**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: Philosophy** | **Date 01/27/2014**  |
| **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.****R. Dillon Emerick, D. Michael Lockett, and Lee Kerckhove** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****The mission of the philosophy discipline is to help students develop into independent and critical thinkers enthusiastic for civil debate, able to express ideas with clarity and grace, equipped with ethical and civic values, who will be prepared for, and positively impact, an interdependent and ever-changing world. We strive to do this by teaching them to write and to think clearly, to read carefully and critically, to reason effectively, systematically, and charitably, and to reflect on major questions concerning moral values and the good life, on the nature of knowledge and belief, on the nature of persons and minds, and on existential questions concerning the physical, social, and environmental reality of the world in which we live.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.****The mission of the discipline serves the mission of Palomar College in a number of ways. The focus of the Philosophy discipline supports the college’s mission of transfer-readiness, general education, basic skills, and life-long education. Moreover, Philosophy supports Palomar’s mission of aesthetic and cultural enrichment, and perhaps more than any other single discipline, provides specific learning opportunities and outcomes necessary to contribute as individuals and global citizens living responsibly and creatively.** |

**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.)**

**a. Our plan last year was to develop an AA-T degree for Philosophy. Our SLO assessment tool relies heavily on student writing. So we made English 100 a recommended prerequisite for all of our courses (with the exception of our two Logic courses).**1. **How did you implement and evaluate those curriculum changes?**

**a. We worked through the curriculum process to develop the classes that comprise the degree. We received input from the Curriculum Committee, Dean Kahn, Counseling, and the department chair. All classes are updated and moving through the curriculum process.** **Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you made regarding class scheduling?**

**The philosophy schedule was designed to have a good mix of daytime, evening, and online courses. We also scheduled to ensure that students could take philosophy courses to meet their IGETC Area IB Critical Thinking - English Composition requirement and the Area 3B Humanities requirement or the CSU GE Area A3 Critical Thinking requirement and the Area C2 Humanitites requirement. We also planned to continued our courses at Camp Pendelton and to resume our Escondido course offerings. We put on hold many of our higher level courses but these will need to be offered in the future so students can meet the AA-T requirements.**1. **How did you implement and evaluate those class scheduling changes?**

**Classes are offered to ensure a balance of courses at a variety of times and locations to satisfy transfer needs.** **Class offerings were revised based on student enrollment, demand date and fill rates. Budget and class cuts and then last minute calls to add courses have made thoughtful and careful planning difficult. Nonetheless our census load for Fall the last fours years has been 104.3%, 105.3%, 102.9%, and 98.9%.** **Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**We asked for 1 new full time position.**1. **What is the current status of the plan you articulated?**

**Our request was not fulfilled. On the priority hire list, philosophy was ranked number 7. The six requests in front of us were all approved.**  |
| 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>

**$0**1. **How were those funds spent?**

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>

1. **Describe the impact of these funds received from IPC on:**
2. **Curriculum (courses, SLOs)**

1. **Number of students affected**

1. **Other**

1. **Describe unmet funding requests as they apply to your planning and priorities.**

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**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.****After peaking in 2010-2011, enrollment in the discipline seems to have leveled off. Our current enrollment at census for 2012-2013 is 1,372. Our census load remains extremely high. During the period in question our census load percentage has steadily increased and is currently at 98.9%.****Over the six year period, beginning in 2007 through Fall 2012, our percentage of course taught by part time faculty members has increased from 53.49% to 83.72%. This is a 56% increase and supports the discipline’s need to hire additional full time faculty members.****Our discipline has consistently focused on success and this is reflected in our pass and retention rates. Over the period from 2007 through 2012 our discipline’s pass rate has increased from 63.5% to 70.4%. Distance education pass rates increased from 53.4% to 70.8%. Our overall retention rate has remained consistently high during this same period, never falling below 90%. Our pass rate increased from 63.5% to 70.4%.****Our enrollment and census figures generally parallel those of the department and the college, and they indicate a pattern of long-term growth. In Philosophy, this continued growth has been accompanied by a decreasing number of full-time faculty members due to retirements. Our part time to full time ratio in Philosophy is 20% higher on average than the college as a whole. As a result, part-time faculty are teaching a larger percentage of our courses and the remaining full-time faculty members have more and more administrative duties which shifts their focus away from teaching and student advising.** **Does this data reflect your planning, goals, and activities? If not, why?****Yes. When the Philosophy discipline reduced course offerings, owing to Palomar’s budget cuts starting in 2007-2008, we reduced the number of elective sections we offered in order to ensure that transferring students would still get the GE classes they needed. While we have added additional sections since Palomar’s recent growth trend, we have not been able to increase our course variety. This is because our census load (at 98.9%) is so high for those necessary transfer classes, we have not been able to add additional sections nor free an instructor to teach a course that may have a more selective audience. However, our new AA-T degree curriculum will require that we offer elective courses on a regular basis.**  |
| 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.**

 **SLOs have been developed, implemented, and assessed in each course offered in Philosophy since SLOs have been a mandated meta-assessment tool. Our preliminary round of assessments was done on our initial set of SLO’s for our courses in April of 2011. We originally articulated a 3-year assessment cycle. However, we were subsequently tasked with creating a new AA-T degree, which required a massive curriculum re-shuffling. Because of this new curriculum, we re-set the clock on that assessment cycle. For example, one of our courses, Philosophy 101: Knowledge and Reality, which was assessed in April of 2011, will no longer be offered after next Spring. A new course, PHIL 111: Introduction to Philosophy, will take its place. (Just to give another example: Our PHIL 100 course will also no longer be offered, with two new courses taking its place.) Moreover, assuming that our AA-T degree will be in place by Fall 2014, we must also implement program SLOs for the next assessment cycle.****A major obstacle we have faced in implementing SLO assessments is the fact that there is no standardized course content among the sections of any particular course offering. For example, different instructors teaching PHIL 101 might offer different course material, which, nevertheless, sufficiently meets the Course Outline of Record. (So one instructor may focus on problems of knowledge by introducing epistemological problems of perception, while another instructor may focus on global, radical skepticism.) Moreover, we believe that the only sufficient method of assessing the fundamental, critical skills offered in Philosophy is the essay. Thus, for the above reasons, standardized course-content SLOs are simply out of the question. Our SLO assessments instead focus on the “critical thinking” skills of analysis, clarification, and argument evaluation. We have three SLOs articulated for every class in which writing might be a primary method of course assessment. They are isomorphic, differing only in the content they address. They are: Clarify content issues and problems (eg. ethical issues and problems, metaphysical issues and problems, epistemological issues and problems, etc.); Evaluate content issues and problems; and Evaluate arguments about content for cogency. We assessed the first SLO (the clarification of content claims) using an embedded writing assessment and a common rubric in a section of each course taught by a full-time faculty member in which that SLO type was articulated. Our findings corresponded with our experience and expectations.****We know that many (most) of our students struggle with writing. We would love to see a model of basic skills where students must pass basic competency in college composition (such as English 100) before enrolling in a course as challenging as our Philosophy offerings should be. However, we have seen the Herculean labor that our Psychology colleagues undertook in order to require that students first pass English 100 to enroll in some of their course offerings. At this time, we do not think this is a practical option for us unless it is driven by administrative leadership.****We are troubled by the thought that “Critical Thinking” might be assessed through “objective”, quantifiable measures such as a singe question on a multiple choice exam. The discipline univocally worries that many SLOs across campus are assuming critical thinking instruction and assessment when there is no connection to any recognized critical thinking skill. “Critical thinking” is often merely an honorific term used to praise the value of the material under review. Regardless, Philosophy would like to be a part of that campus wide discussion. Indeed, Philosophy faculty members participated in encouraging ILO meetings to define Critical Thinking and to discuss Critical Thinking assessment across the campus. Perhaps as a first step, a guided discussion ought to be had in each discipline about how, if at all, they are understanding “Critical Thinking” (while also emphasizing that not teaching critical thinking in no way diminishes the value of their discipline). Once a critical thinking skill-set has been identified for each discipline, then a reliable assessment tool might be negotiated.** 1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**

**For many reasons, course SLO results for our initial cycle were difficult to interpret. Indeed, we are still struggling with many of the underlying and frankly unchallenged pre-suppositions of SLO assessments. Let us just provide one example: the assessment cycle asks us to articulate a criterion for success in the assessment of any particular SLO. Of course, we strive for a 100 percent success rate. We assume that we would want all of our students to successfully demonstrate the skill the SLO is assessing. However, we are told, this is an unreasonable expectation. That’s undeniable. However where do we set our criterion for success? To set that number, we would need an enormous amount of data for the students in our courses. We need to know about their college preparation, previous writing instruction, reading skills, study habits, and the like. We also would need statistical training in order to better understand what the "data" show. Without this information, any number we pick will be entirely arbitrary (it may even be arbitrary with that data given our student population can shift from semester to semester). Indeed, should we discover that only 65% percent of our students are successful, we would not know if this meant that our instruction was insufficient or that we set our criterion too high, or that we were performing exactly as we should.****Nevertheless, our disciplinary conversations and the results of our preliminary assessment cycle have yielded some insights into ways we can improve our future assessments. We believe we can do a better job. For example, we will explore ways in which, perhaps, we can assess students at the beginning and ending of a course to measure improvement of the skill assessed (instead of merely assessing whether or not they possess the skill by the end of the course). This, of course, will pose its own set of challenges (as writing assignments aren’t static throughout any particular course— we won’t be comparing apples to apples, as it were.) It is difficult for us to ask our part-time faculty to participate in SLO assessment in any robust way. Further institutional help would certainly be welcomed. Aside from the worries articulated above (and others), we are hopeful that we will be able to maintain our primary focus of assessment through writing and to find ways of measuring student learning across our sections that will help us make meaningful refinements in the ways we teach. We have already planned a meeting with our department SLO representative, and we are encouraged by her enthusiasm.**1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**

**Our Philosophy program is not yet in place, so there is no SLO data for reflection. However, we have had disciplinary discussions of what our program SLOs might look like. We are particularly excited by data that we might gather through tracking our students post-transfer.** |
| 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).**

**As a result of state direction, we have begun to implement an AA-T degree aligning our curriculum accordingly.**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.**

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| 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.)**

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| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:**
2. **Strengths**

**Very diverse program for a community college, our full and part time faculty are active in the discipline, our success in preparing students for GE transfer.** 1. **Weaknesses**

**The discipline does not have enough full-time faculty members.**1. **Opportunities**

**We have an opportunity to increase the profile of the discipline on campus through our new AA-T degree.**1. **Challenges**

**Our main challenge is to continue our excellent teaching while continuing to fulfill non-teaching related obligations. An additional challenge will be to implement the new AA-T degree. This challenge is compounded by the insufficient number of full-time faculty.**  |

**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** | **To promote excellence in teaching philosophy and in student learning.**  |
| **Plans/Strategies for implementation** | **Attend national conferences, take part in Profssional Development activities and continue to test classroon and online strategies to enchance student learning of philosophy** |
| **Outcome(s) expected (qualitative/quantitative)** | **The knowledge gained from these activities will be incorporate into lesson plans and wil facilitate student learning**  |
| **GOAL #2** |
| **Program or discipline goal** | **To implement the new AA-T degree**  |
| **Plans/Strategies for implementation** | **Work with the curriculum process to ensure that the transition from our current course offerings to the new curriculum is smoothly facilitated.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect that the transition to the new transfer degree curriculum will proceed apace.** |
| **GOAL #3** |
| **Program or discipline goal** | **To maintain a schedule that will allow students to meet all their degree requirements.** |
| **Plans/Strategies for implementation** | **Develop a 2-year scheduling cycle** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect that students will have the opportunity to complete their course requirements for AA transfer in any given two year period.** |
| **ADDITIONAL GOAL (*if needed*)** |
| **Program or discipline goal** | **Hire additional faculty** |
| **Plans/Strategies for implementation** | **Continue to articulate our pressing need for new full-time faculty.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect to hire a new full-time faculty member within the next year or two.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.**
2. **How do your goals align with the Palomar College Mission?**

**The mission of the discipline serves the mission of Palomar College in a number of ways. The focus of the Philosophy discipline supports the college’s mission of transfer-readiness, general education, basic skills, and life-long education. Moreover, Philosophy supports Palomar’s mission of aesthetic and cultural enrichment, and perhaps more than any other single discipline, provides specific learning opportunities and outcomes necessary to contribute as individuals and global citizens living responsibly and creatively.**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>

**Our transfer degree supports objective 1.6 to define career pathways for all disciplines and programs. A new full-time faculty member would support all the objectives of Goal 3: Human Resources and Professional Development (recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement).**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.**

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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) |
| --- |
| **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.**  | **Journal of Teaching Philosophy Subscription** | **Maintaining currency in the field; Teaching Excellence and Student Advising** | **Goal 1 and Goal 3: Student Learning and Success and Professional Development** | **3** | **The journal of Teaching Philosophy is a rich resource of teaching ideas and activities as well as a forum for pedagogical discussions. It is the only journal devoted exclusively to the practical and theoretical discussion of teaching and learning philosophy. Acquiring this journal is aligned with Goal One of student learning and is aligned with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).** | **60.00** |
| **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.**  | **Travel Funds for Conferences** | **Maintaining currency in the field; Teaching Excellence and Student Advising** | **Goal 1 and 3: : Student Learning/ Success and Professional Development.** | **1** | **A core value of Palomar College is "excellence in teaching, learning, and service." Philosophy is a very dynamic field, and staying current in spective areas of specialization is essential to our being excellent instructors. Going to conferences such as the annual meeting of the American Philosophica Assocation (APA) helps us tremendously in our efforts to keep up in our field. The amount of funding requested here is the total cost for three full-time faculty members to attend the annual APA meeting in 2014. The cost includes flights, hotels, food, and registration fees. Our attendance at these conferences is in line with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).**  | **$3,000.00** |
| **d2.**  | **Membership fees for Full Time faculty professional organizations.** | **Maintaining currency in the field; Teaching Excellence and Student Advising** | **Goal 1 and Goal 3: Student Learning and Professional Development** | **2** | **Professional affiliation is a means by which philosophy faculty can maintain currency in the field. This has a direct effect on improved teaching and student advising. This request aligns with the strategic plan goals of increasing Professional Development opportunities (Goal 3, Objectives 3.3 and 3.4).** | **$600.00** |
| **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**