

Entry #: 91 - Social and Behavioral Sciences**Status:** Submitted**Submitted:** 4/10/2024 8:35 PM

DRAFT

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

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

BASIC PROGRAM INFORMATION

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Microsoft_List_ID**Discipline Name**

Philosophy (PHIL)

Department Chair Name

Joe Briceno

Department Chair email

jbriceno@palomar.edu

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

Lee Kerckhove, Professor of Philosophy

R. Dillon Emerick, Professor of Philosophy

Jeffrey Epstein, Associate Professor of Philosophy

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

The mission of the philosophy discipline is to help students develop into independent and critical thinkers enthusiastic for civil debate, able to express ideas with clarity and grace, equipped with ethical and civic values, who will be prepared for, and positively impact, an interdependent and ever-changing world. We strive to do this by teaching students to write and to think clearly, to read carefully and critically, to reason effectively, systematically, and charitably, and to reflect on major questions concerning moral values and the good life, on the nature of knowledge and belief, on the nature of persons and minds, and on existential questions concerning the physical, social, and environmental reality of the world in which we live.

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

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-T in Philosophy

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

3

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

2

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

3.6

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

The Behavioral Sciences Department has one ADA who serves seven disciplines: Psychology, Sociology, Alcohol and Other Drugs Studies, Social Work, Philosophy, Religious Studies, Anthropology, and Archeology. This ADA is a 12 month employee who has a 100% workload within the Behavioral Sciences Department.

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

N/A

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Increased

Was this expected? Please explain.

Our Spring 2023 success rate of 72.8% and retention rate of 92.8% are the highest they have been over the past five years. There were dips during the COVID years, but this impacted all disciplines and was to be expected. What we see now is the recovery of student success and retention in our courses as we rebound from COVID. That Spring 2023 is the highest we have seen over five years and exceeds institutional standards suggests that our full and part time instructors are designing and teaching courses that engage students intellectually and motivate them to continue as learners. This is, indeed, expected since quality instruction and quality courses will lead to student success and retention.

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

Increased

Was this expected? Please explain.

Our Spring 2023 success rate of 72.8% and retention rate of 92.8% are the highest they have been over the past five years. There were dips during the COVID years, but this impacted all disciplines and was to be expected. What we see now is the recovery of student success and retention in our courses as we rebound from COVID. That Spring 2023 is the highest we have seen over five years and exceeds institutional standards suggests that our full and part time instructors are designing and teaching courses that engage students intellectually and motivate them to continue as learners. This is, indeed, expected since quality instruction and quality courses will lead to student success and retention.

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

When or where (time of day, term, location)

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?

Courses at the centers have lower success rates. We believe staffing these courses with full time instructors would improve success rates, but strategic enrollment has made this difficult since full time instructors must make contract. We are now trying hybrid modalities staffed by full timers to improve success.

FT1 courses have trended down in terms of student success over the last year. Not enough data to determine why or if this is even a trend that needs a gap closed.

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

Hispanic and African-American students have seen a sharp rise in success rates over the past year, but they continue to lag behind white students. This not acceptable to the discipline, and one of our three full time faculty took a sabbatical in Fall '24 to develop culturally responsive pedagogical approaches to teaching philosophy that has also been turned into a PD for all professors across campus. We anticipate measurable improvement as a result of this work.

At the same time, strategic enrollment management has forced us to eliminate most of our prerequisites to avoid enrollment-related course cuts. The result is students who are less prepared for philosophical writing. This lack of preparation is systemic insofar as students of color under-perform white students in educational achievement and success starting in grade school. This gap, a result of systemic racism and administrative decisions, means the discipline cannot close this gap on its own. The college must also provide greater tutoring resources for students and reduce the cutting of courses and course modalities that students elect to take.

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.

Outreach to students during campus events; advising students with specific knowledge of the discipline rather than counseling which often does not know about or properly understand the discipline; instructors contact and offer support to students struggling in their courses; offering courses students require to complete their degrees of study; developing culturally responsive courses, PD's, and free or zero cost materials.

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")



[Philosophy Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)
10 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.

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

AA/AS

Associate in Arts Degree for Transfer 4 5 6 4 7 3

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](#)
9 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.

One of the most significant factors contributing to the success of our program is the high caliber of our faculty, which includes both part-time and full-time members with notable expertise and teaching skills. Their ability to maintain academic rigor ensures that students who advance into philosophy majors are exceptionally well-prepared. This faculty excellence, combined with our challenging curriculum, plays a crucial role in the overall quality of our program.

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

One clear factor is that over the five year period, one of the three full time faculty members was chair of the department meaning that courses were frequently taught by part timers who are wonderful but cannot provide students with the time and attention that full time faculty can. Covid obviously impacted student completions in the most recent year as well. Strategic enrollment management also impacts students as we were often not allowed to offer courses required for completion. Philosophy is also a small department and a discipline which students often discover after having taken many other courses in the humanities and behavioral sciences. Students, as a result, often declare other major pathways because they come to philosophy late in their Palomar career. The result is that we are always looking for greater modes of outreach (DE, Palomar publicity events, personal mentoring and advising, and social media), but given the gravitational pull of larger disciplines, we will remain a humble discipline for the most ambitious students with a stunning track record of transfer success to elite schools and philosophy programs.

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?

The link above actually is not a good one to inform students or administrators of career options for those with training in philosophy. Studying philosophy is valuable no matter what career path one pursues, from academia to business to entertainment to politics. The value of a field of study must not be viewed mainly in terms of its contribution to obtaining the first job after graduation. Students are understandably concerned with getting their first job, but it would be shortsighted

to concentrate on that at the expense of developing the potential for success and advancement once hired. What

gets graduates initially hired may not yield promotions or carry them beyond their first position, particularly given how fast the needs of many employers evolve with changes in social and economic patterns. It is

therefore crucial to see beyond what a job description specifically calls for. Philosophy need not be mentioned among a job's requirements in order for the benefits of philosophical study to be appreciated by the employer, and those benefits need not even be explicitly appreciated in order to be effective in helping one advance.

Employers want—and reward—many of the capacities that the study of philosophy develops: for instance, the ability to solve problems, to communicate, to organize ideas and issues, to assess pros and cons, to boil down complex data, and to understand the "big picture." These capacities represent transferable skills. They are transferable not only from philosophy to non-philosophy areas, but from one non-philosophical field to another. For this reason, people trained in philosophy are not only prepared to do many kinds of tasks; they are particularly well prepared to cope with change in their chosen career field, or even move into new careers.

As all this suggests, there are people trained in philosophy in just about every field. They have gone not only into such professions as teaching (at all levels), medicine, law, computer science, management, publishing, sales, criminal justice, public relations, and many other fields.

In emphasizing the long-range benefits of training in philosophy, whether through a major, a minor, or a sample of courses in the field, there are at least two further points to note. The first concerns the value of philosophy for vocational training. The second applies to the whole of life.

First, philosophy can yield immediate benefits for students planning postgraduate work. Philosophy students regularly outperform students from other disciplines on graduate school entrance exams, such as the LSAT and GRE. As law, medical, business, and other professional school faculty and admissions personnel have often said, philosophy is excellent preparation for the training and later careers of the professionals in question. In preparing to enter fields which have special requirements for postgraduate study, such as computer science, management, medicine, or public administration, choosing philosophy as a second major (or minor) alongside the specialized degree can be very useful.

The second point here is that the long-range value of philosophical study goes far beyond its contribution to one's livelihood. Philosophy broadens the range of things one can understand and enjoy. It can give self-knowledge, foresight, and a sense of direction in life. It can provide special pleasures of insight to reading and conversation. It can lead to self-discovery, expansion of consciousness, and self-renewal. Through all of this, and through its contribution to one's expressive powers, it nurtures individuality and self-esteem. Its value for private life can be incalculable; its benefits for public life as a citizen can be immeasurable.

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

General Problem Solving, Critical Thinking, Communication Skills, Persuasive Powers, Writing Skills, Organize Ideas and Issues, Analyze Complex Data.

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

Each of our courses, in their own way, teaches students to solve complex problems (e.g. ethical dilemmas, social and political injustices, the resolving of conflicting theories about free will and natural causation, reconciling a loving God with the apparent evil in the world, etc.). In order to tackle the many problems that philosophy students explore, students must analyze the complexity of the problem, figure out which data is relevant, organize the set of possible solutions, assess which are most promising, communicate their ideas and solutions, and they must learn to convince others that their solutions are viable and meaningful.

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 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

Increase recruitment and success rate for students from diverse backgrounds.

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.

One of three faculty members spent Fall 2023 on sabbatical working on culturally responsive pedagogy. Included in this work is the review and complete revamp of the syllabus, assessments strategies, grading schema, and learning activities/content for PHIL 113, an essential course for CSU transfer and completion of the AA-T in Philosophy. Moreover, the sabbatical will also produce training videos and resources as a PD opportunity for all instructors on campus, including full and part time instructors in philosophy. In these ways we envision much success in recruiting and retaining diverse students, but data on this will only come in after Fall 2024 when the revised course is offered for the first time.

Prior Year PRP Goal 2

Brief Description

Develop a mechanism for finding our students who are on the path to completion (who have taken 2 or 3 philosophy courses) so we can better meet their needs and assess our program.

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.

Because one of our three full time faculty members (who is also the AA-T point person/advisor) was on sabbatical in Fall 2023, our progress on this goal stalled a bit. That said our SLO and Program assessments as well as our updating of courses (including revisions of courses and deactivation of courses no longer allowed to be offered due to strategic enrollment management) means we continue to work toward fulfilling each component of this goal. Moreover, the state has revised the qualifying requirements for AA-Ts in Philosophy, and we are actively working with the Dean to assess what courses must be offered so that we can meet student demand.

Prior Year PRP Goal 3**Brief Description**

Add RS 103 (World Religions) to the Philosophy AA-T

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.

The new state requirements for the Philosophy AA-T no longer support adding this course.

Prior Year PRP Goal 4**Brief Description**

Explore Rationales For Certificates in Philosophy for Bioethics, Social Justice/Antiracism, and Philosophy and Technology and Artificial Intelligence.

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 is still a goal, but much depends on knowing before we drain the time and effort of our colleagues and administrators if the courses needed will be allowed based on strategic enrollment management. This is best viewed as a long-term goal. More work will be performed on the feasibility of this goal in 2024-2025.

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

The rationale for our three-year plan to meet these goals are included above.

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

Assistant Professor

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.

Philosophy supports Palomar College's mission to "provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals" and to "support and encourage students who are pursuing transfer-readiness, general education...." Philosophy also promotes the current Strategic Plan Goal 1 to "Implement instructional strategies that strengthen and connect teaching and learning across the college" and Goal 1.2: "Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning." A position would also increase the likelihood meeting Goal #1 Increase recruitment and success rate for students from diverse backgrounds.

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

Yes, there is very much a scarcity of qualified part-time faculty. Our curriculum needs require a faculty member who has training in both critical thinking and at least one specialized field in philosophy. This typically requires a Ph.D. in philosophy. In addition to the above requirements, instructors also need experience in developing and teaching courses in critical thinking, critical writing, ethics, political philosophy, metaphysics, epistemology, history of philosophy, and history of ideas.

Part-time faculty are also scarce because (a) New trends in philosophy require that faculty members be able to draw upon new findings in cognitive science, use an empirical research methodology, and understand the ways in which their discipline applies to rapidly changing technologies in fields such as computer sciences, medicine, and environmental science; and (b). Philosophy faculty need experience incorporating social media and computer aided course content and delivery for on-campus and distance learning. That is, we also need our well-qualified candidates to have some expertise in online instruction. However, Philosophy instruction has historically been practiced in face-to-face settings. Thus, many otherwise highly-qualified instructors lack these technical skills. Moreover, we have had several part time staff retire or take positions at other institutions. Thus, they need for a full time faculty member is more important than ever since the existing pool of part timers is shrinking.

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

With only 3 full-time faculty members, there is an undue burden on faculty members to teach courses outside their areas of expertise. Moreover, we've recently lost two faculty members whose areas of expertise were Logic (PHIL 116), Critical Thinking (PHIL 200), Philosophy of Religion (126), and Asian Philosophy (114). This requires other faculty members to work outside their areas of expertise to maintain consistently balanced course offerings within the discipline.

The AA-T degree required an overhaul of our curriculum and necessitates the creation and preparation of entirely new courses. Now that we have lost 2 faculty members in 6 years, the remaining three are covering several areas outside of their specialization. Finally, in addition to our regular contractual duties, our responsibilities have come to now include community engagement and the marketing of our program. Philosophy has also served as department chair for 12 out of the past 13 years resulting in release time and increasing the burden on other full time faculty. Philosophy also spends an inordinate amount of time in meetings with administrators on strategic enrollment management, program matrices, and reorganization of the ADAs, etc. An additional full-time colleague will help us with these responsibilities.

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

What is discipline efficiency and productivity in this context? No regional career needs needed.

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

This year no, but typically yes. For the past 12 or 13 years, a philosophy full time faculty has been the chair of the multidisciplinary department. As such, we lose somewhere between 40-80% of their courses taught to administrative service. Only part time faculty can fill these gaps.

Are you requesting AA, CAST for Classified Staff?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

ADA

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

Part-Time

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

The number of ADAs at the college has been reduced from 35 to 13 over the last five years. Because of the size of Behavioral Sciences, we long had two full time ADAs. Our last ADA retired four years ago and was not replaced by the administration to save costs. Since that time, our current ADA has taken on all of the responsibilities of that second full time position. That means she is now responsible for the following disciplines: Anthropology, Archeology, Alcohol and Other Drug Studies, Philosophy, Psychology, Religious Studies, Sociology, Social Work, and Women's Studies. We require a part time ADA for twenty hours per week in order to support our ADA with the administrative tasks within our department. This includes all inputting of scheduling, staffing, budget support, purchasing, student support, faculty support (80 full and part time instructors), and website maintenance to name just a few things. Certain duties can be performed only by full time ADAs such as inputting the schedule and staffing. However, the following are areas where our current ADA requires support that can be performed by an hourly hire:

- Answer phones
- Post cancelled classes
- Process absence reports
- Process honorariums
- Assist faculty (copy work)
- Comet Copy pick up
- Pick up and distribute mail (daily)
- Assist students
- Contact I.S., A.V., Konica repair, Facilities, Campus Police for varies issues
- Receive syllabi and post on SBS Division Teams
- Email reminders to faculty (new semester starting, syllabi, textbook adoptions, etc.)
- Make reservations thru Facilitron
- Follow up on work orders (Facilities & I.S.)
- Process and follow up with Human Resources on new hires (PT faculty, student workers, etc.)
- Contact faculty with new hire information and workshops
- User Access request for new hires (email, Peoplesoft)
- Run enrollment – Dept Look Up
- Maintain updated information on main department bulletin boards
- Update on-campus class spreadsheet
- Collect office hours from full time faculty and post on SBS Division Teams

D

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

The current workload for our ADA means that her attention is distributed over so many disciplines that this position cannot reasonably be performed by a single person. The result is backlogs and inefficiencies. Thus, a part time hire will increase efficiency since the tasks noted can be performed by the part time hire, thereby allowing our current ADA to focus on eliminating inefficiencies in the most important areas of her position.

This cannot be solved by centralizing ADAs. Our ADA serves 100s of students and over 100 faculty each semester with knowledge that is specific and unique to the department. Efficiency will be increased by adding another part time ADA specifically for the department.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

This position supports our discipline by directly supporting our students. It will increase discipline morale and organization, it will help maintain smooth operations, and will help with student retention.

Educational Vision Plan 2035 Objective

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

If the position is not moved forward for prioritization, how will you address this need?

There is no alternative plan since the work of the ADA cannot be outsourced.

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.

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Jose Briceno

Date

4/8/2024