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| **Discipline: Accounting** | **Date: 11/29/15** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.****Joel Glassman, Carol Bruton, Michael Gilkey** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**

**(For enrollment, WSCH, & FTEF data, use Fall term data only).** * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)
	+ [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)
	+ [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)

 2014-15 2013-14 2009-10 through 2012-13 WSCH/FTEF 476 471 496-544Census Load % 88% 85% 90%-98%Full-time/Part-time Ratio 32%/68% 34%/66% 34%/66-53%/47% Course Success Rates 72% 75% 73%-77%Retention Rates 90% 91% 89%-94%Degrees/Certificates Issued 94 91 70-101Overall, the data above continues to reflect our planning, goals and activities. There was a slight increase in WSCH/FTEF ratio from the prior reporting period. In previous reporting periods, there was a decrease in the ratio due to what we believe was related to the Program offering more distance education course sections. Since the maximum capacity for these sections was thirty-two (32) students (as compared to forty (40) for our face-to-face sections), the effect of offering more distance education sections in recent years resulted in a decrease in the WSCH/FTEF ratio. In the current academic year, we are experimenting with offering a "hybrid" section each semester, which has a maximum capacity of forty (40) students. Beginning in Spring 2016, the course maximums for most of our distance education course sections will increase to forty-two (42). We believe the combination of these two factors will have a positive impact on future ratios. We will continue to review the mix of course offerings to meet the needs of our students, in conjunction with the integrity and efficiency of the Program. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>

The Student Learning Outcomes (SLOs) for all courses within the Discipline were assessed as part of the 3-year assessment cycle during the 2013-14 academic year. Overall, we were very pleased with the results of our Course and Program SLO assessments. The Course SLO assessments success rates across the discipline ranged from 83% to 100%. The Program SLO assessment success rate was 94%. We will continue to maintain quality control over the Program and work diligently to increase our students' success rates. |

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| 1. **Other Relevant Data and Information.**
2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**

There is no other relevant data and information that needed to be considered as part of the assessment of the Program during the current reporting period1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**

N/A |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**

 Projected Increase: 2012-2022 Projected Increase: 2010-2020CALIFORNIA  Accountants and Auditors 17% 16%Bill and Account Collectors 18% 13%Billing and Posting Clerks 17% 17%Bookkeeping, Accounting,  and Auditing Clerks 15% 14%Budget Analysts 9% 13%Business Teachers, Post-Secondary 13% 18%Financial Managers 14% 14%Payroll and Timekeeping Clerks 17% 14%SD COUNTY  Accountants and Auditors 23% 20%Bill and Account Collectors 25% 19%Billing and Posting Clerks 22% 17%Bookkeeping, Accounting, and  Auditing Clerks 21% 18%Budget Analysts 14% 21%Business Teachers, Post-Secondary 15% 17%Financial Managers 21% 17%Payroll and Timekeeping Clerks 24% 19%These projections show a healthy outlook for professionals in the Accounting field, especially in San Diego County. As a result, it will become increasingly more important to grow the Accounting Program to meet the demands of our students and local business communities, while at the same time maintaining the quality of the Program. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include** 1. **the impact on resources allocated and utilized;**
2. **any new developments or concerns that are affecting the program;**
3. **any new goals for the program; and**
4. **other information you would like to share.**

For the current academic year, we received $800 allocated resources from the IPC Committee for the purchase of a QuickBooks Site License. These funds allowed us to offer the opportunity to help our students use computers in the study of accounting principles, with emphasis on planning and analysis. The end result placed students in a better position to obtain their degree and/or certificate. We continued to look at the effectiveness of our Distance Education curriculum, as well as the appropriate number of effective course offerings to our students. We previously formed the Business Administration Distance Education (BADE) workgroup to study these issues and will be making recommendations to the various disciplines within our Department, in addition to, planning on participating in the campus-wide discussions concerning distance education that will be occurring in the future.We are currently considering the possibility of participating in San Diego County’s Volunteer Income Tax Assistance (VITA) Program. The Program offers free tax preparation to low-income families and individuals by IRS-certified volunteers. Students participating in the Program would be provided with an opportunity to obtain tax law training, IRS certification and valuable work experience in the field. In addition, students would be provided with an opportunity to give back to their communities. We plan on meeting with the Program’s coordinator/volunteer recruitment specialist in early 2016 to discuss the possible participation in the Program. |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.**  |  | **600010** |  |  |  |  |
| **a2.**  |  | **600010** |  |  |  |  |
| **a3.**  |  | **600010** |  |  |  |  |
| **a4.**  |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.**  |  | **600010** |  |  |  |  |
| **b2.**  |  | **600010** |  |  |  |  |
| **b3.**  |  | **600010** |  |  |  |  |
| **b4.**  |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.**  |  | **400010** |  |  |  |  |
| **c2.**  |  | **400010** |  |  |  |  |
| **c3.**  |  | **400010** |  |  |  |  |
| **c4.**  |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.**  | **QuickBooks Site License** | **500010** |  |  | **Our Department offers a QuickBooks course (ACCT 110) every semester, which is designed to help students use computers in the study of accounting principles with emphasis on planning and analysis. There is student demand for the course, as it is required for an Associate in Science Degree in Accounting, a Certificate of Achievement in Accounting and a Certificate of Proficiency in Accounting. As a result, it is our responsibility to offer a quality curriculum with enough sections of this course to meet the demands of our students. The most recent assessment of this course’s SLO’s resulted in an 83% success rate, thereby confirming that a large majority of our students taking this course are experiencing success. As a result, this success places them in a better position to obtain their degree and/or certificate.****In order to offer this course effectively to our students, it is necessary to have the QuickBooks software installed on the computers in the classrooms and selected computer labs. As a result, we need to purchase an annual 50-user site license for the software. With the necessary software, we will be able to provide students with valuable and effective technology skills that will provide a pathway to their successful learning outcomes and to the achievement of their educational goals** | **$800** |
| **d2.**  |  | **500010** |  |  |  |  |
| **d3.**  |  | **500010** |  |  |  |  |
| **d4.**  |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.**  | **Annual Income Tax Conferences** | **500010** |  |  | **Our Department offers Individual Income Taxes (ACCT 105) and Taxation of Business (ACCT 107) every semester, which are both required for an Associate in Science Degree in Accounting and a Certificate of Achievement in Accounting. Tax laws are constantly changing and it is imperative for course instructors to maintain currency with the new laws to aide them in the proper planning of their curriculum. Various CPA societies and other continuing education providers offer annual conferences that cover, in depth, all of changes in the tax laws from the previous year (typically, they offer separate conferences for “individual” and “business” taxes).** **As a result, we are requesting funds to allow one faculty member to attend each annual conference. The important information obtained from these conferences can then be shared with other appropriate faculty members in the discipline.**  | **$2,000** |
| **e2.**  |  | **500010** |  |  |  |  |
| **e3.**  |  | **500010** |  |  |  |  |
| **e4.**  |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.**  | **Accounting Tutors** | **230010** |  |  | **The Accounting Department offers many rigorous courses that consist of extremely technical material. Many of our students have a difficult time learning this material. As a result, many of these students need and seek additional resources to help them comprehend this material. The College’s Tutoring Center is an invaluable resource where our students can receive this extra help. It is one of several resources provided by the District, which is an integral component that is necessary to achieve student success. However, the Tutoring Center has limited resources and limited hours. While the Tutoring Center is open from 9-7 on Mondays, 9-5 on Tuesdays-Thursdays and 9-12 on Fridays and Saturdays, we are typically not successful at hiring tutors who can work the “extended” hours on Mondays and Saturdays. Many of our night students and distance education students are not able to come to campus during the day, due to their recurring commitments (i.e. full-time jobs, etc.). As a result, those students do not have access to the same resources available to our day students. Although we are planning on participating in the College’s “Online Tutor” Pilot Program in Spring 2016, our participating tutor will only be allowed to tutor during the hours the Tutoring Center is open. As a result, the same issues still exist for our night students and distance education students. As stated in Palomar College’s Strategic Plan, one goal is to “integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals”. By offering tutoring services to our students, we are attempting to reach that goal. However, by effectively not offering this resource to our night students and distance education students, we cannot reach this goal for all of our students (as of the census date, we had a total of 650 students registered in our Program's night and distance education courses for the Fall 2015 semester).****As a result, it is imperative to effectively offer the same resources to all of our students. Therefore, we are requesting to hire temporary/student workers to accommodate the students who cannot take advantage of the resources available during the day. Our plan would be to have the tutor available throughout the semester from 5-7PM, Monday through Thursday and 9-12 on Saturdays ($10 per hour, 11 hours per week, 16 weeks per semester, 2 semesters; plus payroll-related expenses).**  | **$4,000** |
| **f2.**  |  | **230010** |  |  |  |  |
| **f3.**  |  | **230010** |  |  |  |  |
| **f4.**  |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

 **STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  | **QuickBooks Site License** | **500010** |  |  | **Our Department offers a QuickBooks course (ACCT 110) every semester, which is designed to help students use computers in the study of accounting principles with emphasis on planning and analysis. There is student demand for the course, as it is required for an Associate in Science Degree in Accounting, a Certificate of Achievement in Accounting and a Certificate of Proficiency in Accounting. As a result, it is our responsibility to offer a quality curriculum with enough sections of this course to meet the demands of our students. The most recent assessment of this course’s SLO’s resulted in an 83% success rate, thereby confirming that a large majority of our students taking this course are experiencing success. As a result, this success places them in a better position to obtain their degree and/or certificate.****In order to offer this course effectively to our students, it is necessary to have the QuickBooks software installed on the computers in the classrooms and selected computer labs. As a result, we need to purchase an annual 50-user site license for the software. With the necessary software, we will be able to provide students with valuable and effective technology skills that will provide a pathway to their successful learning outcomes and to the achievement of their educational goals** | **$800** |
| **2.**  | **Annual Income Tax Conferences** | **500010** |  |  | **Our Department offers Individual Income Taxes (ACCT 105) and Taxation of Business (ACCT 107) every semester, which are both required for an Associate in Science Degree in Accounting and a Certificate of Achievement in Accounting. Tax laws are constantly changing and it is imperative for course instructors to maintain currency with the new laws to aide them in the proper planning of their curriculum. Various CPA societies and other continuing education providers offer annual conferences that cover, in depth, all of changes in the tax laws from the previous year (typically, they offer separate conferences for “individual” and “business” taxes).** **As a result, we are requesting funds to allow one faculty member to attend each annual conference. The important information obtained from these conferences can then be shared with other appropriate faculty members in the discipline.**  | **$2,000** |
| **3.**  | **Accounting Tutors** | **230010** |  |  | **The Accounting Department offers many rigorous courses that consist of extremely technical material. Many of our students have a difficult time learning this material. As a result, many of these students need and seek additional resources to help them comprehend this material. The College’s Tutoring Center is an invaluable resource where our students can receive this extra help. It is one of several resources provided by the District, which is an integral component that is necessary to achieve student success. However, the Tutoring Center has limited resources and limited hours. While the Tutoring Center is open from 9-7 on Mondays, 9-5 on Tuesdays-Thursdays and 9-12 on Fridays and Saturdays, we are typically not successful at hiring tutors who can work the “extended” hours on Mondays and Saturdays. Many of our night students and distance education students are not able to come to campus during the day, due to their recurring commitments (i.e. full-time jobs, etc.). As a result, those students do not have access to the same resources available to our day students. Although we are planning on participating in the College’s “Online Tutor” Pilot Program in Spring 2016, our participating tutor will only be allowed to tutor during the hours the Tutoring Center is open. As a result, the same issues still exist for our night students and distance education students. As stated in Palomar College’s Strategic Plan, one goal is to “integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals”. By offering tutoring services to our students, we are attempting to reach that goal. However, by effectively not offering this resource to our night students and distance education students, we cannot reach this goal for all of our students (as of the census date, we had a total of 650 students registered in our Program's night and distance education courses for the Fall 2015 semester).****As a result, it is imperative to effectively offer the same resources to all of our students. Therefore, we are requesting to hire temporary/student workers to accommodate the students who cannot take advantage of the resources available during the day. Our plan would be to have the tutor available throughout the semester from 5-7PM, Monday through Thursday and 9-12 on Saturdays ($10 per hour, 11 hours per week, 16 weeks per semester, 2 semesters; plus payroll-related expenses).**  | **$4,0000** |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests**  | **Position Title/Category****Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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| **1.**  |  |  |  |  |  |  |
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 **Department Chair/Designee Signature Date**



 **Division Dean Signature Date**