**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: Reading** | **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.**  **Melinda Carrillo, Erin Feld, Cheryl Goodson, Carla Thomson, Darla Mulder, Leah Lampro, Estela Gibson, Julie Anguiano** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Palomar College Reading Services Department offers the community a comprehensive developmental/transferrable reading program for students of diverse origins, needs, abilities, and goals. It strives to provide students with the skills necessary to foster life-long learning through the assimilation of material in the humanities, sciences and mathematics, and vocational areas. Students receive individualized instruction based on intensive diagnosis and individualized instruction geared toward the development of basic skills, critical reading skills, and affective reading skills. This instruction will foster success in pursuing general education, career and technical training, and transfer-readiness, promoting the positive self-concept necessary to contribute as individuals in an ever-changing global community.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Reading Services Department’s mission is aligned with the Palomar College Mission Statement through our commitment to providing students of diversity with a comprehensive program of basic skills, as well as advanced critical reading skills necessary to foster their success as individuals striving to complete career and technical training, general education, and transfer-readiness. Our focus is on the development of skills and self-concept needed for the individual to be successful in the global arena and in life-long learning.** |

**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 light of data received from Research and Planning concerning Strategic Plan Objective 2.3 (2010-2011), it was apparent that student success in moving through the Read 50/Read 110 sequence needed improvement. While we were successful in meeting our criteria for SLOs concerning growth in both sections, students were moving through the sequence with less than 75% success. In light of that, we decided to take the existing Read 50 class (in the past repeatable), which targeted students reading from the 3rd to the 12th grade level and divide it into three sections. We were successful in gaining approval for Read 48, which targets students reading from the 1st to 6th grade level, and Read 51, which targets students reading at the 10th through 12th grade level. We also deactivated Read 5 as those students would enroll in Read 48. This fall, we launched Read 49, which will target students reading at the 7th through the 10th grade level. It has been approved and will be implemented in the Fall 2014 semester. We will also implement Read 48 in the Fall 2014 semester.**   1. **How did you implement and evaluate those curriculum changes?**   **2. How did you implement and evaluate those curriculum changes?**  **We implemented Read 51 in Fall 2013 and will evaluate its effectiveness using SLOs at the end of the fall semester. We plan on examining the success of students moving from Read 49 to Read 51, and, ultimately, Read 110 in 2014-2015 by obtaining data from Research and Planning at the end of Spring 2015.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **Due to the fact that our course offerings are highly impacted, we offered additional sections of Read 120 and Read 110 in the Fall 2013 semester. We also piloted the Read 51 class. Our intention was to increase our late afternoon and evening offerings to provide more class availability to high school and working students.**   1. **How did you implement and evaluate those class scheduling changes?**   **We added additional sections of Read 110 during the afternoon and evening sessions, as well as an additional Read 120 class during the evening sessions. We also added a Read 120 class on Friday mornings. We converted four Read 50 classes to Read 51 during the day sessions. Two were cancelled due to low enrollment. The Assessment/Placement Eligibility Form was amended to recommend that students scoring in the “Decision Zone” now be referred to Read 51, and spring enrollment indicated appropriate placement of students in those classes. We will need to further amend the form as Read 50 is deactivated and replaced by Read 48 and Read 49. This will be necessary to ensure that students enroll in the correct classes. We found that the late afternoon classes were slower to fill, although they eventually did so. The evening classes were not a problem. Even with the increase in Read 120 offerings, the courses are still impacted.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **Due to retirements, the increase in course offerings, and the upcoming implementation of the Student Success Initiatives, we requested an additional full-time faculty member to be hired by Fall 2013.**   1. **What is the current status of the plan you articulated?**   **The new full-time faculty member was hired in the Spring of 2013 and began actively teaching in the program in Fall 2013.** |
| 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>   **$10,500.00**   1. **How were those funds spent?**   **Funds have been spent on a new copy machine and classroom technology.**   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>   **None**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Curriculum (courses, SLOs) The new copy machine will allow us to provide more instructor-generated handouts to facilitate classroom instruction, tutoring, and success in lab for students. This will help students meet and exceed the SLO concerning growth in reading vocabulary and comprehension. The classroom technology will aid students with diverse learning styles in all face-to-face classes, again increasing and improving individual reading skills.**   1. **Number of students affected**   **over 2500 students**   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.**  **• The data currently available supports the fact that our courses are impacted (103.1 % of Census load).**  **• Retention rates remained constant until 2012-2013, when they dropped by 3.5% in both basic skills courses and transfer level courses. This is due in part to the elimination of repeatability, which had allowed students more time to prepare for Read 110 by repeating Read 50 three times.**  **• The pass rate went up dramatically in basic skills courses from 64.7% in 2009-2010 to 72.6% in 2012-2013. This is due in large part to increased support for students through learning communities and a highly successful student tutoring program in the Reading Lab, which includes embedded tutors in the classroom.**  **• However, the pass rate in Reading Services overall went down from 72.8% in 2009-2010 to 69.6% in 2012-2013. As the new curriculum sequence (Read 48, Read 49, Read 51) had not yet been implemented and repeatability had been eliminated, students were not allowed significant time to prepare for Read 110. Most students had averaged at least one repetition of Read 50 before enrolling in Read 110.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **• An evaluation of student success in moving through the reading sequence--**  **Read 30/48, Read 49, Read 51, Read 110—will need to be completed at the end of the 2014-2015 school year once those courses have been offered for two semesters.** |
| 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.**   **We successfully evaluated the Read 30, Read 50, Read 110, Read 115, and Read 120 courses for all SLOs. We also wrote SLOs for the new courses Read 48, Read 49, and Read 51 which will be in full implementation during the Fall 2014 semester.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **We found that we exceeded our criterion for measuring successful completion of SLOs in all areas. The Read 115 Vocabulary Enhancement course exceeded its criterion for growth by over a year in contrast to that for Fall 2011, when the course did not meet its criterion for growth. The change in instructor with more expertise in this area was a contributing factor. The addition of Erin Feld, the new full-time instructor had a positive effect on completion of SLOs as did the continued assistance of our strong student tutors. We will maintain our current course offerings with the addition of the new courses for Fall 2014 as a result of our positive assessment results. Any significant increase in course offerings will require an additional full-time faculty member.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **The Reading Services Department currently has no Program SLOs but will develop them in the Spring 2014 semester, enter them in TRACDAT, and assess them in the Fall 2014 semester (see Goal#4).** |
| 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).**   **In assessing our program and making plans for the future, we also considered the following factors:**  **• State mandated Student Success Initiatives, the elimination of repeatability due to Title V changes,**  **• the mandated upgrade in the operating system used in the new Humanities Building and new Reading Services Lab, which will eliminate the use of 70% of our current programs,**  **• the need to provide both departmental and institutional professional development for our full and part-time faculty.**   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.**   **• Currently, our program is impacted in both our basic skills offerings and our transferrable courses. This trend has continued since 2009 until we are now at 103.1% of census load. Many students found it difficult to enroll in Read 50, Read 110, and Read 120 due to closed classes. When the Student Success Initiative 3.4 is implemented and all students whose test scores in Reading indicate that they must remediate, the impact on Read 48, 49, and Read 51 will require not only a change in scheduling, but an increase in the both full and part-time Reading faculty, as well as classified support staff because of the lab component of Reading classes. It is estimated that those course offerings will need to be increased by at least 25%.**  **• With the move of the Reading Department to the new Humanities Building, 70% of our current software used in the Reading Lab cannot be supported by the new operating system. While students are well-served now in the Reading Lab, we will need to purchase appropriate up-dated software to facilitate their continued success.**  **• Our concern with Professional Development is to support the effort of our full and part-time faculty to remain current in their field by attending the appropriate conferences offered annually in the field of Reading. The Department will continue to provide in-services in pedagogy but needs to be supported with the appropriate funds to facilitate some travel to conferences.** |
| 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**   **• The major strengths of the Reading Services Department lie in the individualized instruction given to all students and the extreme commitment of all faculty, staff, and student tutors in providing that instruction.**  **• Our Reading Lab is the best equipped on the West Coast, with many programs available to support classroom instruction for our diverse student population.**  **• We also have a very strong student tutoring program, which has had a major influence on the growth rates in our developmental classes (as evidenced by pre-post testing).**  **• Reading Services benefits greatly from strong institutional support, including our Division (Languages and Literature) and the Instruction office, as well as support from various grants (STEM, BSI/HSI).**   1. **Weaknesses**   **• After examining data received from Research and Planning, it was clear that, while students succeeded at a higher rate in basic skills courses, success in transfer level courses did not increase. Therefore, students did not move through the Reading Sequence with a 75% success rate or higher. This, as well as the elimination of repeatability, was a determining factor causing us to rewrite curriculum targeting students at specific reading levels.**  **• The fact that students may enroll in any reading course they choose, even though assessment recommends they enroll in certain reading courses based on their assessment scores, sometimes causes students to enroll in incorrect courses, inhibiting their success. This issue will no doubt be resolved when the Student Success Initiatives are implemented, mandating that all students will be assessed during their first semester and will be expected, if necessary, to remediate during their first year at Palomar.**  **Reading Services needs to increase its interaction with the Counseling department to ensure that counselors are aware of assessment results and the new Reading Services course sequence so that they can encourage students to enroll in the appropriate reading courses to develop their skill levels.**   1. **Opportunities**   **• With the advent of the Student Success Initiatives requiring students to remediate during their first two semesters at Palomar College, Reading Services has the opportunity to expand and serve more students.**  **• The increased size of the Reading Center in the new Humanities Building will allow us to increase our offerings and continue to target both developmental and transfer-ready students.**  **• Continued participation in various grants (STEM, HSI) will aid Reading Services in continuing to connect with many other disciplines and serve their students and faculty.**  **• The implementation of the new curriculum in Fall 2014 will give us a chance to target students at their specific reading levels, helping them to move through the reading sequence with greater success.**   1. **Challenges**   **• Our biggest challenge is always staffing. It is very difficult to find instructors with minimum qualifications in teaching reading who are willing to apply for a part time job. We have made connections with local 4 year institutions which will send us graduates willing to do so early in their careers, but, as we grow our program it will be very important to add at least one additional full-time faculty member. We will continue to build our adjunct pool as we can find qualified candidates.**  **• We also need another full- time classified instructional assistant to provide support for our ever growing Reading Lab.**  **• It is imperative that we retain our student tutors as they provide invaluable support for students both embedded in the classrooms and in the lab.**  **• Another challenge is the need to update our software in the Reading Lab as we move into the new Humanities Building with its new operating system. 70% of our current programs will not be supported by the new system, so we will need to replace them in order for the lab to provide the support students need to make the growth necessary for success both in our Reading Sequence and in content area 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** | **Re-establish our fully functional Reading Lab in the new Humanities building and replace all software from our current lab that will not be supported by the new operating system.** |
| **Plans/Strategies for implementation** | **The move should take place by Summer 2014. Software will need to be in place well before then. We are currently previewing new software, meeting with representatives of software companies, and making plans to purchase up-dated software for the lab.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The expected outcome will be that the lab is fully functional by Summer 2014 and that our eclectic software programs for the lab will be in place and continue to support students in their completion of SLOs with 95% success rate** |
| **GOAL #2** | |
| **Program or discipline goal** | **Complete curriculum preparation for courses in the new Reading Sequence and fully implement Read 48, Read 49, Read 51, and Read 110 in Fall 2014.** |
| **Plans/Strategies for implementation** | **Course curriculum, textbooks, and supportive lab software/materials will be in place by Fall 2014. All faculty will participate in the preparation of materials and through in-service workshops in Spring 2014.** |
| **Outcome(s) expected (qualitative/quantitative)** | **At least one new offering of each new course (several for Read 49) will be offered in the Fall 2014 schedule. Students will improve their successful movement through the Reading Sequence of Courses by at least 5% .** |
| **GOAL #3** | |
| **Program or discipline goal** | **Reading Services, in conjunction with Enrollment Services and Assessment, will need to amend the current Assessment/Planning Eligibility Scale to include Read 48, and Read 49 in the place of Read 50, which will be deactivated. The scale should be revised by January 31, 2014 in order to facilitate correct student placement in Fall 2014.** |
| **Plans/Strategies for implementation** | **Reading Services has contacted the appropriate individuals on campus need to set this in motion.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Due to the change in the Assessment/Planning Eligibility Form, Assessment will be able to recommend the correct placement for students in the Reading Sequence with at least 85% accuracy as determined by their pre-test scores.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **SLOs will be assessed and revised for all courses currently offered in the Reading Services Department. Assessment results will be entered in TRACDAT with accompanying support documents. Program SLOs will be written, assessed, and entered in TRACDAT.** |
| **Plans/Strategies for implementation** | **SLOs will be assessed in Fall 2013 and results examined by all participating Reading faculty in the Spring 2014. Assessment results and accompanying documents will be entered in TRACDAT during Spring 2014.** |
| **Outcome(s) expected (qualitative/quantitative)** | **100% of SLOs, both discipline and program, will be reviewed, revised, assessed, and entered into TRACDAT by the end of Spring 2014.** |

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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 in that they support students of diverse origins, needs, abilities, and goals in developing the skills necessary to purse transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. This also aligns with the Reading Services Mission Statement. Goal 4 directly aligns with the Palomar College Mission Statement in that it will facilitate the assessment of student completion of the learning outcomes necessary to help them contribute as individuals and global citizens living responsibly in an interdependent and ever-changing world.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Goals 1-3 align with Objective 1.5 “increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.” Goal 4 aligns with Objective 1.8 as it places SLOACs directly at the center of our Program Review and Planning.**   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.**   **There needs to be a dialogue concerning the implementation of the Student Success Initiatives, especially those concerned with common assessment and counseling students into the correct developmental reading classes during their first year at Palomar. Due to the new sequence of reading course offerings (Read 48, Read 49, Read 51) targeting students at specific reading levels, Reading Services should work closely with the Counseling Dept. and the Assessment Center to guarantee that students are placed into the correct courses. Continued dialogue with the English Department will help to be certain students are reading at a level adequate to facilitate success in English 50 and English 100. Reading Services will continue to work closely with the Summer Bridge and STEM Programs to provide workshops and training sessions in textbook management and study skills.** |

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

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

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Pull down screen with computer, docucam, lectern and projector in the Reading Lab.** | **Goal #1** | **SP Obj. 1.5** | **1-2** | **In consultation with Jose Vargas, the Reading Services department requests that the new Reading Lab in the Humanities building be converted to a smart lab with a pull down screen, computer, projector, lectern, and docucam, . This will facilitate orientations for all classes, especially the hybrid Read 110 classes and the Read 30 class, which is a drop in reading lab.** | **$13,000.00** |
| **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 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) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **75 Headphones for lab** | **Goals 1-2** | **1.5** | **1-3** | **Students work independently on programs, many with auditory impact. Listening to programs without disturbing other students facilitates each learning environment, thus facilitating growth (SLO), success of Basic Skills student (SSI 3.4) and success in moving through the reading sequence.** | **$2000.00** |
| **c2.** | **60 classroom hard-bound dictionaries in the most current version** | **Goals 1-2** | **1.5** | **1-5** | **As one very important SLO in all classes is to show growth in vocabulary, access to the most current versions of college level dictionaries is extremely important. The most current, updated version of English language dictionaries is an ongoing need for all courses in the Reading Services Program.** | **$900.00** |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **MindPlay Virtual Coach** | **Goals 1-2** | **1.5** | **1-1** | **Our new Humanities building reading lab requires later software versions for the total lab computer stations. SLO growth is facilitated by using the highest quality program(s) possible. Due to the mandatory hardware/software upgrade, most of Reading Services Program’s most successful current lab software will be forced out (70 % of our reading lab applications). The new MindPlay virtual coach promises to equal and surpass our older software versions. Many SLO’s (and success in moving through the sequence) would be facilitated as MindPlay individually targets skills and growth in students who are enrolled in any of the Reading Department’s course offerings. Much of current student success was facilitated by the now incompatible Ultimate Speed Reader, Quantum, Reading Power Modules, Ultimate Phonics and Reading Professor. These programs should be replaced, which can be most effectively accomplished using MindPlay. It is a modern virtual tool that incorporates six modules and the new lab’s operation system has been built to meet this new version. We have been given 6 licenses to work with this spring in a show of support from the publisher. (BSI will support us with the other 50% of this request.)** | **$37.500.00** |
| **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.** | **1 evening temporary worker for coverage in Reading Lab** | **Goals 1-2** | **1.5** | **1-4** | **Both afternoon and evening reading offerings have dramatically increased, so additional coverage in lab is mandatory for the safety of both students and staff.** | **$8000.00** |
| **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.** | **1 Instructional Support Assistant I (10 month)** | **Goal 1-2** | **1.5** | **1-1** | **Due to the increased number of afternoon and evening classes offered in both fall and spring, as well as the increasing number of “at risk” students enrolled in our program, we need an additional ISA to be scheduled with an afternoon/evening schedule. For safety and security reasons, the Reading Lab should be staffed by two ISAs at all times.** | **32069.00** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**