**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: Health** | **Date 2/3/2014** |
| **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.**  **Robert Vetter, Lacey Craft, Dan Early , Kelly Falcone and Hugh Gerhardt** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the department of Health, Kinesiology and Recreation Management is to facilitate wellness among individuals through the study and application of human movement principles through the management and the participation in health, physical activity, exercise and sport. As a part of a comprehensive, diversified and well balanced educational experience, our health, kinesiology and recreation programs provide students opportunities to enhance their overall health, physical and mental abilities. Students will engage in training and coursework to prepare them for certification, transfer and career opportunities, specializing in fields of health, sport, recreation, fitness and exercise while developing healthful living skills, cultural enrichment, lifelong wellness, critical thinking and problem solving skills for future success. The department is committed to serve the community's special needs population by providing a series of exercise courses encouraging improvement to quality of life promoting activities for therapy and mobility.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Health, Kinesiology and Recreation Management Department mission aligns with the College mission statement by addressing the importance of meeting the needs of students from diverse backgrounds, special needs and abilities. We are a part of the colleges comprehensive program in preparing students for transfer readiness through our coursework and training to prepare them for certification and career opportunities in specific health related fields. While the college is supportive of providing student lifelong education, our mission reflects that by providing students an educational experience promoting lifelong wellness and improvement in quality of life.** |

**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 2012-2013 the plan was to increase course offerings in the Health discipline.**   1. **How did you implement and evaluate those curriculum changes?**   **This goal will continue in 2013-2014 as there were no curricilum changes implemented to expand course offerings.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **The department goal was to continue to schedule classes to improve student learning for success, increase student retention, expansion, and diversification. We added more online instruction and brought back our popular intersession classes.**   1. **How did you implement and evaluate those class scheduling changes?**   **These classes fill quickly which is indicitive of the students needs.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **With several pending retirements, the department will be at an increased need for Full Time positions.**   1. **What is the current status of the plan you articulated?**   **The department was not selected for FT positions the 2013-2014 school year.** |
| 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>   **$21,000 - Foundation Account**  **$ 6,500 - Technology Request**   1. **How were those funds spent?**   **$20,000 - Exercise machines for Wellness Fitness Center (Short $800 which was funded from Kine 4000 account**  **$ 1,500 - AED Masks for HE 104, Advance First Aid, First Responder courses.**  **$ 5,000 - Copier for O-10 office.**  **$ 1,500 - Computer for O-10C**   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)**   **Allowed students in Health to fullfill their course goals and achieve their outcome for their respective course. These funds provided the department the ability to add levels of courses and increase facility usage to meet the increased demand of the student.**   1. **Number of students affected**   **Total of 3,800-4000 students affected:**  **Exercise Machines in the Wellness Center:**  **Kine 128 (Fall/Sp/Su) - 2500 students**  **Health labs (12 sections @ 42/section) - 500 students**  **Members - 350 members**  **AED Masks for Advanced First Aid First Responder:**  **Health 104 - 500 students**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **$1500 - Storage cabinets for CT Bldg. Was purchased with Kinesiology supply monies. Cabinets were needed to secure newly purchased instructional supplies for conditioning and Weight training courses.**  **$35,000 - Necessary equipment for instruction which was cut from the original plans for the baseball field relocation** |

**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.**  **PASS RATES for Kinesiology department, Health Discipline:**  **In the first three years, the Health discipline was slightly lower than the all-college pass rates (1-1.5% lower). However, in the last three years the Heath discipline has surpassed the all-college pass rate. In 2010-2011 health was 1.8% higher, in 2011-2012 Health was 2.7% higher and most recently Health increased significantly to 7.7% higher than the all-college pass rates.**  **In terms of Distance Education, Health was significantly higher than the all-college pass rate for DE courses. Increases across the 6 years range from 14.7%-18.8% higher with a 16.7% average.**  **RETENTION RATES for Kinesiology department, Health discipline:**  **Compared the the all-college retention rates, Health has been higher than the all-college rates by an average of 2.1%**  **In terms of Distance Education Courses, Health was higher than all-college rates by a range of 1%-9.9% with an average of 5.9%.**  **This data shows that Health is a successful course for the retention and success of our students, especially when comparing Health online courses versus all-college online courses.**  **GRADUATION RATES for Kinesiology/health:**  **We have very few students earning degrees/certificates in our department.**  **2007-2008=4**  **2008-2009= 0**  **2009-2010= 0**  **2010-2011= 4**  **2011-2012 = 1**  **2012-2013= 1**  **We need to increase the amount of students earning certificates and/or degrees in Kinesiology/Health. This is a discipline with high demand at CSU's showing there are many students interested in the program. 10 of the 20 CSU schools offering degrees in Kinesiology are impacted (http://www.calstate.edu/sas/publications/documents/impactedprogramsmatrix.pdf).**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Not exactly. Our plan and goal is to expand and broaden the scope of the Health discipline to reach out to a wider student population. Our goal is to offer a more comprehensive program, meeting the needs and attracting a larger pool of students who are seeking a career in health and nutrition. We are in the process of completing our TMC, AA-T for Kinesiology. This degree program will provide students the opportunity to earn an Associate in Arts in Kinesiology and the pathway to a bachelor's degree in Kinesiology or a related health disciplines offered at the CSU system. Another avenue we will be pursuing is developing new curriculum which would prepare students for certificate programs geared toward passing a national exam which could immediately qualify them to enter the workforce.** |
| 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 offer 3 Health courses (HE 100, 100L & 104), during the 2012 - 2013 academic year HE100 & HE100L completed SLOACs. Both courses used a student survey as the assessment method to evaluate SLO mastery. For HE100 24 students completed the assessment (survey). For questions 1-8, 124 (90%) "Agreed or Strongly Agreed" that the course met the SLO's expectations (each question 1-8 asked the student if they met the specific SLO). For survey question 9 and 10 regarding equipment and facilities (86%) "Agreed/Strongly Agreed" that the equipment and facilities were only adequate. For the HE100L 28 students completed the assessment (survey). For questions 1-8 169 (88%) "Agreed or Strongly Agreed" that the course met the SLO's expectations (regarding the Lab outcomes). For survey questions 9 and 10 regarding Lab equipment and facilities (80%) "Agreed/Strongly Agreed" that the equipment and facilities were only adequate. The Health 100 & 100L courses will complete SLOACs once every academic year. The Health 104 course is scheduled to complete SLOACs this Spring 2014.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Our survey indicated that we are meeting our goals for the course SLO's. The data collected for HE100 proved that we exceeded our set criterion of 70% with a score of 90% students that met the course SLOs. For HE100L we also exceeded our set criterion of 70% with a score of 88% students that met the course SLOs. However, we used a student survey that was an indirect measurement of the SLOs, as a department we have discussed changing our assessment method to a direct measurement where the instructor observes the SLOAC or we use a test question that is embedded in a specific exam in order to increase particpation in the SLOACs. For the next cycle of assessment we will try a new assessment method.**   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 just recently established a program SLO for Adult Fitness/Health Management. The program SLO is to demonstrate knowledge and an understanding of physical activity and fitness and it's role in the student's personal, educational development and life long wellness. We have not assessed our program SLO, the assessment method is the student survey, but we will change the assessment method in order to gain better evaluation of the SLO. As we have just designated an new faculty member to oversee the SLOAC process, we will be able to make adjustments to the assessment method & create the cycle of assessment. This program SLO will complete the SLO assessment in Fall 2014.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **N/A**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **N/A** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   **Labor and workforce statistics:**  **from 2010-2020 it is estimated that average demand for health and fitness trainers and aerobics instructors will increase by an average of 16.5%. However the growth in San Diego county is projected ot be much higher at 37.5% growth. Only two other counties are projected to have a higher growth than SD. There is an absolute need for our students to be career ready by passing a national certifications and entering the workforce.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Excellent faculty with extensive knowledge, experience, and varying skills.**   1. **Weaknesses**   **lacking courses to support a broad definition of wellness and the needs of a diverse population such as yoga, aerobics, water aerobics.**  **Lacking courses to provide education necessary for passing national certifications to enter the workforce such as, Exercise Prescription for Special Populations, Applied Exercise Physiology, Applied Kinesiology, Exercise and Fitness Assessment, Fitness and Sports Nutrition, Techniques of Exercise Leadership, Administration of Fitness Programs, Introduction to Biomechanics, Theory of Coaching, Fitness Specialist Internship**   1. **Opportunities**   **We have an opportunity to create a certificate program to encourage and support transition to the workforce. With a new program we have the opportunity to market the program and hopeful increase the amount of degrees/certificates awarded.**   1. **Challenges**   **Facilitites such as an exercise physiology lab. Ability to add curriculum** |

**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** | **Develop a plan for offering a certificate program geared towards passing a national exam.** |
| **Plans/Strategies for implementation** | **Decide which national certification the program should focus on such as National Academy of Sports Medicine (NASM), American College of Sports Medicine (ACSM), American Council on Exercise (ACE), National Strength & Conditioning Association (NSCA).**  **Research other CCC's to compare course offerings and programs.**  **Review COR in curricunet.**  **Decide on the best way to offer the program to ensure high pass rate and retention.**  **Develop a plan for curriculum additions'**  **Identify ways to market the program.**  **We need a room to transform into an exercise physiology lab. We need to purchase equipment such as blood pressure cuffs, heart rate monitors, body fat percentage scales, measuring tapes, skinfold calipers. In the future the purchase of a metabolic cart** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increase enrollment in the department**  **Provide education necessary for our students to enter the workforce in an area considered in fialry high demand.**  **Increase the amount of certificates and/or AA degress awarded in the department.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Improve and expand instructional equipment for Health labs and related health and kinesiology fitness courses to enhance instructional methodology and serve a larger student population.** |
| **Plans/Strategies for implementation** | **Replace outdated movable and fixed instructional equipment items in various facilities.** |
| **Outcome(s) expected (qualitative/quantitative)** | **This will provide instructors the necessary instructional tools to broaden their scope which will in effect, produce an improved and safer learning environment for the student. This will alllow for growth in the offering of more course sections.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Increase the involvement of faculty in the assessment of SLO's in the discipline of Health.** |
| **Plans/Strategies for implementation** | **Establish a 3 year assessment cycle for faculty to assess courses on a rotating basis in the respective areas of Health 100, Health 100L and HE 104 First Responder courses.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Improve the understanding of the role and value SLO's play in faculty and student learning and improved teaching.** |
| **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?**   **Palomar College's mission is to provide education to students which enables them to be productuve citizens of the world. By providing a comprehensive Kinesiology/Health program we will be providing an opportunity for our students to be better prepared to enter this impacted degree program and also have the skills necessary to immediately gain experience in the workforce.**   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>   **This educational opportunity most closely aligns with Goal 1**  **Goal 1: Student Connections, Pathways, Learning, and Success**  **Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals.**  **Objective 1.9: Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.**   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.**   **N/A** |

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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.** | **Refer to Department Report** |  |  |  |  |  |
| **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.** | **Refer to Department Report** |  |  |  |  |  |
| **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) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** | **Refer to Department Report** |  |  |  |  |  |
| **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) | | | | | | | | |
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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.** | **Refer to Department Report** |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **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.** | **Refer to Department Report** |  |  |  |  |  |
| **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.** | **Refer to Department Report** |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**