**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: Earth Science** | **Date 01/26/2014** |
| **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.**  **Lisa Yon, Patty Deen** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Earth Science Program at Palomar College functions as a dual mission program. Through our ES 100 and ES 115 courses, we promote earth science literacy and fulfill the general education physical science requirement for degree or transfer. Additionally, the ES 100 course is an approved course for transfer into the CSU San Marcos Liberal Studies Elementary Subject Matter (ESM) option. Producing well-educated science students who pursue teaching careers will ultimately improve K-12 science instruction.**  **The Earth Science curriculum is designed to provide the fundamental knowledge and skills to students interested in increasing their understanding of the complex interactions among Earth's geosphere, hydrosphere, atmosphere, and biosphere. The curriculum also includes the connection of humans to Earth for natural resources and the impact of Earth processes (such as earthquakes, volcanic activity, and other natural hazards) on the distribution and development of human populations. The influence of human activities on Earth's surface processes is also addressed. The overall mission of the program is to develop an Earth-science-literate community, aware of current and accurate scientific understanding of our planet. Such a population is critical to the promotion of Earth stewardship, sound public policy, and expanded international cooperation.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The mission of the Earth Science Program at Palomar College is aligned with Palomar College's mission statement through its focus on providing a high-quality science education for a diverse student population. Students completing the Earth Science coursework satisfy requirements for transfer in general education, Liberal Studies Elementary Subject Matter, or Earth-science-related majors. The Earth Science Program also strives to promote the development of an Earth-science-literate community, preparing our students to become responsible and effective global citizens with an accurate scientific understanding of our planet.** |

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

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **The ES 100 course fulfills the earth-science requirement for the elementary subject matter preparation certificate at CSU San Marcos. This Liberal Studies Elementary Subject Matter Option also requires the completion of a science lab, however, no complementary earth science lab has ever been offered. Plans to develop an ES 100 lab course were discussed in our Year 1 PRP. An ES 100 lab course would promote increased depth of knowledge and appreciation of topics discussed in the lecture course through hands-on, inquiry-based exploration.**  **Budget concerns led to the removal of most field courses in the ESAS Department from class offerings, including the ES 195 Regional Field Studies. This course was last offered in Spring 2008. We would like to be able to offer ES 195 once per year as a stand-alone course or co-listed with GEOL 195.**  **One section of ES/GEOG 115 (Natural Disasters/Environmental Hazards) will be offered each semester in order to provide students additional opportunities for coursework within the Earth Sciences program.**   1. **How did you implement and evaluate those curriculum changes?**   **Materials for an ES 100 Lab were developed by Dr. Lisa Yon during her sabbatical Spring 2013. We expect to be able to offer the lab class during the Spring 2015 semester.**  **Due to changes in California State degree frameworks, the offering of field courses that are not a requisite for a degree have been discontinued. Earth Science is not a degree program; therefore the ES 195 course is not likely to be offered in the future. Students wishing to expand their field experience within the ESAS Department are encouraged to enroll in Geology 195 or Geography 195 regional studies courses as they are offered.**  **The single section of ES 115 consistently fills with a wait list each semester. Although there is potential for growth of this course, offering of additional sections has been limited due to availability of faculty.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **Earth Science courses consistently fill each semester, thus potential for growth does exist. Growth within the Earth Science discipline exists in conjunction with the opening of the Rancho Bernardo and Fallbrook Education Centers. This will include not only ES 100 lecture sections, but also lab sections.**  **We believe that field courses provide a very important learning experience not available in the classroom. Field courses also fill an important need for students who are looking for course work beyond the introductory lecture course. Field courses build a bridge between earth science and other disciplines within the ESAS Department by exposing students to concepts related to oceanography, geography, and geology. Thus we would like to be able to offer ES 195 (Regional Field Studies) once per year.**     1. **How did you implement and evaluate those class scheduling changes?**   **As the College allowed an increase in the number of sections over the past year, we were able to increase the offerings of ES 100 by one additional section for Fall 2013 and Spring 2014. The total number of offerings is four sections of ES 100 and one section of ES 115.**  **Participation by faculty in the workgroup design of the South Education Center has resulted in facilities suitable for teaching laboratory sections of Earth Science. The opening of the South Education Center, however, is currently dependent on overall College enrollment. The earliest opening of the center will most likely not occur before Spring 2016. When a ES100 lab class is developed, it will be offered at both the South Education Center and San Marcos.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **Full-time faculty teaching in the Earth Science program are also teaching in other disciplines such as Oceanography, Geography, and Geology. Dr. Lisa Yon expects to increase her commitment to the Earth Science discipline to 60%. Patty Deen and Doug Key expect to keep their commitments at 20-40% of their full-time loads. Doug Key is considering retirement in June 2015.**   1. **What is the current status of the plan you articulated?**   **As of Fall 2013, Dr. Lisa Yon has increased her teaching load in Earth Science from 40% to 60%. Patty Deen teaches 20% of her load in Geology and currently has 60% release time as STEM Center Faculty Coordinator (position continues through Spring 2015). Doug Key is still considering retirement in the next year or two. Dr. Lisa Yon will transfer part of her load to the Rancho Bernardo Education Center once that facility becomes available. Upon Doug’s retirement, Lisa may take over ES115/GEOG115.** |
| 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>   **N/A**   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.**   **N/A** |

**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.**  **Taking into account the number of sections offered, the Earth Science Program enrolls an average of approximately 124 students per semester (four sections of ES courses on average). The Earth Science Program is a small part of the ESAS Department; typically representing 6% of the total enrollment of the ESAS Department. Census Load data, however, indicate the need for more sections of ES courses with the Census Load % for the past four years averaging over 103%.**  **Sections of ES 100 are taught by full-time faculty Patty Deen and Dr. Lisa Yon (both also teach Oceanography and/or Geology) and one adjunct faculty member. ES 115 is taught by full-time faculty Doug Key (who also teaches Geography). Due to sabbaticals and leaves, Total FTEF over the past six years has varied from 0.80 to 0.60. Part-time/(Total FTEF)% also reflects these faculty sabbaticals and leaves, showing variations from 25% to 33.33% over the same time frame. WSCH/FTEF numbers for the past four years (consistent offering of sections) has averaged 661, among the highest in the ESAS Department.**  **Retention rates in the Earth Science Program average 94% which is very similar to other programs within the ESAS Department as well as the college-wide average. Pass rates for the Earth Science Program average 70%, similar to rates in other ESAS courses and the college-wide average of 71.5%.**    **College data has indicated one area of concern. The college-wide average pass rate for White students is 74% whereas that for Hispanic students is 68%. Within the Earth Science Program, the average pass rate for White students is 75%, virtually identical to that for the college. However, for Hispanic students, the average pass rate is 59%. There is obviously a significant drop in pass rates when Hispanic students take earth science classes. This pattern is similar to that seen in other ESAS programs as well as other science departments, such as Life Science. We do not have the resources to explore the reasons for this drop in success. However, it may have to do with the emphasis in science education on scientific terminology, math, and technology. Until this issue is addressed by the college, we are concerned that the success of our rapidly growing Hispanic student population may not be supported. The preparation and thus success of Hispanic students in science classes needs to be addressed by the College.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **An increase in offerings of ES 100 occurred in Fall 2013 by the addition of one section. This section initially addresses the increased demand for this course. We also plan on expanding offerings to the Rancho Bernardo Center once this facility becomes available.**  **Data shared at the 2013 Plenary session by President Deegan revealed that two-thirds of the students entering Palomar College are not placing in college-level math and English courses. Currently there are no restrictions placed on such students, allowing them to register for college-level science courses. As we expand our use of technology in the classroom and in expectations for completion of homework assignments, this might present an area of concern. Students who are not placing in college-level math and English courses may lack the necessary skill-sets to perform successfully in a college-level science course. The College needs to explore this concern in more detail and address the lack of preparation of these students and the ability of these students to perform successfully in college-level science classes.** |
| 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.**   **Student Learning Outcomes were not conducted for the 2012-1013 academic year for ES 100 as the lead instructor (Dr. Yon) was on leave during that time period. SLOs were conducted for ES 115 (cross-listed as GEOG 115). Typically SLO assessments occur during the Fall semester; data is compiled, reviewed, and evaluated during the Spring 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?**   **During the Fall 2013 semester, 3 questions were embedded in an ES115/GEOG115 exam. These questions all related to planning and changing behavioral responses to hazards/disasters. The 28 students who took the exam scored 73.8% overall.**  **In Fall 2013, 3 questions were embedded in an ES115/GEOG115 exam to measure student learning for understanding the variables that impact climate change. The overall percentage of correct answers was 77.4%. It was concluded that students were successful at understanding these topics.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **N/A** |
| 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).**   **N/A**   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.**   **N/A** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   **N/A** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Through our ES 100 and ES 115 courses, we promote earth science literacy and fulfill the general education physical science requirement for degree or transfer. Both courses are popular and regularly fill each semester. In addition, the ES 100 course provides an opportunity for students to complete a required course for transfer into the CSU San Marcos Liberal Studies Elementary Subject Matter (ESM) option.**   1. **Weaknesses**   **Not necessarily a weakness, but rather a change that would make the program stronger is the offering of an Earth Science lab to complement the lecture. The ES 100 Lab would provide the opportunity for students to explore topics in more detail and using hands-on activities that could be incorporated into their classrooms as future teachers.**   1. **Opportunities**   **With the change associated with the Next Generation Science Standards (adopted by California in September 2013), we have an opportunity to not only impact the training of pre-service teachers, but also those already in the classroom. Next Generation Science Standards reflect important changes in Earth Science curriculum K-12, including the concept of a high school level Earth Science capstone course to be taken after students have completed biology and chemistry. This is an exciting opportunity to develop an Earth-science-literate community, empowered by a current and accurate scientific understanding of our planet. Such a population is critical to the promotion of Earth stewardship, sound public policy, and expanded international cooperation.**   1. **Challenges**   **Many incoming students are not prepared in math and language skills needed to take a college-level science course such as ES 100 or ES 115. We are concerned that this lack of preparation may eventually influence the academic rigor of the course, and may potentially result in declining pass rates.** |

**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** | **In order to maintain a high-quality program, we need to offer an ES 100 laboratory course** |
| **Plans/Strategies for implementation** | **Course will be offered once it is approved by the Curriculum Committee** |
| **Outcome(s) expected (qualitative/quantitative)** | **The offering of an ES 100 lab course will allow students to satisfy an additional requirement for degree or transfer. The course will also provide students with the opportunity to explore topics in more detail and using hands-on activities.** |
| **GOAL #2** | |
| **Program or discipline goal** | **In order to maintain a high-quality program, we need to be able to expand Earth Science offerings to the South Education Center, and add an Earth Science lab course at both San Marcos and the South Education Center.** |
| **Plans/Strategies for implementation** | **Earth Science courses (ES 100, ES 115, and ES 110 Lab) can all be offered at the South Education Center as Dr. Yon participated in the workgroup design thus ensuring that facilities would be appropriate. Increased offerings will also be supported at San Marcos. Critical to the expansion of Earth Science is the development of a lab class.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The Rancho Bernardo Education Center is strategically placed within the Poway Unified School District, which is home to 25 elementary schools, 6 middle schools, and 6 high schools. A new elementary/middle (K-8th) is scheduled to open August 2014. There is incredible potential for initiating and growing an Earth Science program at the South Education Center. The addition of an Earth Science lab class at San Marcos will allow Earth Science students an option for completing their physical science lab requirement.** |
| **GOAL #3** | |
| **Program or discipline goal** | **If the program continues to grow, and with the retirement of Doug Key, in order to maintain a high-quality program we will need to hire a new faculty member in Earth Science.** |
| **Plans/Strategies for implementation** | **Complete official request form** |
| **Outcome(s) expected (qualitative/quantitative)** | **If the program expands beyond the current ability of full-time faculty staffing, finding qualified part-time instructors may present a problem. Hiring of an additional full-time faculty member (perhaps half-time with Geography) will ensure consistency and quality of instruction.** |
| **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?**   **Our goals are designed to help our students succeed, not only in an academic environment but as contributing members of a global society. Students completing ES 100 or ES 115 as a general education requirement are made aware of our current and scientific understanding of our planet. We strive to produce members of an Earth-science-literate community. Such a population is critical to the promotion of Earth stewardship, sound public policy, and expanded international cooperation.**  **As broad, survey courses, ES 100 and ES 115 also provide insight into STEM-related career opportunities. Many students may choose to continue their studies in other ESAS courses or expand in to other STEM courses.**  **Students successfully completing ES 100 as part of the requirements for transfer into the CSU San Marcos Liberal Studies Elementary Subject Matter (ESM) option are on a career pathway that will ultimately improve K-12 science instruction and, potentially, the quality of future Palomar College students.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **The goals of the Earth Science program are aligned with Goal #1 of the College's Strategies plan related to career pathways and promoting student success.**   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.**   **There are two issues/concerns that require investigation and support. The overall level of preparation of students taking college-level science courses is inadequate for student success. The college needs to address ways to improve remediation in math and language skills so that students have the basic skills necessary to be successful in a college-level science course.**  **The second concern involves a closer inspection of student preparation and success. Cursory observations in the classroom suggest that Hispanic students might be struggling with reading comprehension of college-level informational texts as well as the use of technology to complete assignments. Data from Research and Planning suggests that this trend may not be limited to science courses; college-wide Hispanic students have pass rates averaging 10% below their White classmates. Until this issue of basic skills of Hispanic students is addressed by the college, we are concerned that the success of Hispanic students may not be supported.** |

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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.** | **None** |  |  |  |  |  |
| **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.** | **None** |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **ES 100 Lab equipment for San Marcos Main Campus** | **1** | **1** | **2** | **The offering of ES 100 Lab will be dependent upon the availability of funds to provide supplies for lab activities. These supplies include weather charts, display boards, mineral and rock samples, and other miscellaneous supplies.** | **$750** |
| **c2.** | **ES 100 Lab equipment for Rancho Bernardo Education Center** | **1, 2** | **1** | **4** | **The offering of ES 100 Lab at the new education center will be dependent upon the availability of funds to provide supplies for lab activities. These supplies include weather charts, display boards, mineral and rock samples, and other miscellaneous supplies** | **$750** |
| **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.** | **Printing** | **1** | **1** | **1** | **Tests and handouts in classes and handouts for lab activities. The current level of funding is inadequate and do not reflect the growth of ES 100.** | **$500** |
| **d2.** | **Mileage reimbursement** | **1** | **1** | **3** | **The ES 100 lab curriculum will include 4 field trips within San Diego County. In order to maintain a quality program, increased funding in required.** | **$200** |
| **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.** | **None** |  |  |  |  |  |
| **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.** | **None** |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**