**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: English** | **Date 01/29/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Jen Backman, Andrea Bell, Abbie Cory, Brent Gowen, Richard Hishmeh, Charles Ingham, Rafiki Jenkins, Martin Japtok, Kevin Kearney, Barb Kelber, Leanne Maunu, Pam McDonough, Fergal O'Doherty, Bruce Orton, Deborah Paes de Barros, Jon Panish, Carlton Smith, Craig Thompson, Rocco Versaci, Gary Zacharias, Sue Zolliker** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **Mission Statement**  **The English Department offers a range of developmental and transfer-level composition, creative writing, and literature courses in order to develop and refine critical and creative thinking, literary insight, and writing abilities for all of our students of diverse origins, needs, abilities, and goals. In addition, through our transfer degree in English, our literature courses, literary magazine, and majors group, the department encourages and supports our English majors and prepares them for their academic future.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The English Department prepares students for transfer and offers all students opportunities for aesthetic and cultural enrichment through our literature, creative writing, composition, and critical thinking courses. We also support and encourage students through our general education and developmental writing classes.** |

**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 our last PRP we articulated that we had the following plans for our curriculum:**  **--We were beginning to develop an AA-T (transfer) degree for English.**  **--We planned to experiment with scheduling options that would lead more English 10 students to continue on to English 50, as data suggested that many successful English 10 students never enrolled in the next class in the writing sequence.**  **--We were beginning a process of evaluating how to successfully put more focus on student writing in our English 10 course (reducing the focus on grammar taught outside the context of student writing).**  **--We planned to offer an English component to the Summer Bridge program of Summer 2013.**  **--We planned (hoped) to expand the tutoring hours in the Writing Center due to strong student demand.**   1. **How did you implement and evaluate those curriculum changes?**   **For this semester--Spring 2014--we offered for the first time a fast-track English 10/English 50 combination on the main campus. Our goal was to try to help students continue seamlessly from English 10 to English 50 since so many developmental students fall by the wayside between classes. While they, for example, may be successful in English 10 and will likely be successful in English 50, many never enroll in English 50. However, this scheduling idea--four days a week/two hours a day (with students who sign up for the English 10 fast-track committing to the subsequent English 50 fast-track)--did not work exactly as planned. It was easy to evaluate the problem: a week before the semester, only about four students had signed up for this fast-track learning community. In fact, due to low enrollment, we had to de-link the two classes and open them up to all students. Despite the glitch, however, once the classes were de-linked, the English 10 class filled quickly. And, surprisingly, most of the students expressed a hope to continue on to the fast-track English 50 class. We have saved a number of spots in that class for potential students from the English 10 class, hoping that we will be able to steer students immediately into the next class in the sequence. It's possible that the reason that students did not sign up for the linked classes is that the process was too complicated (requiring, for example, departmental approval). We will see how things go this semester and think about how we can offer English 10/English 50 linked classes so that the process of signing up isn't as confusing for students.**  **The English Department did not participate in the Summer Bridge program in Summer 2013 as we had planned. Those faculty members who were planning and would be teaching the English component believed they needed more time to plan successfully. They are now in the process of putting our summer program together and will offer it this summer, 2014.**    **While we continue to have the same course objectives in English 10, a course that focuses on development of the sentence, paragraphs, and, finally, essays, we continue to explore ways to shift the focus more to student writing. Right now some people are trying out new textbooks and new strategies to teach grammar within the context of student writing. We are still in a preliminary phase of exploration and department discussion.**  **Our Writing Center Director serves on the Tutoring Committee, which has become a Faculty Senate committee no longer affiliated with the BSI/HSI Committee, and continues to staff English tutors at the Escondido TLC and to coordinate embedded tutors for Learning Communities; Palomar’s Tutor Training Program has received CRLA certification, which we are in the process of renewing. The Writing Center has continued to receive additional funding from grants (mainly the BSI grant) that has allowed us to expand our tutoring, specifically, to increase (really double) the number of tutors available, and the number of students served, during the Writing Center’s open hours (MTWTh 8-3:30, F 8-2:30). We would like to be able to expand our open hours to better serve late afternoon/evening students, a move that requires hiring another staff person. We need to fund both the expanded tutoring and an additional staff person permanently. (The inability to grow as quickly as Sue would like, for the moment, appears to be more about finding qualified tutors and less about funding. Do you want to address that here?)**  **The department has finished what needs to be done to create the AA-T degree, and the proposed degree is now wending its way through the Curriculum Committee process.**  **We continue to discuss as a department English 10 and changes we have made to the course.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **In the last PRP, we mentioned that while we had added classes in Spring 2012 to meet intense student demand, the English Department, along with the rest of the college, was asked to cut classes in Fall 2012 due to budgetary concerns. We pointed out that while we very much want to meet the needs of students we understand that a strong department with a healthy number of full-time faculty is important for student success. Our ability to continue to add classes depends on our abillity to hire full-time faculty to try to restore our ranks (our faculty having dwindled from 25 to 20 in a few short years). In that PRP we wrote that we were a long way from meeting student demand. Since that time, we restored classes in the spring and added classes to our Summer 2013 schedule.**  **While the majority of our classes are developmental and composition courses, we offer a robust selection of literature courses. While we would like to be able to offer more of these classes at night, we simply have not been successful at filling literature classes, for the most part, unless they are in the traditional morning/early afternoon slots.**  **The loss of the Mt. Carmel campus affected our course offering in the southern part of the district. We relocated those classes to the San Marcos campus, other than the Humanities class, which we changed to an English 100 course so that an additional Humanities class would not compete with our existing courses at the main campus.**   1. **How did you implement and evaluate those class scheduling changes?**   **The additional classes we have added over the last couple of years, along with the decline in enrollment at Palomar in general this year, seems to have resulted in, for the first time in a long time, our supply of classes (for the most part) meeting, if not in places exceeding, our student demand. This spring semester (2014) we actually had to cancel an English 100 due to low enrollment, something that was shocking to the department as normally all English 100 classes fill, with most having hefty waiting lists.**  **We hired a full-time faculty member last year and will be hiring another one this year, so as we recoup our full-time faculty losses, we will be better able to add class sections if needed (although the decline in enrollments this semester suggests that we will need to consider whether student demand has waned so that we might need to think about cutting back on classes rather than adding them.)**  **We scheduled a literature class in Escondido in Fall 2013 to expand where and when we offer our literature classes. However, sadly, that class had to be cancelled due to low enrollment, underlining what we have seen--that our literature classes struggle if they are not offered during the day at the main campus.**  **While due to the closure of the Mt. Carmel campus we brought our Mt. Carmel classes to the main campus, it seems that we have lost some students in the southern part of the district. This is just conjecture, but we had several under-enrolled night classes this semester, something, again, that has not been the case for years. As mentioned above, we have evaluated these changes by student enrollment. It now seems that we are meeting student demand for composition courses--as our lack of students (for the most part) on waiting lists would attest to.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We noted that we are in dire need of new full-time faculty members, our full-time faculty having shrunk 20% from 25 to 20 while the number of classes we teach has remained the same.**   1. **What is the current status of the plan you articulated?**   **We asked for one faculty position last year (to begin in the fall of 2013); it was ranked high enough for us to proceed, and we hired a new faculty member who started in the fall. For this year, we asked for four faculty members, both to try to bring our full-time faculty number to what it once was and to move forward in a way that makes sense in terms of people's time and work. It is very inefficient to hire one faculty member at a time (if in fact the department in question has the need for several new faculty members) due to the amount of time it takes to read through the applications, etc. for both Human Resources and the department. (For example, we received 300 applications for last year's position.) However, this round we were granted only one position even though our part-time to full-time ratio is worse than ever. In 2007-2008, 55.8% of FTEF was taught by Part-Time Faculty. That number has shot up to 70.08%.** |
| 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>   **We received nothing from IPC last year.**   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>   **We did not request through the IPC process any permanent employees last year.**   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.**   **We asked for photcopying money last year as this is one of our biggest expenses but received no funding through the PRP process. However, the division did find funding to meet our need for this year.**  **As mentioned above, we still need more full-time faculty and consider that money directed toward hiring full-time faculty (across the campus) should be a top priority.**  **We asked for money to expand tutoring in our Writing Center but received none. We have, however, received money from the BSI grant and from other places to expand tutoring.** |

**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 most striking piece of data is that the percentage of total FTEF taught by part-time faculty has rocketed from 55.80% in 2007-08 to 70.08% in 2012-13. While this change is not surprising to us (as we are dealing with the issues arising from this disparity all the time) it does emphasize the need for more full-time faculty in the English Department.**  **In 2012-2013 our enrollment was almost identical to that of 2007-2008, although we have far fewer full-time faculty members now.**  **Noteworthy also is that the English Department has a fairly high retention rate, the overall rate being 92.5%. It's encouraging that in our Basic Skills classes the retention rate is 90.6% as many of our students in these classes face serious academic and life issues that they have to deal with while being college students.**  **The success rate for our classes has continued to climb in the last few years, although what the significance is of the increase is not clear, as that increase could be based on so many different elements, from, for example, changing demographics to grade inflation.**  **The small number of AA degrees, three, does not accurately represent the number of students who think of themselves as English majors. We have many students taking literature classes in preparation for transfer as an English major. We have an active, well-attended English majors group, with twenty-five to thirty students participating in the group's activities. When the new AA-T is in place in the fall, we may see more students getting an AA-T English degree here, as those planning to transfer to a CSU will probably work toward that degree. However, our students planning to transfer to a UC may not necessarily take that course but continue to do their major preparation here, all the time considering themselves English majors.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes, this data does reflect our planning, goals, and activities. A major goal of ours is to increase the number of full-time faculty, as more full-time faculty is critical to the strength of our department and our ability to help meet college needs and help our students be successful. The troubling percentage of FTEF now taught by adjunct faculty testifies to how much erosion there has been in the FT/PT ratio.**  **Another goal of ours is the development of the AA-Transfer degree in English, something that will probably lead to more students getting an AA degree in English before transferring.** |
| 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.**   **For decades our department has met (all full-time faculty and adjuncts who teach English 50) for a holistic grading of the English 50 final essay exam. This departmental practice continues to be extremely valuable as we share our ideas about our expectations for student writing in this course, assess our students' work, and, in doing that, assess how well our students are meeting SLOs for English 50.**  **We also have continued with what has become an annual gathering of many of us who teach literature courses, during which we share sample essays from our literature courses in order to evaluate how successful students are in meeting our over-arching student learning outcome for our literature courses: that students will have the ability to analyze literary texts by using close-reading skills. Since this is the key SLO for all our literature courses, all of which are in our program, this is also the program SLO we evaluated at the same time.**  **In 2012-2013 for the first time, we discussed SLOs and assessed student work at our English Department Annual Professional Development Day. Again, this day is a long-standing tradition in our department as we gather--both full-time and part-time instructors--to discuss our courses and our students. However, last year, we shared student essays in order to assess SLOs for our composition courses, so this was a new twist in our long-standing tradition. We found this valuable and will continue with this at this year's annual English Department Professional Development Day in February. One advantage for us was we were able to involve more of the adjuncts.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **In our various activities, we were able as a group to note some common areas in student writing that we as a group believe warrant more focus on and attention to in the classroom.**   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 continue to note the importance of the program SLO we are currently focusing on--what we consider the most important element of our literature courses--and we continue to consider ways to help students develop their abilities to read literary texts closely.** |
| 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).**   **As a department, we are well aware that Student Success Task Force Recommendations will play a role in changes at Palomar, for our department perhaps most in scheduling of developmental English classes. We, of course, expect to be part of the conversation around these recommendations.**   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.**   **One of the issues that Palomar will be addressing, we realize, is having students begin their developmental (basic skills) classes early in their time here. This may possibly mean expanding the number of developmental classes we offer in a semester--and thus expanding the total number of classes we offer. If this is the case we will need more full-time faculty first as our full-time to part-time ratio is so out of balance.** |
| 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**   **We continue to have a strong demand for our developmental and composition courses, as all students are required to take some combination of these.**  **We have strong literature offerings and a vibrant community of prospective English majors.**  **We have a wonderful English Majors group that holds regular meetings. Also the group attends a play each semester.**  **We have an award-winning literary magazine--Bravura. Students who are involved in this come out of our excellent creative writing courses, including one on literary magazines.**  **We have a strong department with excellent faculty members and with long-standing traditions (such as our Professional Development Day and our English 50 holistic grading) that promote a cohesive program.**   1. **Weaknesses**   **We have too few full-time faculty members, with the percentage of classes by adjuncts increasing significantly over the past five years.**   1. **Opportunities**   **We have been making changes to our English 10 (developmental English) course over the past couple years, exploring ways to make writing itself more central, with grammar instruction situated more in the context of writing itself, rather than taught separately. We are in the process of exploring new textbook options for this class. (Although we do not have a required textbook, many instructors use a text that was introduced many years ago). We want to continue to improve this course, and as we focus more on writing, we will continue to clarify the differences between English 10 and the next class in our sequence, English 50.**   1. **Challenges**   **As we introduce our AA-T degree, we are concerned about its affecting enrollment in literature courses, particularly in our English 205 course (Introduction to Literature), which, due to the new transfer degree, will have an English 100 prerequisite starting in Fall 2014. This class is often the first literature class students choose to take, and many of them have not yet taken English 100. When this change goes into place in the fall, we are concerned about enrollment problems. (We believe this course should not have an English 100 prerequisite but are required to make this change due to the demands of the transfer degree.)**  **As a department, luckily, we have not had too many issues related to the end of repeatability of courses. The only course that was affected is English 137, our course on literary magazine production. The students in this course produce Bravura, the literary magazine, which is important to not only our department but the Palomar community. We hope that this class won't struggle with enrollments (and with the loss of more experienced editors).** |

**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** | **Complete the new Transfer Degree in English so it is in place by Fall 2014.** |
| **Plans/Strategies for implementation** | **We have taken most of the steps needed to move this forward, and it is now going through the Curriculum process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **AA-T English in place by Fall 2014.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Increase full-time faculty to start to make an inroad into the distressing ratio of full-time to part-time faculty.** |
| **Plans/Strategies for implementation** | **We will be hiring one more full-time faculty member this year and will hope to hire more soon.** |
| **Outcome(s) expected (qualitative/quantitative)** | **At least one full-time faculty member will be hired, although we need more. Because of the tremendous amount of time involved for the Hiring Committee, we also believe it is necessary not to hire piecemeal as we've been doing of late but to go back to the more sensible way of hiring (at least for big departments) two or three faculty members at one time.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Further encourage student involvement and commitment to literature classes through the development of composition and literature learning communities.** |
| **Plans/Strategies for implementation** | **Schedule one or two composition and literature learning communities a semester, focusing on literature courses that struggle more with enrollment.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We hope that enrollments in more vulnerable literature classes will expand and that students will benefit from the rich combination of a literature and a composition course.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Move faculty and the Writing Center successfully to the new Humanities building.** |
| **Plans/Strategies for implementation** | **Work with Dean, department staff, and department faculty to be sure the move is efficient and smooth.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The faculty will be in their offices, with computers and phones in place, by the end of Spring 2014 semester, and the Writing Center will be fully functioning by the start of the Summer 2014 session.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **1. Creating our new transfer degree aligns with the mission by providing a path to transfer that is now being required by the State.**  **2. Our goal to increase the percentage of full-time to part-time instructors connects in many ways to the mission of the college. It is recognized at all levels that excellence in teaching, learning, and service is connected to having a critical number of full-time faculty members on campus. Depending more and more on adjunct faculty (as excellent as they are) erodes collegiate excellence. In our discipline, English, an important part of helping students develop as writers is to conference with them individually, something impossible for adjuncts with only a few paid office hours per semester. One of the values listed on the mission statement is "physical presence and participation." By the very nature of their compensation and life as freeway-flyers, most adjuncts are here only for classroom time, and it is rare for an adjunct to have the time to be involved in the larger college community, and if they do, they are not fairly compensated for their time.**  **3. The Humanities in general are facing challenging times, but we believe in the tremendous value of our literature courses to foster creativity, to provide students with aesthetic and cultural enrichment, and to broaden students' horizons to help them "as indiviuals and global citizens to live reponsibly, effectively, and creatively in an interdependent and 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>   **Objective 1.3: Our participation in Summer Bridge is indirectly a part of the First-Year Experience program in that many of the SB students will become a part of the FYE program. Full-time faculty members are the ones who are designing the English component, and full-time faculty members will be teaching the course. These kinds of efforts are dependent across campus on full-time faculty members. The full-time faculty members in our department are spread thin as we do the work of the department and try to be involved in other important service and endeavors, such as the Summer Bridge program. (Our department members are also involved significantly in college-wide governance and college-wide programs--having leadership positions in such areas as Accreditation, Professional Development, TERB, the Curriculum Committee, Faculty Senate, the PC3H Committee, etc.)**    **Student Direction and Progress: Objective 1.5: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years:**  **The English Department obviously will need to play a key role in meeting this objective, and while there are many elements to meeting this objective, one is the necessary number of full-time faculty in departments that offer developmental classes (English, reading, and math).**   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.**   **One concern that deserves more college-wide discussion is the faculty hiring process. Perhaps in establishing the priority list, there might be more discussion of shifts in the college reflected in the Enrollment Management Plan and the Student Success Recommendations, for example. There might also be discussion about anticipating a department's likelihood of being high on the list two years in a row so that more than one faculty member for a department could be hired at the same time (thus saving time and work for many).** |

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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.** |  |  |  |  |  |  |
| **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.** | **MacPro with 15" display** |  |  | **2** | **As mentioned in our PRP, Bravura, our literary magazine, is a gem, not just for creative writing students or the department but for the entire Palomar community. It features students' creative work and is put together by students taking ENG 137, the Literary Magazine: History and Production. The students would greatly benefit from having one MacPro they could use to produce the magazine. (Most of the students are Mac users.) We are particularly concerned about this course as we wait to see the effects of the end of repeatability and want to do everything possible to support the class, the students, and the wonderful literary journal.** | **$1899** |
| **b2.** | **Dell laptop (Latitude E5430)** | **Setting up new Writing Center as we move to the new Humanites building.** |  | **1** | **We will be moving into the new Humanities building this semester, and ensuring the Writing Center has adequate resources as we move forward is an important part of our department goal of having a successful Writing Center move. While some centers have asked for many laptops for student and faculty use, we are starting small, requesting only one with the idea that it would be used in the Writing Center, particularly at the tutoring tables that do not have computers. If we find there is more of a need, we will ask for more laptops in our next PRP.** | **$1370** |
| **b3.** | **Please see attached list. We are not asking for anything on the list to be funded by PRP, but are expecting these items will be provided as part of our move to the new Humanities Building.** |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Money for departmental photocopying** |  | **Goal 1, Objective 1.5** | **3** | **We have a huge department, roughly one hundred instructors, and the nature of our discipline is that it involves lots of paper. Every year the amount our department spends on photocopying falls about $10,000 short of the money we've been granted, and then our Division needs to belatedly find money to cover these costs. We spend roughly $1,700 a month on photocopying, which when divided by our class sections adds up to only $5-$10 per class for the semester. We might add that we teach some of the college's most vulnerable students in our developmental classes. These are the very same students that are being focused on through the college's Academic Scorecard and the Student Success Task Force Recommendations. Having students access their material on Blackboard does not work well for developmental classes, and in fact can be just one more obstacle to success. Goal 1, Objective 1.5 is in part about students completing their remediation within three years, and students having adequate classroom resources is an essential element to their being successful. (The Division realizes that adequate photocopying funding is a basic instructional need and has always found the money for us, but since we all know our budget amount is inadequate every year, we would like to address that issue beforehand rather than after our money runs out.)** | **$10,000** |
| **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**