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| **Discipline:** | **Date:** **11/28/2015** |
| **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.**  **Lily Glass, Michael Hernandez, Ingram Ober, Jay Schultz, Mark Hudelson, Fred Levine** |

**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)   We are extremely proud to have again more than doubled the number of degrees awarded, and are pleased that, despite a slight drop in enrollment, from 2,398 in 12/13 to 2,325 in 13/14 the retention rates remain higher than 93%.We continue to attribute the drop in enrollment to the changes in repeatability, the limitations imposed by the CRC (Courses with Related Content), as well as the current climate campus-wide.  Overall Pass Rates have increased slightly FROM 75.8% to 78%, which could be related to the discussion of SLOs among faculty and the development of additional new instructional strategies, as well as to the curriculum updates that are now in their second year of implementation.  A pre-existing, and pressing concern continues to be the number of full-time faculty teaching in the 2-D and Art History areas of the department.  In both areas currently more than two thirds of courses are taught by hourly faculty, a number which has increased, and will continue to rise due to retirements, and to the addition of new courses as part of the TMC in Art History. The data we are asked to evaluate remains scewed, because it does not reflect the distribution of full-time faculty within the department. We currently have three full-time faculty in the 3-D area, resulting in 75% of classes, serving approximately 300 students in 3-D programs being taught by full-time faculty. The situation is reversed in the rest of the department, where especially in the 2-D programs at least 75% percent of classes, serving almost twice as many students, are taught by hourly faculty. This situation is way out of balance, and continues to be a growing concern if we want our students to continue succeeding. |

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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/>   We have continued to write, assess and enter new results of program and course SLOs in Pictorial Arts/Painting, Ceramics, and Glass.  The SLOs as before were selected from the overarching categories of technical competency/media proficiency, 2- and 3-Design skills, aesthetic understanding, verbal skills, written and oral, and we assessed the effiency of our learning environments. The new classroom furniture in our 2-D studios has had a very positive impact on our students learning how to successfully set up proper work spaces, and has allowed them to complete projects with much greater ease.  Across the board we are consistently pleased with the technical skills and aesthetic sense that our students develop in our courses and programs, but we continue to see a very clear negative trend regarding verbal and written skills, not only in the use of subject relevant vocabulary, but also in terms of the students' ability to clearly express and evaluate ideas, critique projects and write proposals and research papers. We are spending addional time helping students develop these skills, and are encouraging them to make use of the learning center, and to enroll in additional English classes, but there seems to be a big disconnect between student success in English courses, and their ability to apply language skills elsewhere.  Outdated equipment in the Glass and Sculpture studio/workshop area is a major impediment to our students' success, not only as it directly affects their ability to complete their projects at the highest level of proficiency, but also, and more importantly so, as far as the safety of their learning environment is concerned. Of most pressing concern are the two, over twenty-five year old, heat annealers, the sand blast cabinet, and the forty year old sandmixer. Especially the annealers and the sand blast cabinet are a student health and safety issue, the hot glass equipment can no longer be permanently be repaired, and in the case of the sand blast cabinet there are serious worries over respiratory health due to the filtration system no longer being operational. |

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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.**   We continue to consider information from as many different sources as possible, State legislation being one of the primary sources, together with NASAD, the national accrediting agency for art and design and art and design-related disciplines. We have stayed abreast of the statistical research, policy analysis and curriculum requirement standards they provide in evaluating how our programs align with four-year programs (public and private) nationally, as well as at the State level. We continuously closely examine the degree programs and curricula of the CalState and UC schools we feed into to ensure our alignment there, and are staying current with four-year programs offered by the major private schools in the field, including their entry portfolio requirements.  We have not added new sources since last year, we do, however, continue to use the most recent data.   1. **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.**   Our efforts to stay current by regularly reviewing/revising curriculum and programs continue to ensure the greatest amount of student success, current and future, especially as far as completion and opportunities for transfer are concerned.  The fact that the number of degrees we awarded has again more than doubled from the previous year, confirms just how successful our department wide efforts have been.  We offer the best combination of courses to prepare students for transfer in all of our programs, not only in terms of transferability of credits, but also in terms of the knowledge base, skill range and content that is required for admission by private art schools, and increasingly so, by state schools as well.  Students develop the necessary technical and academic fundamental skills to assemble well-rounded entry portfolios in two years, while at the same time earning to greatest number possible of transfer credits. Curriculum is 100% aligned with TMC content wherever possible. Pictorial Arts (Drawing and Painting) courses are a fundamental part of both of the career/technical disciplines, Illustration and Design, and contribute greatly to student success there. Because our outcomes are linked, we assess the three 2-D programs and courses together. Together we serve 600-700 students per semester, and our planning affects all students, in terms of transfer rates, as well as in preparing students for immediate entry into the workforce.  TMCs in Art History and Studio Arts are in the last stage of the approval process, and we expect implementation in the Fall of 2016.  By adding the two degrees for transfer we hope to broaden our base of learners- the TMC Art History will be the first AA in Art History that we offer, and the TMC Studio Arts would be especially helpful for the students wishing to transfer into four-year programs in Art without having decided on their area of specialization, or for those intending to major in K-12 Art Education.  Courses in Three-Dimensional Arts have been severely affected by repeatability, but judging by last year's data the careful re-design of programs and curriculum will ensure their continued success in this new educational climate.  We have carefully evaluated our enrollments, and have tightened our schedule significantly, especially as far as course rotations are concerned, to increase efficiency and to optimize our students' progress through our programs.  Because of the clarification and renewed focus on fundamental skills and transferability, by adding two TMCs, and by streamlining our schedule, we believe we will be able to further increase both success and transfer rates. |

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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.)**   N/A |

**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.**   We were able to replace our large gas kiln last year, literally at the eleventh hour.  We barely made it through the semester, and thanks to the PRP allocations we were able to order and install the new Geil kiln in time for the start of the Fall semester, ensuring the continuance of our Ceramics program. We are now proud to provide our students with a kiln that is the standard kiln used in academic studio environments across the country, including SDSU, Grossmont and Southwestern Colleges. Our Ceramics students' learning environment has become noticably more productive, studentwork no longer breaks due to inaccuarate temperature readings and students to gain a better understanding of high fire glazing processes achievable through consistent firing and outcomes all around have greatly improved.  Aside from the fact that this equipment affects every academic aspect of our ceramics program, which is the largest in the 3-D area, serving two thirds of students enrolled in 3-D programs, it also improves safety in the surrounding studio spaces, such as glass and foundry. Finally updated safety systems are in place, and we feel at ease knowing that Geil offers professional maintenance and repair services.  Enrollment in the Glass program has more than doubled in the hot glass area this semester, and we expect further growth as we will be offering two new courses in glass casting next year.  We were able to finally install the new 2-D studio classroom furniture for C1 and C2, funded in the previous year. The delay in accomplishing this task was due to the maginitude of the project and the lengthy nature of the ordering process. The results are nothing but amazing, and all 600-700 students in the 2-D programs are benefitting tremendously from these upgrades to their learning environment.  We were extremely fortunate to have been able to hire the replacement for our retired ISA III of more than 25 years. This ISA III supervises and maintains the 3-D studio/workshop area during the second half of the day, not only during class times, but also during 3-D studio lab hours.  For this, too, we are immeasurably grateful, as we were truly dealing with crisis on a weekly, if not daily, basis. We had to try and cover all instructional hours with multiple short term employees, who had to be paid out of our department budget, resulting not only in outrageous shortfalls financially, but also in a precarious ability to appropriately and continuously maintain equipment and supervise a potentially dangerous learning environment. For the first time in two years we can confidently say that our students are well taken care of, our 3-D studio and equipment are in competent hands, and area budget and inventory are managed well.  However, while we are looking back on significant successes, we are still looking at some challenges, particularly as far as enrollment is concerned. We experienced another small drop, and to continue operating at a very good effiency rate, we have had to cancel some class sections, and combine others.  The decrease in numbers can be attributed in part to the campus-wide decline in enrollment, as well as to the continued challenges posed not only by changes in repeatability, but also to the limitations set forth by the CRC. Our programs are skill-based and not best served under the current model, especially since admission to four-year institutions is dependent on the quality of entry portfolios. We are hoping that our curriculum changes, especially the addition of two TMCs, will be able to off-set some of the negative effects on our programs. We are also pleased to have added a number of new course and program SLOs, and contnue to find the results a very helpful tool in our analysis and the assessment of not just our students, but our own success. In addition to this we are in the process of establishing a high school outreach program and have had initial meetings with local high school art faculty. We also are midway through developing a marketing strategy, our new and very comprehensive website is live, and has already received excellent responses from students, current and potential. In addition we are developing and designing printed materials, which should be ready to print and distribute by the begiing of the Spring semester.  Additional serious concerns were outlined in the last two year's PRPs, and have not yet been addressed by the District.  These concerns involve our pressing need for additional full-time faculty and the continued plea for new facilities.  We have wonderful equipment and furniture, but buildings that are forty years old, falling apart, and which certainly are not conducive to an all around positive and inspiring learning experience. The C complex is a ramshackle assortment of classrooms and workshop areas, which don’t serve our students’, the community’s, and the college’s needs as they should. We have only one lecture hall, resulting in at the moment one third, and in the near future more, of our GE Art History classes being offered all over campus, regularly in rooms that are not appropriate to the subject matter.  The fact that we have to keep Art History and 2-D room caps lower than demand due to classroom size and availability, neither helps our students, nor our numbers. Our semi-outdoor 3-D studio area suffers from inadequate instructional space, as well. Here we, however, have a much bigger concern. We repeatedly have been asked to increase class sizes, but really should be allowed to decrease them due to the potentially dangerous nature of the equipment and associated activities. 20-24 students crammed in front of 2500 degree hot furnaces, wielding red hot balls of glass on three foot long rods, or working with molten metals, is a difficult situation, to say the least. In the long term we will need new buildings to grow our programs, and to continue to offer excellent art education.  As far as faculty hiring is concerned, we are relieved that we will be able to replace at least one of our two recently retired faculty in Drawing/Painting, but this does not solve our problems. The addition of one full-time faculty position in Art History would assure that there will be at least the absolute minimum of permanent faculty in an area that serves over 700 students per semester, especially now that we are going to be offering four additional Art History courses as part of the new TMC. in Art History. The impact on student learning that can be made by a faculty member who can bring his/her academic background and expertise to at least five of the higher level courses is huge and would provide much improved consistency in learning. SLOs would very much be positively affected.  The level of educational commitment that can be provided only by a highly qualified diverse tenured faculty would have enormously positive impact on planning for the department's future. |

**STEP III. Resources Requested for FY 2014-15:** 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.** |  | **500010** |  |  |  |  |
| **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)** |
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| **e1.** |  | **500010** |  |  |  |  |
| **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)** |
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| **f1.** |  | **230010** |  |  |  |  |
| **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.)** |
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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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| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**