Entry #: 75 - Social and Behavioral Sciences   **Status:** Submitted   **Submitted:** 3/28/2024 7:47 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

Health and Kinesiology

Microsoft_List_ID

Discipline Name

Health (HE)

Department Chair Name

Karl Seiler & Lacey Craft

Department Chair email

kseiler@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)?

No

List all degrees and certificates offered within this discipline.

AA Degree- Kinesiology
AA-T Degree - Kinesiology
Certificate - 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?

Health = 2.35

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

Health = 1.95

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

Liliana Martinez – ADA (1 FTE)

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.

Three courses were evaluated: HE100, HE100L, and HE104. The results were not entirely expected. With the disruption of COVID-19, following the distance education during the pandemic, it would be expected that success rates would be lower during isolation and lack of experience in online learning. However, for HE 100, course success rates increased from 69.6% in fall 2019 to 72.4% in fall 2023. At this time, our HE 100 course success rate remains higher than the college average at 72% which is a significant accomplishment since this is a district requirement for students. We continue to offer more distance education HE 100 courses due to student demand - the DE sections we offer typically fill the quickest. The HE 100L course decreased in success rates from 85.2% in fall 2019 to 77.8% in fall 2023. This is expected due to the transition back to taking face-to-face classes post-pandemic. We have evolved our HE 100L this year to include more diverse activities in the lab to increase student engagement. We hope this will lead to increased success in HE 100L in years moving forward. The HE 104 course showed a substantial increase in success rates from fall 2019 (57.7%) to fall 2023 (65.8%). It jumped significantly 13% higher, from fall 2022 (52%) to fall 2023 (65.8%), which is a very positive outcome. This was not anticipated, but now that the course is only offered at the main San Marcos campus & taught only by our health department since we de-cross listed with EME it is a great outcome and reflection of our health faculty.

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.

Yes, overall retention rates have increased. Retention rates for all the health classes remain very high. HE 100 increased slightly from 95.3% to 96.5% from 2019 to 2023. HE 100L also increased retention from 93.0% to 96.3% over the same period. For HE 104, retentions dipped slightly from 93.7% to 92.1%. Offering multiple course modalities and course lengths provides students with opportunities to choose a course format best suited to their learning styles which could be a contributing factor to the high retention rates. Another notable accomplishment over the past 5 years is keeping our retention rates higher than the college average, even through the pandemic era - we were able to keep students engaged and enrolled consistently over the 5 year span.

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

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

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?

When looking at time of day offerings, success rates are pretty similar; however, there is a noticeable difference in success based on term length enrollments. All short term or fast-track options have significantly higher success rates than full length offerings. We believe that is due to students motivation and engagement in taking a faster paced course. It is also worth noting that all fast-track or short-term offerings are online - students that choose faster course options that have more flexibility with their personal schedule (asynchronous online formats) meets their needs and promotes success. We also recognize that many satellite campus enrollments are lower than main campus and online. We have tried numerous time and course offerings at satellite campuses, but students continue to choose online course offerings over face-to-face courses at satellite campuses.

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.)

The data provided shows that online students in our courses are more successful than face-to-face. We are seeing that online students express their level of motivation to complete last courses for their degree in a more flexible modality. Most students are providing positive feedback about asynchronous online formats so we are proactively offering more opportunities for 4-week intersession, 4W2, 4W4 and summer courses to meet student demand. We tried offering a hyflex option in spring 2023 , which was not very highly enrolled.

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

There were gender differences with females having a higher success rate (78%) than males (69%). There is only a 9% difference in success; however, retention was the same and has been significantly greater than the college average overall.

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

When examining student demographics, older students had very high success rates (82%). The older students tend to have higher success rates in our health courses in general. We believe the course curriculum has an impact on reaching and connecting with the slightly older student demographic. Students that have a little more life experience can connect real life examples and the impact the course content will have in future lifelong success - a definite cause for observed increased success in older student demographic.

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

There were not many significant differences when examining ethnicity, most demographics in our health discipline show success rates higher than the 70% institutional standard. The multi-ethnic demographic was the highest with 85% success. The Hispanic demographic success was 67%. As a Hispanic serving institution, we are actively connecting important health related topics which target community resources directly impacting health disparities to enable and empower our Hispanic students with tools to improve their lives. Public health campaigns and community outreach efforts play a role in addressing and reducing health disparities within Hispanic communities. Our faculty are committed to providing health & fitness education to positively impact our students and community.

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.

An important strategy to improve success and maintain high retention rates has been to offer a variety of course lengths/times/ locations/and modalities allowing students options to select what works best for their learning styles and individual situations. As mentioned above, we are intentionally offering many asynchronous online courses with a variety of fast-track paced options to meet student demand. Most success rates in our health discipline are higher than institutional goals. It is evident that students are engaged in the coursework, faculty work hard to create opportunities for all students to integrate and apply course information into real life. We believe the course facilitates students' ability to connect curriculum to their personal life in real time is what helps keep our retention rates well above the college average.

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 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 "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

AS Univ. Studies Health & Fitness
17-18 18-19 19-20 20-21 21-22 22-23
31 40 53 63 49 31
Total Completions 267

PROGRAM LEARNING OUTCOMES

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

No

If you answered no, please explain.

Last year we advocated to retain the University Studies Health & Fitness Degree as a beneficia; program for many health-related majors (including some kinesiology majors as well). This year, our faculty leads worked hard to develop course outcomes that map to program outcomes specific to the University Studies Health and Fitness program. We are very happy to house the degree in our department and this coming academic year we will gather course level assessment results and establish a program assessment timeline for the next 3 years. We expect to have initial program assessment of the University Studies Health and Fitness Degree completed by the next comprehensive PRP. This is a big undertaking and requires a lot of detail since the program is multi-disciplinary, which is a primary reason the university studies degrees were going to be deactivated. Again, our faculty are committed to putting in the effort and thoughtfulness to create meaningful program assessments for our students to benefit from. We look forward to examining the program and faculty discussion about assessment findings to report this coming year.

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 program outcome.xls
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.

The University Studies Health & Fitness Degree is a popular program for completion due to the flexibility built into options to meet the program requirements. Students have the ability to tailor the courses to fit their transfer opportunities into a variety of health-related fields. The benefit of having a broad degree is that when students are unsure which career path they intend to follow, they can use this degree to transfer to a 4-year while narrowing their focus into a more specific field of study. An additional benefit of the program is for Kinesiology majors in that the university studies degree provides a wider breadth of course offerings while still meeting all pre-requisites for major and transfer. This can expedite transfer opportunities for some Kinesiology programs and health-related majors as well. Our goal is to continue to provide a variety of programs to fit our diverse student demographics and help them get to their goal without having to add extra time, unnecessary classes or road blocks - this program offers our students that opportunity and flexibility in our discipline.

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

One challenge of the university studies health & fitness degree is gathering data from other disciplines within the program. As an interdisciplinary program, assessment of the program is dependent on gathering data from other disciplines and having meaningful discussion with colleagues in those disciplines. We are very happy to house the degree in our department and this academic year we focused on the program outcomes for this degree and established an assessment timeline for the next 3 years. We expect to have initial program assessment of the University Studies Health and Fitness Degree completed by the next comprehensive PRP.

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)?"

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

Assign faculty to manage our department website. 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. 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. 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. A big finding in our student survey is students illustrating the value of the course curriculum in the HE 100 course as it relates specifically to mental health. The highest impact of the course has been identified as improving mental health in our students, their self-concept, stress management, coping mechanisms and overall improved mental state after taking the course. Again, we cannot ignore the mental health crisis that college-age students are facing, we have an obligation to address student health and well-being and equip them with tools and resources to directly impact their experience at Palomar and lives in the future. This is ongoing because it is important to continue to provide rationale for GE requirements and continue to improve our health and fitness courses.

Prior Year PRP Goal 3

Brief Description

Examine and discuss our certificate for health and adult fitness to determine the purpose and make necessary changes.

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.

The department aimed to add a new coaching certificate before making significant changes to the existing adult health and fitness certificate. We plan to launch changes to the adult health and fitness certificate to serve a different demographic of students and change the requirements to aid in student success and completion. Faculty have discussed respective changes and are prepared to launch program changes in Spring 2024.

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

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

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

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

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

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: OTHER ONE-TIME NEEDS

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

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

No

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

Yes

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

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