,160), Physical Therapist Assistant (\$80,260), Recreation and Fitness Studies Teachers, Postsecondary (\$119,620), Recreation Workers (\$34,290), Athletic Trainers (\$61,880), Self-Enrichment Education Teachers (\$47,210), Coaches and Scouts (\$46,570), Training and Development Specialist (\$71,440). Each of these career paths are expected to continue to be in high demand, with each of them earning the "bright outlook" distinction of having a higher than average (9% or higher) projected growth from 2022-2032.

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

Many of the careers listed above have common Knowledge, Skills, and Abilities (KSA's) Knowledge: Psychology - Knowledge of human behavior and performance; individual differences in ability, personality, and interest; learning and motivation Education and Training - Knowledge of principles and methods for curriculum and training design, teaching, and instructions for individuals and groups and the measurement of training effects. English Language - Knowledge of structure and content of the English language including the meaning and spelling of words, rules of composition and grammar. Customer Service and Personal Service - Knowledge of principles and processes for providing customer and personal services. Skills: Active listening - Giving full attention to what other people are saying to understand the points being made. Active Learning - Understanding the implications of new information for both current and future problem-solving and decision making. Instructing - Teaching others how to do something. Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective actions. Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do. Speaking - Talking to others to convey information effectively. Reading Comprehension - Understanding written sentences and paragraphs in work related documents. Writing - Communicating effectively in writing as appropriate for the needs of the audience. Abilities: Deductive Reasoning - The ability to apply general rules to specific problems to produce answers that make sense. Inductive Reasoning - The ability to combine pieces of information to form general rules or conclusions (including finding a relationship among seemingly unrelated events). Near Vision - Ability to see details at close range (within a few feet of the observer). Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences. Oral Expression - The ability to communicate information and ideas in speaking so others will understand. Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to problem solve a problem. Speech Clarity - The ability to speak clearly so others can understand you. Written Comprehension - The ability to read and understand information and ideas presented in writing. Written Expression - The ability to communicate information and ideas in writing so that others will understand.

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

Our SLO's, course objectives, and curriculum focus strongly on the skills of active learning and listening, as well as reading comprehension and critical thinking. In Kinesiology, we have a mind-body and holistic approach to learning. It is critical that our students know not only the How but the Why of kinesthetic movement. Our curriculum includes active learning through behavior change, reading comprehension through research involving exercise and nutrition projects, and critical thinking for designing individualized and appropriate exercise programs. For example, in our new Coaching Certificate of Achievement, our students will be able to demonstrate how to safely train and prepare athletes and teams for practice and competition so they will use skills like instructing, speaking, and monitoring others. They will also demonstrate and teach the skills and techniques to a variety of skill levels associated with their sport incorporating the necessary skills of critical thinking and social perceptiveness. This curriculum will ensure our students are familiar with techniques for motivating athletes and team performance.

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)?**

Looking at the 3-year projected employment increase for Coaches and Scouts category in our region there is a 7.4% projected employment increase.

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

The program consists of a CE internship course at the end of the program. The last course to complete is work experience through cooperative education. Our advisory committee has emphatically expressed the importance of the internship to our students. They are excited we are offering a program where they, as local business owners, professionals in the coaching field and active in our community can benefit from having students learn and work in local industry. These internship connections will provide students with those valuable work experiences they can use to prepare for employment. Many of our local businesses are hopeful that they will find potential employees through our program and the internships can lead to future employment of our graduates.

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

Our last Coaching Certificate Advisory Council Meeting was September 16, 2022. We met with a smaller group of the advisory committee members October 10, 2023.

The overall consensus of the meeting: The advisory committee has a high level of interest in the internship program, especially going hand-in-hand with a few of the advisory committees' gyms that they won. They believe that this is a great idea of measurement and evaluation of students, especially because there is a huge miscommunication and gaps on information being provided to students when they are taking certain classes or courses. They loved the idea of the certification and classes being developed to assist students with applying the information and doing their own research by starting with a small network. The idea of mentoring and relationship building in this field is so important that it is great to start now. Another thing that we learned from this meeting was how important it was for students to understand where they want to go and understand their "why". Practice planning and preparation is missing for students who are interested in expanding in the field they are interested in, so this helps them with experience coming in under their belts. Many of the advisory members echoed that they wished she had this kind of certification was available when they were in school and the belief that the more experience, the better.

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

Projected number of job openings in 2023: 4,068

5 year projected: 4,492

10 year projected: 4,773

## PROGRAM GOALS

**Progress on Prior PRP Goals**

In the most recent PRP cycle, you identified 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**

Assign faculty to manage our department website. To provide current information, marketing and recruitment for our programs and facilitate pathways to program completion. Highlight the new Coaching Certificate and internship opportunities on the website to gain interest in our programs.

**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.**

Our department is in a time period where there is a lot of change. Last year, the point person for the website moved out of our department. We also made significant changes to degrees and certificates - in 2024 we are committed to updating the website and finalizing program changes. Even though it is a continued work in progress with state and local changes, we need to maintain our own department information source so students can have the most current information. More detailed course descriptions (especially for local GE activity courses) will help students choose courses that meet their personal fitness goals. We will be promoting our coaching certificate and highlighting our valuable internship opportunities with local community partnerships that can lead students to career opportunities. We also organized pertinent program information for a promotional flyer which can be used for recruitment and website updates.

## Prior Year PRP Goal 2

### Brief Description

Establish a clear rationale outlining the importance of the Health and Fitness requirement as a District/Institutional requirement.

### 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.

Department faculty have been heavily involved in conversations surrounding streamlining GE pathways. With the ASCCC resolution supporting health, kinesiology, physical education and dance as a community college GE requirement, we feel there is clear state-wide support showing the benefits to keeping health and fitness requirements at Community Colleges. Furthermore, as a Hispanic serving institution, Palomar College has an obligation and responsibility to equip students with the knowledge and skills needed to maintain their well-being and empower students to make informed decisions about their health. Public health campaigns and community outreach efforts also play a role in addressing and reducing health disparities within Hispanic communities. We have a duty to provide health & fitness education to our students and community. We have done more research on the impact of cutting health and fitness requirements at other California community colleges and reducing units does not directly lead to decreased unit accumulation or overall success (quicker completion). As outlined in our course success and retention section, course success and retention rates in the health & fitness courses proves that this requirement is NOT a barrier to student success and completion. In support of that statement, our health course has one of the highest success rates within the college overall. We've also collected qualitative data from students to prove the value of the health curriculum and lab application, in their own words. No doubt there is a mental health crisis in our student demographic, since the pandemic - nation-wide. We also have an obligation to provide the knowledge and ability for students to address mental health topics, develop and apply healthy coping mechanisms on our campus with access to resources and faculty in the health and activity courses that directly address these issues and empower our students to positively affect their mental health. This is ongoing because it is important to continue to provide rationale for GE requirements and continue to improve our health and fitness courses.

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

With the new legislation related to streamlining pathways, prioritizing ADT pathways and student-centered funding formula going into effect - it is imperative to emphasize the importance of health and physical literacy as a local district requirement.

### 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 and 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 CTE 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.**

lcraft@palomar.edu

## Feedback and Review

### Department Chair

**I confirm that the PRP is complete.**

Yes

### Department Chair Name

Karl Seiler and Lacey Craft

### Date

4/8/2024