**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 Studies** | **Date 01/30/2014**  |
| **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 Dixon, Deborah Dozier, Seth San Juan, and Martha Collins** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****The American Studies (AMS) discipline encourages the interdisciplinary study of the cultures of the United States, their histories, politics, life worlds and styles of being. American Studies produces students who are global citizens and understand the contested meanings of America and its populations, as well as its dynamic place among other nation-states.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.****American Studies aligns with the Palomar College mission statement in providing an interdisciplinary learning experience that supports and encourages students in their pursuit of transfer-readiness, general education, and aesthetic and cultural enrichment. In addition, American Studies promotes learning outcomes necessary for students to be effective and global citizens .** |

**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.)**

**Our review of American Studies programs throughout the United States at four-year colleges and our own assessment of AMS 200 dictated that we should create new courses and carefully increase course offerings.In written comments from instructor driven course evaluations, students indicated an interest for more in-depth classes. Plans were made to assess AMS 100 and AMS 200 (also listed as MCS 200 and SOC 200).**1. **How did you implement and evaluate those curriculum changes?**

**AMS 200 was assessed through weekly quizzes on ways in which individuals can alter personal behavior and challenge institutional structures toward the reduction of racism, sexism and homophobia in everyday life. The criterion of 60% or better of students averaging a C or better was surpassed with better than 70%.****Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you made regarding class scheduling?**

**The retirement of FTF members in Fall 2012 and in Spring 2010 led to our determination to diversify our course offerings, as well as offer the courses on and off campus and through distance learning.**1. **How did you implement and evaluate those class scheduling changes?**

 **We successfully created a new AMS course in the 2011-2012 school year but deferred offering it until Fall 2013 due to cuts in class offerings and securing a faculty member to teach the new course. We did increase the number of sites where we teach the courses as well as the number of on-line courses, but dependence on adjunct faculty makes it more difficult.****Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**Once we are granted permission, we can hire an individual who would be qualified to teach American Studies as well as American Indian Studies.**1. **What is the current status of the plan you articulated?**

**The new AMS 104, American Family and Genealogy, was successfully launched. Our new probationary faculty member teaches AMS courses as well as AIS, but we are still heavily dependent on adjunct faculty for AMS.** |
| 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. This dollar amount includes allocations for AIS.**1. **How were those funds spent?**

**In fall of 2013 we began and 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 because the software is now free via the internet. We were allowed to apply the money from the map software to purchase a Dell computer that was approved but unfunded in the PRP 2012-2013.** 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>

**Classifed staff was prioritized as 16th in possible hiring.**1. **Describe the impact of these funds received from IPC on:**
2. **Curriculum (courses, SLOs)**

**AMS courses will provide students with a rich and diversifed experience of the multiple cultures and histories of the United States with access to relevant multimedia experiences.**1. **Number of students affected**

**It is too early to assess the impact because the purchases have just been completed.**1. **Other**

**It is too early to assess the impact because the purchases have just been completed.**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. She facilitates meetings with adjuncts and full-time faculty and fosters overall departmental ability to be available to students and the community. The 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 as well as classroom and other event speakers. This is a department priority.****In addition we had two extremely oudated CPUs. 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.****In 2007-08 AMS had a census load of 81% and 204 students. Between 2008-13 our average census load has been 101.04% with an average of 183 students. The reduction in classes for two of those years and the retirement of two FTF members who taught several of the AMS classes on a regular basis made scheduling more difficult in 2009-10 and 2011-12.****Course success rates for day classes were lower for four years out of six (2008-13), while the success rate consistently increased in Distance Education classes. Day class success rates rose in 2010-11 and 2012-13. This correlates with the retirement of two FTF members and fewer classese being offered. Distance Education showed a steady increase in success until 2012-13, when rapid class growth was equally offset cancellations due to the retirement of a FTF member.****The retention rate average for the six years (2008-13) was 93.3%. The first three years showed steady growth with very slight dips in years four and five. The sixth year, although still in the 90% range, dipped significantly largely due to the retirement of a FTF member.****Does this data reflect your planning, goals, and activities? If not, why?****Strong interest in American Studies mandates continued movement toward a certificate or A.A. transfer degree.** |
| 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.**

**There were no SLO activities during the 2012-13 school year.**1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**

**There is an immediate need to create SLOs for our newest course, AMS 104. The cycles for assessment will be reviewed in Spring 2014, and assessments are planned for at least one course in Fall 2014 and Spring 2015.****Full-time and part-time faculty will be advised of this necessity.**1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**

**We need to develop an independent AMS program. At least one program SLO will be developed in Spring 2014 that covers the breadth and depth of AMS.** |
| 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).**

**American Studies is a viable and growing discipline in four-year universities. A transfer degree is feasible and desirable, and our research substantiates this.**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.**

**Three departments on campus offer AMS courses with the majority housed within the AIS Department. We will dialogue over the next school year with Multicultural Studies and Theatre Arts.** |
| 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**

**The strengths of American Studies lie within its interdisciplinary approach. This allows for a diversified curriculum encompassing the social/behavioral sciences, arts and contemporary events.** 1. **Weaknesses**

**No Program SLOs and lack of a transfer/AA in AMS.**1. **Opportunities**

**Students will have a more definitive comprehension of the complex world they live in and a greater understanding of the numerous histories, cultures, and human experiences that create an American identity. Students will eventually be able to earn an AA degree/certificate in AMS.**1. **Challenges**

**Working with other departments that can best align with AMS to cross-list or share courses to create an AA/certificate.** |

**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** | **Create at least one Program SLO closely incorporating the basic themes of the individualized course SLOs.** |
| **Plans/Strategies for implementation** | **To review our present courses and their SLOs to make certain that they align with new Program SLO.Additionally determine which of our courses align with AAs or certificates at other institutions, and determine in what areas we need to grow.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We will execute specific curriculum development and work on an AMS certificate/AA degree guided, in part, by our Program SLO.** |
| **GOAL #2** |
| **Program or discipline goal** | **Initiate discussion with other departments that house AMS courses.** |
| **Plans/Strategies for implementation** | **Implement at least one meeting with each department to determine interest in early spring of 2014; have a planning meeting with the department(s) interested at the end of Spring 2014.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Response from other departments will determine if there is an interest in an inter-departmental AA or certificate.** |
| **GOAL #3** |
| **Program or discipline goal** | **Transfer AA and/or certificate** |
| **Plans/Strategies for implementation** | **Review course offerings. Increase/decrease as needed. Evaluate courses with past enrollment data to strengthen current course offerings.**  |
| **Outcome(s) expected (qualitative/quantitative)** | **Outline courses for future AA degree in AMS and enhance student enrollment.** |
| **ADDITIONAL GOAL (*if needed*)** |
| **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 is essential in connecting students and faculty. Our present ADA is retring effecive mid-Spring 2014. The complexities of the ADA's responsibilities, computer/data inputting, and accessibility for training due to constant administrative changes impedes the department's goal to meet important deadlines.** |
| **Plans/Strategies for implementation** | **We are requesting the 60% ADA position be moved to 100% 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.** |

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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 creating a program SLO aligns us with Palomar's commitment "to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens (in) a changing world."****Goal #2 and Goal #3 align us with Palomar's commitment "to provide an engaging teaching and learning environment for students…and support and encourage students who are pursuing transfer-readiness, general education…aesthetic and cultural enrichment."****Goal 4 (additional goal) 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 and faculty to enhance effectively their interactions as individuals and global citizens within Palomar College.** 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>

**Goals 1, 2, and 3 align with objective 1.6 "Define career pathways for all disciplines and programs" because students will be able to acquire and refine skills that will make career choices more possible in an ever-changing global economy."****Goal #4 (additional goal) aligns with objective 31 "Rebuild staffing levels to support priorities identifed in Staffing Plan 2016" because staff committed to student learning and achievement is imperative to our success as a department.**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.**

**To create either a certificate or AA degree we need to engage in inter-departmental dialogue and cross-institutional communication with outside institutions that offer AMS certificates or AA degrees.** |

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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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **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) |
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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.)** |
| **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%3A//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** |
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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 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**