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| OCN: Oceanography Lecture | **Date: 11/19/2015** |
| **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.**  Alan P. Trujillo |

**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)   Oceanography enrollments have remained stable and high with some variation over the past six years of data. For the past 6 years, oceanography enrollments have averaged 1333 students per year at census, which represents about 28% of the total enrollment of the ESAS Department. Enrollments have been as low as 1192 (2010-2011) and as high as 1443 (2013-2014). Average census load for the 6 years was 94.3%, and we note a significant drop-off of census load (81.71%) in 2014-2015, most likely due to the same reasons enrollments for the college as a whole have decreased.  The Oceanography Program has 3 full-time faculty members, but not all of them teach a full load in oceanography. For the past 6 years, Total FTEF for the program is 3.6 per semester, indicating that the oceanography teaching load is more than what can be taught by 3 full-time instructors. Part-time/Total FTEF % has also varied markedly during the past 6 years depending on sabbaticals and various leaves, ranging from a high of 64.52% (2010-2011) to a low of 37.14% (2011-2012). It is likely that the Part-time/Total FTEF% will remain high as long as full-time instructors teach a substantial proportion of their load in other Earth Science disciplines. We note the high number of Oceanography 100 Lecture courses that are being taught by adjunct faculty (currently eight out of the 12 sections offered in Fall 2015).  Oceanography Program retention rates have remained stable and high with some variation over the past six years of data. Oceanography retention rates have varied from 88.8% (2014-2015) to 95% (2010-2011) and have averaged 92.6%, which is comparable to the college-wide average (93.9%). Ocean 100 Online has a retention rate that averaged 90.9% (high of 97.3% in 2009-2010) and exceeds the college distance education retention rate of 87.7%. We also note that the average evening class retention rate in oceanography (90.8%) is a bit lower than the average evening class retention rate for the college (93.3%). We also note the substantial drop-off of online class retention rate (88.8%) in 2014-2015, yet it is still above the overall college retention rate for online classes of 84.5% in 2014-2015. The downward trend of online retention rate is ascribed to less demand for online classes, thereby resulting in shorter waitlists and less prepared students registering in online Ocean 100 Lecture classes. Overall, the college is experiencing a similar decline in online retention rates (down from a high of 91.2% in 2011-2012 to 84.5% in 2014-2015). We anticipate that the retention rate of Oceanography 100 Lecture online classes will continue to decrease as online class sizes are increased from 32 to 42 beginning in Spring 2016, with further increases in class size to 60 to match face-to-face classes anticipated in the future. Also, with the increase in online class size, we have dropped one section of Oceanography 100 Online. There should no longer be any concern as stated in last year’s report that online class sizes are being held to lower maximum enrollment numbers than face-to-face classes or that WSCH/FTER decreases with increased online offerings.  Oceanography Program success rates have also remained relatively stable and moderate with some variation over the past six years of data, ranging from 64.2% in 2009-2010 to 70.8% in 2010-2011. During the six years, oceanography success rates have averaged 67.4%, which is lower than the average success rate for the college as a whole (72.4%). For the college as a whole, the average evening success rate is 75.0%, which is higher than the college day success rate (72.7%). This is often ascribed to having more dedicated students enrolled in night classes. For oceanography, the evening success rate is 65.8%, but steadily increasing over the six years of data with a high of 72.0% in 2014-2015. We ascribe this higher recent value to the quality of teaching by adjuncts who teach Oceanography 100 Lecture at night. We note that this value is nearly the same as the college evening success rate (75.0%) and even higher than the average oceanography day success rate (67.2%). The average success rate for Oceanography 100 Online (71.6%) is substantially higher than oceanography day (67.2%), evening (65.8%), and average success rates (67.4%) and is also higher than the college-wide distance education success rate of 64.8%. However, we also note that the success rate trend in Oceanography 100 Online is decreasing over time; this may be due to the fact that more sections of Oceanography 100 Online are now being offered, and even though the classes are full with students on the waitlist, the waitlists are shorter and no students are being turned away as they have been in the past. In essence, demand for the class is reduced, thereby creating less competition for the class. This could allow under-prepared students to enroll in the class, thereby lowering the overall success rate through time. It is also noted that the college-wide success rate for online classes follows a similar trend that is decreasing over time. Further, we anticipate that the success rate of Oceanography 100 Lecture online classes will continue to decrease as online class sizes are increased from 32 to 42 beginning in Spring 2016, with further increases in class size to 60 to match face-to-face classes anticipated in the future. Also, with the increase in online class size, we have dropped one section of Oceanography 100 Online.  To address the concern about low retention and success rates by Hispanic students in Oceanography 100 Online sections that was noted in last year's report, students are now notified in online sections that the instructor would recommend taking Ocean 100 Online (or any college-level online class) only if the student meets the conditions of having a good GPA, that they have taken college-level courses for more than one year, that they are not a first-generation college student, that they do not have a language barrier, that they can express themselves well in writing, and that they have proficiency solving computer-related issues. Oceanography 100 Online does not have any prerequisites and students can enroll in this class or any other similar class if they wish, but it is anticipated that the notification will help students of all ethnicities to determine if they are a good match for online classes (students don't currently have to complete any campus requirements to enroll in online classes). Despite these warnings, there is no prerequisite for the course and many Hispanic students enroll in Ocean 100 Online. However, it was noted in last year’s report that all oceanography sections (not just online) suffer from low retention and success rates for minority students, not just Hispanics. In fact, the data suggests that this is a broader issue that affects all science courses. We will continue to monitor the enrollment of both online and face-to-face oceanography classes in the future, particularly in regard to minority retention and success rates.  It is also noted that Escondido oceanography classes have very high average retention rates (94.4%) and higher than average success rates (76.3%). The Oceanography Program should continue to offer at least one section of both Oceanography 100 Lecture and Oceanography 100 Lab at Escondido Center each semester. Unfortunately, in Fall 2015, both Oceanography 100 Lecture and Oceanography 100 Lab classes were cancelled due to low enrollments. It is believed that with more widespread and timelier advertising, both classes will have better enrollments in future semesters and we are currently pursuing those avenues. |

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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/>   Course SLO assessments were conducted during the Fall 2014 Semester for Oceanography 100 Lecture and the agreed-upon time interval for assessments is once every three years. Al Trujillo organized and compiled the results of the assessments.  Oceanography 100 Lecture students participated in an assessment for the following SLOs: (1) processes of plate tectonics, (2) El Niño/La Niña cycles, and (3) middle latitude marine productivity. Students were assessed by a series of multiple choice questions on the final exam for the course. The assessment states that for the assessment goal to be met, 70% of the students must provide a correct answer.  For the first SLO assessment on processes of plate tectonics, a total of 346 students from 13 lecture sections (both face-to-face and online) participated in the assessment activity. The results show that the average score on the assessment was 73.4%, which indicates that this assessment goal is being met.  For the second SLO assessment on El Niño/La Niña cycles, a total of 337 students from 13 lecture sections (both face-to-face and online) participated in the assessment activity. The results show that the average score on the assessment was 70.0%, which indicates that this assessment goal is being met.  For the third SLO assessment on middle latitude marine productivity, a total of 345 students from 13 lecture sections (both face-to-face and online) participated in the assessment activity. The results show that the average score on the assessment was 80.3%, which was the highest score of the three assessments and indicates that this assessment goal is indeed being met.  We ascribe the reason for the high assessment score for the third SLO assessment on middle latitude marine productivity to the fact that it was the most recent topic covered of the three SLO topics. In all three SLO assessments, slightly different content covered by various instructors may have resulted in the range of scores on the assessment. For example, some of our new adjunct faculty had very low assessment scores, which we think will improve as these new instructors gain experience in teaching this subject matter. We also note that online sections had some of the highest assessment scores overall.  The results of the SLO assessments were discussed with adjunct faculty who attended the Oceanography 100 Lecture Instructor’s meeting that was held on January 8, 2015. We are planning a similar meeting and discussion of SLOs at this year’s January oceanography instructor’s meeting. |

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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.**   Oceanography 100 Lecture: None.   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.**   Al Trujillo has developed a checklist of important topics and instructor resources to discuss with new Oceanography 100 Lecture instructors so that the new lecture instructors know what is expected of them within the Oceanography Program. He also is planning to have a yearly Oceanography 100 Instructor's meeting for adjunct instructors, where important oceanography administrative topics can be discussed, oceanography SLO assessment data can be presented, and oceanography-specific active learning teaching techniques can be demonstrated. The first of these meetings was held on January 8, 2015, and another meeting is scheduled for January 14, 2016. We believe both of these items will increase the effectiveness of our adjunct faculty and help build a stronger program.  It is also suggested that the database for course success and retention rates have an option to separate lecture versus lab courses, similar to the option to separate face-to-face versus distance education courses. Currently, this ability does not exist, leading to some skewed results. |

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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.**   Last year, new goals for the Oceanography Lecture portion of the Oceanography Program included: (1) convening an annual Oceanography Lecture Instructors’ Meeting, (2) providing travel funds for encouraging both full-time and adjunct faculty to participate in Profession Development activities, particularly those that involve active learning, and (3) being aware of the needs of minority students in our classes to increase their success and retention. All of these new goals will help make Oceanography a stronger program.  We have made progress on item #1 by conducting an Oceanography Lecture Instructors’ Meeting on January 8, 2015 and have another meeting scheduled for January 14, 2016. On Item #2, no funding was provided. On Item #3, this is a topic that will be discussed at the Oceanography Lecture Instructors’ Meeting on January 14, 2016.  Other goals on last year’s report included: (1) Purchase lab materials for Escondido Center to ensure consistency of instruction between the two campuses, (2) Implement waitlists for Oceanography lab, (3) Encourage enrollment in Oceanography lab in both face-to-face and online sections (which is currently being done), and (4) Increase consistency and quality of instruction. |

**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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** | **None** | **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.** | **None** | **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.** | **Food for Ocean-ography Adjunct Instructors’ Meeting** | **400010** | **1 – Increase consistency and quality of instruction.** | **Goal 1: Student Learning: Support excellence in teaching in academic programs and services to improve student learning** | **To increase consistency and quality of instruction as well as to improve student learning, we need funding for a meal associated with our annual Oceanography Adjunct Instructors’ Meeting, which is typically held the Thursday before Spring semester. Many items related to effective teaching practices and departmental policies (including SLOs) are discussed.** | **$100** |
| **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.** | **Printing** | **500010** | **1 – Increase consistency and quality of instruction.** | **Goal 1: Student Learning: Support excellence in teaching in academic programs and services to improve student learning** | **To increase consistency and quality of instruction as well as to improve student learning, we need more funds for printing of class materials. This budget has been underfunded for several years.** | **$500** |
| **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.** | **Have faculty attend the On Course National Conference** | **500010** | **1 – Increase consistency and quality of instruction.** | **1, 2, 3** | **Al Trujillo requests funding to attend the annual On Course National Conference in April 2017 to learn new active-learning instructional techniques that he can employ in his own classes and share with other instructors at Palomar, including newly hired instructors in Earth Sciences. The location for 2017 has yet to be announced.** | **$1300** |
| **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.** | **None** | **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.** | **Food for Ocean-ography Adjunct Instructor’s Meeting** | **400010** | **1** | **1** | **To increase consistency and quality of instruction as well as to improve student learning, we need funding for a meal associated with our annual Oceanography Adjunct Instructor’s Meeting, which is typically held the Thursday before Spring semester. Many items related to effective teaching practices and departmental policies (including SLOs) are discussed.** | **$100** |
| **2.** | **Have faculty attend the On Course National Conference** | **500010** | **1** | **1, 2, 3** | **Al Trujillo requests funding to attend the annual On Course National Conference in April 2017 to learn new active-learning instructional techniques that he can employ in his own classes and share with other instructors at Palomar, including newly hired instructors in Earth Sciences.** | **$1300** |
| **3.** | **Printing** | **500010** | **1** | **1** | **To increase consistency and quality of instruction as well as to improve student learning, we need more funds for printing of class materials. This budget has been underfunded for several years.** | **$500** |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
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| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |

**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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **None** |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
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| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**