**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: Library Technology** | **Date 01/30/2014** |
| **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.**  **April Cunningham Marlene Forney Katy French Byung Kang Linda Morrow Tamara Weintraub** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Library and Information Technology Program is to provide students from diverse backgrounds a superior student-focused education that is personally and intellectually challenging, meets current and emerging library, information and technology needs, and prepares students for productive roles in a variety of continually evolving information environments.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The mission of the Library and Information Technology Program aligns with the Palomar College Mission Statement in that it is geared to career and technical training, and provides students from diverse backgrounds knowledge and skills for living productively in a changing environment.** |

**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.)**   **Changes in the requirements for state funding prompted us to review our curriculum and to make changes to bring our curriculum in line with the new state funding priorities. We eliminated the LT197 courses in response to the changes in the requirements for "repeatability". We continued to develop, improve and expand the use of technology in the LIT program. We purchased new software which provided our students with hands-on experience and the skills needed to enter the Library Technology field.**   1. **How did you implement and evaluate those curriculum changes?**   **The new software we purchased has increased our students' access to state-of-the-art technology. We conducted an assessment of the Library and Information Technology Program in Spring, 2013. Results of that assessment show that ninety three percent agreed they were "able to use library technologies to inform, educate and serve library users", which is one of our program SLOs.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **In response to student requests, we began to offer classes online.**   1. **How did you implement and evaluate those class scheduling changes?**   **As part of the Library and Information Technology Program assessment, we also conducted a student survey about the online learning experience in Spring, 2013. Students reported that they enjoy the flexibility that online courses afford them. A number of students indicated that they would like to be a part of an "online community". Creating such a community they thought, would help with the feeling of isolation. The instructors are working on ways to increase student-to-student contact as well as student-to-instructor contact by using virtual tools.**  **Although moving courses online has increased enrollment, it is too early to tell if it will increase retention rates.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **As faculty leave or retire, they would need to be replaced.**   1. **What is the current status of the plan you articulated?**   **One faculty member will no longer be teaching in the program. A full time librarian has replaced her for that course.** |
| 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>   **N/A**   1. **How were those funds spent?**   **N/A**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **N/A**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **N/A**   1. **Number of students affected**   **N/A**   1. **Other**   **N/A**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **N/A** |

**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.**  **There were many changes in our program which are reflected in the data. We began to teach LT125 as part of a Learning Community. Students enrolled in the learning community were not concurrently enrolled in the LIT program. As a result, we think it reduced the overall retention rate which, for the past six years, had been in the mid-nineties to a low of 84.3%. The overall success rate also took a beating going from a five-year average of 88.74% to a low of 73.6%. Also, when we began offering courses online, our enrollment increased at first because non-LIT major were enrolling LIT courses because those courses were available online. Most non-LIT students dropped the LIT courses (before and after census date & withdrawal deadlines) after realizing that the courses were demanding and did not help them achieve their goals.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes and no. We value learning communities and plan to continue linking some sections of LIT 125 to learning communities. LIT faculty will work with other learning community faculty to improve student success.**  **Since the LIT courses linked to learning communities do no represent LIT students, we have requested to view program success and retention rates without figuring in LIT 125. We are waiting for those results. Also, we are experimenting with making course materials available for students to view in Blackboard prior to the start of the semester. This will allow students to make an early, informed decision on whether or not to remain enrolled in an LIT course.** |
| 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.**   **During the 2012-2013 academic year, the LIT faculty assessed 2 of the 5 LIT program outcomes and outcomes from 4 of the 7 LIT courses. LIT faculty also assessed students’ experiences taking LIT courses online.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Overall, LIT students continued to meet course level outcomes. The results of course assessments from LIT 125 and LIT 140 have brought our attention to an issue possibly related to offering courses online, i.e. students’ ability to follow written instructions and assignment requirements in an online learning evironment. One instructor plans to create a quiz for students to complete after reading the requirements of a major course project. This will allow the instructor to intervene if a student does not appear to understand the requirements. She will report her experiences using this strategy to the LIT faculty.**  **Additionally, we learned that non-LIT students enrolled in LIT 125 are struggling to meet the course outcomes and requirements while LIT students are thriving. LIT 125 focuses on developing students’ information literacy skills and is recommended for all Palomar students. LIT students may complete LIT 125 in partial fulfillment of the LIT program group II electives. We are considering adapting On Course modules to help students enrolled in LIT 125 to stay on task and complete assignments, especially in an online learning environment.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **LIT program outcomes were assessed using a direct/indirect survey administered via Blackboard. Twenty-eight LIT students completed the survey, which is significant given that approximately 20-30 students complete the LIT program each year. From the survey we learned that, overall, students are able to demonstrate competency in the outcomes assessed. Students also felt confident in their ability to meet LIT program outcomes. The program assessment survey shed light on how students apply technologies mastered in the LIT program to their professional and personal experiences. We also learned that some students have a narrow view of information literacy or they confuse information literacy with digital literacy. This last item will be addressed in LIT courses mapping to the information literacy outcome.**  **The spring 2013 assessment survey also sought feedback on students’ experiences taking courses online. Thirty-seven precent of the students surveyed value the flexibility offered by online courses while 30% of students benefit from the zero commute time from places like Riverside County where many of our students reside. Forty-eight percent of students surveyed, however, miss the interaction provided by face-to-face course formats and expressed a desire to interact more with more LIT faculty and students. The LIT faculty is making a more concerted effort to bring community to online courses by using more collaborative tools such as voicethread.com, which allows faculty and students to participate in asynchronous voice conversations. This semester, faculty included icebreakers and other social activities into their face-to-face course orientations to help students get to know one another before interacting online. The faculty is also planning an LIT field trip in April 2014 to the Fashion Institute of Design & Merchandising library. We would like to organize at least one additional face-to-face LIT event where faculty and students can interact with one another. We plan to request additional Perkins funding for this activity.**  **Students who completed the program assessment survey expressed the importance of being prepared to take online courses, use new technologies, and possess self-management skills. In response to this feedback, the LIT faculty plans to create an LIT web page that links to tools for independent learning and online learning success.**  **Finally, we were very pleased by the number of students who gave unsolicited feedback regarding the amount of support and care provided by their LIT instructors.** |
| 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).**   **Other information that is important to us as we assess our program is our continuing relationship with the American Library Association-Allied Professional Association (ALA-APA)as an approved provider of courses that lead to qualification for the national Library Support Staff Certification. Our program will be re-assessed every four years by outside evaluators who compare the scope, depth and quality of our courses to the national requirements for the LSSC.**   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.**   **Our continued success, retention and completion rates indicate that we are meeting the needs of our current students. By moving to the online environment, staying current with new technology by the addition of updated, industry-specific software and offering students a supportive environment, we think we have a firm foundation to positively impact our future students.** |
| 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.)**   **According to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, most Library Technicians and Assistants will need a postsecondary certificate or an associate’s degree. Employment of library assistants is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations.**  **This indicates that there is a continuing need for students who earn our certificate and degree.**  **http://www.bls.gov/ooh/education-training-and-library/library-technicians-and-assistants.htm (visited January 29, 2014).** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our program was pro-active in applying for and receiving recognition by the American Library Association-Allied Professional Association (ALA-APA. Many of our students go on to get their national certification. A number of them continue their education and earn their MLIS from top rated universities.**   1. **Weaknesses**   **We had new instructors in two of our core courses because of retirement or resignation.**   1. **Opportunities**   **Adjusting to new ideas can be exciting.**   1. **Challenges**   **Having new instructors is both a challenge and an opportunity. Students are responding well and our program has been enriched by the expertise and fresh perspective new faculty provide.** |

**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 an online community for our LIT students.** |
| **Plans/Strategies for implementation** | **Investigate and implement the use of virtual tools.** |
| **Outcome(s) expected (qualitative/quantitative)** | **After one year of using the new tools in our program, 85% of our students will no longer feel isolated because of the online environment.** |
| **GOAL #2** | |
| **Program or discipline goal** | **In addition to faculty support, provide student-to-student support.** |
| **Plans/Strategies for implementation** | **Offer additional opportunities for LIT students to have face-to-face contact with each other.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Within one year 95% of LIT students will have participated in at least one community building activity.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Students will be more prepared to function in an online learning environment.** |
| **Plans/Strategies for implementation** | **Provide resources and tools that students can use to evaluate and improve their proficiency with online learning.** |
| **Outcome(s) expected (qualitative/quantitative)** | **A new web page will be developed with links to appropriate resources. Online surveys will enable the faculy to evaluate the effectiveness of the site. After one year, 90% of LIT students will be prepared to function effectively in an online learning environment.** |
| **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?**   **The three goals listed above are consistent with the Palomar College Mission of providing "an engaging and supportive learning environment for students of diverse origins, experiences, needs, abilities, and goals".**   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>   **The three goals listed above are consistent with the College's Strategic Plan 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."**   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.**   **As mentioned earlier, although we want to participate in the Learning Communities and think it is important to do so, we do not want it to have a negative impact on our overall success and retention rates for the program.** |

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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.** |  |  |  |  |  |  |
| **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.** |  |  |  |  |  |  |
| **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**