**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: Biology** | **Date 1/24/14**  |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

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

**DEFINITION**

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

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

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

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.****Elizabeth Pearson, Jim Gilardi, Kim Velazquez, Mike Deal, Steve King, Margarita Vega, Krystal Rypien** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****The mission of the Biology department is to provide students with a foundation in biology that will allow them to understand the natural world around them, think critically about biological issues, and make informed personal and societal decisions based on this knowledge. In this preparation we are committed to providing hands on opportunities to apply their knowledge and to use written and oral communication skills to express critical thinking. We intend to make students aware of the diverse disciplines within the biological sciences, how these disciplines are interrelated and the problems and opportunities unique to each discipline. We aim to prepare our majors students for transfer to a University program and/or employment in various biology-related areas by educating them in the fundamental concepts, knowledge, and laboratory/ field techniques and skills of the life sciences. In addition the department offers courses deigned to prepare pre-health professional students for a variety of 2-year and 4- year health professional programs.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.****Our mission echoes Goal #1 of the college mission statement in that our academic program is designed to be an effective pathway to academic goals and careers.**  |

**STEP I. Review and Evaluation of Year 1
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**

**Curriculum (Step II.A. of Year 1 PRP)**1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**

**We were looking to offer field courses again, add computational exercises to our curriculum and continue in our efforts to offer STEM activities and SI leaders in our classrooms.**1. **How did you implement and evaluate those curriculum changes?**

**We have successfully resurrected our Catalina field course which will be conducted this Spring Break. In addition, we have created and will offer a local ecosystems field course during the summer intersession. The department wanted to have a more affordable field course offered as a collaboration among Life Science faculty. This course is everything we had hoped for. We will offer it this summer intersession. Computational exercises have been added to many of our courses including Biology 100, 102, 200 and 201. Faculty members have successfully encouraged students to take advantage of STEM activities and STEM teaching careers. Our faculty member Kim Velazquez has continued to manage and expand the supplemental instruction in our biology courses as well as other STEM courses. Our department is also trying to stay on top of curriculum changes needed to meet the needs of the TMCs that are being developed across the state. The Biology TMC is still being vetted, but we have looked at the suggested courses to evaluate whether our courses match up.** **Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you made regarding class scheduling?**

**We have added courses to our offerings over the past three semesters in an attempt to meet student need and college cap goals. We prioritized general biology courses for transfer students looking to complete their GE requirements as well as the pre-nursing courses: microbiology, anatomy and physiology. Despite these additions, our courses are still experiencing full waitlists and crashers frustrated about repeatedly missing the opportunity to register for needed courses. Our classes fill within the first day or couple of days meaning most students don’t stand a chance to get a spot. We looked at the data provided by the dean to evaluate the needs based on the number of times a student tries to register for a course. We made sure to add to both day and night sections to accommodate most educational paths of Palomar students. We have also added to our summer course offerings to meet the needs of students.**1. **How did you implement and evaluate those class scheduling changes?**

**We added sections and evaluated how quickly they filled at registration. Based on changes to the prerequisites of the pre-nursing courses, we have been watching the need for Biology 102 decrease and are planning to shift those sections to the more sought after Biology 100 sections as a response.****Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**Based on the percentage of sections being taught by part-time faculty reaching 90% across our discipline we requested and were able to hire two new members to the department last year. One of those full time positions is for the major's biology course Bio 201. We have subsequently requested two additional faculty positions and were awarded one. We are in the process of hiring a faculty member to share the responsibilities for our non-major's biology course.**1. **What is the current status of the plan you articulated?**

**We are currently hiring a faculty member to share the responsibilities for our non-major's biology course and will request a faculty position this Spring.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)**
2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>

**0**1. **How were those funds spent?**

**n/a**1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>

**We were able to convert one of our lab technicians from a 80%, 10 month position to a 100%, 12 month position. This was especially needed after the retirement of one of our full time technicians.**1. **Describe the impact of these funds received from IPC on:**
2. **Curriculum (courses, SLOs)**

**The conversion of our lab technician has allowed us to added the much needed sections of sought after courses.** 1. **Number of students affected**

**approximately 2500 students**1. **Other**

**n/a**1. **Describe unmet funding requests as they apply to your planning and priorities.**

**This is a complicated answer because we sought funding for new laptops, office computers, lecture and lab room projetors as well as computers and although those requests were not funded by IPC, they were satisfied by purchases made by the STEM grant, so our instruction technology has been vastly improved. Other requests were for teaching materials to bring innovative activities to our students to stay current in the teaching of a major's biology course and those have been unmet thus far. These are important for our students to successfully transfer into a four year institution with the same kinds of experiences that major's students gain when they take the first year of biology courses at the four year institution. We don't want our students to be at a disadvantage.** |

**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.****Looking at the enrollment data, it is clear that we are still a heavily impacted discipline. We have added new sections during each of the last three semesters and those sections have been full to capacity with full waiting lists at the start of classes. Retention in these coures is quite high (93-97%) but much lower in the distance ed sections (57-90%). However, higher retentions are being observed for distant ed in more recent years and may indicate successful changes in those courses. We will continue to monitor the distance education format though to insure equal rigor and success for our students. Pass rates have also improved in the last couple of years for distance education courses which was a concern. However, one trend observed was with regard to pass rates by age. Students 24 and under pass at a lower rate (69%) compared to older students (80%) which we think highlights the need for First Year Experience (FYE) programs and mentoring for our students transferring in directly from high school.****Does this data reflect your planning, goals, and activities? If not, why?****Faculty in the discipline are part of the mentoring village project on campus as well as part of the STEM 2 grant addressing the need for and initial success of the FYE program.** |
| 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.**

**In the general biology course we have increased the dialogue amongst both part-time and full-time faculty members regarding our SLOs and SLOACs. Specifically we focused on the SLO addressing genetic inheritance.** 1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**

**We found that we needed to adjust our assessment to reflect the different teaching styles and emphases. This has created more consistency in our instruction and topic priorities amongst our sections.**1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**

**Similarly, our program SLO illuminated the fact that different instructors teach the same subject in different ways that make it a challenge to compile an assessment that represents a consistency among faculty.** |
| 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.)**

**n/a** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:**
2. **Strengths**

**The collegiality amongst both full-time and part-time faculty has been admirable during discussions of SLOs and SLOACs. In addition, these faculty are eager to use new technology and innovations to help their students succeed in their classes and inspire those students to consider STEM fields of study.**1. **Weaknesses**

**The lack of resources has prevented us from meeting the enrollment needs of the school and instructors are faced with countless crashers who leave disappointed the first week of classes.**1. **Opportunities**

**New STEM activities and collaboration amongst STEM disciplines is a huge opportunity for our faculty and students. The grant has allowed STEM mentoring, speakers and a center where students are part of a STEM community which is hugely beneficial to their experience here at Palomar and beyond.**1. **Challenges**

**Although we are in a fairly new building, we are already experiencing some space limitations for offering more sections of needed courses. Perhaps if we are able to hire a new lab technician, we will be able to be more efficient with the space we have.** |

**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** | **Further develop our SLOACs to collect more meaningful data that can be discussed amongst faculty.** |
| **Plans/Strategies for implementation** | **Refine our assesments to be more consistent amongst instructors.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Better dialogue about teaching techniques and concepts and shoaring of teaching successes.** |
| **GOAL #2** |
| **Program or discipline goal** | **Implement new teaching techniques and laboratory activities to bring biology to life for our students as well as give our students relevant laboratory experiences comparable to those of a four year institution.** |
| **Plans/Strategies for implementation** | **Obtain funding for needed materials to bring new techniques to our classrooms.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students will receive state of the art opportunities to learn about biology.** |
| **GOAL #3** |
| **Program or discipline goal** | **Sucessfully offer a local field course at a low cost for students of limited means.** |
| **Plans/Strategies for implementation** | **Develop curriculum and logistics needed for said course.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Expand the number of students able to participate in a biology field course program.** |
| **ADDITIONAL GOAL (*if needed*)** |
| **Program or discipline goal** | **Help develop the village mentoring project on campus.** |
| **Plans/Strategies for implementation** | **Be available to mentor, be part of the conversation to develop a mentoring program.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increase student investment in their academic paths.**  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.**
2. **How do your goals align with the Palomar College Mission?**

**Our goals are aligned with the college mission to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals by adding innovative teaching techniques available to all of our students. We feel our new field course will bring a field experience to students of all socioeconomic backgrounds. This course will also offer a unique opportunity to bring aesthetic enrichment to the discipline. Or goals to improve SLOACs will help 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.** 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>

**We support the FYE program which aligns with Objective 1.3: Increase student awareness and use of appropriate support services by expanding the** **First Year Experience program so that it is available to all incoming students.** **Our faculty have ttended professional development activities that we would like to bring in to the classroom which alihns with Objective 3.4: Implement professional development opportunities that support faculty innovation in** **teaching and learning through action-based research.****We would like to refine our SLOACs which is in line with Objective 1.8: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic** **planning, and resource allocation processes.** 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.**

**Our interest in supporting the FYE Program and Village Mentoring Project will require college-wide dialogue and planning.** |

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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.**  | **DNA Barcoding Set** | **1,2** | **1,3** | **3** | **This set will provide real discovery opportunities for students and to teach biodiversity, some of the modern genetic techniques used to study biodiversity and to provide Biology 200 students with experiences in DNA sequencing and bioinformatics.** | **7,410** |
| **a2.**  | **32 Olympus Microscopes** | **1,2** | **1,3** | **7** | **Microscopes are heavily used in all of our biology courses. Because they are used by so many students so often, they suffer wear and tear. We have to replace a set of microscope periodically to stay on top of the number of broken microscopes.** | **57,600** |
| **a3.**  | **ThermoScientific Nanodrop** | **1,2** | **1,3** | **4** | **This set will provide real discovery opportunities for students and to teach biodiversity, some of the modern genetic techniques used to study biodiversity and to provide Biology 200 students with experiences in DNA sequencing and bioinformatics.** | **10,000** |
| **a4.**  | **Animal and Plant cell models** | **1,2** | **1,3** | **6** | **We require models to effectively communicate aspects of cellular anatomy and function. The models we have are old and damaged.** | **1,241** |
| **a5.**  |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.**  | **5 projection systems for our microscopes- one for each classroom** | **1,2** | **1,3** | **8** | **Teaching demonstrations in our courses are essential to student learning. With new technologies in our classroom, our old systems are no longer useable.** | **4000** |
| **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%3A//www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.**  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |
| **c4.**  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
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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.**  | **Microscope maintenace** | **1,2** | **1,3** | **5** | **Microscopes are heavily utilized in the biology discipline, and thus are subject to extreme wear and tear. Each microscope needs to be cleaned and lubricated on a yearly basis to ensure functionality and extend the life of these expensive instruments.** | **9,000** |
| **d2.**  | **40x objectives for existing microscopes** | **1,2** | **1,3** | **1** | **This is part of the maintenance of our existing miicroscopes to replace damaged lenses.** | **4200** |
| **d3.**  | **14 Olympus Zoom Stereomicroscopes** | **1,2** | **1,3** | **2** | **part of maintenance to replace damaged miscroscopes extend the use of the set of microscopes we have** | **18,600** |
| **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.**  |  |  |  |  |  |  |
| **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**