**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: Fire Technology (Except Fire Academy)** | **Date 01/30/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

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

**DEFINITION**

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

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

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

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Carl Lofthouse**  **Wayne Hooper**  **Pete Montgomery**  **Dan Barron** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Fire Technology program is to provide exceptional instruction and support to students seeking careers as fire service professionals and to offer employed fire service personnel opportunities for professional growth and career advancement. Learning will take place in an environment that values cultural diversity and is free of harassment and any form of discrimination. Courses are structured to challenge students' critical thinking skills by using situational studies and case histories, in addition to basic skills and knowledge necessary to perform in emergency situations. Students who obtain one or both of the AS degrees or certificates will have the required skills to engage in ethical and moral decision making and will be well rounded individuals that are sought after by industry leaders.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Fire Technology Program's mission is aligned with the Palomar College Mission Statement through our commitment to students of diverse backgrounds the tools and opportunities to serve the public in a varity of areas. The AS degree/Certificate of Achievement in Fire Technology-General prepares students for careers in fire supression, fire prevention and/or fire protection. The AS degree/Certificate of Achievement in Fire Technology-Emergency Management prepares students for careers in Emergency Management and professions in the field of Homeland Security. Courses are also offered to those professionals who value life long learning and/or desire to transfer units to a level of higher education. Embedded in all instruction are opportunities to contribute to the community as an individual.** |

**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.)**   **Our curriculum plan is to keep our program current as required by the California State Fire Marshal. New requirements from the California Fire Marshal are continually integrated into the curriculum to maintain state accreditation. Federal updates are also included from the National Fire Academy fire training program.**   1. **How did you implement and evaluate those curriculum changes?**   **Incorporate any changes from these organizations into class curriclum and continue to upgrade textbooks as new editions are released.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **As we are nearing capacity for the current facility, we considered adding more online classes and/or classes at the satellite campuses**   1. **How did you implement and evaluate those class scheduling changes?**   **Additional classroom space became available recently at the Public Safety facility. This new opportunity allowed us to offer more classes to our students in one central area. This directly benefits our students who are working toward their degree and/or certificate by limiting travel time between classes. No change in our online class offerings were made this year due to limited personnel and training.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **It was noted by students that it is becoming increasingly more difficult to register for classes that are needed in a timely manner to receive their Fire Technology degrees. This will need to be monitored to see how many students will be affected by reductions in classes and the Chancellors's timeframe. The reduction in classes and longer time frames will ultimately affect fire departments when hiring these students with less education and knowledge.**   1. **What is the current status of the plan you articulated?**   **A second full-time instructor was hired and more classes are being offered, which will give students more opportinities to obtain their degree/certificacte. In addition, students are now able to achieve their educational objectives in a shorter time frame with these additional classes. This also fulfills the Chancellor's timeframe.** |
| 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>   **$10,000**   1. **How were those funds spent?**   **$10,000 was spent on projection systems for 2 classrooms.**   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>   **NA**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Students were taught and challenged in a variety of ways using the computer/multi-media connections (i.e. Power Point presentations; Videos via "You Tube"; Pictures, etc).**   1. **Number of students affected**   **Over 1,500.**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **$2,000 was requested for printing/advertising for the Emergency Management degree/certificate program, but was not funded.** |

**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 data curently available supports the fact that our courses are impacted (Census load has increased from 86.5% in 2007-08 to 120.1% for 2012-13). Pass rates and Retention rates remain high and fairly steady for Day and Evening classes (Pass rates for day classes remain in the low 90's, while night class pass rates remain in the low 80's. Retention rates for both day and night remain steady in the high 90's). These rates are lower for Distance learning, but also remain steady. While Distance learning retention rates are high, in the low 90's, the success rate averages in the high 60's. This data demonstrates a need to further evaluate the lower success rates of our distance learning classes and seek solutions to implement into future classes.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes. Our goal remains to offer students more classes and more options. Ultimately, we would like to offer students the flexibility of obtaining a degree/certificate by attending classes during the day or night (or any combination that works with their schedule). Core classes to be equally covered both day and evening. In addition, we will seek ways to add more distance learning classes in the future.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **During the 2012-2013 academic year, the Fire Technology program assessed student learning outcomes in courses offered within the program, Fire 100, 101, 131, 132, 133, 142, and 165. Our overall reflection of the program’s assessed results validates the requirements, expectations, and knowledge needed of the Fire Technology graduate.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **From our course assessments, we have learned that our students are meeting and exceeding course student learning outcomes in Fire 100, 101, 131, 132, 133, 142, and 165 with grade scores exceeding 90% in all but one course. Fire 101 criterion was met and averaged 80%. Some students struggled with the contents of firefighter safety and the behavioral changes needed to protect firefighters. A faculty workgroup discussed ways to present this challenging concept to students.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **From our program SLO assessments, we have learned that students who have enrolled in Fire Technology General and Emergency Management programs have met or exceeded the criterion. Fire Technology students averaged 90% on final exams while Emergency Management averaged 95% on final exams. Program assessments revealed students are meeting and exceeding these goals. Faculty will continue to monitor, maintain, and update the programs.** |
| 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).**   **Most Fire Technology classes and all Emergency Management classes were surveyed in the 2013 fall semester. Students were asked their class time preference, day vs. night (or a combination of both) . The purpose of the survey was to assist with class scheduling times.**   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.**   **The accumalative results of the survey showed the vast majority of the students want core classes offered both day and evening, to fit in with their varied schedules. This survey did not include Distance learning, which will be included in future student surveys.** |
| 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.)**   **Job availability in the fire service and emergency management fields continue to increase in San Diego/Imperial Counties. It is estimated that an additional 310 positions will be created by the year 2020 (from 2010). This represents a 10.9% increase in firefighter positions. In addition, an estimated 110 positions need to be filled annually due to normal attrition. As there are still more qualified applicants than there are available jobs, other extra-curricular activities are offered to students (i.e. Palomar Fire Club and one-on-one career meetings with instructors). In addition, Fire 100 focuses heavily on techniques and strategies for getting those jobs that are offered.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The major strengths of the Fire Technology department are the professional instructors that bring their vast levels of experience into the classroom. Most instructors currently work as fire professionals, or have spent a career in the profession. The instructors are able to bring the latest updates, technologies and information into their curriculum and relay the most current information available to the students. The classrooms are located in the same facility as the fire academy, which provides a high level of motivation to those students striving to enter this profession.**   1. **Weaknesses**   **The areas of weakness are the limited number of both core and elective classes that are offered each year. This creates scheduling issues for students desiring to complete their degree/certificate in a timely manner. The lack of classes offered to the student who is restricted to either night or day classes has also been an issue and challenge for many students who work. The data also shows a significant drop in Pass rates for our Distance/Online learning. Finally, the ability to offer elective classes on a consistant basis has not been met. More classes and more day/night options are being planned, which would strengthen our program overall and options are being evaluated for increasing Distance learning success and opportunities.**   1. **Opportunities**   **We now have several opportunities with the procurement of an additional classroom at the Public Safety center, in addition to a second full time faculty member. We are now offering more core classes and are now able to offer more elective classes at least once each academic year. Beginning in the Fall of 2014, every core class will be offered both day and evening. The next opportinity that exist for us is to fill many of our elective classes that have not been offered due to fiscal issues and classroom availability.**   1. **Challenges**   **Increasing faculty is our most pressing need. An additional 2- 3 Adjunct professors would allow us to offer a full schedule, both core and elective classes.** |

**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 class availability and shorten the time it takes to earn a degree/certificate.** |
| **Plans/Strategies for implementation** | **Offer all our "core" classes both Spring and Fall, with a miminum of one "day" and one "night" class and offer more elective classes on a reliable and consistant schedule.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increase flexibility and accessability to students who work or have other schedule restrictions. This will reduce the high percentage of the Census Enrollment load and open up more "Seats" to students working toward their degree/certificate. This would also shorten the time it takes a student to graduate with their degree/certificate.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Update curriculum, with an emphasis on updating textbooks.** |
| **Plans/Strategies for implementation** | **Review each class currently offered to ensure the Instructors are using the most current and updated textbook available.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Ensure all the instructors are teaching the most current information in the fire profession, as many recent changes (especially in the area of "safety") have been implemented.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Increase the number of certificates awarded.** |
| **Plans/Strategies for implementation** | **Re-emphasize to all instructors the importance of educating all our students about the certificate program, including the deadline requirements and necessary forms students need to complete.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increase the knowledge and quality of students entering the fire and emergency management professions.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **SLOs will be assessed and revised, if indicated.** |
| **Plans/Strategies for implementation** | **Faculty will review SLOs within our programs.** |
| **Outcome(s) expected (qualitative/quantitative)** | **SLOs for all classes will be reveiwed and updated to meet Palomar College 2016 Goals** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Goals 1-3 align directly with the Palomar College Mission statement by providing an environment that provides students of all diversities and social-economical backgrounds by offering a varied class schedule to meet the needs of all individual students. Palomar College had taken the responsibility of training the regions future (and current) fire and emergency management professionals. These goals ensure the students who successfully graduate from the Fire Technology programs are of the highest caliber and are highly skilled individuals who will continue to contribute back to the community in which they serve.**   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 Fire Technology goal #1 increases class options for every student and to clearly define the career path for fire professionals in a timely manner, which meets the students schedule.**  **-Objective 1.5 Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.**  **-Objective 1.6 Define career pathways for all disciplines and programs.**  **The Fire Technology goal #2 improves instructor awareness of current changes in the industry and provides opportunities for professional development**  **-Objective 3.3 Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.**  **-Objective 3.4 Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research.**  **The Fire Technology goal #3 encourages faculty and staff to incorporate the Certificate program into the student's education goals at every level.**  **-Objective 1.6 Define career pathways for all disciplines and programs.**  **-Objective 1.7 Engage in college-wide conversations about further implementation, including timelines, of the Student Success Task Force recommendations.**  **The Fire Technology goal #4 will ensure that both the student and instructor will be able to measure success and make improvements where defeciencies are found.**  **-Objective 1.9 Improve the understanding of the role and value of Institutional Learining Outcomes among faculty, staff, administration and students.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **The major concern is that the Fire Technology program is at maximum occupancy at its current facility. Future growth would be limited, not only by fiscal restraints, but by physical space limiting more faculty and classrooms. There is a general plan for all Safety Programs to move to a new facility in Fallbrook, which is several years down the road. In the meantime, other options will need to be looked at for any significant growth in the area of Fire Technology programs.** |

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

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

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Printing/Advertising/Mailing for Emergency Management degree/certificate program** | **3** | **1** | **1** | **The Emergency Management program is only one of a few programs in the western United States. Because of the need and uniqueness, we would like to advertise this course work to professional businesses and corporations with professional printed material.** | **$2,000** |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**