**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: Multicultural Studies** | **Date 12/8/2013** |
| **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.**  **Sharon Allen, PhD** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Multicultural Studies Department is to promote learning, social awareness and appreciation of the cultural diversity of all major ethnic groups in the United States. The Multicultural Studies curriculum engages students and the community in the study of cultures and subcultures including the impact diversity has on all areas of society. It encompasses the study of race, social class, gender, sexual orientation, religion, disability and their relationship to power and privilege. We provide the knowledge and skills needed to resolve the miscommunication and conflicts that result from differences between communities, as well as prepare students to meet global workplace challenges through a more authentic and relative understanding of cultural diversity and how knowledge of global interconnectedness creates an inclusive work environment that provides opportunities for everyone to meet their full potential. Finally, we seek to empower students to act in the service of others, which is a key component in multicultural studies.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The MCS discipline mission statement aligns with Palomar College as both prioritize student learning through a focus on cultural enrichment which assists students in becoming global citizens. Both the college and the MCS discipline respect diversity, encourage self and community respect, and builds curriculum that enhances a student’s life while preparing them for the global workplace.** |

**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.)**   **MCS 120 will be going through minor revisions and is recommended as a course offering for Fall 2014.**   1. **How did you implement and evaluate those curriculum changes?**   **N/A**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **In Spring 2013 a new course, MCS 125 "Women, Culture and Islam" was offered for the first time. Enrollment numbers were strong and performances of students demonstrated consistent engagement in the course.**     1. **How did you implement and evaluate those class scheduling changes?**   **Courses on the Middle East were slow in gaining interest, partly due to severe budget cuts, and partially due to a lack of full time faculty attention. The current part time faculty creates the curriculum, walks through the curricunet process, and then teaches the courses. However, over time, all courses are proving successful and the MCS 120, The Middle East: From Ancient Cultures to Modern Influences is being recommended for Fall 2014. The course is timely, and will focus on the cultural and ethnic influences affecting regions in the Middle East as well as the United States role in various conflicts.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**      1. **What is the current status of the plan you articulated?**   **The MCS 125 course is offered every Spring and enrollment is healthy.** |
| 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>      1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**      1. **Number of students affected**      1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.** |

**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.**  **Despite cuts in the discipline, MCS exhibits steady census load percentages of 90%+ over the last six years. We have also remained in a strong and somewhat consistent position in WSCH and overall enrollment despite the cuts. Retention and success rates remain high, with overall rentention rates in the MCS discipline being 11% higher than that of the college (92.8% vs. 91.8%).**  **The success of student retention we believe is due to: 1) faculty engagement with students in the classroom; 2) faculty awareness of the importance culture and identity play in the learning process that translates to course retention. Courses that explore issues of race, culture and diversity encourage inclusion and incorporate classroom settings that build upon the work of educational researchers and theorists like, Vincent Tinto, Alexander Astin, and Ernest Pascarella. As these researchers have noted, academic institutions that acknowledge pre-entry college attributes of individuals like family background, skills and abilities, prior schooling, societal pressures, as well as encouragement from family and peers are all equally indicators of student success. Most importantly, researchers acknowledge, the actions of faculty in the classroom (whether face-to-face, or online), are key in college efforts to improve student retention.**  **The MCS discipline also shows a consistently higher success rate that that of the college (MCS: 82.5% vs P: 70.9% in 2013). Although retention levels in the 2012-2013 period for distance education (DE) are slightly lower than the college (P: 84.4% vs. MCS: 82.6%), the six year trend indicates a strong 90.3% overall. This dip may also be due to inaccurately reported figures last year for the discipline specifically within the DE area.**  **Our total FTES is currently at 1.2, with .80 attributed to full time faculty. However, Luz Garzon recently retired, leaving the discipline to be taught by part-time faculty alone.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The data reflects the strengths of the MCS discipline as well as identifies two key opportunities for further development: 1) a full time faculty position; 2) developing a plan to improve DE 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.**   **During the 2012-13 academic year, 75 students across multiple sections of the MCS 100 course, and 23 students within the MCS 124 course were administered essay writing prompts as a means of student assessment of learning objectives. The following is a discussion of the assessment prompts along with results.**  **SLO for MCS 100: Through essay writing, students will analyze the social conditions challenging race and ethnic relationships in the United States**  **SLO Assessment & Outcome results for MCS 100: Students were given a prompt and were to write an analytic essay about the current immigration discussion in the United States. 50% of students mastered both content and writing. 30% of students showed strong progress, however, 20% showed poor skills in writing and content material.**  **SLO for MCS 124: Research a social theme impacting a specific Islamic nation and write a thesis paper taking a point of view on social impact.**  **SLO Assessment for MCS 124: Students were assigned three short essays to write in this course. Each essay addressed certain aspects in the study of Race, Culture, and Identity of persons of Middle Eastern descent as well as Muslims within the United States. Essays encouraged students to explore non-Western perspectives in an effort to broaden understanding of how the “West” is perceived throughout the world. Topics like Western Bias, rising anti-Muslim sentiment, how faith, ritual and reason is understood within the three monotheistic religions, as well as in-depth exploration of loaded words like “terrorist” and “fundamentalist” were examined; Students were informed that these essays were not about whether they agreed with the perspectives being presented, but rather, could they present alternative ideas and struggle with other viewpoints outside of traditional Western/American discourse academically and gain deeper insight into complicated issues.**  **SLO Outcome Results for MCS 124: About 75% of students wrote clear and concise essays that demonstrated independent and critical thinking skills; 25% showed poor skills in writing, research and comprehending the intent of the essay.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Reflection on SLO for MCS 100: This is a difficult SLO to monitor and improve upon as there are many aspects that remain too subjective. Essay and/or academic writing within the Ethnic Studies discipline requires a certain degree of knowledge of terms used in the discipline as well as the continual building of information as it relates to culture, race and diversity (to name a few). Separating the knowledge of a topic like immigration (content) from the writing skills required to communicate ideas clearly and effectively (writing) is ongoing. To adequately determine whether students are effectively discerning both content and writing skills a rubric is being explored. Through faculty input, this rubric will allow more specified criteria to emerge; Reflection on SLO MCS 124: This is a difficult SLO to monitor and improve upon as there are many aspects that remain subjective. To assist, a grading rubric is being explored.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **During the next planning cycle student retention is a goal for the MCS discipline, with a focus on distance learning (DE). Assessing student retention is a challenge in any institution, especially distance learning retention (DE). A variety of issues exist, and many are beyond the control of the classroom or institution. The bridge between high school and college is often disconnected ( Stanford University Bridge Project, Venezia, Kirst, & Antonio, 2002). Frequently, students are not prepared for academic rigors and the discipline required to ensure success. The lack of time management skills, along with writing and study skills in addition to the added demands older and/or returning students face like jobs and child care further their challenges of completing educational goals. Further, the initial reasons many students option to take online classes: work schedule, personal circumstances, family issues that make DE convenient, are the very reasons many students ultimately decide to drop a DE course (California Community College Chancellors Office).**  **However, strong retention percentages are being used as one of the measuring tools to determine student success and therefore, more attention should be devoted to it in the online environment as the gap between retention in the face-to-face classroom, versus the DE classroom is anywhere between 6% and 8%. Over the course of the year, various research on successful retention methods will be explored for possible use in the classroom and SLOAC development.** |
| 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.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **MCS has grown over the years with the addition of many MCS 100 sections, especially online. The initial development of online courses in the MCS discipline was spearheaded by Dr. Sharon Allen, and she remains the primarily instructor for the majority of DE courses in the MCS discipline, as well as almost 50% of the face-to-face. Further, several classes have been developed that focus on the Middle/Near East. With global awareness on the rise, businesses seek a deeper understanding of culture and ethnicity, which makes the Multicultural Studies Department more relevant to students/ future job seekers.**   1. **Weaknesses**   **Lack of full-time faculty to devote to curriculum development hinders our ability to address the building of global citizens.**   1. **Opportunities**   **The development of relevant ethnic and culturally focused classes to address major concerns on a global basis to assist students in understanding the importance of knowledge of cultural diversity.**   1. **Challenges**   **Again, the lack of a full-time faculty prohibits growing the department to its full potential.** |

**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** | **In an effort to increase retention and bridge the H.S. to College gap, develop and implement online tutorial as part of class orientation.** |
| **Plans/Strategies for implementation** | **Working with Academic Technology, Program Development, and TLC departments, develop a relevant orientation video.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increase awareness and course retention by students.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Develop an MCS course that focuses on knowledge of cultural diversity as it relates to the workforce.** |
| **Plans/Strategies for implementation** | **Work with department to develop appropriate curriculum** |
| **Outcome(s) expected (qualitative/quantitative)** | **in progress** |
| **GOAL #3** | |
| **Program or discipline goal** | **Develop SLO rubric to assist with SLO Assessment.** |
| **Plans/Strategies for implementation** | **Essay and/or academic writing within the Ethnic Studies discipline requires a certain degree of knowledge of terms used in the discipline as well as the continual building of information as it relates to culture, race and diversity (to name a few). Separating the knowledge of a topic like immigration (content) from the writing skills required to communicate ideas clearly and effectively (writing) is ongoing. To adequately determine whether students are effectively discerning both content and writing skills a rubric is being explored. Through faculty input, this rubric will allow more specified criteria to emerge in an effort to assist faculty in SLO assessment.** |
| **Outcome(s) expected (qualitative/quantitative)** |  |
| **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 MCS discipline mission statement aligns with Palomar College as both prioritize student learning through a focus on cultural enrichment and assisting students in becoming global citizens. Both the college and the MCS discipline respect differences, encourage respect, and builds curriculum that enriches a student’s life while preparing them for the global workplace that awaits them.**   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>   **Our discipline goals align with Palomar's Strategic goals as our department seeks to increase student success through courses that bring awareness of the importantance of the knowledge of cultural diversity. We seek to develop in students a sense of confidence and value in themselves, their heritage, and their community.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **N/A** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **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.** | **DVD library** | **1** | **1.3** | **2** | **Documentaries and ethnic studies themed video research compliment and illuminate classroom instruction. We can use documentaries to raise questions around topics relevant to cultural studies while at the same time teach students important critical thinking skills, thus reinforcing student learning objectives. Documentaries as well as docu-dramas explore social values, and encourage academic skills that teach students to question, evaluate, and appreciate cultures that are unfamiliar. This in turn, contributes to self-confidence in the classroom that translates to student retention.** | **$500.00** |
| **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.** | **printing** | **1** | **1.1,1.3** | **3** | **Needed to help maintain quality of instruction.** | **$500.00** |
| **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.** | **Project Manager to work with various departments in producing instructional video** | **1** | **1.3, 1.4** | **1** | **See goal 1 above. This goal aligns with our SLOAC goals** | **$5,000.00** |
| **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**