**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: American Indian Studies** | **Date 1/30/14** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**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.

[**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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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Alan Lechusza Aquallo, Patricia A. Dixon, Deborah W. Dozier, Seth San Juan, and Martha Collins** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **Our goals are to provide excellence in education for all students, and the public about American Indian tribes and American Indian individuals from archaic times to the present. The interdisciplinary curriculum provides thematic foundations in history, sovereignty and government, language, literature, and fine arts, as well as federal Indian law and policy. Our courses fall within the areas of transfer-readiness, general education, and aesthetic and cultural enrichment. We seek to demonstrate the relevance of American Indian perspectives to contemporary political, economic, and social issues in the United States and globally.**  **The American Indian Studies certificate provides the tools for cultural knowledge and insight that could provide employment opportunities in such fields as archaeology, art, education, social services and resource management.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Our mission statement aligns with the college mission statement in encouraging students to pursue transfer-readiness, general education, and aesthetic and cultural enrichment. In learning about tribal governments and their relationships to the United States federal government and individual states, Palomar students develop skills to contribute as individuals and global citizens responsibly and effectively in an interdependent and changing world.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **The department developed, adminstered and collected data through a student and community survey. The survey's intent was to ascertain future needs of students and local tribal communities and to evaluate how the department could best meet those needs. The Department had initiated and completed a survey in the early 1990s but the box containing the data was lost in our move from the P buidling to the MD building.The results from these 2013 surveys were not available until late Fall 2013. A review of the data will guide us not only in course offerings but also new areas of growth.**    **The department created the following courses: AIS 146 American Indian Theatre, Dance, and Music to expand the category for fine arts in the AIS certificate; AIS 166 IA and 166 IB Elementary Cahuilla to begin the first year of the language requirement; and AIS 161A and 161B Elementary Classical Nahuatl, which is cross-listed with Chicano Studies. The intent of these language classes is to expand the category for Native languages in the AIS certificate. These language classes meet not only the needs of tribal reservation communities but also document the department's and Palomar's commitment to fulfill California's state mandate to acknowledge and teach these languages.**  **We are working on SLO assessments and the creation of these new courses.**     1. **How did you implement and evaluate those curriculum changes?**   **AIS 146 was initially devised in Spring 2013 and has succesfully gone through curriculum in Fall 2013. The class will be offered and evaluated in Fall 2014.**  **AIS 161A and 161B were successfully offered and completed in 2012-2013. Student and community demand for the next level necessitated curriculum development in Cahuilla for academic year 2013-2014.**  **Results for the student and community survey were not completed until December 2013 but will be utilized to evaluate the AIS program SLOs in Spring 2014.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **For the 2011-2012 academic year the FTEF stood at 8.20. In developing our course scheduling for 2012-2013 we had to take the following factors into consideration: the retirement of one faculty member and the potential return of a faculty member from medical leave. The requirement of reducing classes and then adding classes late in the academic calender created uncertainty for enrollment. The subsequent retirement of a full-time faculty member, the return of a full-time faculty member, along with the fluctuating guidelines for class offerings are reflected in the FTEF drop to 7.00 in 2012-2013.**   1. **How did you implement and evaluate those class scheduling changes?**   **American Indian Studies, although interdisciplinary in focus, is required to follow the Chancellor's discipline list when assigning courses to instructors. This requirement required creative re-scheduling of classes for the returning faculty member and the redistribution of the retiring faculty member's courses. The requirement to reduce course offerings also influenced scheduling. Adjuncts lost classes.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **In 2011 and 2012 the department had two full-time faculty members retire. In the Faculty Hiring Request we requested at least one full-time faculty replacement to fulfill our full-time faculty obligation. Prior to 1980 our department had five full-time faculty, but since then we have operated with fewer full-time faculty. As a consequence this department has an inordinate dependency on adjunct faculty.**   1. **What is the current status of the plan you articulated?**   **We were approved for one full-time faculty hire replacement for the academic year 2012-2013.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$7,852.00**   1. **How were those funds spent?**   **In Fall of 2013 we completed the purchase of the PRP line items: Archival Artifact Storage Cartons, Bose Sound System, DVDs for classroom and distance education, Lab/Service Carts, MAC Laptop, network color printer, and view boxes and dividers. We were unable to spend the money for the map software since the software is now free via the internet. We were allowed to apply the money from the map software to purchase a Dell computer approved in the PRP 2012-2013 but originally unfunded.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **The department requested that our 60% ADA be returned to 100% status. The request ranking was 16th  in 2012-13, however, and the request was denied.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **It is too early to assess an impact because the purchases have just been completed.**   1. **Number of students affected**   **It is too early to assess an impact because the purchases have just been completed.**   1. **Other**   **Not applicable.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **Unmet needs fall into two categories, personnel and equipment/resources. The denial of our request for a full-time ADA impacts our ability to manage scheduling, data inputing, processing forms, and other administrative tasks. Every year ADA requirements increase. Our ADA is the first to meet community members and students to answer questions, facilitates meetings with adjuncts, and fosters overall departmental ability to be available to students and the community. The AIS ADA also works as departmental liaison with the Pauma Education Center located on the Pauma reservation.**  **Our request for funding guest speakers for our Annual California Indian Day was unmet. Due to the continued string of budget cuts it has become increasingly difficult to fund this important campus event, which brings tribal community members and students together to share in knowledge and celebration. This is a department priority.**    **In addition we had two extremely outdated PCs. One was replaced; the other was not. This second computer is needed by the community for archival and historical purposes.**  **Our request for four iPads to replace outdated laptops was denied. iPads would provide a diverse and streamlined learning environment in the classroom.**  **Our request for paper and toner cartridges was denied. This has begun to impede our effectiveness as a department.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **Based on the Enrollment at Census analysis from 2007-2012/13, there was slow but steady growth (1,009 to 1,477). A 1.9% decline was noticed in 2012/13 based on the Census load. A decrease in FTES was noticed in 2012/13 due to a full-time faculty member who returned from leave. In addition the administration directed class reductions for 2012/13. Our WSH/FTEF, from 2007-2013, averaged 510 indicative of our effort to manage effectively our course enrollments.**  **Course Success rate between 2007/08-2010 dropped by 0.7%. Academic years 2010/11 to 2011/12 witnessed an increase by 4.3%. The Course Success rate in 2013/13 returned to the previous norm of 4.4%.**  **The Retention rate between 2007/08 and 2012 witnessed a slight but steady increase (93.9% to 95.6%). A decrease occurred between 2011/12 and 2012/13 (-3.5%). This drop corrolates with the retirement of two full-time faculty members between 2010-2013. With the return of a full-time faculty member in 2012/13 and the hiring of a new full-time faculty member (Fall 2013), the department anticipates a return to the 94%+ retention rate.**  **The department takes note that there were more students in 2007-08 finishing the Certificate Program. A restructuring of the Certificate Program may have led to fewer students completing the program between 2008 and 2010. After the initual restructuring of the Certificate Program, the department saw a 100% increase from 2008/09 to 2013.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The previous data clearly demonstrate the department's need for a full-time ADA (currently at 60% with a needed increase to 100%), the establishment of an AA degree in AIS, and a strengthening of the current Certificate Program by providing greater course content within our four categories. Each point is founded on the department's overall commitment to the advancement of American Indian education, including strong relationships and ties with the local tribes and tribal organizations.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **The Assessment Cycle is on-going with 3 total Assessments completed to date (Fall 2013). More information needs to be updated within TracDat to reflect the actual number of Assessments completed.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **AIS 100, AIS 125, and AIS 102 completed the assessments. The AIS 100 assessment resulted in an all day workshop, of those instructors who taught the course, to share and reflect best practices to continue their success in meeting the SLO assessment. There is no documentation on assessment discussions, between faculty, for AIS 125 or AIS 102 other than meeting their goals. Faculty recognize the need to follow the prescribed SLOAC for further course evaluations so that full advantage can be taken of the assessments. Based on updated SLOAC information, further course changes and/or adjustments can and will be made accordingly.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Updated SLOAC information is necessary for further analysis of the overall program to be successful. A meeting with all full-time/adjunct faculty will fortify the current SLOAC process to make any necessary changes. The outcome of this meeting will reinforce the importance of the SLOAC process within our regular curriculum and teaching obligations. The assessment of the Program goals will be achieved utilizing the subjective and objective exam questions and essays embedded in targeted SLO course assessments in key certificate classes. The success rate will be recorded based on the outcomes prescribed for the key certificate classes selected.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (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).**   **Our department initiated and completed a community and campus survey (2011-2013). Based on these results and to strengthen our department, we need the following:**  **1. a full-time ADA (from current 60% to 100%),**  **2. a department PC laptop for internal use,**  **3. the establishment of an AA degree in AIS,**  **4. the addition of resources to broaden AIS courses, such as but not limited to AIS 100/125 to include a Service Learning component, and**  **5. monetary compensation for American Indian scholars'/artists' stipends to enrich the current academic curriculum, such as California Indian Day.**   1. **Given this 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.**   **Tribal input and student education interests lean toward cultural and natural resources and management courses that are in development. The five items above, validated by the community and campus survey data, necessitate our immediate active response. With the confirmation of the five items listed above, our department will further position itself as a cornerstone for students seeking to further their AIS degree in alignment with our sister four-year institutions (CSUSM and SDSU).** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can 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** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Please review point C (Other Relevant Data and Information).**   1. **Weaknesses**   **Please review point B (SLOAC).**   1. **Opportunities**   **Please review point C (Other Relevant Data and Information).**   1. **Challenges**   **Please review point B (SLOAC).** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **AIS/AMS believes replacement of the 60% ADA at 100% is essential to the continued growth and success of the department. The ADA in our department plays a key role in connecting students, faculty and tribal communities. Our present ADA is at 60% and is retiring effective mid-Spring 2014. The complexities of the ADA's responsibilities, computer/data inputting, and accessibilty for training due to constant administrative changes impedes the department's goal to meet important deadlines.** |
| **Plans/Strategies for implementation** | **We are requesting that the ADA 60% position be moved to 100 percent in this PRP process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Less likely to miss important deadlines. Availability to attend important trainings. Greater availability and support as point of contact for students and community.** |
| **GOAL #2** | |
| **Program or discipline goal** | **To plan and implement the creation of an AA in American Indian Studies.** |
| **Plans/Strategies for implementation** | **To determine which other California Community Colleges besides Fresno City College offer AA degrees in American Indian Studies.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The large number of reservation communities in Southern California provide numerous job opportunites in areas of economic development, natural resources, education, government, and others. These jobs often require specialized skills and knowledge about tribal communities.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Maintain the core requirements of the AIS certificate and continue to develop the categories within the Certificate Program.** |
| **Plans/Strategies for implementation** | **We are in the planning stages of developing specific course work that can expand the breadth of the different categories that support the certificate. Courses may include Food Sovereignty, American Indians and Film, American Indian Languages, and Cultural and Natural Resources developed from the result of the survey.** |
| **Outcome(s) expected (qualitative/quantitative)** | **In the past 6 years we have averaged 4 certificates per year and anticipate that we will maintain and/or grow the Certificate Program.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **To build on the long-standing relationship with local tribal communites and tribal organizations and meeting the diverse needs of these communities. To ascertain the value of incorporating Service Learning particularly in key courses that will bring mutual benefit to students, college, and tribal communities.** |
| **Plans/Strategies for implementation** | **We feel that an important part of this goal is the department's and the College's continued support of the Pauma Education Center, as well as continuing to build the Native American Advisory Council (NAAC) and the endowed scholarship opportunities and implementation of the tribal community survey. There will be at least one planning meeting in Spring 2014 and one NAAC meeting in the Fall 2014. The possible access for students to engage in Service Learning clearly promotes student opportuniites to pursue the potential of general education, cultural enrichment, career opportunities and lifelong education. A FTF member will participate in the college Learning Service committee to provide essential date to the Deparment for the process and procedures of Service Learning.** |
| **Outcome(s) expected (qualitative/quantitative)** | **To increase the presence of Native students for Palomar College through the Pauma Education Center. The ability to incorporate the information gathered from the college Learning Service Committee into a viable plan for the Department.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Goal #1 for the American Indian Studies Department aligns directly with the Palomar College Mission Statement. In addition to the essential job responsibilities of the ADA, we capitalize on the ADA as a point of contact for students, faculty, tribal communities, and tribal organizations to enhance effectively their interactions as individuals and global citizens within Palomar College.**  **Goal #2 for the American Indian Studies Department also aligns directly with the Palomar College Mission Statement because our pursuit of the AA degree dovetails with the minor in Native Studies offered at CSUSM, as well as the major and minor in American Indian Studies at SDSU. Potentially offering an AA in AIS creates pathways and possibilities for students transferring to a 4-year school.**  **Goal #3 for the American Indian Studies Department also aligns directly with the Palomar College Mission Statement through offering a certificate that supports career and technical training, aesthetic and cultural enrichment and lifelong education.**  **Goal #4 for the American Indian Studies Department also aligns directly with the Palomar College Mission Statement because Palomar College through its main campus, the future North Campus, and the Pauma Education Center provides a unique teaching and learning environment in two ways. First, many Native students come from reservations where there is minimal contact with the larger communities. Some attend federal Indian boarding schools and others in the K-12 attend Indian day schools. Taking classes at the Pauma Education Center allows them to transition to the main campus and bring their unique life experiences, which enhance the diversity on campus. Second, our department brings new perspectives through our course work and offerings to non-Native students and potential career tracks for both Native and non-Native students in areas such as marketing, natural resource management, education, and cultural presevration. The potential addition of a Learning Service component will be a win-win for the college, tribal communities, and students.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Goal #1 aligns with objective 3.1 "Rebuild staffing levels to support priorities identified in Staffing Plan 2016" because staff committed to student learning and achievement is imperative to our success as a department.**  **Goals #2 and #3 align with objective 1.6 "Define career pathways for all disciplines and programs" because students will be able acquire and refine skills that will make career choices more possible in an ever-changing global economy.**  **Goal #4 aligns with objective 2.2 "Establish an advisory council made up of business and community members in order to learn how the college's programs and services can best serve the community" because an important aspect of the American Indian Studies Department is to have active community involvement. These relationships can effectively lead to objective 2.3 "Increase external funding through grants and partnerships within the community."**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **In order to move the certificate and the AA degree forward we need to engage in inter-departmental dialogue and cross-institutional communication with 4-year schools.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  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.   \*Second, ALL your resource requests must be prioritized 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 five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**