**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: Judaic Studies** | **Date 11/02/2013**  |
| **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.****Dr. Rodolfo Jacobo, Director, Multicultural Studies Department****Jacquelin Smith, adjunct instrutor, Judaic Studies** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****The Judaic Studies discipline upholds the Multicultural Studies Department’s Mission Statement affirming commitment to educating students from diverse origins, experiences, needs, abilities, goals and interests, by expanding their awareness and understanding of the rich and unique histories and realities that have shaped the diverse cultures of our world. In this regard, the Judaic Studies courses are designed to establish a framework for students to gain greater appreciation and respect for the influential historical, religious and cultural contributions of Judaism on global diversity. Students who participate in these courses will be able to identify and describe major elements in the historical development of Jewish religion and culture for over 4000 years, identify and analyze the significance of the land, people, and books of Israel, indicate significant contributions of Jews in all areas of human endeavors, recognize and analyze the causes and effects of anti-Semitism, and describe the various aspects of the Jewish Way of Life as it developed from its Biblical origins to Rabbinic and contemporary Judaism.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.****In keeping with the Palomar College Mission Statement, the Judaic Studies discipline of the Multicultural Studies Department provides students of diverse origins, experiences, needs, abilities, goals and interests with an engaging and dynamic learning environment. Likewise, as part of the comprehensive community college environment, where general education, basic skills, career and technical training courses for life-long learning are provided, the Judaic Studies courses also serve to enrich the students' cultural and aesthetic appreciation of the manifold contributions of Jews throughout history. In this respect, the Judaic Studies discipline is committed to helping 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. In addition, the Judaic Studies courses are also fully tranferable for students wishing to enroll in both the University of California and California State University systems.**  |

**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 Fall 2012 Judaic Studies 106 - Introduction to Judaism I was offered. The next time this course is scheduled to be offered will be in Fall 2014. The core curriculum for this course will be maintained and updated. The text book and recommended reading lists will also include additional material to reflect current research in Biblical, Rabbinic, and Cultural Judaism.** **In Fall 2011 Judaic Studies 107 - Introduction to Judaism II - Culture was offered. The next time this course is scheduled to be offered is Fall 2013. The core curriculum for this course will be mainained and updated. The text book and recommended reading lists will also include additional material to reflect current research in Biblical, Rabbinic, and Cultural Judaism.** 1. **How did you implement and evaluate those curriculum changes?**

**Since the Judaic Studies courses are offered every Fall semester in alternating years, the curriculum is updated each year to reflect current research and pertinent information on developments in Biblical, Rabbinic, and Cultural Judaism.** **Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you made regarding class scheduling?**

**The suggestion was made in the PRP Year 1 Academic Year 2012-2013 to change the class time for future Judaic Studies courses from 6:30 - 9:20 PM to 6:00 - 8:50 PM on Thursdays in the hope of attracting greater enrollment.** 1. **How did you implement and evaluate those class scheduling changes?**

**The existing schedule of Thursday evenings from 6:30-9:20 PM was retained for the next Judaic Studies course in the Fall 2013 semester.****Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**1 part-time instructor**1. **What is the current status of the plan you articulated?**

**1 part-time instructor** |
| 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 - Judaic Studies courses are usually taught by a part-time adjunct instructor**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.****The Judaic Studies Discipline of the Multicultural Studies Department at Palomar College offers two Judaic Studies courses (JS 106 and JS 107) which alternate each Fall Semester, every other year.** **The distribution of Judaic Studies courses offered during the six years covered in this Year 2 Program Review are:** **Fall 2007 - JS 107 - Introduction to Judaism II - Culture****Fall 2008 – JS 106 – Introduction to Judaism I** **Fall 2009 – JS 107 – Introduction to Judaism II – Culture****Fall 2010 – JS 106 – Introduction to Judaism I** **Fall 2011 – JS 107 – Introduction to Judaism II – Culture****Fall 2012 - JS 106 - Introduction to Judaism I****Enrollment at Census reflects two strategic situations:****1. Some decrease in enrollment for JS 106** **a. Fall 2008 - 11 students** **b. Fall 2010 - 24 students** **c. Fall 2012 - 15 students** **2. Slight decrease in enrollment for JS 107** **a. Fall 2007 - 11 students****b. Fall 2009 - 20 students****c. Fall 2011 - 18 students****Possible reasons for enrollment fluctuation****1. JS 106 and JS 107 courses are offered only once in the Fall Semester, in alternating years. Perhaps the annual gap between Judaic Studies courses detracts from the necessary momentum for effective enrollment.** **2. The late class hours (6:30-9:30 PM) may present a scheduling problem for students.****3. JS 106 and JS 107 courses are not continuing courses. Perhaps this may contribute to a misperception of them as sequential courses.****Recommendation – in order to encourage increased enrollment, there is a great need to consider reinstating Judaic Studies at Palomar College as two courses offered every year:****• JS 106 for every Fall Semester****• JS 107 for every Spring Semester****Rescheduling the courses to day offerings for the Judaic Studies classes may also help to increase enrollment.** **1. Change the JS 106 and JS 107 class time to the day schedule meeting twice/week for 1 hour 20 minutes between 8:00 AM and 3:20 PM on either** **• Mondays and Wednesdays or** **• Tuesdays and Thursdays****2. Change the JS 106 and JS 107 class time to meet once/week for 2 hours 50 minutes on either****• Thursdays from 3:30 to 5:50 PM, or 6:00 to 8:50 PM, or****• Fridays from 9:00 to 11:50 AM, or Fridays from 12:00 to 2:50 PM****In addition, enlisting the services of organizations such as the Jewish Student Union (Hillel) at Palomar College and other local Jewish organizations to wage a more aggressive on-campus and off-campus advertising campaign of the Judaic Studies courses may also help boost enrollment. Perhaps a deep analysis of the content and approach to the classes is needed. This will be discussed in a summer retreat by the multicultural department.** **Student Achievement reflects the following rates** **1. Although Student Retention Rates declined from 2007 - 2011, they increased in 2012****a. Fall 2007 - 100% retention (0% decline)****b. Fall 2008 - 90% retention (10% decline)****c. Fall 2009 - 87.50 % retention (12.5% decline)****d. Fall 2010 - 77.78% retention (22% decline)****e. Fall 2011 - 72.22% retention (27.78% decline)****f. Fall 2012 - 80% retention (20% decline)****Possible reasons for student retention rate decline include:** **a. misperceived academic expectations****b. inability to continue to participate in late night class hours** **c. various personal issues****Possible reasons for student retention rate increase include:****a. greater clarity of class expectations in compliance with course stipulations** **b. greater commitment of students to all aspects of class participation (attendance, assignments, quizzes, tests, research project)****c. greater commitment of individual students to group interactions****2. Student Success Rate reflects some increase and decrease** **a. Fall 2007 - 60% pass****b. Fall 2008 - 50% pass****c. Fall 2009 - 62.5 % pass** **d. Fall 2010 - 72.77% pass****e. Fall 2011 - 72.77% pass****f. Fall 2012 - 60% pass****Does this data reflect your planning, goals, and activities? If not, why?****The data reflects the need to implement further action such as:****On the first day of class, with ongoing reinforcement throughout the semester, encourage both student retention and student success by directly implementing the Palomar College “GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals” (Palomar College Strategic Plan 2013)** **In addition, by implementing various teaching strategies for success such as those outlined by Skip Downing in the “On Course” for empowering students to become active learners, will enhance the instructor’s efforts to attain the PRP goals for both student retention and success.**  |
| 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.**

**The SLO for JS 106 – Introduction to Judaism states:** **Upon completion of JS 106 – Introduction to Judaism I, students will possess the ability to differentiate between the beliefs and practices of Biblical and Rabbinic Judaism (from prehistory to 70 CE, and 70 CE to present) and analyze the historical significance of Israel’s land, people, and accomplishments.****The Method of Assessment used for this SLO was the Research Project****For JS 106 Course Outcome the Research Project assessment was used to demonstrate student’s ability to successfully differentiate between the beliefs and practices of Biblical and Rabbinic Judaism (from prehistory to 70 CE, and from 70 CE to the present), and analyze the historical significance of Israel’s land, people, and accomplishments.** **Fall 2008 - 75% of students received a B or higher****Fall 2010 - 85% of students received a B or higher****Fall 2012 - 88% of students received a B or higher****The SLO for JS 107 – Introduction to Judaism II – Culture states:****Upon completion of JS 107 – Introduction to Judaism II – Culture, students will possess the****ability to identify and describe major elements in the historical development of Jewish religion and culture from the 3rd millennium BCE to the 21st century CE and indicate significant contributions of Jews in all areas of human endeavors** **The Method of Assessment used for this SLO was the Research project****For JS 107 Course Outcome the Research Project assessment was used to demonstrate student’s ability to successfully identify and describe major elements in the historical development of Jewish religion and culture from the 3rd millennium BCE to the 21st century CE, and indicate significant contributions of Jews in all areas of human endeavors.** **Fall 2007 - 75% of students received a B or higher****Fall 2009 - 85% of students received B or higher****Fall 2011 - 89% of students received B or higher**1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**

**The findings for both Judaic Studies courses reflect a significant rate of increase in students’ ability to research, analyze, and present pertinent information necessary for their academic success in the course. Students are encouraged to utilize Palomar College Library resources as well as consult with rabbis and Jewish scholars to access archival information at various libraries in synagogues and Jewish academies.**1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**

**For both Judaic Studies courses 106 and 107 the majority of students overwhelmingly met the learning outcomes.** **In JS 106 this was demonstrated by the students' abilities to successfully differentiate between the beliefs and practices of Biblical and Rabbinic Judaism (from prehistory to 70 CE, and from 70 CE to the present), and analyze the historical significance of Israel’s land, people, and accomplishments.** **In JS 107 students successfully demonstrated the ability to identify and describe major elements in the historical development of Jewish religion and culture from the 3rd millennium BCE to the 21st century CE, and indicate significant contributions of Jews in all areas of human endeavors.** **These successes reflect the pervasive use of:** **a. updated and current material provided for students in texts, articles, interviews, and visiting guest lectures****b. integration of hybrid learning format by utilizing class lectures, discussions and activities in conjunction with online learning opportunities through Blackboard for daily information retrieval and assignments****c. greater facilitation of collaborative learning opportunities between individual students and in group work****These strategies for learning success will be maintained and built upon in future Judaic Studies courses.**  |
| 1. **Other Relevant Data and Information.**
2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**

**The Judaic Studies discipline upholds the mission of the Multicultural Studies Department to promote increased awareness and respect for global diversity. In this respect all Judaic Studies students are encouraged, with extra credit, to engage in the Palomar College Service Learning Program opportunity to volunteer 20 hours during the semester to help retired Jewish seniors living at Seacrest Village in Encinitas, California. This hands-on interaction with elderly Jewish residents provides Judaic Studies students with immensely valuable direct and personal insight into Jewish history, Jewish religious beliefs, and Jewish cultural practices.** 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.**

**Positive outcomes of the Judaic Studies program include:****1. increased number of students have attained "B" or higher grade in the Judaic Studies courses****2. students are more aware of the significant impact of Judaism both on a global level as well as on a personal level through interactions with Jewish guest lecturers as well as opportunities to volunteer to help retired Jewish seniors at Seacrest Village****Future Judaic Studies courses will further expand upon more opportunities for direct interactions between students and other members of the Jewish community.** |
| 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**

**Fascinating course material, exciting and relevant discussion topics, meaningful opportunities for students to interact with mmbers of the Jewish community, realistic course expectations for successfuil learning outcomes**1. **Weaknesses**

**low enrollment numbers**1. **Opportunities**

**increase opportunities for meaningful interactions between students and members of the Jewish community** 1. **Challenges**

**develop more effective strategies to promote student enrollment in the Judaic Studies courses** |

**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** | **Increase student enrollment in Judaic Studies courses** |
| **Plans/Strategies for implementation** | **Develop strategies for greater student enrollment in Judaic Studies courses such as on-line and paper flyers advertisements , press releases, word-of-mouth, promotional visits to other classes**  |
| **Outcome(s) expected (qualitative/quantitative)** | **Increased student enrollent in Judaic Studies courses**  |
| **GOAL #2** |
| **Program or discipline goal** | **Reinstate Judaic Studies courses as 2 courses offered each year - JS 106 in Fall semester and JS 107 in Spring semester** |
| **Plans/Strategies for implementation** | **Present strategic need to reinstate previous annual allocation of Judaic Studies as both Fall and Spring semester courses**  |
| **Outcome(s) expected (qualitative/quantitative)** | **Greater enrollment of students in Judaic Studies courses** |
| **GOAL #3** |
| **Program or discipline goal** | **Assign Judaic Studies courses required course status as part of Multicultural Studies Department program** |
| **Plans/Strategies for implementation** | **Develop and present strategy to Palomar College to award Judaic Studies status as a required course for students** |
| **Outcome(s) expected (qualitative/quantitative)** | **Attain and maintain required enrollment numbers** |
| **ADDITIONAL GOAL (*if needed*)** |
| **Program or discipline goal** | **Offer Hebrew Language course at Palomar College** |
| **Plans/Strategies for implementation** | **Promote awareness of need for Hebrew language course**  |
| **Outcome(s) expected (qualitative/quantitative)** | **Offer Hebrew language course** |

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

**In keeping with the Palomar College Mission Statement, the Judaic Studies discipline goals provide students of diverse origins, experiences, needs, abilities, goals and interests with the opportunity for an engaging and dynamic learning environment. Likewise, as part of the comprehensive community college environment, where general education, basic skills, career and technical training courses for life-long learning are provided, the Judaic Studies courses also serve to enrich the students' cultural and aesthetic appreciation of the manifold religious and cultural contributions of Jews throughout history to global diversity.** 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 goals of the Judaic Studies discipline to grow class enrollment and achieve requisite status in the Multicultural course listings, align with Palomar College's strategic plan goals of helping 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. In addition, the Judaic Studies courses are also fully tranferable for students wishing to enroll in both the University of California and California State University systems.** **The Judaic Studies goals also affirm and uphold the Palomar College “GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals” (Palomar College Strategic Plan 2013). Additionally, the Judaic Studies goals fully reflect the 2016 PASS (Palomar Access to Student Success) goals to integrate and implement effective methods for Student Connections, Pathways, Learning, and Success.**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.**

**At each faculty meeting of the Multcultural Studies Department, strategies for effectively growing enrollment in our courses are proposed and discussed with Director Dr. Jacobo and the Multicultural Studies Department faculty.**  |

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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 of Need for budget category a. – e.** | **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) |
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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 of Need for budget category a. – e.** | **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%3A//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 of Need for budget category a. – e.** | **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 of Need for budget category a. – e.** | **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 of Need for budget category a. – e.** | **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 of Need for Position Requests** | **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**