**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: Geology** | **Date 1/16/14** |
| **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.**  **Sean Figg, Patty Deen** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Geology Program at Palomar College consists of the study of the dynamic processes that shape Earth. Geology incorporates a multidisciplinary approach to describe and solve a variety of problems, including those related to human interaction with natural systems, geologic hazards, and resources. The mission of this program is to provide high quality field-orientated educational opportunities in science for a diverse student population to fulfill general education requirements or fulfill transfer requirements for California universities. Students who successfully complete the AA or AS-T will be prepared for transfer into upper division coursework in geology and will meet transfer requirements for admissions to CSU ultimately leading to careers in geoscience-related fields.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Geology 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 STEM career and transfer preparedness through a rich variety of courses, transfer, and degree programs, and a focus on student success through outcomes evaluation. In geology classes, we also promote understanding of the interactions of geology and everyday life 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.)**   **AS-T Geology degree for the Model Transfer Program was submitted in the curriculum process. Most students enrolled in geology courses do so to satisfy their general education requirement. Few students are award the AA degree each year, however, several students enrolled in the geology program at Palomar continue on in geology at another university without filing for an AA degree.**   1. **How did you implement and evaluate those curriculum changes?**   **AS-T Geology degree for the Model Transfer Program was submitted in the curriculum process and should become effective in fall of 2014. The existing AA degree in Geology will be amended in the near future by the new geology faculty to provide a more diverse range of educational opportunities. New California standards will likely encourage more students to obtain the field-oriented AA degree or AS-T degree prior to transfer. Demand for STEM centered careers such as geology is high and will provide viable career options into the foreseeable future.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **Previous Census Load % indicated the need for additional geology courses at the 100 level. Due to facilities and equipment geology courses are only offered at the main campus in San Marcos. GEOL 100 and GEOL 100L are offered every semester, with the rest of the courses offered on a rotating basis every two years. Increased interest may require these normally rotational courses to be offered more frequently.**   1. **How did you implement and evaluate those class scheduling changes?**   **After evaluating previous PRP data and the continuing trend of high interest in geology additional sections of GEOL 100 and GEOL 100L were added for the 2012-13 academic year. Currently, these courses are at or near capacity. We continue to offer GEOL 100, GEOL 100L, and GEOL 120 every semester. Other courses are still offered on a rotational basis every two years. Due to state budget cuts GEOL 195 has not been offered in the last three years. As an essential field course in the geology curriculum GEOL 195 needs to be offered once per year as part of the AA degree requirement. The hiring of a new full time geology faculty will help in the implementation and development of the required scheduling changes.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We requested that a new full time geologist be hired to fill the vacant position left by Steve Spear. The new faculty member would help alleviate the stress on current faculty and reduce the number of part-time faculty needed. In addition to teaching duties of the new geologist would be: implementing new technologies such as GIS, developing new courses, evaluate existing supplies/samples, updating and integrating new SLO's, acting as a campus representative and liaison to other colleges and geologic organizations.**   1. **What is the current status of the plan you articulated?**   **A new full time geologist was hired for the 2013-2014 academic year and is slowly being introduced to the needs expressed in the above section.** |
| 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**   **0**   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.**  **Data from the past four years shows a significant increase in the number of students enrolled in geology course. Increasing from 147 students in 2007-2008 to 259 students in 2012-2013. Census load has ranged from 76% (2008) to 99% (2012). This number is down slightly from the previous year but still shows a significant increase when compared to the 2012 data. The slight decrease may be attributed to the reduction of students allowed in the class to match the number of seats offered, we currently have 260 seats and 259 students. While there has been an increase in the total number of students enrolled in geology courses data shows a decline in the number of students receiving the AA degree. Retention rates of students in the geology program have been consistently high over the past 4 years. Data for the 2012-13 academic years shows a 91.5% retention rate, a value nearly identical to the campus wide retention rate (91.8%). The pass rate shows a small decline from the previous two years, from 72% to the current 69%, however, this is still much higher than the original pass rate of 60% in 2008. This value is just below the campus pass rate of 70%. The small decline in pass rate is consistent in both day and night classes. Pass rates for females and men have varied over the years. With some years showing men having a higher passing rate and other years women. For 2012-13 women have a 10% higher passing rate than men. The figures for geology match up well and in many cases above the campus wide data.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The continuing interest in the geology creates a larger pool of students which allows us more opportunities to get students into the program and obtain their AA degree.** |
| 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.**   **Unfortunately, there does not seem to be any SLOAC data for the 2012-13 academic year for the GEOL 100, GEOL 100L, GEOL 150, and GEOL 150L courses. The absence of this data was a direct result of the retirement of the previous full time geologist Dr. Steve Spear and the predominance of part time instructors. Information from the 2010 PRP indicates that students met the objectives of identifying plutons and mineral specimens. The SLOAC data for GEOL 110 was completed for the 2012-2013 academic year and shows that 82% of students met the evaluated outcome.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **The new full time geologist is currently evaluating the SLO's data collected for GEOL 100 and GEOL 100L during the fall of the 2013-2014 academic year. Data was collected from embedded questions on Blackboard quizzes and in class exams, with a goal of 70% of students giving the correct answer.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **The geology faculty is currently in the process of designing appropriate SLO’s to measure program success.** |
| 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 AS-T degree for TMC has influenced the realignment of the courses applicable to the degree. Due to the desirability of STEM centered programs and the transfer ability of the degree /course work we expect more students to enroll in geology courses. The influx of more students will create a need for additional laboratory supplies and the purchase of new technology, or at least upgrading the existing equipment. The increasing interest in the geology will warrant the expansion of the geology program. This will include adding additional courses, such as mineralogy, and continued development of the GEOL 195 field courses. These will become essential components of student preparation for transfer to a university geology program. The implementation of current technology and computer programs will be essential to ensure our students transfer success. An increase in funding will be required to support the professional development activities of geology faculty such as attending conferences and participating in field courses.**  **While officially a student club the Geoscience-Connection Club is an integral part of the geology program. Club activities provide opportunities for career development, transfer opportunities, field work, and professional networking.**   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.**   **Students are impacted in very positive ways. They expect a more interactive and technologically advanced approach to geology that continues to emphasize field work. Faculty are working to incorporate a variety of technologies into the lecture and lab. Technologies such as Google Earth and GIS are becoming an integral part of geologic studies. Faculty are also currently working to develop a broader range of field opportunities to support a more diverse group of students which includes both majors and non-majors.** |
| 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.)**   **The career outlook for geology disciplines is very promising. Students who obtain a B.S. degree or higher, receive an average starting salary of $50,000 per year. The continuing rise in employment opportunities make geology an appealing career path. For the state of California projected demand for geologist will increase by 25% over the next seven years. Due to the rising demand for natural resources job opportunities within the oil and gas industry are also projected to have substantial growth. Careers in specialized disciplines of geology are also in high demand. In such subdivisions as Environmental Geology, Geochemistry, and Hydrology are expected to have anywhere from a 25-30% increase in employment opportunities with annual salaries ranging from $50,000 to $120,000.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The geology program hosts a number of strengths such as: the number, quality, and broad range of courses offered. Small class sizes allow students a more personalized education and allow for more interaction and guidance from instructors. Interested students are encouraged to participate in special topics/directed studies courses which are developed and tailored to individual interests. In addition, the geology program offers several field course opportunities. These are a great way to give students a real, hands-on way to experience geology field work. We also work closely with other disciplines such as geography, GIS, biology, and more which demonstrates the broad interconnection of the geology field. While officially a student club the Geoscience-Connection Club is an integral part of the geology program. Club activities provide opportunities for career development, transfer opportunities, field work, and professional networking. Recent club activities have included trips to the San Diego Natural History Museum, Cooper Center, Joshua Tree National Park, Anza Borrego State Park, and meetings of the San Diego Association of Geologists.**   1. **Weaknesses**   **A weakness right now is the lack of a rock lab for the geology program. Space with adequate ventilation is required to utilize existing equipment such as the rock saw and the new equipment that will be required for the implementation of the mineralogy course. Access to such equipment will give students exposure to research techniques and sample preparation currently utilized in geologic studies.**   1. **Opportunities**   **Due to the increasing interest and career potential in geology, especially environmental geology, our program is in the position to expand existing course offerings, such as field courses, and develop additional courses, such as mineralogy. Our location in southern California provides the opportunity to develop relationships with several local companies. This relationship could create directed study and internship opportunities for geology students.**   1. **Challenges**   **At present a major challenge is the limit of repeatability of the GEOL 195 Regional Field Studies course. Historically, the program has offered at least six GEOL 195 courses, each of which traveled to different geographic regions and focus on different aspects of geology. Students are now limited to taking one field course, reducing their exposure to the diverse and complex aspects of geology.**    **Another challenge is addressing and updating certain areas of the geology program (SLO's, inventory, evaluation of the store room, ect…) which is being done by the new full time geologist and will just take time to complete.** |

**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 AS-T degree.** |
| **Plans/Strategies for implementation** | **Raise student awareness of the AS-T degree and recruit more students into the geology program.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We would expect to see an increase in the retention of geology majors and an increase in the number of students that file for a degree. Adequately preparing students, enabling them to succeed at a four year university.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Integrate new technologies such as GIS, virtual field trips, and geologic impacts using Google Earth into the classroom.** |
| **Plans/Strategies for implementation** | **Utilizing the above technology in both lecture and laboratory lessons.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Development of geologic and technology literate individuals able to function at a four year university or as active members of society.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Address the repeatability issues of the GEOL 195 Field Courses.** |
| **Plans/Strategies for implementation** | **Work with College curriculum specialists to develop strategies or revise curriculum to allow for increased repeatability.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students will be able to experience and investigate geologic features and processes in a greater number of regional settings.** |
| **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 and contributing members of a global society. The geology program also provides pathways to vital career opportunities. We strive to create engaging lessons that instill our students with the skills, knowledge, and scientific inquiry required to understand and contribute to the rapid pace of an ever changing world.**   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>   **Development of the AS-T degree will provide a clear pathway towards a career in geology and speed completion of their requirements for transfer to California universities that align with objective 1.6.**  **Attending conferences and workshops coordinated by organizations such as NAGT and GSA introducing the current faculty to emerging technology and how it can be implemented at the community college level as part of objective 3.3.**   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.**   **It is critical that the college remain supportive of field courses and address the repeatability of these field courses. Without support for field courses, our students would be underprepared and under educated for success in geology courses at the university level.** |

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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.** | **Trinocular Polarizing Microscope** | **1, 2** | **1.6, 1.7, 2.3** | **2** | **Required for the development of a mineralogy course and enhancement of current mineral labs. Microscope mineral analysis will increase the appeal of an AS and AS-T degree in geology. In addition this continues to distinguish the Geology Program at Palomar Community College from other programs.** | **$60,000\*** |
| **a2.** | **5 Brunton Compasses** | **1, 2** | **1.1, 1.6** | **1** | **Brunton compasses are and essential instruments for gathering data when conducing geology field work. The increase in student enrollment and the development of more field courses has created the need for a greater number of instruments.** | **$1,000** |
| **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.** | **Rock and Fossil Samples** | **1, 2** | **1.9** | **1** | **The geology program is running drastically low on many rock and mineral samples that are essential for student learning and success. Samples required for demonstrative purposes (crystal habit, cleavage planes, ect…) and experimental purposes (student mineral testing).** | **$400** |
| **c2.** | **Hand Lenses** | **2** | **1.1, 1.6** | **4** | **The student enrollment currently exceeds the number of hand lenses owned by the department. These are vital for mineral identification in the laboratory sections of geology 100. These items are also used for every field trip and field course offered by the department.** | **$300** |
| **c3.** | **Rock Hammers** | **2, 3** | **1.1, 1.6** | **2** | **Currently the geology program only has a couple of rock hammers. Having more rock hammers would increase student participation during field trips and field courses while also reducing the amount of time required for certain stops.** | **$400** |
| **c4.** | **Local Geologic Maps** | **2,** | **1.6** | **3** | **Lab sections of geology do much more than simply look and identify rocks. It also focuses on raising student awareness of the local surroundings. Reading and interpreting local geologic maps is one way this is accomplished. However, there are a limited number of local geology maps. Geology maps of Oceanside and Escondido need to be purchased.** | **$200** |
| **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.** | **Increase travel funds** | **1** | **1** | **1** | **An increase in student enrollment has created the need for an increased number of field trips and field courses. Average traveling distances are: Lab trips (offered each semester)—120 mi, Weekend/Extended trips (offered each semester)—500 mi, and Field Courses (offered spring and summer)—1,000 mi.** | **$500** |
| **d2.** | **Increase printing funds** | **1** | **1** | **2** | **Printing is essential for student involvement in lecture, lab, field trips, and field courses. Handouts for guided learning are used for each field trip and field course. These handouts help illustrate the complex geology process such as the stratigraphic formations, interaction of plate tectonics, mechanisms of faulting just to name a few.** | **$1,000** |
| **d3.** | **Misc fees associated with field courses** |  |  | **3** | **Additional fees are a typical occurrence associated with field trip and field courses. Having an additional portion of the budget creates a reserve of funds for un-anticipated fees such as: increase in camping rates, required parking pass/permits, alternate options due to closures or natural hazards.** | **$500** |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category 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) | **\* 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**