**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: Family & Consumer Sciences** | **Date 1/30/2014** |
| **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.****Solange Bushra Wasef, Ken Swift, Margaret Gunther, Sarah Coffin, and Halle Elbling** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****Our mission is to enhance the well-being of all our students by providing them with the tools to demonstrate successful home management skills with an emphasis on promoting nutritional and physical health. Our program focuses on delivering a high quality education that is evidence-based, engaging, and current to prepare students for Family and Consumer Sciences-Nutrition related careers, provide the coursework for transfer and general education, support lifelong learning, and improve cultural awareness.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.****Palomar College's Mission: Our mission is to provide an engaging and supportive learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive 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 promoting the learning outcomes necessary for our students, as individuals and global citizens, to live responsibly, effectively, and creatively in an interdependent and changing world.** **Our mission includes all students, which includes students of diverse origins, experiences, needs, abilities, and goals.****Our mission includes providing coursework for students pursuing transfer-readiness, general education, career training, aesthetic and cultural enrichment, and lifelong education.** |

**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 2012-13YEAR 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.)**

**We are currently researching options for transforming Family and Consumer Sciences (FCS) with only three nutrition courses offered to CSU/UC transferrable FCS-Nutrition certificate and associate’s degree programs. Our research includes monitoring enrollment, conducting student interest surveys, holding advisory committee meetings, participating in the state's Faculty Discipline Review Group (FDRG) for Nutrition and Dietetics, and examining trends in employment.** **Our nutrition courses are in demand; classes fill quickly and consistently. While we added 2 FCS-Nutrition sections during the 2012-2013 academic year, our enrollment at census was 95.7% (Fall, 2012).** **During the 2012-2013 academic year, 12 face-to-face sections of FCS 165 and FCS 185 (taught by an FCS-Nutrition instructor) were surveyed. Of the 330 students present on the day the survey was administered, 82 students (24.8%) indicated they had a strong interest in becoming a nutritionist or dietitian. This represents a 6.3% increase from the 2011-2012 academic year. Strong interest was defined as an 8 or higher on an interest scale of 1-10. In addition, 315 students (95.45%) identified other nutrition courses they would be interested in enrolling in if offered at Palomar College. Students identified courses of interest that supported their professional goals and/or personal interests.** **In March, 2013, the FCS-Nutrition Advisory Committee meeting was held. The committee consisted of 10 nutrition and food professionals. During that meeting, the members emphasized the importance of earning an RD (Registered Dietitian) license, developing soft skills, gaining experience, and applying motivational interviewing techniques to maximize success in the field and increase the likelihood of obtaining employment. In response, we have incorporated techniques for developing soft skills and gaining experience in our academic advising sessions with students and purchased educational materials related to motivational interviewing for use in our courses.****Our full-time instructor, Solange Bushra Wasef, is a member of the Nutrition and Dietetics FDRG. A draft of the Transfer Model Curriculum (TMC) is currently under review and has been posted for vetting. Once completely vetted, the TMC will be used to develop the FCS-Nutrition program at Palomar College.****Labor Market and EMSI data for San Diego County both project an increase in job growth for Dietitians/Nutritionists.** 1. **How did you implement and evaluate those curriculum changes?**

**As our research is ongoing, we have not made any curriculum changes to evaluate.****Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you maderegarding class scheduling?**

**We added 2 FCS-Nutrition sections during the 2012-2013 academic year to meet the demand for our courses.**1. **How did you implement and evaluate those class scheduling changes?**

**Our enrollment at census was 95.7% (Fall, 2012), which was higher than the previous year, 93.3% (Fall, 2011).** **Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**As we develop our program and offer more FCS-Nutrition courses, we will need an additional faculty member to teach courses and oversee any potential internships we might offer.** 1. **Whatis the current status of the plan you articulated?**

**We will need an additional faculty member (in future years) to teach courses and oversee any potential internships we might offer when our program is more established.**  |
| 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>

**DESIGN/CONS ED 400010 $600 Two HP Desk Jet 9800 laser printers for faculty offices (Wasef & Andre)** 1. **How were those funds spent?**

**These funds were used to meet Solange Bushra Wasef's office needs to purchase a printer for her office.****We have also received funding (Perkins) to send Solange Bushra Wasef to the Discipline Interest Group (DIG) meetings for Nutrition/Food Science/Dietetics and Culinary as well as the American Culinary Foundation (ACF) National Conference.****We also received funding from the library for the Natural Medicines Comprehensive Database. The library funding for this database is no longer available.**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>

**No permanent employees were requested.**1. **Describe the impact of thesefunds received from IPC on:**
2. **Curriculum (courses, SLOs)**

**The printer was used to prepare and print handouts, educational games, recent research articles, and other class material. In addition, the printer was used to prepare, review, and disseminate SLO information.****The DIG and ACF meetings contributed to researching (Nutrition and Culinary) program options for development at Palomar College.****The Natural Medicines Comprehensive Database provided students with current, evidence-based information necessary to complete projects in FCS 165 and FCS 185.** 1. **Number of students affected**

**~ 400 FCS-Nutrition students during the 2012-2013 academic year****In addition, the unique information in this database is useful for many other disciplines.** 1. **Other**

**The printer has been used for departmental correspondence, professional development, advisory committee materials, FDRG information, and nutrition club activities.**1. **Describe unmet funding requests as they apply to your planning and priorities.**

**n/a** |

**STEP II.Evaluation of Program& SLOACData**

**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 through2012-13) 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>).

**Describeyour analysis and observations.****Total Enrollment: Total enrollment ranged from 263-365 over the last 6 years. The 2012-2013 academic year had the second highest enrollment total (333) due to the addition of FCS-Nutrition sections offered and student interest in the discipline.****Enrollment at Census: The census enrollment was at its lowest in 2011-2012. However, census enrollment increased from 263 in 2011-2012 to 333 in 2012-2013. In addition, the census enrollment load has remained above 93.0% since 2008-2009. Even with the additional FCS-Nutrition courses sections offered, the classes are in high demand and fill quickly.****WSCH and FTEF: WSCH and FTEF reached their low in Fall, 2011. With the additional sections offered, the WSCH has increased from 784 in 2011-2012 to 1,041 in 2012-2013. In addition, FTEF has increased from 1.50 in 2011-2012 to 1.80 in 2012-2013. This data further demonstrates student interest in the discipline.****Course Success Rates: In face-to-face classes, the pass rate has fluctuated between 71.2%-84.7%, with an increase from 74.3% in 2010-2011 to 84.7% in 2011-2012 followed by a drop to 71.2% in 2012-2013. While the fall data was used, it is important to note the impact of the Sprinter shut down in Spring, 2013. Some students who relied on the Sprinter for transportation stopped attending class or only attended on exam/homework days. As a result, they fell behind and did not earn a passing grade. Another reason the success rate declined was due to an increasing number of students who maintained their enrollment in the class but did not continue completing the coursework or attending regularly. To address this trend, we plan to identify struggling students earlier in the semester and intervene by connecting them to the appropriate resources to support their success. In distance education classes, the success rate has fluctuated between 60.0%-73.8%, which reached its lowest in 2009-2010. Students struggle in online classes for many reasons. Some of the reasons we identified include students having difficulty with accessing technology, understanding the online format, and estimating the work required for online courses. As a result of this data, the FCS-Nutrition instructors discuss strategies for improving student success rates during meetings held prior to the beginning of every semester.** **Course Retention Rates: In face-to-face classes, the retention rate has fluctuated between 94.0%-97.8%. In distance education classes, the retention rate has fluctuated between 87.7%-96.3%. This data indicates that a large number of students are maintaining enrollment in our courses. However, based on the success rates, some are struggling to successfully pass the course.** **In the past 6 years, 2 degrees and 2 certificates have been awarded. We have many students interested in majoring in nutrition. While we offer many of the courses required for transfer, they are not yet organized as a formal degree or certificate. Unfortunately, some students interested in pursuing a career in nutrition are not always aware of what we offer unless they visit our FCS-Nutrition website or talk to faculty/staff who are familiar with our course offerings. Since we do not currently have a set of courses organized into a nutrition degree, the appropriate coursework is not easily located in the catalog. Therefore, this data does not reflect students who take our classes to complete coursework for a nutrition degree.****Does this datareflect your planning, goals, and activities? If not, why?****This data reflects our planning goals. Our goals are to increase the course offerings and develop our nutrition program, educate students about what we currently offer, and provide educational experiences that increase learning and engagement.** |
| 1. **SLOACs. Using the comprehensive SLOACreports 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.**

**Based on the 2011-2012 SLO assessment results and faculty discussions, students are achieving the outcomes. We decided to assess our courses once every two years. All adjunct and full-time faculty participate in assessing the courses.** 1. **Course SLOACs:What did you learn from your course SLO assessments?What will you maintain and/or change because of the assessment results?**

**We have outstanding instructors who are supporting the students in achieving these outcomes. We will continue to work together so that all instructors contribute to performing assessments and modifying SLOs as needed.**1. **Program SLOACs:What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**

**FCS is a broad discipline, encompassing many aspects of home management with nutrition being one component. Each course plays a unique role in the overall program SLO. As our program develops, we will revise the program SLO to reflect the changes in the curriculum.** |
| 1. **OtherRelevant 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 faculty member, Solange Bushra Wasef, is part of the FDRG to establish TMCs. She met with faculty at Mesa College and San Diego State University to discuss local degree needs. Student interest surveys and input from the advisory committee were used to plan the direction of the program. Solange attended strategic planning community forums where local educational and business representatives discussed tools and resources students need to succeed in their academic and professional endeavors.** 1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of datais 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.**

**Current students are participating in learner-centered activities, learning skills identified as ability and knowledge gaps in new hires and university transfer students, receiving advisement information to include strategies for gaining experience and educational plans, finding open sections of nutrition classes to enroll in.****Future students will receive the above benefits but will also be able to complete a nutrition degree or certificate program. In addition, they will develop a thorough understanding of the subject by engaging in activities and utilizing classrooms designed for learner-centered teaching.** |
| 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.)**

**Dietitians/Nutritionists****Labor Market and EMSI data for San Diego County both project an increase in job growth for Dietitians/Nutritionists.** **San Diego County Labor Market data suggests a 20.8% increase in jobs with a total of 170 openings (including replacements) from 2010-2020. In addition, the median wage in 2013 was $31.53 per hour.** **North San Diego County EMSI data suggests a 15% increase with 58 new job openings from 2009-2019. In addition, the median wage was $31.11 per hour.** **EMSI National data indicates that 32% of employed Dietitians/Nutritionists have completed an associate’s degree, some college (no degree), high school diploma, or less than a high school diploma. The remainder completed a bachelor’s degree, master’s degree, or doctoral or professional degree.**  |
| 1. **Discipline/Program Assessment:Based on Steps I and II above, describe your discipline’s or program’s:**
2. **Strengths**

**Our strengths include student interest along with career and educational opportunities in nutrition.** **We have excellent instructors who care about our students.** **While we are developing our program, we can already offer many of the courses students need.**1. **Weaknesses**

**While we have some weaknesses, our plans and goals were created to address the ones identified below.****Students do not always know what we offer or how to identify the required coursework until they meet with us or visit our webpage. In addition, some universities might accept our nutrition classes even though no articulation agreement exists for the course. Students do not always know that as they navigate www.assist.org. Since we do not offer a nutrition degree yet, the requirements are not easily found in the catalog.****Students have interests and needs beyond what we offer.**1. **Opportunities**

**We have a huge opportunity to grow and build a program designed to meet our students' needs. From our current position, there is so much room for growth, and we plan to fully take advantage of this opportunity.**1. **Challenges**

**Our current classroom (Q-4) is arranged in a way where there is minimal space for learner-centered teaching activities and movement in general. In addition, some of the chairs are worn to the point of having almost no padding. Every semester we remove seats that are no longer safe to use due to breaking/bending. An uncomfortable learning environment provides a barrier to learning.****As the TMCs are developed and local degree needs are determined, we might need facilities and funding for labs and equipment.** |

**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’stop priorities for the coming academic year.**

**For EACH goal provide the following:** |
| **GOAL #1** |
| **Program or discipline goal** | **Research and Develop FCS-Nutrition Program** |
| **Plans/Strategies for implementation** | **Continue working with FDRG and local educators and professionals to identify and develop essential courses for local and AS/T degrees and certificates at Palomar College**  |
| **Outcome(s) expected (qualitative/quantitative)** | **Complete TMC** |
| **GOAL #2** |
| **Program or discipline goal** | **Educate Students About Our Current Course Offerings** |
| **Plans/Strategies for implementation** | **Continue holding informational sessions for nutrition majors, disseminating FCS-Nutrition brochures, and advising students interested in majoring in nutrition** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students will be able to identify the required nutrition-related coursework for transfer.** |
| **GOAL #3** |
| **Program or discipline goal** | **Improve Student Engagement and Understanding Through Learner-Centered Teaching** |
| **Plans/Strategies for implementation** | **Continue purchasing tools and equipment to support active learning in the classroom** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students will be engaged in the learning process and understand and retain more of the information being taught.** |
| **ADDITIONAL GOAL (*if needed*)** |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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

**Palomar College's Mission: Our mission is to provide an engaging and supportive learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive 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 promoting the learning outcomes necessary for our students, as individuals and global citizens, to live responsibly, effectively, and creatively in an interdependent and changing world.****FCS-Nutrition goals 1 and 2 aim to create accessible pathways for students to pursue transfer, general education, career training, aesthetic and cultural enrichment, and lifelong education.** **FCS-Nutrition goal 3 aims to promote learning outcomes by providing an engaging and supportive learning environment for students through activities that will meet a variety of learners' needs.**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>

**Palomar College's Strategic Plan Goal 1: Student Connections, Pathways, Learning, and Success: Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals.** **Our program's goals align well with Palomar College's Strategic Plan Goal 1. FCS-Nutrition goals 1 and 2 aim to create student connections and pathways for transfer and career training. FCS-Nutrition goal #3 aims to support learning and success by using effective and engaging teaching techniques to meet a variety of learning needs and styles.**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.**

**Currently, we have one cross-listed course, FCS/HE 165, where instructors outside of FCS-Nutrition teach the class. Together, we have successfully collaborated to create and assess the SLOs. We look forward to continuing to do so in the future.** |

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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.**  | **Student Desks (Modular Preferred) and Instructor Station** | **Goal 3** | **Goal 1** | **1** | **These funds will be used to purchase new desks and an instructor station to replace the tables and chairs in Q-4. Q-4 is arranged in a way where there is minimal space for learner-centered teaching activities and movement in general. It is a crowded arrangement. In addition, some of the chairs are worn to the point of having almost no padding. Every semester we remove seats that are no longer safe to use due to breaking/bending. Unfortunately, these chairs are often replaced with ones in slightly better condition. Since an uncomfortable learning environment provides a barrier to learning, we will purchase new furniture, preferably modular desks, for Q-4 and arrange them to allow for successful facilitation of learner-centered teaching activities.** | **$9000****\*This estimate is based on the desk style and vendor approved by the district. Final cost might change if the district approves alternate desk style proposed. \*** |
| **a2.**  | **Alarm System** | **Goal 3** | **Goal 1** | **3** | **These funds will be used to purchase an alarm system for Q-4. The funds requested include installation and 1 year of monitoring. Currently, Q-4 is not a restricted classroom. If we are given funds to purchase the tablets and charging station (priority #2, below), they will be stored in Q-4. Therefore, we will request to change the room to a restricted one and activate the alarm system to protect the equipment.** | **$786** |
| **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.** | **Tablets and Charging Station** | **Goal 3** | **Goal 1** | **2** | **These funds will be used to purchase tablets and a charging station for students to use in Q-4 during class. Due to construction, we will no longer be able to hold FCS-Nutrition classes in FCS-1, which had computers. In the past, we have used the computers in FCS-1 for research projects in class, flipped classroom activities, tasks involving online databases, and a variety of learner-centered teaching activities. Going forward, FCS-Nutrition classes will be held in Q-4, which has no computers. Therefore, we will purchase the tablets to provide students with access to the tools they need to complete these assignments related to the course objectives and SLOs.** | **$35500****\*This is a general estimate. Based on feedback from Academic Technology, we might have additional options for tablets that are currently being reviewed.\*** |
| **b2.**  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |

| **Budget Category c. Fundsfor 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. Fundsfor 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.** | **Brochures and Program Advertising Materials** | **Goal 2** | **Goal 1** | **4** | **These funds will be used to print advisement materials used with students interested in pursuing a career in nutrition, informational pamphlets about our current course offerings and pathways for transfer, and handouts for the CTE Open House and any other outreach activities.** | **$1000** |
| **d2.**  | **California Dietetic Association Annual Conference** | **Goals 1 and 3** | **Goal 1** | **5** | **These funds will be used to send Solange Bushra Wasef to the conference for the purpose of collaborating with educators and nutrition professionals to explore career and educational opportunities as well as learning new findings in the field to enhance the quality of the education the students receive.** | **$1500****\*This figure is an estimate as the meeting location and registration fees have not been announced\*** |
| **d3.**  | **On Course National Conference** | **Goal 3**  | **Goal 1** | **6** | **These funds will be used to send Solange Bushra Wasef to the conference for the purpose of learning new techniques for effective learner-centered teaching strategies to implement in FCS-Nutrition classes and share with other Palomar College faculty members.** | **$2500****\*This figure is an estimate as the meeting location and registration fees have not been announced\*** |
| **d4.**  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |

| **Budget Category e. Fundsfor 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 Numberfor 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**