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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.**  **Brandan Whearty** |

**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)   Enrollment this year continued to climb slowly but steadily in the SPCH discipline, rising from 1964 to 1982 over the last year. This 0.92% increase positions our discipline between the averages of the division and the college. The Languages and Literature Division as a whole increased enrollment by 1.09%, while Palomar College as an insitution decreased enrollment 0.77%. These numbers suggest that the SPCH discipline and the Languages and Literature division continue to perform well above the college average for enrollment and are offsetting slightly decreasing enrollments across Palomar College.  Census load percentages over the last year show that the trends in SPCH discipline enrollment run counter to the enrollment trends of both the Languages and Literature Division and Palomar College. During this reporting period, the SPCH discipline increased census load percentage by 0.57% (to 90.50%), while the Languages and Literature Division enrollment load was down by 3.23%, and the total census load percentage for the college was down by 3.20%. This counter-institutional effect is probably a combination of rising demand for SPCH transfer credits combined with institutional resource conservation efforts such as cancelling low-enrolled class sections. What this data demonstrates is that the SPCH discipline is operating well above census load averages for the college and division and is helping to subsidize lower-enrolled sections of non-SPCH classes.  The college, the division, and the discipline all show parallel trends in the area of Weekly Student Contact Hours. During the last year, WSCH for the college increased by 0.94%, WSCH for the division increased by 0.99%, and WSCH for the SPCH discipline increased by 1.07%. This increase to 6243 WSCH made 2014-2015 the most productive year ever for the SPCH discipline, outperforming the previous record set during last year's reporting period by 66 WSCH. A less positive trend in the SPCH discipline is the ratio between part-time and full-time FTEF. Our FTEF generated by full-time faculty this year remained flat (4 FT-FTEF), while the FTEF from part-time faculty rose from 10.70 to 10.99. This data indicates that 73.32% of classes in the SPCH discipline are taught by part-time faculty, which is very close to the opposite of the state-mandated minimum of 75%-25%. Corrective action has been taken by the college in approving new hires in both the 2014-2015 and 2015-2016 school year, but the impact of these new full-time faculty positions will not be measurable until the 2016-2017 report, and will not be fully calculable until the 2017-2018 reporting period.  In the area of student succeess, our departmental trends mirror the trends of the division and college. Our discipline's daytime success rate for the 2014-2015 Fall term was 78.3%, above the division average of 73.7%, and well above the college average of 70.9%. A year-by-year analysis reveals that while the SPCH discipline's daytime success rate remains high, there has been a slight downward trend over the last 3 years. Further analysis is necessary to determine if this is an independent effect or caused by changes in policy and procedure. In the area of nighttime success, our department has succeeded in correcting a problem identified in the previous year's PRP report. Our success rate fell from 77.1% in 2012-2013 to 70.6% in 2013-2014. This was identified as an area needing focused improvement, and this year, our discipline's nighttime success rate rose to 78.3%. This is identical to the daytime pass rate, and well above the discipline average of 71.5% and the college average of 72.1%.  When success rate is evaluated by gender, students who self-identify as female continue to show a success rate higher than those who self-identify as male. The pass rate for male students in the SPCH discipline fell slightly from 76.9% to 76.4%, while the pass rate for female students fell from 82.6% to 80.4%. These numbers parallel institutional trends at both the division and college level, and may indicate opportunities to reach out to at-risk students who are on the borderline of failing. The only area related to gender that showed a large variance in pass rates over the last several years was students who prefer not to identify by gender. There are so few students in this area that massive changes in success rates are to be expected. The success rate for those students fluctuated from 100% in 2012-2013 to 66.7% in both 2013-2014 and 2014-2015. Only 15 students choes not to report their gender in all 3 years combined, which explains the changes in success rates as a statistical artifact caused by a low population.  The SPCH AA degree continues to be underutilized. While 3 degrees were awarded in 2013-2014, none were awarded in the 2014-2015 Fall semester. Our department project to understand and correct this problem is underway but has been slowed by staff retirements and opportunity cost versus other departmental imperatives such as hiring. |

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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 SPCH discipline will use the 2015-2016 year to continue to update and assess planned SLOs. Over the last year, we have added a new faculty member who shares responsibility for evaluation the SLOs for SPCH 100, and has taken over responsibility for SPCH 115. Hundreds of evaluations worth of survey data have been collected and are in the process of being coded and assessed. In SPCH 105, evaluation of SLO #3 (Toulmin Model) has shown that minor modifications in the course lessons have produced the desired effect by raising the pass rate associated with questions about the toulmin model. Also, the current course SLOs for SPCH 105 are being reevaluated in order to make sure that they accurately measure both current versions of the class. SPCH 125 is currently mid-assessment cycle, and the results will be loaded into TracDAT before the beginning of the Spring 2016 semester.  Additionally, reforms are in progress regarding the application of the SLO/AC to independent study programs such as SPCH 145/150/160. The SPCH discipline faculty are working together to develop SLO measurements that can be accurately applied to the differing courses of study taken by different students as part of an independent study. We are also redrafting SLO #2 for SPCH 290 (Tournament Attendance), since changes in local policy have removed the ability for the class to require tournament attendance. The new SLO and MOA will be finalized during the Spring 2016 semester and should be ready for evaluation in time for the next discipline PRP report. Relevant faculty will also be meeting to determine the next step in evaluating our PSLOs, and making sure that the MOAs are consistent across courses as as different as SPCH 100 - Oral Communication, SPCH 125 - Oral Interpretation of Literature, and SPCH 290 - Speech Competition. |

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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.**   Our departmental project to increase faculty utilization of online resources such as Blackboard is almost complete. Our last peer training on basic Blackboard operations will be completed over the 2016 winter break, which means that 100% of department full-time faculty will be using the Blackboard system for delivering course information. We anticipate that this switch toward digital class materials will save the school thousands of dollars in printing fees over the course of each school year.  Our project to update the entire corpus of rules and procedures for the Palomar Speech & Debate team is also nearly complete. By the time that the 2016 Spring Semester begins, we will have all updated forms, rules, and procedures available through the SPCH 290 Blackboard system. In addition, we plan on implementing some flipped-class lectures to provide a standard base of information for all students, regardless of previous experience.  In the 2014-2015 school year, our Speech & Debate program achieved the highest NPDA national ranking in Palomar College history, winning 3rd place community college ranking in the United States. In addition, our program took 4th place in debate at the Community College national tournament in Cleveland, OH, and transferred students to Northern Arizona University and San Diego State University. In addition, our program has continued active participation in local professional organizations such as PSCFA and has hosted tournaments which drew participants from as far away as Texas. In addition, the Palomar Speech & Debate Team continues to serve the college locally, through events such as performance showcases and speech work days. As always, our program continues to model diversity in recruitment. Our student competitors included students with autism, international students, ESL students, students from extreme poverty, and students from local at-risk groups such as single-parent Hispanic males.     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.**   The most direct result of the PRP process in our department has been to put the PRP and SLO/AC process at the center of our department's policies and future goals. This process has helped to rebuild the institutional knowledge lost due to faculty retirements and deaths and has helped us to understand and constructively contribute to the planning process for the college as a whole. We have eliminated SLOs that were poorly phrased or untestable and changed our SLOs where they conflicted with local policy.  Last year, our department received IPC funding for 4 Dell laptops ($10,000). We are working with Information Services to finish configuring these machines, and we anticipate deploying them for temporary checkout by discipline faculty members and qualified students in Spring 2016. These laptops will increase our organizational resilience against equipment failure and will assist our most poverty-stricken students with research and writing when they are not on school grounds. In addition, we are in the process of writing simple guides to the use of college hardware that incorporate the current IS AUP and will prevent unauthorized use of district resources and damage to our new hardware. |

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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.**   Goal #1, to increase outreach at the high school level, continues to move forward slowly. We have begun forging relationships with local public, private, and charter schools, but we have been hampered by staff changes at both ends. This has made it difficult to build the transfer relationships we would like with our feeder schools. In the coming year, we plan to expand this goal through sharing coaching time and resources with local high schools.  Goal #2, to study underutilization of the Speech AA degree, is almost complete. Our analysis last year provided two possible causes for this underutilization: relevance to student goals and effective promotion. Given that the vast majority of our students take Speech classes in order to fulfill transfer requirements and are not students with a communication emphasis, it may not be possible to remediate this problem. Effective promotion, however, is within departmental control. Since we have no formal advertising budget for the department, we are studying ways to reach out to Palomar students that use existing (and free) channels, such as through the main campus website, handouts for all SPCH classes, and short commercials for the AA degree that can be posted easily to Blackboard.  Goal #3, to evaluate renaming of the Speech discipline, continues at a very slow pace. Changes in staffing due to the SERP program have necessitated redoing parts of our negotiations, and the requirements of shared governace have slowed down the process. We have been considering this goal for nearly a decade and have been actively pursuing it for 3.5 years. Our current designation as the Speech discipline hasn't been the industry standard for the communication field for nearly 20 years, and our transfer students have reported ancedotal evidence of colleges refusing to accept Speech credits as vaild toward a Communication degree. In addition, we have learned that the association between Speech and ASL requires use to change our name in order to be culturally sensitive. Nationally, programs that include Speech and ASL are centered around speech therapy rather than speech communication. Our departmental faculty on the ASL side have reported that speech therapy programs are perceived as being focused on 'remediating Deafness,' which is not compatible with our mission or our values. We anticipate that this process may take a few more years to complete, but we remain committed to updating our formal designation.  Goal #4, to separate forensics accounts and increase student access to supplies, continues to be at the core of many of our organizational processes. We have separated forensics accounts for copying, and this change has allowed us to track our expenditures more clearly and to budget more carefully. Unfortunately, we continue to require more funding for operations than we are provided and have required lottery money during the Spring semester of the last 2 years in order to afford basic supplies such as staplers, paperclips, paper, and markers. |

**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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** | **Speech Supplies** | **400010** | **#4** | **#5** | **Our need for supplementary budgets for supplies has increased due to the lack of IPC funding provided last year. We require protective gear for the department's cameras, new performance black books, which must be special ordered, and cases to hold visual aids during transport and competition. Increasing our supply budget would allow us to avoid running out of funds mid-year, and would rebuild our depleted supplies for the coming year.** | **1500.00** |
| **c2.** | **Voice Recorders & Powerpoint Remotes** | **400010** | **#4** | **#1** | **Our department has an immediate need for voice recorders and powerpoint remotes. Currently, Speech faculty do not have access to either of these resources through the school, which means that Speech instructors must buy these basic supplies using private funds. This has resulted in problems with compatibility, unnecessary expenditure, and disruption of lesson performance in class. This funding would allow us to permanently solve this problem, and to provide better instruction throughout all speech classes taught at Palomar College. The amount requested would cover 5 voice recorders and 5 powerpoint remotes, which would allow checkout access for all levels of faculty.** | **1200.00** |
| **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **Speech Information Databases** | **500010** | **#4** | **#1** | **Students in normal classes and speech competition benefit enormously from access to instructional materials packaged specifically for our discipline. The Palomar College library lacks the necessary materials to fulfill this need, since their instructional focus is broader and more accessible. Access to these resources for 1 year would allow our school to generate substantial backfiles of information which would be useful in coming years, and permanently solve this instructional problem. The funding requested would buy the Planet Debate Master 15 subscription ($695.00) with access to generic backfiles ($199.00), and cutting edge critical thinking research ($69.00).** | **963.00** |
| **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.** | **2016 NCA Travel Funding** | **500010** | **#4** | **#4** | **In order to continue professional development, serve as voting members of Speech-specific committees, and present original research in the Speech discipline, we require money in order to attend the only top-level professional conference in our discipline, the National Communication Association annual convention. This convention is located in Florida in the 2016 year, and no faculty will be able to attend without institutional support from the college. The money provided would partially fund several (3-4) faculty members, allowing them to attend the conference and represent Palomar College as voting delegates in Speech organizational business meetings.** | **3000.00** |
| **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **Funding for 1 short-term hourly worker supporting Speech & Debate** | **230010** | **#4** | **#1** | **In the 2014-2015 school year, we were able to secure IPC funding for a short-term hourly worker supporting the Speech & Debate team. We were able to hire an expert who cost the school $4000 but who was able to provide between $5000 and $6000 in value to the school through competition judging alone. This worker also allowed us to support student learning in other ways such as increasing access to practice time and allowing us to keep the H-225 Speech Lab open during evenings. In the 2015-2016 school year, we did not receive IPC funding for a student worker, which caused budget problems and required us to reduce access to practice and lab time. IPC funding for this position for the 2016-2017 school year would allow us to continue to save the college money and to improve access to services to improve student learning.** | **4000.00** |
| **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.** | **Funding for 1 short-term hourly worker supporting Speech & Debate** | **230010** | **#4** | **#1** | **SIn the 2014-2015 school year, we were able to secure IPC funding for a short-term hourly worker supporting the Speech & Debate team. We were able to hire an expert who cost the school $4000 but who was able to provide between $5000 and $6000 in value to the school through competition judging alone. This worker also allowed us to support student learning in other ways such as increasing access to practice time and allowing us to keep the H- 225 Speech Lab open during evenings. In the 2015-2016 school year, we did not receive IPC funding for a student worker, which caused budget problems and required us to reduce access to practice and lab time. IPC funding for this position for the 2016- 2017 school year would allow us to continue to save the college money and to improve access to services to improve student learning.** | **4000.00** |
| **2.** | **Speech Supplies** | **400010** | **#4** | **#5** | **Our need for supplementary budgets for supplies has increased due to the lack of IPC funding provided last year. We require protective gear for the department's cameras, new performance black books, which must be special ordered, and cases to hold visual aids during transport and competition. Increasing our supply budget would allow us to avoid running out of funds mid- year, and would rebuild our depleted supplies for the coming year.** | **1500.00** |
| **3.** | **Voice Recorders & Powerpoint Remotes** | **400010** | **#4** | **#1** | **Our department has an immediate need for voice recorders and powerpoint remotes. Currently, Speech faculty do not have access to either of these resources through the school, which means that Speech instructors must buy these basic supplies using private funds. This has resulted in problems with compatibility, unnecessary expenditure, and disruption of lesson performance in class. This funding would allow us to permanently solve this problem, and to provide better instruction throughout all speech classes taught at Palomar College. The amount requested would cover 5 voice recorders and 5 powerpoint remotes, which would allow checkout access for all levels of faculty.** | **1200.00** |
| **4.** | **2016 NCA Travel Funding** | **500010** | **#4** | **#4** | **In order to continue professional development, serve as voting members of Speech-specific committees, and present original research in the Speech discipline, we require money in order to attend the only top-level professional conference in our discipline, the National Communication Association annual convention. This convention is located in Florida in the 2016 year, and no faculty will be able to attend without institutional support from the college. The money provided would partially fund several (3-4) faculty members, allowing them to attend the conference and represent Palomar College as voting delegates in Speech organizational business meetings.** | **3000.00** |
| **5.** | **Speech Information Databases** | **500010** | **#4** | **#1** | **Students in normal classes and speech competition benefit enormously from access to instructional materials packaged specifically for our discipline. The Palomar College library lacks the necessary materials to fulfill this need, since their instructional focus is broader and more accessible. Access to these resources for 1 year would allow our school to generate substantial backfiles of information which would be useful in coming years, and permanently solve this instructional problem. The funding requested would buy the Planet Debate Master 15 subscription ($695.00) with access to generic backfiles ($199.00), and cutting edge critical thinking research ($69.00).** | **963.00** |
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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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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**