**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: Aviation Sciences** | **Date 02/05/2014** |
| **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.**  **Doug Key and Paul Langston** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Aviation program at Palomar College offers students the opportunity to complete associates degrees and certificates as preparation for jobs in aviation related industries, enable students to transfer into 4 year aviation programs, and prepare students for Federal Aviation Administration tests. Our program is both vocational and academic in its design and is greatly tied to the local aviation community. As such, the program is continually changing to meet the changing needs of the aviation industry.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Aviation Program is aligned with the college mission statement through its focus on providing a high quality science and vocational education for a diverse student population. The program also promotes career and transfer preparedness through a rich variety of courses, certificates, and degree programs, and a focus on student success through outcomes evaluation.** |

**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.)**   **Major changes to the program were made during the past two years. We kept a bare-bones program of an introductory course (AVIA 100) and Basic Ground School (AVIA 105) that are our two highest-enrollment classes and are offered every semester. We rotated the more advanced courses, AVIA 106, 107 and 120, offering them only once per year. In 2011 we began to offer AVIA 145, which is computer-oriented and represents the future of airplane cockpits and navigation. This course was strongly suggested by the Aviation Sciences Advisory Committee. Most of the other aviation courses were deactivated in 2011. We will carefully track this new slimmed-down program for a few years and judge the results but initial enrollments indicate that the courses still being offered are in considerable demand by our students. Since Southern Illinois University (SIU) has relocated their BS degree in Aviation Management to our campus, we have seen increased interest in our program. The mutual relationship between these two programs should continue to thrive. With this relationship now in place, students can earn a 2-year degree through Palomar College and continue to the BS degree right here on campus through SIU. Marketing our program at local airports and in regional aviation publications should increase our program enrollment. It is felt that our two current aviation majors will be adequate for the foreseeable future.**   1. **How did you implement and evaluate those curriculum changes?**   **Reductions in class offerings were made. Without a full-time Aviation professor or program coordinator since the retirement of Jerry Houser in December 2010, the enrollments did experience some decline. Starting in Fall 2013, we hired Paul Langston as the part-time coordinator to administer and promote the Aviation program. The first effects of that hiring were seen in significantly improved aviation enrollments for Spring 2014.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **As curriculum was consolidated, class offerings were reduced.**   1. **How did you implement and evaluate those class scheduling changes?**   **We evaluated the enrollments and noted a decline in aviation enrollments.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We anticipated that part-time instructors would teach the program at this reduced level.**   1. **What is the current status of the plan you articulated?**   **The increased enrollments in aviation for Spring 2014 have encouraged us to expand our offerings for Fall 2014. These enrollments, along with industry data related to opportunities for employment in the industry have altered our thinking. We now would like to grow the program and hire a full-time faculty member to administer the program and teach the majority of the courses.** |
| 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?**   **N/A**   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>   **none**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **N/A**   1. **Number of students affected**   **N/A**   1. **Other**   **N/A**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **none** |

**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.**  **Summarize Course SLO assessment results beginning on the next line.**  **All Aviation Sciences course SLO’s were met for the 2011-12 academic year. Specific information for each course:**  **AVIA 100 students scored an average of 92.3% on embedded exam questions covering government agencies and industry organizations.**  **AVIA 105 students scored an average of 71.7% on Federal Aviation Administration sample test questions.**  **AVIA 106 students scored an average of 88.4% on Federal Aviation Administration sample test questions during the spring 2011 class (most recent course offering).**  **AVIA 107 students scored an average of 75.6% on Federal Aviation Administration sample test questions.**  **AVIA 120 students scored an average of 82.3% on embedded exam questions regarding hazardous weather and flight planning.**  **AVIA 145 students scored an average of 87% on embedded exam questions covering high-tech navigation devices.**  **For AVIA100, students averaged 83% on specific embeded questions during the Spring 2013 semester.**  **For AVIA105, students averaged 74.3% on their class exams for Fall 2012 and Spring 2013.**  **For AVIA107, students averaged 85.5% on all class exams during the spring 2013 semester**  **Does this data reflect your planning, goals, and activities? If not, why?**  **This data makes it clear that students are progressing through aviation classes. One issue that needs to be addressed is that when we offer day classes, student pass rates are significantly lower than for their nighttime student counterparts.** |
| 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.**   **Each Aviation class contained embedded questions on exams that were evaluated. If 70% or more of the students correctly answered the questions, this was considered a successful result. All Aviation courses tested have attained the goal of 70% or more of students answering correctly. We have fallen behind in some testing where adjunct instructors have in some cases used their test results for SLO results. This practice is ending this semester.**   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 learned that our testing must be more comprehensive to accurately reflect the level of learning taking place in Aviation classes.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **SLO’s for both of the Aviation Sciences majors were met for the 2011-2012 academic year. Specific information for each major:**  **Aircraft Commercial Pilot major: 100% of the students who responded to our survey indicated that they were either employed in the aviation industry or were pursuing a 4- year degree in an area of aviation.**  **Aviation Operations & Management major: 100% of the students who responded to our survey indicated that they were either employed in the aviation industry or were pursuing a 4-year degree in an area of aviation.** |
| 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).**   **The number of flight hours needed to obtain a pilot's license has increased in recent years. In addition, hours logged on certain types of flight simulators now count towards those flight hours. We are in the process of reconditioning three of our flight simulators so that they can be used for this purpose. This is an enormous cost savings for students.**   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.**   **Major changes to the program have been made during the past two years. We have kept a bare-bones program of an introductory course (AVIA 100) and Basic Ground School (AVIA 105) that are our two highest-enrollment classes and are offered every semester. We now rotate the more advanced courses, AVIA 106, 107 and 120, offering them only once per year. In 2011 we began to offer AVIA 145, which is computer-oriented and represents the future of airplane cockpits and navigation. This course was strongly suggested by the Aviation Sciences Advisory Committee. Most of the other aviation courses were deactivated in 2011. We will carefully track this new slimmed-down program, but initial enrollments indicate that the courses still being offered are in considerable demand by our students. Since the program is highly dependent on the economy, we may have to increase or decrease offerings as enrollment pressures ebb or flow. Since Southern Illinois University (SIU) has relocated their BS degree in Aviation Management to our campus, we have seen increased interest in our program. The mutual relationship between these two programs should continue to thrive. With this relationship now in place, students can earn a 2-year degree through Palomar College and continue to the BS degree right here on campus through SIU. Marketing our program at local airports and in regional aviation publications should increase our program enrollment. It is felt that our two current aviation majors will be adequate for the foreseeable future** |
| 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.)**   **In terms of the Aircraft Commercial Pilot major, three sources were examined but had widely differing projections. California Labor Market information indicated that there will be a need for 500 additional pilots (due to growth only) between 2010 and 2020. This is for the state of California only and does not take into account the number of pilots who will need to be replaced because they either retire or quit during that period of time. The U.S. Department of Labor indicates that there were 103,500 pilots employed in the U.S. in 2010. They project that 11.500 more pilots will be employed by 2020 but also fail to take into account the number of pilots who retire or quit during that period of time. The University of North Dakota conducted a research project in which they concluded that there will be a need for 89,500 new pilots between 2010 and 2025 – this considers growth, retirements, and pilots that quit during that period of time.**  **In terms of Aviation Operations and Management, no reliable data was found. There are so many different occupations that one may pursue with a degree in aviation that apparently no one has done comprehensive research to arrive at a good estimate.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our strengths include a strong set of options for Aviation students in obtaining degrees or certificates in the field. Also, employment opportunities are numerous. With the renovation of our flight simulators, students can not only obtain a degree or certificate but can also log variable hours that count towards flight time required for obtaining a pilot's license. Given the cost of private aviation schools and the logging of flight hours, our students can obtain a very inexpensive education and save many costs towards ultimately becoming a pilot.**   1. **Weaknesses**   **Enrollments have been somewhat weak over the past two years. Up until recently, we have had no one to connect the program with the aviation community and promote the program. Since the retirement of our full-time faculty member, it has been difficult to update curriculum and keep our program equipment updated in a fast changing industry. We now have a part-time coordinator who has immediately improved our outreach and started to update our program.**   1. **Opportunities**   **Aviation is a growth industry. The opportunities for new pilots, flight controllers, and other professions in Aviation are bright. We have an opportunity to tap into that demand and provide an attractive alternative to high cost private aviation schools.**   1. **Challenges**   **The challenge for our Aviation program is having a professional to manage our program. We have a temporary Aviation Coordinator who is doing a great job. However, to be done right, this position ultimately needs to be full-time. Our part-time coordinator is putting in many hours on his own because he loves this program and believes in it.** |

**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** | **Hire full-time Aviation faculty to teach and administer the Aviation program.** |
| **Plans/Strategies for implementation** | **Demonstrate the viability of our program by increasing enrollments in classes and seeing students complete degrees and certificates in Aviation. When we have done so, file a position rationale form for hiring a full-time Aviation instructor.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Further increase in enrollments, class offerings, and regular updating of Aviation curriculum.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Increase the number of Palomar Aviation students who complete degrees and go on to earn a B.A with Southern Illinois University.** |
| **Plans/Strategies for implementation** | **Increase communication with SIU coordinator and seek to improve curriculum opportunities that tie into the SIU program.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increase the number of students who complete degrees in both Palomar and SIU Aviation programs.** |
| **GOAL #3** | |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |
| **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?**   **We train Aviation students to compete in a global economy that emphasizes multicultural connections. Our students are prepared to contribute to the world with their knowledge and skills centered around the world-wide Aviation community.**   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>   **Objective 1.5: Increase the percentage of students beginning remediation in their first year at the**  **college and completing their remediation within three years. Objective 1.6: Define career pathways for all disciplines and programs. The degree and certificate programs in Aviation define a clear career pathway for our students.**   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.**   **none** |

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

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

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

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

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

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

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**