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| **Discipline: Graphic Communications, GCIP, Imaging and Publishing** | **Date: 12/15/15** |
| **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.**  **Ken Dodson, Mark Bealo** |

**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)   In GCIP our census load was at 61.59% which generated 2,016 WSCH which is down from our previous year of 75.7 % and below the 80% requested fill rate. Although these numbers look very grim they are infact a year old. Since then we have implemented strategies to increase our efficiency and by comparing our current semester’s numbers to last years we seem to be up towards an 85% fill rate. This leads us to believe we are on the right path to increasing our enrollments and becoming more efficient. To help alleviate the decline in census load and enrollments we are in need of promotional materials to reach out to prospective students, businesses and the community. We will continue to reach out to high schools, attend advisory meetings with participating schools and provide tours of the department to visiting groups as part of outreach efforts. Our open house/student expo, and career day will also be continued to expose the campus community to our offerings. In addition, we continue to promote students, the department, and the college through the San Diego County Fair.  Fall 14-15 success rates for GCIP are 72.1%, 67.7%, 80.5% and 71.4% for Day, Dist Ed, Eve and overall respectively. The same rates for the college as a whole are 70.9%, 60.2%, 72.1% and 70.0% which puts us ahead of the district averages in all areas. Still, areas of improvement will continue to be sought out. |

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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/>   While updating our course unit value we also reviewed and updated our SLO's and assessments. The SLOACs revealed the following:  1) Additional 3rd party software is needed to bring students up to industry standards and current practices.  2) There are severe bottlenecks on certain projects in several courses that would only be alleviated via either the addition of more equipment and technology along with student workers to run it, or the Instructional Support Assistant III that is ranked #10 on the IPC Recommended Classified and Administrator Priority Positions for Instruction 2014-2015. This was evident during the assessment of 6 different GCIP courses and 7 different programs.  3) Additional supply funds are needed to augment the GCIP budget and allow instructors to prepare examples and develop projects for new courses and for current courses that are using new technology and equipment. |

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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.**   Drone technology is an area we have found to be rapidly advancing and moving into many segments of industry. We have written a new course including this technology, GCIP 268 Digital Imaging with Drones. This course is being offered Fall 2016 and will need technology, equipment and supply funds to get started. By 2017, the economic impact of integrating unmanned aerial systems into the U.S. economy will exceed $13.6 billion and add 70,000 new jobs, according to [forecasts](http://www.auvsi.org/econreport) by the Association of Unmanned Vehicle Systems International. By 2025, this will increase to 100,000 jobs with an impact of $82 billion. According to advisory committee members our digital imaging with drones courses are moving in the right direction with what is occuring in the indsutry. There are currently many employers incorporating this technology into jobs that were once handle by crews of workers and new positions being created to perform these tasks. Additional technolgies suggested to incorporate into the curriculum are Infrared and LiDAR digital imaging and remote sensing equipment. To incorporate LiDAR into the curriculum we need to expand our capabilites with a more robust drone that can handle the LiDAR sensor’s weight and more precise GPS requirements.  3D printing technology continues to advance at a rapid pace, and our faculty remain steadfast to attend tradeshows and work with industry to maintain currency and stay focused on moving these aspects of our offerings in the right direction.  There is a growing need in industry for screen media (web, mobile device, digital signage, TV, etc.) designers who can incorporate social media and video skills. We attempted to meet this need by updating, developing and offering classes that are changing with present and future technology. The main hindrance to getting such courses filled is that we have no targeted marketing presence and only rely on the schedule and word-of-mouth. We are ready and prepared to teach the content, but need seats filled in order to do so. We believe that this medium will help fill the employment void that we have seen in traditional print development with rising jobs requiring proficiency in designing for mobile and smart devices and screen media.  We continue to update and equip our labs with the latest technology to meet industry and student needs. In addition, our faculty maintain currency and keep up to date with industry trends by attending trade shows and conferences.   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.**   Current and future students are impacted through cancelled sections and incomplete course offerings where students need specific courses to complete certificates and/or degrees. Given this information it is apparent that we need to revise our curriculum to bring our certificates and degrees into a more tightly focused group of offerings in addition to the district making efforts to rectify the negative enrollment trends with targeted marketing. Through the courses we are able to offer, our students are getting the relevent job skills, learning modern technology, and becoming proficient with software to prepare them for a competitive job market. |

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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.)**   Detailed data follows with San Diego estimated current and projected numbers. These numbers have not changed since last year.  Occupation Est. - Projected Year Est. Employment Proj. Employment %  Multi-Media Artists and Animators 2012 - 2022 1,080 1,470 36.1  Graphic Designers 2012 - 2022 2,580 3,120 20.9  Commercial & Industrial Designers 2012 - 2022 430 500 16.3  These projections are healty trends, but also lead us to believe we need to target-market relevant groups in order to boost enrollment in our capstone courses to best address the needs of industry. |

**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.** 5. Resources requested last year were for drone technology and a new faculty laptop. We aquired the drone funding and implemented the technology into the new digital imaging with drones course which has been a huge success with students. In doing unoffcial surveys with stdents in our department many more want to persue this course. There has been lots of talk about it on campus, an article came out in the Telescope newspaper, and there is a cross-discipline certificate with the GIS department currently in the curriculem process. We have also written a second level course for drone technology. We did not receive funding for a faculty laptop and are requesting it again this year. 6. One concern is that we did not receive any supply funds through the PRP process last year, though we requested $12,300 in total to meet the needs of the entire department. With regard to the drone course learning drone technology unfortunately means that parts will eventually need to be repaired. With no funding this was hard to accommodate as the instructor had to purchase the needed parts himself and cover the cost out of his own pocket.  Many students have older mobile devices using hardware and software that does not work with current drone technology. Therefore, we need to aquire mobile devices that are compatible.  Another concern is that we are being asked to fill our classrooms with students during a time of prosperity where our department and the college as a whole has lower numbers yet we do not have any funds for marketing our program. Our goal #4 on last years PRP was for recruitment and outreach funding and no specific funding was acquired but it is DESPERATELY needed. We need to promote through printed material, social media, web-based media, and personal contact. We currently have articulations agreements with some high school programs related to GCIP, but other than that there is no time and no funding to take on an advertising campaign to promote our department. We need funding to create social media, a robust website, and create a cohesive department campaign that will attract the young adult entering college and sway them to the relevant offerings and technology in our department. Marketing efforts and budgets are needed to better reach the High School students who are already getting introduced to GCIP-related programs, technology and software. Our capabilities continue to grow, but that ends up only mattering to those who enroll and the employers who benefit from the skill sets our students develop. It doesn't benefit those who don't know about our programs and offerings. 7. Goal #1 – Stay current in Industry trends and technologies.  Goal #2 Increase the awareness of our programs and our enrollments. This particular goal will require funding to target individuals and businesses interested in our offerings.  Goal #3 Increase drone digital imaging capabilites such as Infrared and LiDAR.  Goal #4 Increase student access to the flatbed graphics press with more screen printing frames. We currently have eight large format screens for poster printing which creates a bottle neck for students trying to complete projects. More frames would help eliminate this bottleneck.  Goal #5 - Create a central work/study area within the department floor plan that students can utilize. There are other departments within the MD building and similar areas in the Humanities building with such capabilities, but funds ran out before the GC department would have received comparable furniture.   Goal 6: Support student activity and safety in lab setting with a student hourly worker. This allows students to access equipment during lab hours.   * 1. Impact: allows students who are income disadvantaged access to computer equiment to complete projects.   2. Concerns: Safety is always a concern when working with screen printing equiment and chemicals.   Technology has a definite cost associated with it, and industry counts on the community college system to train the workforce of tomorrow with the skills necessary to succeed using industry-standard equipment. We in GCIP continue to strive toward meeting the needs of both our students and industry. |
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**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.** | **Drone Technology** | **600010** | **#2** | **1** | **To incorporate and teach industry standard capabilities such as Infrared imaging and its uses in the Drone and related GIS courses. Advisory committee recommends this capability to train the workforce of tomorrow so this additional equipment is required. This will allow us to train for applications such as: search and rescue, precision agriculture, inspection industries, security and surveying. Package includes drone with lifting capabilities to handle the additional sensors, Thermal Camera, hard case, batteries, video transmitter, accessories, labor, and dual computer radio controls.** | **$15,600** |
| **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.** | **8 iPads** | **600010** | **1,3** | **1** | **Drone technology requires modern mobile device connectivity. Older units are not compatible with current drone technology so new units are required. Request is for 8 ipads, some of the drones require 2 – one for the pilot, and one for the camera operator, others require 1. iPads will also be used in other courses such as GCIP 249, and various GCMW sections.** | **$6,000** |
| **b2.** | **Protective Cases for Drones and Digital Imaging Equipment** | **600010** | **1,3** | **1** | **Previous budgets were not sufficient to include protective cases for the drones and various digital imaging equipment that has been received. The original cardboard packaging is falling apart and while the technology is still in good working order, it is prone to damage without something more durable like a hard case.** | **$2,750** |
| **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.** | **Screen printing frames and materials** | **400010** | **#3** | **1** | **These frames would allow students more access to the flatbed graphics press and help eliminate a current bottleneck with students trying to complete projects. The instructor will use the additional materials for sample projects and substrate testing.** | **$3,400.00** |
| **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.** | **Travel Funds for trade shows and conferences** | **500010** | **5** | **2, 3** | **Stay current with industry trends and technologies. Specialty Graphics Imaging Association SGIA x2 faculty, 3D Print World Expo x2 faculty, Commercial UAV Expo x1, Imprinted Sportswear Show ISS x2, International Drone Expo x1.** | **$2,000.00** |
| **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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| **1.** | **Screen printing frames and materials** | **400010** | **#3** | **1** | **These frames would allow students more access to the flatbed graphics press and help eliminate a current bottleneck with students trying to complete projects. The instructor will use the additional materials for sample projects and substrate testing.** | **$3,400.00** |
| **2.** | **Drone Technology** | **600010** | **#2** | **1** | **To incorporate and teach industry standard capabilities such as Infrared imaging and its uses in the Drone and related GIS courses. Advisory committee recommends this capability to train the workforce of tomorrow so this additional equipment is required. This will allow us to train for applications such as: search and rescue, precision agriculture, inspection industries, security and surveying. Package includes drone with lifting capabilities to handle the additional sensors, Thermal Camera, hard case, batteries, video transmitter, accessories, labor, and dual computer radio controls.** | **$15,600.00** |
| **3.** | **8 iPads** | **600010** | **1,3** | **1** | **Drone technology requires modern mobile device connectivity. Older units are not compatible with current drone technology so new units are required. Request is for 8 ipads, some of the drones require 2 – one for the pilot, and one for the camera operator, others require 1. iPads will also be used in other courses such as GCIP 249, and various GCMW sections.** | **$6,000** |
| **4.** | **Protective Cases for Drones and Digital Imaging Equipment** | **600010** | **1,3** | **1** | **Previous budgets were not sufficient to include protective cases for the drones and various digital imaging equipment that has been received. The original cardboard packaging is falling apart and while the technology is still in good working order, it is prone to damage without something more durable like a hard case.** | **$2,750** |
| **5.** | **Travel Funds for trade shows and conferences** | **500010** | **#5** | **2, 3** | **Stay current with industry trends and technologies. Specialty Graphics Imaging Association SGIA x2 faculty, 3D Print World Expo x2 faculty, Commercial UAV Expo x1, Imprinted Sportswear Show ISS x2, International Drone Expo x1.** | **$2,000.00** |
| **6.** |  |  |  |  |  |  |
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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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** 12/15/15**

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**