**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: Geography** | **Date 10/28/2013**  |
| **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, Cathy Jain, and Wing Cheung** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****Geography at Palomar College is a multifaceted program that offers students the opportunity to study the earth system from a spatial perspective. The geographer applies the fundamental concepts and principles of both physical and cultural systems, as studied in a spatial context, to explain relationships in a diverse and interconnected world. The mission of this program is to provide high-quality educational opportunities in science for students from a diverse population who wish to earn two-year degrees, complete certificates, or fulfill transfer requirements for California universities. This mission is achieved by offering and promoting transfer- and degree-applicable physical science and social science courses, a transfer degree program in geography, certificate and degree programs in geographic information systems (GIS), and science for STEM majors.**  |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.****The Geography Program is aligned with the college mission statement through its focus on providing a high quality science 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. In geography classes, we also promote understanding of the interactions of people with their environment so that our students will become effective citizens in an ever changing world.**  |

**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.)**

**In meeting the requirements of instituting the Transfer Model Degree for Geography, our program has developed a AA-T Geography TMC degree. This required the revision of curriculum for several classes, including GEOG 125. The AA-T is expected to be approved for Fall 2014. In addition, the GIS coordinator has continued to hold semi-annual GIS advisory committee meetings with educators and administrators, industry professionals, and service learning partners in order to reaffirm and secure new articulation agreements as well as evaluate the existing GIS curriculum.** 1. **How did you implement and evaluate those curriculum changes?**

**Instituting a TMC degree in Geography meant not only developing the degree requirements, but also aligning our existing courses the California C-ID model for courses. The GIS curriculum is vetted by industry professionals in the local advisory committee as well as professional in the GeoTech Center's national advisory council. In addition, the Department of Labor's Geospatial Technology Competency Model (GTCM) is used to address gaps in the Palomar GIS curriculum.****Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you made regarding class scheduling?**

**Due to restrictions on adding classes due to budgetary concerns, we have not added classes and have actually reduced our offerings over the past couple of years. Class cutting was accomplished while attempting to maintain our core transfer, certificate, and degree related courses. As of Spring 2014, we will be adding back some classes that were previously cut.** 1. **How did you implement and evaluate those class scheduling changes?**

**Scheduling cuts were made with an eye towards maintaining our core transfer, certificate, and degree related courses.****Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**We expressed the need to eventually hire another full-time geographer, since at some point in the near future, one of our full-time geographers will be retiring. Additionally, the expansion of geography particularly in the area of Geographic Information Systems (GIS) was noted as putting further strain on our being able to hire part-time people to fill classes. The shortage of full-time geography faculty members also limits our ability to explore additional (2 year to 4 year institution) articulation agreements, and pursue collaborative projects with other institutions of higher learning across the country..**1. **What is the current status of the plan you articulated?**

**We are still facing the same pressures as before. In addition, the new AA-T degree in geography will add to enrollment in our core courses which will increase the need to add classes and instructors. These statistics support the need for an additional full-time geographer. Not only will one of our full-time instructors be retiring relatively soon, the next department chair will be Cathy Jain, one of our full-time geographers. She will only be teaching a 40% load of geography classes while chair.**  |
| 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>

**0**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.**

**The most critical funding request that was not met is printer ink and paper for our color plotter and printer ink for our color laser printer in NS127. The $1000 request for each of these items is currently funded under an NSF grant. That grant will run out this year. The funding request for the GIS remote server has also gone unmet. GIS students are unable to remotely access GIS applications and data. This limits the ability of students to use distance learning in GIS classes. The lab computers for NS127 that we requested under last year's PRP were replaced by IS over the summer.**  |

**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.****Overall enrollment has remained remarkably stable over the last five years of data. Enrollment at census date for Fall 2008 was 817. For Fall 2012, enrollment at census was 815. Census load % has ranged from 91.6% to 102.3%. The 91.6% figure was for Fall 2012. This small drop may be accounted for by an increase in the total number of seats. The data is by discipline and does not allow us to compare the subdisciplines of physical geography, human geography, and Geographic Information Systems. That information would be helpful. Retention rates have remained remarkably high for the six years of data at 95% for all classes. Pass rates for day classes have seen a small decline in the past 6 years. For the three years 2007 - 2009, the pass rate averaged 73.7%. For the three years 2010 - 2012, the pass rate averaged 69.2%. This same decline is not seen either division wide or campus wide. Pass rates for evening classes have remained fairly constant. In all six years, pass rates by women have been slightly higher than for men. Some of the most eye opening data has to do with pass rates for full-time students. The overall pass rate for geography students in 2012 was 68.3%. For full-time students, the pass rate was 77.8% or 9.5% higher. This was the case for all six years of data. This trend also holds up campus wide. This may indicate that full-time students have a more serious commitment to their education, or it may indicate that they are less likely to be working full-time in addition to taking classes.** **Does this data reflect your planning, goals, and activities? If not, why?****Our planning includes the addition of the TMC degree in Geography effective Fall 2014. Course enrollments indicate that this degree will have a large pool of students from which to recruit geography majors.**  |
| 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 geography 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 geography courses have attained the goal of 70% or more of students answering correctly. In GEOG100, the course with by far the largest number of sections and students, course averages over several years have ranged from 77.5 - 85.0%.**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 learned that our students are generally understanding the definitions and concepts involved with our test questions. However, having noticed that overall success rates for our classes runs slightly less than the percent answering our questions correctly, we see a need to expand our SLO questions to more adequately assess student understanding of the material in our classes. However, some of this discrepancy in pass rates versus SLO success rate is explainable by the fact that students who stop attending class negatively affect pass rates but are not there to be included in the SLO testing.** 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).**

**The development of the TMC degree in geography has meant the realignment of courses applicable to the geography degree. We can expect more students to take the courses involved with this degree. In addition, AA degree in GIS may need to be adjusted due to geography TMC requirements. The GIS program is also dependent of having state of the art technology in classroom NS127 to continue operating. Computers in NS127 were upgraded during summer 2013.** 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.**

**Current and future students will have increased access to geography certificate and degree programs and have increased access for transfer to California 4 year colleges. Current and future students will use state-of-the-art technology as part of their certificate and degree programs. This access to technology will prepare our students for their role as participants in the workplace of the 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 Department, Labor Market Information for Educators/Trainers at:** <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.)**

**According to the Bureau of Labor Statistics, the predicted growth rate for Surveying and Mapping Technicians is 16% (as fast as average) between 2010-2020 (http://www.bls.gov/ooh/Architecture-and-Engineering/Surveying-and-mapping-technicians.htm). The Occupation Information Network (O\*NET) (sponsored by the US Department of Labor and the Employment and Training Administration) created a new job classification for the GIS technicians (code 15-1199.05), and considered it a "bright outlook" occupation given the growth in GIS employment opportunities in the near future (http://www.onetonline.org/help/bright/15-1199.05).**  |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:**
2. **Strengths**

**The strengths of the geography program include the broad range of courses offered, strong physical geography and GIS programs, and state of the art technology applied to our classes. Geography offers 20 different classes across the subdisciplines of physical geography, human geography, and geographic information systems (GIS). As part of our program, we offer an acclaimed online meteorology course based on curriculum from the American Meteorological Society. To complement our geography program, we offer many class field trips and a field course program that takes students to various areas of California. Our strengths in technology are largely tied to our highly successful GIS program.** 1. **Weaknesses**

**The primary weakness in our geography program is the lack of more course offerings in human geography. We currently offer one or two classes per semester. We need to expand both the courses offered and the number of class sections in this subdiscipline. There are numerous opportunities to link human geography courses to GIS applications.**1. **Opportunities**

**There are two clear opportunities for geography. The first is developing a core of geography majors now that we have added the TMC degree in geography. This will not only help us strengthen our enrollments, but will also give our students a much higher likelihood of being accepted into the four year college of their choice. The second is further incorporating cutting edge technology into our teaching by adding more applications using GIS and GPS (global positioning systems) to our core classes. This will also enhance enrollment in our GIS program.** 1. **Challenges**

**The student population at Palomar College has a very high incidence of remedial needs in either math, language or both areas. Unfortunately, many students enroll in our 100-level courses and above without having completed their remedial coursework. As a result, they struggle with the college-level language and math expected in a 100-level science course, and the success rates reflect this problem. We feel this is likely a college-wide problem and should be addressed at the college level.** |

**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** | **Implementation of the TMC degree in geography** |
| **Plans/Strategies for implementation** | **Recruitment of students from geography classes as geography majors. Also, commitment on our part to offer all courses needed for the major on a regular basis.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Commitment of students as geography majors, successful matriculation as geography majors, and transfer of geography majors to universities.**  |
| **GOAL #2** |
| **Program or discipline goal** | **Maintain the state of the art technology to support geography classes particularly in the areas of Geographic Information Systems (GIS) and Global Positioning Systems (GPS)** |
| **Plans/Strategies for implementation** | **Replacement of computers and GPS units on a regular basis and continual updating of software and student assignments using the hardware and software.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students completing degrees, certificates, and classes in geography and preparing them with skills for the workplace.** |
| **GOAL #3** |
| **Program or discipline goal** | **Maintain high quality instruction for geography students** |
| **Plans/Strategies for implementation** | **Hire and evaluate full and part time instructors in order to maintain highest quality teaching skills. Offer field trip and field course opportunities to experience and analyze geography in the field. Evaluate and improve student learning outcomes assessments.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Maintaining or raising the success rates for geography classes.** |
| **ADDITIONAL GOAL (*if needed*)** |
| **Program or discipline goal** | **Maintain our excellent physical geography program.**  |
| **Plans/Strategies for implementation** | **Hire a full-time geography instructor** |
| **Outcome(s) expected (qualitative/quantitative)** | **In the near future, one of our full-time physical geographers will be retiring. This will leave our physical geography lecture and lab classes poorly covered. Physical geography is by far the largest part of the geography program.**  |

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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 geography 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 concepts of space and time relationships.** 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. Development of the TMC degree will provide a clear pathway towards a career in geography and speed completion of their requirements for transfer to California universities.**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.**

**Field courses are a requirement of the TMC degree in geography and likely, several other degrees. It is critical that the college remain supportive of field courses. Without support for field courses, our college would be unable to meet the state requirement of offering all TMC degrees.**  |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:**  |
| **Now that you have completed steps I – III, identify the resources needed to achieve the goals and plans identified in Step III. Categorize resource requests as noted below. Provide rationale for requests to get better information. Please note that all resources allocated are for one year only. NOTE: DO NOT INCLUDE RESOURCE REQUESTS THAT DUPLICATE REQUESTS FROM OTHER DISCIPLINES IN YOUR DEPARTMENT. PLACE REQUESTS COMMON TO TWO OR MORE DISCIPLINES ON THE FORM “Academic Department Resource Requests”.** |

**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) | **Prioritize these requests (1, 2, 3, etc.)** | **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.**  |  |  |  |  |  |  |
| **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) | **Prioritize these requests (1, 2, 3, etc.)** | **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.**  | **GIS server for remote access** | **1,2,3,4** | **O1.5,O2.2,O2.3** | **1** | **The acquisition of a new GIS Server will allow students to access the GIS application and GIS data remotely, thereby making distance offering of GIS education feasible, while increasing student access to the GIS resources at Palomar College**  | **$50,000** |
| **b2.**  | **New replacement dedicated GIS servers for application and data** | **1,2,3,4** | **O1.5,O2.2,O2.3** | **2** | **The aging GIS servers which are nearly 4 years old, and will need to be replaced in order to support the new curriculum and software that have been developed for classroom use.**  | **$50,000** |
| **b3.**  | **Tablet Computers for teaching Mobile GIS and Field Data Collection, quantity 30** | **1,2,3,4** | **O1.5,O2.2,O2.3** | **3** | **As mobile devices (e.g. ipad, iphone) become increasingly popular and powerful, many GIS tasks (e.g. editing, GPS data collection) can now be accomplished using one's mobile devices. Thus, the GIS program need to acquire mobile devices in order to teach students about the usage and development of GIS applications in the mobile environment** | **$16,000** |
| **b4.**  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |

| **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***](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) | **Prioritize these requests (1, 2, 3, etc.)** | **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.**  | **Printer ink for color laser printer in NS127** | **1,2,3,4** | **O1.5,O2.2,O2.3** | **1** | **Printer ink is necessary for students needing to print lecture and laboratory materials including colored map products from GIS classes.** | **$1,000 ongoing** |
| **c2.**  | **Plotter ink and paper for color plotter** | **1,2,3,4** | **O1.5,O2.2,O2.3** | **2** | **Plotter ink and paper are necessary for students who wish to print their semester projects** | **$1,000 ongoing** |
| **c3.**  |  |  |  |  |  | **Please note that these requests are in addition to the $2,200 currently funded for other Geography supplies** |
| **c4.**  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |

| **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) | **Prioritize these requests (1, 2, 3, etc.)** | **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.**  | **Software maintenance agreement supporting GIS classroom instruction. This agreement is with ESRI, a private company.** | **1,2,3,4** | **O1.5,O2.2,O2.3** | **1** | **The GIS software and remote sensing software currently installed in the GIS labs requires annual maintenance. Annual maintenance ensures that the software are up to industry-standard, which in turn ensures that students are acquiring the skills that are needed to pursue advanced education in GIS and geography, or a fulfilling career in GIS. This agreement has been grant funded. However, grant funding is ending.** | **$5,000 ongoing** |
| **d2.**  | **Additional funds for printing and travel with students** | **1,2,3,4** | **O1.5,O2.2,O2.3** | **2** | **Printing and travel with students budgets are combined. We now are conducting field courses that are a requirement of the TMC degree. Also, field trip expenses by adjuncts are now reimbursed** | **$500** |
| **d3.**  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  | **.** |  |
| **d5.**  |  |  |  |  |  |  |

| **e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **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.**  | **Internship assistant - This job is currently done by our full-time GIS professor.** | **1,2,3,4** | **O1.5,O2.2,O2.3** | **1** | **The instructor of the GIS internship currently assists student with technical issues in their internships, research internship and employment opportunities for students, interacts with internship agencies, evaluates students' internship progress, and resolves issues between students and internship agencies as necessary. Thus, given the value of internships for GIS students, it will be ideal to have a part-time classified staff to assist the instructor in day-to-day tasks, such as ensuring that internship students are paid, confirming that internship students are properly insured, and strengthening ties with existing GIS internship agencies. The professor teaching GIS is overloaded with all of his other responsibilities including grant administration and needs this assistant.** | **$10,000 ongoing** |
| **e2.**  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |

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

**f. Enter requests on lines below. These requests will be used by IPC to develop its annual Staffing Plan priorities.**

| **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) | **Prioritize these requests (1, 2, 3, etc.)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.**  | **none** |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**