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| **Discipline:**  | **Date:** **11/10/2015** |
| **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.****Mark Lane, Scott Kardel** |

**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 data for the 2014/15 academic year shows a slight year-over-year decrease in astronomy enrollment of about 4%. Additionally, our WSCH and FTES numbers were down a bit from the previous year - down 7%.A recent historical decline in FTEF was due to Jim Pesavento's sabbatical, where we relied on adjuncts to help cover the course offerings. Jim returned for one last academic year before his retirement, so we have had a bump on the FTEF numbers. In recent years, our ratio of Part-time/Total FTEF was high due in part to a 60% release needed for Mark Lane to serve as Planetarium Director. This along with Jim Pesavento's retirement in Spring 2014 kept us relying on adjuncts for a few years until a full-time replacement for Jim was hired starting in the Fall 2015 semester. With the new full-time replacement (Scott Kardel), we should see a change in this ratio.We have had a slight increase in the Success Rate since last year's PRP. Our Success Rate for the Fall 2014/15 term was 51.3%. However, even though we had a small bump in the rate, our current Success Rate is still down when compared to the high of 57.9% in 2011/12 - down nearly 11%. To explore this, Mark Lane compared this with his class averages for the two fall semesters (Fall 2011 & Fall 2014). Overall his class averages for all of his sections were nearly identical (69.3 & 69.6). Since we do not have numbers for the other adjunct instructors, we can't explore this any further. We suspect that part of this decline in Success Rate is partly due to the increased number of students who are being encouraged to enter the community college system who are underprepared for a fairly rigorous course like astronomy. We find that many of our students are not doing required assignments, and it is obvious from graded exams that they are not studying and preparing for these exams. This unfortunate trend is evident in many of the other science disciplines. We would like to explore ways to encourage our students to be more engaged in their own success.A bright spot is that we increased the number of Astronomy AA Degrees in recent years. Overall the numbers are quite low compared to other disciplines, but this is normal (keep in mind that astronomy is highly specialized and not many students attempt an AA degree in astronomy at the community college level). Most astronomy majors finish their lower division work and move on to the university level without bothering to complete an AA degree in astronomy (an AA alone is not very useful, although it is a potential stepping stone on their way to a PhD.) Two of the degrees that were earned in recent years are students who are currently attending UCSD working on their BS in Astronomy. One student from 2011/12 is now working to get her MS Degree in astronomy. I am proud to say that all three graduates are women. |

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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 no major changes in our planned SLOAC activities. We continue to assess all of our courses using existing SLOAC methods.One area of continued trouble is our attempt to bring our success rate up for assessing the Astronomy 100 students on the topic of the seasons. After five years of assessment, we cannot break 50% success rate. It is believed that the way we are assessing the students is part of the problem. Rather than assessing them for the comprehesive concept, we are going to break it down to smaller areas of understanding. This way we can determine what area is bringing down the numbers for the concept as a whole. We are exploring this new method of assessing this SLO for the 15/16 academic year. |

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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.**

The Planetarium continues to be a valuable tool to help students understand some of the basic concepts related to astronomy. When students are exposed to realistic demonstrations of the concepts covered in class, they speak of how much it helps them understand what they are being taught. For more information, please consult the planetarium PRP.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.**

We would like to increase our success and retention rates. Many astronomy education pedagogical studies have shown that a more "hands-on" approach increases student learning and retention. When students can experience real life examples of challenging physical concepts they can relate to the concept, they have a better time understanding the concepts and are better able to incorporate the concepts into their overall learning of the topic. We would like to move the astronomy program in the direction of having more of these hands-on activities for our lectures and labs. Goal #1 (see Step II below) describes this approach and we have included a request for funding a few of these items below. We hope that this will be a step in the direction of increasing success and retention 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.**

NEW GOAL #1: We would like to use specific equipment in the classroom that will allow real-time, hands-on experiences related to some of the core concepts taught in our astronomy lectures. Equipment like infrared cameras and simple spectrometers can be purchased "off the shelf" and used in the lecture setting. This will greatly enhance student learning and success in areas that are more scientifically challenging for a general education student body.GOAL #2 was to modify the platform on the roof of the NS Building to allow for the use of telescopes. The main problem is in the design of the NS Building. While we attempted to head off the problem during construction, the architect simply did not listen to us. As a result, the NS rooftop platform vibrates causing images in the telescopes to be useless for observations and study in our Astronomy Lab classes. UPDATE: We are now in the process of building a new massive pier mount that will have positive dampening properties. The pier must be completely isolated from the platform. If this method does not remove the telescope vibration, a damping devise can be purchased that fits under the metal plate where the telescope base attaches. We have ten telescopes of 8 inch diameters. These can be placed on their piers when needed. A solution is still being explored, but it will require an investment of funds from the College, which are listed in this PRP. In the meantime we are unable to bring the hands-on telescope component back to our astronomy program until this is resolved.PREVIOUS GOAL: was to hire a full-time replacement for Jim Pesavento (now retired). UPDATE: We hired a new full-time astronomer (Scott Kardel) who started in the Fall 2015 semester. The benefits of hiring another full-timer is that we (1) are able to maintain our current course offerings without the heavy reliance of adjunct instructors and (2) we have full-time help to work on ways to increase student success and ways to grow our program and (3) we once again have an Assistant Director for the Planetarium to help carry the heavy work load related to our (very successful) planetarium outreach. |

**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.**  | **Piers for NS rooftop** | **600010** | **Goal #2** | **Aligns with the mission of the college (Goal 1)** | **The NS rooftop platform vibrates causing images in the telescopes to be useless for observations and study in our Astronomy Lab classes. This has been known since the building was under construction but the architect failed to change the design. We are now in the process of building a new massive pier mount that will have positive dampening properties. The pier must be completely isolated from the platform. If this method does not remove the telescope vibration, a damping devise can be purchased that fits under the metal plate where the telescope base attaches. We have ten telescopes of 8 inch diameters. These can be placed on their piers when needed.**  | **$3,000** |
| **a2.**  | **Damping devices for NS rooftop** | **600010** | **Goal #2** | **Aligns with the mission of the college (Goal 1)** |  **Damping devices will be needed only if the piers listed as priority number a1 (above) do not solve the problem.** | **$10,000** |
| **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.**  | **RSpec-Explorer Digital Spectrograph** | **600010** | **Goal #1** | **Aligns with the mission of the college (Goal 1)** | **Spectroscopy is the most important method that astronomers use to analyze the light of the universe. It allows astronomers to learn the temperature, composition and motion of astronomical objects. Spectroscopy is also one of the more difficult concepts for Astronomy 100 / Astronomy 105L students to master. The RSpec-Explorer Digital Spectrograph is a classroom demonstration tool that incorporates an internal video camera with a built-in diffraction grating that will allow instructors to capture and display a wide-range of spectra in the classroom. Use of the device will enhance student learning and retention by giving students a direct, visual experience with spectroscopy.**  | **$395** |
| **b2.**  | **FLIR A35sc Thermal Imaging Camera Benchtop Test Kit** | **600010** | **Goal #1** | **Aligns with the mission of the college (Goal 1)** | **Astronomers study astronomical objects across the full range of the electromagnetic spectrum. Because most of the spectrum is outside the human visual range, astronomy students often have difficulty understanding how what we perceive as light is fits in to the larger picture. The easiest form of light to detect that can also produce a visual image for students to see makes use of the infrared portion of the spectrum. The FLIR Thermal Imaging Camera will allow instructors to visually display and demonstrate the properties of infrared light and enhance student success.**  | **$5,995** |
| **b3.**  | **ISS Above Display** | **600010** | **Goal #1** | **Aligns with the mission of the college (Goal 1)** | **Request we purchase an ISS-Above device and associated display monitor for the first floor lobby of the NS Building. The ISS-Above device is a geo-located Raspberry Pi computer with LED display that alerts people when the International Space Station (ISS) is about to pass overhead. LEDs signal when the ISS is about to make an orbital pass above the location of the College (5-8 times per day) and the accompanying HD video display shows a live video stream from the external cameras on the Space Station whenever the ISS is in sunlight (46 out of every 92 minutes).** **The display in the First Floor NS lobby will make use of technology that integrates the Earth, Space and Aviation Sciences be providing a live, HD view of Earth from orbit. The video display should be useful to our Geology, Oceanography, GIS and Astronomy students by providing live, real-world views of our home planet.**  | **$500** |
| **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  | **FLIR A35sc Thermal Imaging Camera Benchtop Test Kit** | **600010** | **Goal #1** | **Aligns with the mission of the college (Goal 1)** | **Astronomers study astronomical objects across the full range of the electromagnetic spectrum. Because most of the spectrum is outside the human visual range, astronomy students often have difficulty understanding how what we perceive as light is fits in to the larger picture. The easiest form of light to detect that can also produce a visual image for students to see makes use of the infrared portion of the spectrum. The FLIR Thermal Imaging Camera will allow instructors to visually display and demonstrate the properties of infrared light and enhance student success.**  | **$5,995** |
| **2.**  | **RSpec-Explorer Digital Spectrograph** | **600010** | **Goal #1** | **Aligns with the mission of the college (Goal 1)** | **Spectroscopy is the most important method that astronomers use to analyze the light of the universe. It allows astronomers to learn the temperature, composition and motion of astronomical objects. Spectroscopy is also one of the more difficult concepts for Astronomy 100 / Astronomy 105L students to master. The RSpec-Explorer Digital Spectrograph is a classroom demonstration tool that incorporates an internal video camera with a built-in diffraction grating that will allow instructors to capture and display a wide-range of spectra in the classroom. Use of the device will enhance student learning and retention by giving students a direct, visual experience with spectroscopy.**  | **$395** |
| **3.**  | **Piers for NS rooftop** | **600010** | **Goal #2** | **Aligns with the mission of the college (Goal 1)** | **The NS rooftop platform vibrates causing images in the telescopes to be useless for observations and study in our Astronomy Lab classes. This has been known since the building was under construction but the architect failed to change the design. We are now in the process of building a new massive pier mount that will have positive dampening properties. The pier must be completely isolated from the platform. If this method does not remove the telescope vibration, a damping devise can be purchased that fits under the metal plate where the telescope base attaches. We have ten telescopes of 8 inch diameters. These can be placed on their piers when needed.**  | **$3,000** |
| **4.**  | **Damping devices for NS rooftop** | **600010** | **Goal #2** | **Aligns with the mission of the college (Goal 1)** | **Damping devices will be needed only if the piers listed as priority number a1 (above) do not solve the problem.** | **$10,000** |
| **5.** | **ISS Above** | **600010** | **Goal #1** | **Aligns with the mission of the college (Goal 1)** | **Request we purchase an ISS-Above device and associated display monitor for the first floor lobby of the NS Building. The ISS-Above device is a geo-located Raspberry Pi computer with LED display that alerts people when the International Space Station (ISS) is about to pass overhead. LEDs signal when the ISS is about to make an orbital pass above the location of the College (5-8 times per day) and the accompanying HD video display shows a live video stream from the external cameras on the Space Station whenever the ISS is in sunlight (46 out of every 92 minutes).** **The display in the First Floor NS lobby will make use of technology that integrates the Earth, Space and Aviation Sciences be providing a live, HD view of Earth from orbit. The video display should be useful to our Geology, Oceanography, GIS and Astronomy students by providing live, real-world views of our home planet.**  | **$500** |
| **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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| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**