Entry #: 19 - Mathematics, Science and Engineering **Status:** Submitted **Submitted:** 3/20/2024 10:08 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
Mathematics, Science and Engineering

Department Name
Mathematics

Microsoft_List_ID

Discipline Name
Mathematics (MATH)

Department Chair Name
Craig Chamberlin

Department Chair email
cchamberlin@palomar.edu

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

Craig Chamberlin - Chair
Kelli Miller -ADA
Tracy Johnston - math faculty
Cindy Anfinson - math faculty
Mark Clark -math faculty

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

Discipline Mission statement

The mission of the Palomar College Mathematics Department is to provide an environment where a diverse student body can learn and become competent users of mathematics and mathematical applications. Moreover, the department will contribute to the development of students as mathematical thinkers, to continue to grow in their chosen professions, and to be successful after transferring to a college or university. In pursuing this mission, primary departmental functions are the development, dissemination, and application of mathematical knowledge in the areas of mathematics and statistics. We will serve students who are STEM majors and minors and general education students. In fulfilling this mission, the department creates an environment where the faculty can continue to grow as teachers and scholars, while providing public and professional service

(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.

Associate in Science in Mathematics for Transfer
Associate in Science in Mathematics

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)?

24

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

18.33

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

15.03

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

Kelli Miller-ADA. 100%

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?

Stayed the same

Was this expected? Please explain.

Course success rates have actually flucuated over the last five years with a slight increase in spring success rates and a mild decrease over the last three fall semester. The decrease over the fall semesters was expected due to the elimination of remedial classes and the post-Covid hangover.

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.

Rates have lowered slightly in recent fall semesters (with the exception of a big drop of almost 12% in fall 2020 due to the pandemic shutdown of F2F classes), and increased over the past 4 spring semester to almost get back to the Spring 2019 rate of 83%. Due to the effects of Covid and AB1705, we expected retention to go down in fall semesters,

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

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

Daytime, in-person classes have the lowest success rates at about 46%. Evening class success rates are doing well (for math) with the latest success rates of 55% in the Fall and 62% in spring. The daytime classes consist of mostly young, first-year students. The covid shutdown may still be contributing to some learning loss which may have lowered success rates. Also, the elimination of remedial classes and placing some students into classes for which they are not prepared keeps success rates lower. Finally, many first-year students have not learned necessary success strategies for college.

There are differences in success and retention based on location as well. For example, success and retention rates are significantly lower at San Marcos and Escondido campuses compared to the Rancho Bernardo Center. This variance is likely influenced by the diverse demographics and socioeconomic backgrounds of the student populations at each location.

The Rancho Bernardo Center caters to students residing in an area with a comparatively affluent tax base, enabling access to high-quality K-12 education resources. Consequently, students from this area often enter college better prepared academically, contributing to higher success and retention rates. Conversely, the San Marcos and Escondido campuses serve communities with various economic resources, potentially resulting in greater academic challenges for students transitioning to college.

To address these disparities, sustained investment in student support services such as tutoring and financial aid is essential. Additionally, ongoing professional development for educators, focusing on effective pedagogical approaches and cultural sensitivity, is crucial across all instructional modalities—whether lecture-based, active learning, in-person, or online.

Furthermore, implementing comprehensive student training programs geared towards enhancing study skills, time management techniques, and fostering individual accountability can empower all students, particularly those new to higher education, to navigate academic challenges more effectively. By prioritizing resources and initiatives that promote student success and holistic development, we can work towards closing achievement gaps and ensure equitable educational opportunities for all students.

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.)

Distance education success rates have generally increased since 2021 (except for a 3.8% dip last fall). The success rate was about 49% in fall '23 and 56% in spring '23. Last year, retention rates in online classes were lower than in-person classes (-5% and -8% in spring). We attribute this discrepancy to the inherent differences in pacing and the heightened demand for effective time management skills in online learning environments compared to traditional face-to-face instruction. To bridge this gap, instructors will place a renewed focus on imparting essential success strategies to their students, emphasizing the importance of efficient time allocation and cultivating a proactive mindset.

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

Success rates are similar in all groups except for those 25-49 years of age. That group has a higher success rate, We suspect that this is due to maturity and life experience. We believe that incoming students, especially younger ones, need more training on how to be successful in college.

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

Asians have the highest success rates with whites, Filipinos, or Pacific Islanders taking either the second or third place, depending on the year. Hispanic and Black or African Americans have the lowest success rates. These differences are likely due to socio-economic and historical reasons. Continued funding for student support services (tutoring, financial, etc.) will help close equity gaps, along with higher pay for attracting quality instructors. Also, continued teacher training emphasizing best practices and cultural awareness in whichever style/modality is used, be it lecture/discussion, active learning, in-person, or online. One other change that could help all new students is training that focuses on success strategies and individual responsibility.

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.

The Math Department at Palomar College is committed to improving student retention and success rates in its courses. To achieve this goal, the department has implemented several initiatives that aim to provide students with the support and resources they need to excel in math. Some of these initiatives are:

• The hiring of quality support staff and tutors in the Mathematics Learning Center, which offers free tutoring and assistance to students in various math courses. The center also has extended hours on Saturdays to accommodate students' schedules and needs.

• An in-semester review, noncredit class called "Supervised Tutoring for College Math", which helps students review and practice the math skills and concepts they need for their current or future math courses.

• A pilot program of "high dosage tutoring" that embeds several tutors in a class to help students with just-in-time review and problem-solving. The tutors work closely with the instructor and the students to identify and address any gaps or difficulties in their understanding and application of math.

• Flexible course schedules, both in-person and online, that offer students a variety of options to fit their preferences and availability. The department offers math courses in the mornings, afternoons (somewhat limited now), and evenings, as well as online courses that allow students to learn at their own pace and convenience.

• Teacher training that includes best practices for active learning, class organization, and culturally-responsive teaching, which aim to enhance the quality and effectiveness of math instruction and learning. The department encourages and supports its faculty to adopt innovative and evidence-based pedagogical strategies that engage and motivate students from diverse backgrounds and abilities.

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")

0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls
17.5 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 "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Academic Year AT APD Student Count Column Labels
Row Labels(year) '17 '18 '19 '20 '21 '22 '23
AA/AS
Associate in Science Degree 8 4 14 5 6 8 7
Associate in Science Degree for Transfer 27 25 51 55 46 43 48
AA/AS Total 35 29 65 60 52 51 55
Grand Total 35 29 65 60 52 51 55

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. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls
14.5 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.

Support classes for students who enter college underprepared. These classes help bring up the students' math skills while helping them understand the attitudes and behaviors needed to be successful in college.

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

That students are being placed in classes while being underprepared, and that we are not allowed to offer remedial math classes. The Covid learning losses are great, and they add to the level of under-preparedness students had pre-Covid. Because of that, students struggle more and fail. This failure makes them believe they can't do math. We need more opportunities to remediate student knowledge.

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?

Students who get our AS-T or AS degrees are likely pursuing careers in STEM and/or education. With additional training, there are various other career paths available to those with an A.S. Math degree. These include accounting, finance, business, health care, and insurance.

Data science and machine learning are popular fields. The Math and Computer Science departments have developed data science degree. We will need to coordinate our relevant course offerings with CS to facilitate convenient class schedules for students.

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

For STEM fields, students need to have a broad knowledge of both theory and practice in applying statistics, calculus, and linear algebra to analyze ideas and data. For other career paths, students need to have a basic knowledge algebra, statistics, and calculus to analyze numerical data.

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

We offer courses (precalculus, calculus, linear algebra, and statistics) that teach these skills.

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

Increase the number of students who successfully complete a college level mathematics course and comply with AB705.

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.

This year, our AB1705 coordinators have been working with IRP and Enrollment Services to overhaul our math placement so that we remain in compliance with AB1705 directives from the Chancellor's Office. These changes include placing Business majors directly into Math 130 and requiring incoming students in the lowest GPA bands to take classes that come with corequisite support courses. The department has also recently developed support courses for both Calculus I and II.

We also plan to continue to work with administration and counseling to funnel non-STEM students into classes other than algebra. This involves the following strategy:
•A continuing communications campaign with students regarding their math placement and how to select an entry level mathematics course.
•Common advising on entry-level mathematics courses developed collaboratively between counseling and math. The Department plans to continue to emphasize to Counseling the need to discuss advising standards and the dissemination of this information to high school counselors.
• Ask Student Services to reach out to students with undecided/undeclared majors: these students need major and career counseling before signing up for math classes.

Prior Year PRP Goal 2

Brief Description

New Math Building

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.

This year we've been sending faculty members to Governing Board meetings to highlight the Math Department's need for a modern educational facility.

a new math facility would greatly benefit students and instructors in terms of:

• Efficiency and instruction

• Modern facilities adaptable to lectures, interactive sessions, flipped classrooms, and active learning.

• Resource Accessibility: Adequate storage in classrooms is crucial for essential teaching tools like calculators and computers.

• Corequisite courses require flexible classroom spaces, easily transitioning between group and lecture formats.

• Unified Learning Environment: Centralizing the Math Department promotes collaboration, faculty growth, and can provide ADA-compliant spaces.

Prior Year PRP Goal 3

Brief Description

Encourage Major students to pursue an AST in Mathematics

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 need to follow through on increasing communication to potential STEM students about the benefits of an AST degree. We'll do this in coordination with counselors and administrators.

Prior Year PRP Goal 4

Brief Description

Reduce the class cap on our pre-transfer level courses to 32.

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 no longer have pre-transfer level courses. We'll leave the goal in place for courses that come with corequisite support classes, The department chair requested the reduction in cap to 32, but it has not been approved yet. The PFF is currently in negotiations to lower caps, though we probably won't get them down to 32.
We need to convince the union and the district that this is best for our students. Inside Higher Ed's website states, "instructors in small (10-14) and medium (15-34) classes are more likely to involve students in hands-on projects and real-life activities, assign projects that require original or creative thinking, form teams or discussion groups to facilitate learning, and ask students to help each other understand concepts or ideas." Furthermore, they state "The evidence found in this analysis unequivocally leads to the conclusion that class size has a negative impact on the student-rated outcomes of amount learned, instructor rating, and course rating." We need smaller class sizes.

Prior Year PRP Goal 5

Brief Description

A combined, fully-funded Math and STEM Center

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.

Prior Year PRP Goal 6

Brief Description

We need 40% release time for an AB705 Coordinator

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 have funding for this year. We need the position for at least 3 years to comply with recent dictates from the Chancellor's Office. We therefore will need additional funding.

Prior Year PRP Goal 7

Brief Description

Institutionalize our math preparation programs, Bridge to College Math and Math Jam.

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.

We've been ordered to discontinue these programs because AB1705 requires concurrent support.

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

No changes are planned as a result of this update. We have our hands full with our on-going goals.

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?

Yes

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Mathematics Instructor 1

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.

This position will help meet the district's Goal 4 from Strategic Plan 2022: "Attract, support, and engage a workforce to meet the needs of the College's diverse student body." Furthermore, this position fits in with the District's Mission statement, by helping provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. Our new instructor would support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. They would be committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.
Because we expect at least 5 faculty members to retire within the next 2-3 years, hiring additional full-time professors will help us maintain high quality mathematics instruction. Also, more full-timers who are trained in modern teaching methods will help us accomplish prior PRP goal number 1.

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

According to the previous department chair, we continue to see a shortage of people with an MS in mathematics or statistics willing to teach adjunct. I see a lot of resumes listing engineering degrees, not mathematics degrees. By contrast, when we advertise a full-time position, we see plenty of applicants with the proper degrees. We have 24 full-time faculty and about 16 adjunct faculty this semester.

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

No.

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

Over the last five years, the math program's average fall WSCH/FTEF is 483.02. This measure took a nosedive after we eliminated remedial classes in 2022 but now, after adjusting our offerings, is increasing.

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

Yes. Out of the 24 full-time faculty, we typically lose 3 or 4 FTEF to re-assigned time. We are a large department and very involved in the college, so our loss to re-assigned time is usually significant.

Faculty Request 2

Title of Full-Time Faculty position you are requesting

Mathematics Instructor 2

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.

This position will help meet the district's Goal 4 from Strategic Plan 2022: "Attract, support, and engage a workforce to meet the needs of the College's diverse student body." Furthermore, this position fits in with the District's Mission statement, by helping provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. Our new instructor would support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. They would be committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.
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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?

Yes

Technology Request

Technology Request 1

What are you requesting?

A new copier.

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

The entire department.

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)

We've had our copier for well over a decade, and we currently have a print count of 2,128,906. The machine constantly makes a screeching sound no matter how much it is maintained. We have had ongoing maintenance issues over the years due to the age and use of the copier.

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

The entire department.

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

The ability for faculty and staff to print essential materials.

d. Timeline of implementation

As soon as possible.

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

For the Konica Minolta Bizhub 450i, the cost is 3217.62, including the built-in stapler.

Do you already have a budget for this request?

No

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

Goals 1 and 3

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

1:4 2:6 5:1

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

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?

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Additional whiteboards in NS359, NS358, P30, P9, and P1.

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)

Many instructors like to have student groups work problems at the wall-mounted whiteboards. This requires whiteboards on two more walls in each of the classrooms listed above.

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

Students will be able to engage in active learning using these extra boards

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

Students will be able to demonstrate their abilities to solve problems in class, allowing instructors and embedded tutors to provide quick feedback.

d. Timeline of implementation

Facilities will install the boards soon after their arrival.

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

I estimate about $1000-$2200 per classroom.

Do you already have a budget for this request?

No

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

Prior goals 1 and 3.

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

1:4	2:3	2:6
2:1	2:5	

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

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

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.

cchamberlin@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Craig Chamberlin

Date

4/8/2024