**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: Economics** | **Date** |
| **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.**  **Jose Esteban, Teresa Laughlin, and Jon Smith.** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Economics program is committed to providing an engaging and supportive learning environment for diverse learners. Students will receive a comprehensive education in Economics including several meaningful, relevant, and transferrable electives which encourage students to think critically and creatively. Our offerings promote students to communicate their ideas in a thoughtful and cogent manner. We support students who are pursuing transfer readiness, general education, and lifelong learning.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The mission of the Economics program is aligned with the mission of Palomar College through our commitment to encourage students to critically analyze and communicate information. These skills are necessary to transfer and to be successful in the global community.** |

**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.)**   **We planned to continue to offer the core three economics classes at a variety of times. The limiting factor is the number of sections we are allocated. The demand for the core classes remains robust; however our electives are struggling. Our student learning outcomes assessments consistently illustrate the need for our students to have more practice in analysis and graphing. We have held numerous meetings with textbook publishers to investigate online homework practice and multiple learning environments to accompany our textbooks. Further, we have negotiated lower prices for our students by adopting a single text for Economics 100 and 101.**   1. **How did you implement and evaluate those curriculum changes?**   **Unfortunately in fall of 2013 Economics 120, Environmental Economics, had to be cancelled due to low enrollment. This may be due to the limit on the number of units students can take. Given anecdotal information and student surveys, the common textbook with online resources has been popular. We will assess our students formally in the spring to see if it affects the Student Learning Outcomes Assessment.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **Due to recent budget cutbacks, we have had to cancel nearly 20% of our sections over the past five years. Because of the drastic cuts to the economic schedule, we have also reduced our offerings at the satellite campuses, thereby making transfer much more difficult for our students who live far from the main campus. Economics seeks to replenish those lost offerings. The fall semester 2013 enrollments were down across the campus. The enrollments in our Economics classes were no exception to this phenomenon; however, we maintain high levels of census load.**     1. **How did you implement and evaluate those class scheduling changes?**   **We were able to offer a few more classes in the fall; however, some of those had to be cut due to low enrollment probably due to the fact they were late adds and were not in the regularly puublished schedulle. We chose not to add more classes for the spring 2014 semester. After evalulating the data, we will adjust the fall schedule to make the schedule more efficient.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **Economics would greatly benefit from an additional full time faculty member. The extraordinarily high Pt-Ft FTEF ratio is only one indicator of this. In Economics, the Pt-Ft ration is nearly 70% compared with 66% at the College as a whole. The growing strains on full time faculty to implement SLOAC demands, timely part time evaluations, accreditation requirements, and other institutional service comes at our students' expense.**   1. **What is the current status of the plan you articulated?**   **Economics was not able to hire a faculty member for the 2014-15 year. At the present time, 69.7 % of our classes are taught by part-time instructors. While the part-time instructors seek to do a good job, they are not compensated for weekly office hours and are often unavailable for our students. The need for another full-time economics teacher is dire. We will submit another request for a full time instructor, but this is beyond the control of the discipline.** |
| 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>   **$1900.**   1. **How were those funds spent?**   **We received a lockable cabinet which has been useful for holding supplies. We have not received the additional monitor for MD 303 as of yet. It has been ordered, but has not been delivered. We also were able to purchase an ipad for department use. It was delivered late in November.**   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)**   **Because the money was not released until July 1st and we did not receive the ipad until late November we are just now able to see how this technology can be used in the classroom. We plan to investigate applications for graphing and simulations that can be accessed by the instructor. One of our SLOs in each of the three core subjects assesses how students evaluate data presented in graphs. We will evaluate the data and discuss ways to enhance learning with the ipad.**   1. **Number of students affected**   **The potential number of students that are affected by the lockable cabinet and the ipad are upwards of 500 per semester. It will depend on how the technology is used by instructors.**   1. **Other**   **While the lockable cabinet does not directly affect students, it is useful to hold instructional supplies. This allows instructors the flexibility to adjust the lesson plan during the class session.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **The bulk of the economics classes are taught in MD 303. A Smartboard for that room would give us the ability to create animations, graphing tutorials and simulations.** |

**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.**  **The Economics program has taken a hit this semester. Our enrollment, along with that of the college as a whole, has fallen. As the economy improves and more seats are available in competing institutions, it is predictable that enrollments at our college would fall. In spite of that, our census load remains strong at 94.1% leading us to believe that we should offer more of our core classes. In Economics, our WSCH/FTEF continues to be above 525. The most troubling trend that is apparent in the data is the overreliance we have on part-time instructors. Of all the economics courses taught, 69.7% are taught by part-time instructors. This does a great disservice to our students who need to have faculty present beyond the scheduled course hours to help them understand the difficult Economic concepts. In addition, this increases the burden on full time faculty on institutional responsibilities such as SLO development and evaluations of part-time faculty.**  **Our course retention rates are pretty good overall. We have 92.1% and 92% retention in day and evening classes respectively. The distance learning course retention rate falls to 82.3%. Much of that is the misunderstanding of students regarding the rigor of an online class. Similar trends in pass rates are evident in the data. The night students are most successful with a pass rate of 73.5%, the day classes have 66.3%, whereas the distance learning classes the pass rate falls to 44.2%. We have had many meetings regarding this pass rate for our online classes. We only have econ 100 completely online. Online classes are very different from face-to-face classes. In the face-to-face classes the instructor has the opportunity to drop students who are not participating in the course. It is not as easy to do this in the distance learning setting due to the fact that there are no set dates to meet. In addition, Econ 100 has a lower pass rate in general. It is an introductory, survey class. This being said, we believe that having a handful of online classes is crucial to allow for students access to courses. Although economics is part of many programs and degrees, the vast majority of our students are transfer students. That is why we have very few degree awards.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The downward trend in enrollment is beyond our control; however, we will analyze our scheduled offerings to maximize the number of students we serve while continuing to maintain our elective program. The main concern is the lack of full time professors in Economics. We will continue to advocate for more full time faculty.**  **We are maintaining a steady retention and success rate in face-to-face classes; however, our distance learning courses are not as strong. We continue to encourage our online students by employing different learning styles. We are investigating ways to be more effective in the distance learning environment including online tutorials and applications.** |
| 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.**   **We have identified five SLOs in each of our three core classes. Each of these SLOs is evaluated in the Spring semester wit embedded questions on the final exam. Each SLO has an accompanying assessment that is graded with a rubric and given a score of 0-5. The data is aggregated and is evaluated by the economics professors. The majority of our students scored a 3 out of 5 or better on the embedded questions in the final exam in the spring of 2013. There continue to be several deficiencies that challenge our students including math skills, graphing literacy, and study skills. These are ongoing challenges which the Economics professors recognize and try to mitigate.**   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 Economics professors have met to discuss strategies to increase student success. There are two main concerns that stand out. First, we do not have sufficient full time faculty. Part-time faculty are teaching the majority of the sections in Economics. They are often teaching at several schools and are not compensated for weekly office hours. Because of this, students are often not able to access the outside help that they require to successfully complete the learning outcomes. In additon, there is a need to use more computer applications including games, simulations, graphing tutorials, and animations. This gives our students more options for homework assignments.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **We have embedded questions in our final exams which evaluate students' ability to analyze data. A majority of the students met this Student Learning Objective at a high level (a score of 4 or 5). An even greater share of the students met this Student Learning Objective at a proficient level (a score of 3, 4, or 5). The goal is to have a majority of the students achieve this Student Learning Objective. This goal was achieved; however, we continue to investigate ways to increase our effectiveness. Although students have been successful and we have met our goals, we believe there is always room for improvement. The Economics professors continue to meet regularly to share curriculum and ideas. We are working to use technology more effectively in our courses.** |
| 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).**      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.** |
| 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.)** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our main strength is the dedication our faculty has for the students. We are a very cohesive department and are inclusive of the part-time instructors. We share many students with our colleagues in History and Political Science and have ongoing, meaningful conversations about student learning. We have several “hallway” lunches and discussions each semester which generate authentic reflection on our teaching. In addition, we share strategies and classroom activities readily.**   1. **Weaknesses**   **Our main weakness is the desperate need for an additional full-time faculty member in Economics. Loren Lee retired in 2009 and his position has not been filled. This puts a tremendous amount of strain on the remaining full-time faculty to coordinate the SLOAC, evaluations, and mentoring of part-time faculty.**   1. **Opportunities**   **We continue to expand out electives in order to strengthen our student’s’ ability to transfer and/or earn an AA degree in Economics. We will be offering a new elective in the fall semester: Econ 125, Labor Studies. This course will fill out our elective offerings. Our department continues to host Political Economy days in the fall and spring semesters. Political Economy Days has grown in popularity and size. Peter Bowman and Teresa Laughlin are co-coordinators of the program. Jose Esteban has created several online tutorials to help our students grasp the fundamentals of economic theory, graphing, and math skills specific to the study of economics.**   1. **Challenges**   **The greatest challenge that we have as a discipline is the escalating burden we have regarding paperwork. The PRP process is an excellent example of the increasing workload of faculty. Last year the PRP process took about 5 hours total for Economics. This year, with training, meetings, and filling out the form, it has taken more than 20 hours. This is time that we did not have to help our students with their understanding of our subject or to share activities and ideas with each other. We understand that the idea for the PRP process is to promote discussion and consideration of student learning; however, the process and lengthy form actually do just the opposite. It is a contrived process that inhibits genuine reflection.** |

**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** | **Create a vibrant, technologically sophisticated, and supportive learning environment for our students where.** |
| **Plans/Strategies for implementation** | **Develop games, simulations and graphing tutorials to aid in understanding. In each semester we see students who are challenged with graphing and math. We need to use more sophisticated, computer aided instructional activities.** |
| **Outcome(s) expected (qualitative/quantitative)** | **More students successfully completing the SLOAC.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Increase the number of Economic certificates that students complete. Economics is part of many certificates and associate degrees; however very few students complete the Associates degree in Economics per se.** |
| **Plans/Strategies for implementation** | **Increase the diversity of our program by adding and supporting Economics electives.** |
| **Outcome(s) expected (qualitative/quantitative)** | **More economics certificates awarded in 2014-15.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Increase communitication with Mira Costa and Cal State San Marcos regarding Economics instruction.** |
| **Plans/Strategies for implementation** | **Be more active in NCHEA and continue hosting Political Economy days.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Meet with Economics professors from Mira Costa and Cal State San Marcos in 2014-15.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Hire a faculty member for Economics who is comitted to student learning and achievement.** |
| **Plans/Strategies for implementation** | **follow the faculty hiring priority process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **an additional full-time faculty member.** |

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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 align with the Palomar College mission because we seek to encourage innovations in teaching that will enable students of varying backgrounds and abilities to succeed in our transfer classes. In addtion, by reaching out to our colleagues in neighboring institutions, we can promote discussions of student learning.**     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>   **Goal 1 Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals.**  **This goal is directly related to our commitment to staying current on the innovations in teaching and learning. Our students relate to computer applications of concepts in addition to lecture.**  **Goal 2: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.**  **This goal speaks to our desire to have better communications with Mira costa and Cal State San Marcos. In addition, our ongoing dedication to Political Economy Days is continues to encourage partnerships by linking Palomar college to the community.**  **Goal 3: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.**  **(4) Goal 4: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.**  **We seek to improve the classroom environment with enhanced computer graphics to promote learning.**     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.**   **The main concern that this planning process brought up was the increasing burden on faculty time and energy in the name complying with accreditation. Of course we understand the need to be fully accredited and observe the ACCJC standards, but there must be a way to do so without unduly adding to faculty workload and stress.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **3 laptop computers for instructional use** | **1 and 2** | **1 and 4** | **1** | **We are only asking for three laptops this year for use by our three full-time professors. It is our top and only priority. We were last able to purchase laptops for faculty use in 2008. The two (out of three) laptops that are still running are on their last legs and out of warranty. they are slow and the keyboards do not work properly. This inhibits our ability to help our students achieve their goals.**  **It is crucial to have laptop computers for use in and out of the classroom to facilitate student learning. Our job has changed significantly in the past decade. Students expect to be able to contact us for guidance on their assignments 24 hours a day, seven days a week. Our instruction is no longer limited to the classroom and office hours. We all teach online classes and there is a significant online component to our face-to-face courses via Blackboard. Laptops are simply the tools of our trade and we need them to facilitate student learning. Moreover, our students have significant problems with graphing and applied math. The laptops are used to create and implement meaningful simulations..** | **3 loptops at $1,716.18 each for a total of $5148.54** |
| **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.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

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

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

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

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

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**