**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: Accounting** | **Date 01/26/14** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

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

**DEFINITION**

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

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

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

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Joel Glassman, Carol Bruton, Michael Gilkey** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Accounting Department at Palomar College is to provide quality curriculum, instruction and programs to meet the existing and changing needs of students, industry, local governments, nonprofit organizations, and all citizens who look to Palomar College for lifelong learning and professional development opportunities. The Accounting Department offers courses that enable the student to transfer to a four-year college of university or to prepare for and obtain employment.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The mission statement of the Accounting Department is aligned with the Palomar College mission statement through our commitment to provide quality curriculum, instruction and programs to students who are pursuing transfer-readiness, workforce development and lifelong learning opportunities. We encourage students of diverse origins, experiences, needs, abilities and goals to participate in our programs and to become responsible, effective and independent local and global community members.** |

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

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **We previously planned to launch a Business transfer degree, which includes Accounting, to align with the Transfer Model Curriculum.**   1. **How did you implement and evaluate those curriculum changes?**   **Effective December 3, 2013, the Associate in Science in Business Administration for Transfer Degree (AS-T) was added to the Palomar College Catalog, as an addendum. The AS-T Degree in Business Administration provides students the basic functions of business including accounting, economics, business ethics, business related soft-ware applications, business communications and business statistical study. The degree prepares students for entry into an extraordinary number of academic studies such as: accounting, finance, marketing, business administration, advertising, merchandizing, banking, economics, entrepreneurial studies, health care management, hospitality management, international business, and public relations. It can also provide skills necessary for entry-level positions in the field of business.**  **Program requirements for the AS-T Degree include Financial Accounting (ACCT 201) and Managerial Accounting (ACCT 202). We have been monitoring, and will continue to monitor, the number of course sections to offer to meet the needs of our students in light of this new curriculum change. In addition, we recently reviewed our Programs of Study to determine what effective changes could be made to our Degree and Certificate Programs. As a result, we changed/added/eliminated certain course requirements within our Programs of Study that will have a positive impact for our students. We are constantly monitoring the total awards given through our Program of Study. For the 2012/2013 academic year, we awarded a total of 101 degrees and certificates (up from 84 in the previous academic year).**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We addressed the need to add additional sections for our courses to accommodate the number of transfer students we are receiving, as well as the recent labor market growth.**   1. **How did you implement and evaluate those class scheduling changes?**   **We have systematically determined where and when to add additional course sections to meet the demands of our students. We have consistently observed our enrollments to ensure we are meeting these demands, in conjunction with District policies. We have been pleased with the ability to add course sections where warranted and have been pleased with the results.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We emphasized that the Accounting Program is one of the flagship programs at Palomar College and the necessity to maintain a solid force of qualified full-time faculty. In addition, upcoming retirements were addressed. As a result, our intention was to submit a Full-Time Faculty Position Rationale Form for the 2015/2016 academic year.**   1. **What is the current status of the plan you articulated?**   **One full-time faculty member retired since the completion of the Year 1 PRP form. Over the last six years, the number of full-time faculty in the Accounting Department has decreased from five (5) to the current number of three (3). We will be submitting a Full-Time Faculty Postion Rationale Form for the 2015/2016 academic year.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **N/A**   1. **How were those funds spent?**   **N/A**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **N/A**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **N/A**   1. **Number of students affected**   **N/A**   1. **Other**   **N/A**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **In the Year 1 PRP Report for the 2012/2013 academic year, $8,300 was requested for twenty (20) two-person tables and forty (40) chairs for the MD-331 classroom. Previously, we had used MD-331 as a computer lab (32-seat capacity) to accommodate all the sections we offered for ACCT 104 – Accounting Spreadsheet Concepts. Since ACCT 104 was no longer going to be a required articulated transfer course, we decided to convert MD-331 to a lecture classroom (40-seat capacity) to meet the increasing demands of our "core" accounting courses that are now required under the Transfer Model Curriculum. Since we did not receive the requested funds from IPC this past year, it was necessary to utilize funds from the Arts, Media, Business and Computer Science Department budget to procure the necessary tables and chairs for the classroom conversion.** |

**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.**  **We analyzed our program data over the past six (6) years, specifically in the areas of WSCH/FTEF ratios, census load %'s, full-time/part-time faculty ratios, course success and retention rates, and the number of degrees and certificates that were issued. We observed the following:**  **1) WSCH/FTEF ratios: The ratio was 439 for the 2007/2008 academic year, fluctuated between 503 and 544 over the next four (4) academic years, and was 496 for the 2012/2013 academic year.**  **2) Census Load %'s: The percentage was approximately 81% for the 2007/2008 academic year, fluctuated between 93% to 98% over the next four (4) academic years, and was approximately 90% for the 2012/2013 academic year.**  **3) Full-time/Part-Time Faculty Ratios: The percentage was approximately 49%/51% for the 2007/2008 academic year, fluctuated between 25%/75% to 34%/66% over the next four (4) academic years, and was approximately 45%/55% for the 2012/2013 academic year.**  **4) Course Success and Retention Rates: The Accounting Program's overall course success percentage was approximately 64% for the 2007/2008 academic year and fluctuated between 73% and 77% over the past five (5) years. The Accounting Program's overall course retention percentage was approximately 87% for the 2007/2008 academic year and fluctuated between 89% and 94% over the past five (5) years.**  **5) Degrees snd Certificates Issued: For the 2007/2008 academic year, our Program awarded a total of 57 degrees and certificates. Over the next five years, the number of degrees and certificates that were awarded fluctuated between 51 and 101 (101 in the 2012/2013 academic year).**        **Does this data reflect your planning, goals, and activities? If not, why?**  **We believe this data supports our planning, goals and activities. Overall, our WSCH/FTEF ratios were very respectable over the past six (6) years. At the beginning of that timeframe, the ratio was 439. As a result of our attempts to strengthen our Program, the ratio rose to 544 for the 2009/2010 academic year before settling at 496 for the 2012/2013 academic year. We believe the decrease since the 2009/2010 academic year is due mainly to the improvement in the economy, which resulted in many of our current and future students leaving/altering plans for college.**  **Overall, we have been very pleased with our Program's overall census load percentages over the past six (6) years. At the beginning of that timeframe, the census load was 81%. As a result of our attempts to strengthen our Program, the census load rose to 98% for the 2009/2010 academic year before settling at 90% for the 2012/2013 academic year. Again, we believe the decrease since the 2009/2010 academic year is due mainly to the improvement in the economy, which caused many of our current students to leave Palomar College and future students to alter their plans to attend Palomar College. Overall, we are pleased with these percentages, as they have demonstrated the need to maintain or increase the number of sections to be offered for our courses.**  **Regarding full-time/part-time faculty ratios, the ratio was 49%/51% at the beginning of the past six-year timeframe. The ratio decreased to 34%/66% for the 2009/2010 academic year before settling at 45%/55% for the 2012/2013 academic year. All of the ratios during this timeframe fall far below the "ideal" goal of the 75%/25% ratio, as prescribed by AB 1725. Our plan is to submit a Full-Time Faculty Position Rational Form for the 2015/2016 academic year. Increasing the number of qualIfied full-time faculty in our Department will have a tremendous positive impact on our students.**  **We are pleased with the overall increase in the Program's course success rates. Having stated that, we are constantly striving to strengthen the quality of our Program, which will have a positive impact on our overall success rates. In regards to our Program's overall retention rates, we are pleased with the results we have experienced. We will continue to make efforts to maintain/increase those rates in future academic years.**  **We are pleased with the positive trend we are seeing with the number of degrees and certificates being awarded through our Program each year. Over the past six (6) academic years, we awarded the most degrees and certificates (101) in the 2012/2013 academic year. This is a direct result of our constant efforts to strengthen our Program. With the directional change in the State of California as it pertains to community colleges, with more emphasis being placed on student success, continuing this trend will become increasingly more important.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **The Student Learning Outcomes (SLOs) for all courses within the Discipline were recently assessed as part of the 3-year assessment cycle.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Overall, we are very pleased with the results of our course SLO assessments. The following summarizes the SLOs and the results of our assessments (% of students achieving SLOs:**  **ACCT 101 (91% success rate)**  **"Formulate and critically review a set of financial statements (income statement, statement of owner's equity and balance sheet) for both a service firm and/or a merchandising firm, and synthesize the findings in relation to the operating results and the financial position of the firm."**  **ACCT 104 (100% success rate)**  **"The student will be able to analyze a variety of accounting problems and apply his/her Financial Accounting knowledge in the development of financial accounting solutions utilizing Excel spreadsheets."**  **ACCT 105 (89% success rate)**  **"Prepare tax returns for single, head of household, and married filing statuses for federal and state."**  **ACCT 107 (95% success rate)**  **"Prepare tax returns for corporations and partnerships."**  **ACCT 110 (83% success rate)**  **"Integrate, master, and apply accounting theory, concepts and practice with accounting software."**  **"Master the accounting software package for daily, weekly, monthly, yearly accounting practices."**  **"Apply the use of accounting software in the private sector or for home bookkeeping and accounting use."**  **ACCT 115 (85% success rate)**  **"A student will be able to analyze a fact situation dealing with payroll, determine a strategy for preparing payroll tax returns, and then prepare the returns appropriate to the situation. A student will be able to analyze a fact situation dealing with sales taxes, determine a strategy for preparing sales tax returns , and then prepare a sales tax return appropriate to the situation."**  **ACCT 120 (97% success rate)**  **"The students will review financial statements and analyze them."**  **ACCT 201 (91% success rate)**  **"Analyze and record business transactions using the double entry accounting method and in accordance with generally accepted accounting principles (GAAP)."**  **"Prepare a Balance Sheet, an Income Statement, and a Statement of Cash Flows."**  **"Interpret and analyze the Income Statement, Balance Sheet, and Statement of Cash Flows for the purpose of making business decisions."**  **ACCT 202 (95% success rate)**  **"Construct and analyze accounting information for the purpose of making business decisions."**  **"Prepare and evaluate information and reports used by management to plan, direct, motivate, and control manufacturing processes for various business costing models."**  **"Use a cost behavior model for the purpose of making business decisions."**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **As a result of our assessments, we learned that a large majority of the students in our Program are achieving their learning outcomes. While we are pleased with the overall results of our course SLO assessments, we will continue to maintain the quality control over our courses and work diligently to increase our students' success rates.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **We are very pleased with the results of our Program SLO assessment. The following is the Program SLO and the results of our assessment:**  **"Upon successful completion of this program, students will be able to understand and apply accounting concepts and procedures for business decisions."**  **Overall, we are pleased with the results of our Program SLO assessment. Our Program achieved an overall success rate of 94%. As a result of our assessment, we learned that a large majority of the students in our Program are achieving the the overall Program learning outcome. While we are pleased with the overall results of our Program SLO assessment, we will continue to maintain the quality control over our Program and work diligently to increase our students' success rates.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **The Association to Advance Collegiate Schools of Business (AACSB) accreditation standards requires Financial Accounting (ACCT 201 at Palomar) and Managerial Accounting (ACCT 202 at Palomar) for business degrees. In addition, the State of California has made "transfer" the number one priority for community colleges. As a result, ACCT 201 and ACCT 202 (which are required for transfer), are “priority” courses at Palomar College.**   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.**   **As a result of the directives issued by the State of California, “transfer” will become increasingly more important at Palomar College. As a result, we are forecasting that we will soon be in a position that requires us to offer more sections of our "core" courses (i.e. ACCT 201 and ACCT 202) to meet the demands of our current “transfer” students and attract future “transfer” students. Therefore, the ability to hire additional qualified full-time faculty will become increasingly more important to meet these demands and maintain the quality of our Program that we have worked so hard to achieve.** |
| 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.)**   **The following labor market data was taken from the California Employment Development Department website, providing employment projections from 2010 to 2020. The projections are very promising for the State of California, and even more so for San Diego County:**  **CALIFORNIA 2010 2020**  **(Estimated) (Projected) Difference Increase**  **Accountants and Auditors 134,000 155,200 21,200 16%**  **Bill and Account Collectors 41,000 46,200 5,200 13%**  **Billing and Posting Clerks 58,600 68,400 9,800 17%**  **Bookkeeping, Accounting,**  **and Auditing Clerks 197,800 225,800 28,000 14%**  **Budget Analysts 11,200 12,700 1,500 13%**  **Business Teachers, Post-Secondary 7,200 8,500 1,300 18%**  **Financial Managers 69,600 79,000 9,400 14%**  **Payroll and Timekeeping Clerks 23,700 26,900 3,200 14%**    **Total 543,100 622,700 79,600 15%**  **SD COUNTY**  **2010 2020**  **(Estimated) (Projected) Difference Increase (%)**    **Accountants and Auditors 11,120 13,380 2,260 20%**  **Bill and Account Collectors 3,480 4,130 650 19%**  **Billing and Posting Clerks 4,470 5,250 780 17%**  **Bookkeeping, Accounting, and**  **Auditing Clerks 15,970 18,890 2,920 18%**  **Budget Analysts 940 1,140 200 21%**  **Business Teachers, Post-Secondary 600 700 100 17%**  **Financial Managers 5,450 6,400 950 17%**  **Payroll and Timekeeping Clerks 2,120 2,520 400 19%**    **Total 44,150 52,410 8,260 19%**  **These projections show a healthy outlook for professionals in the Accounting field. As a result, it will become increasingly more important to grow our Program in the future to meet the demands of our students and local business communities, while at the same time maintaining the quality of our Program.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **We currently maintain one of the “flagship” programs at Palomar College. Our faculty, both full-time and adjunct, are very knowledgeable in their areas of expertise and are dedicated to the success of our students, our Department and Palomar College. The WSCH/FTEF ratios, the census load percentages, the course success and retention rates and the course and program SLO assessment results all point to the success of our Program. Our Program is well-coordinated and constantly monitored to maintain its quality, which positions our Program for continued success in the future.**   1. **Weaknesses**   **For the 2012/2013 academic year, our full-time/part-time faculty ratio was 45%/55% (which does not reflect the recent retirement of one of our full-time faculty members). While we understand, due to limited resources, the difficulties in reaching the “ideal” goal as directed by the State of California, it is extremely important to maintain a solid force of qualified and dedicated full-time faculty in our Department. By doing so, the ability to maintain a quality and successful program will be enhanced. Our plan is to submit a Full-Time Faculty Position Rational Form for the 2015/2016 academic year.**   1. **Opportunities**   **We have an opportunity to grow our already successful program. Due to the development of the Transfer Model Curriculum, current accreditation standards, the prioritization of “transfer” students and current trends in the labor market, our Program has become increasingly more important and valuable. The ability to maintain the proper level of full-time faculty and the ability to offer the necessary number of course offerings to our students will help ensure that we keep up with the important demands on our Program and ensure the Program’s continued success.**   1. **Challenges**   **In the near future, we face the challenge of maintaining the quality and success of our Program with the limited resources that are available to us. We are hopeful that as the economy continues to improve, more resources will become available to meet the continuing demands on our Program and to allow us to hire more full-time faculty and offer more courses to our students. In addition, we face a challenge in relation to our Program’s distance education curriculum. Our objectives in that area are to provide a quality curriculum to our students and hold them accountable for their success in achieving their student learning outcomes. We have already had several meetings within the Department about this challenge and have begun to formulate a strategy to help us achieve those objectives. Currently, we are considering the feasibility of proctored exams for our distance education students. We are looking forward to investigating that option, in addition to others, so that we maintain the integrity of our Program and the accountability of our students.** |

**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 the number of full-time faculty in the Department.** |
| **Plans/Strategies for implementation** | **Submit a Full-Time Faculty Position Rationale Form.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Although the impact would not happen until the 2015/2016 academic year, it is our number one priority this coming year. As previously mentioned, the need to increase our full-time faculty is more important than ever, due to the increased demands on our Program and the desire to maintain the quality and success of our Program. We are hopeful the IPC Subcommittee will agree when they prioritize the requests that are submitted.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Increase/maintain the quality of our distance education curriculum.** |
| **Plans/Strategies for implementation** | **We have already had several meetings regarding this goal. We will continue to do so, in conjunction with discussions with colleagues from other disciplines, departments and the District's Administration.** |
| **Outcome(s) expected (qualitative/quantitative)** | **With the execution of this strategy, we expect to discover the parameters we have to work within and methods we can implement to strengthen our distance education curriculum and hold our distance education students accountable for their success in achieving their student learning outcomes, just as we do with our “traditional” curriculum.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Maintain the appropriate number of effective course offerings to our students.** |
| **Plans/Strategies for implementation** | **We are constantly monitoring our course enrollments to help us determine the appropriate number of courses/course sections/course delivery methods (i.e. day, evening, distance). We will continue with this strategy as circumstances and demand change.** |
| **Outcome(s) expected (qualitative/quantitative)** | **With the help of District administrators and within the parameters provided by them, we anticipate continued success with our course enrollment management.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Strenghthen our accounting tutoring program to make it accessible to all of our students, including our night and distance education students.** |
| **Plans/Strategies for implementation** | **We currently have accounting tutors working limited hours during the day at the College’s Tutoring Center. However, a large majority of our evening and distance education students are not able to take advantage of those resources. Our strategy is to work with District administrators to obtain funding for night tutors so our night and distance education students may have the same resources we provide our day students.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Since we feel this is an extremely important resource that should be available to all of our students to help ensure student success, we are hopeful the District will agree and that funding will be provided.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **As a Department, our primary focus is to provide a learning environment for students of diverse backgrounds and help them achieve the learning outcomes they need for transfer-readiness, career training (both current and future) and lifelong education. We believe in “the whole is greater than the sum of the parts” philosophy. As our Program strengthens and our successes continue, the benefits to Palomar College, as a whole, will rise exponentially and help the College continue to achieve its mission.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **We believe that our Program goals are in direct alignment with the College’s Strategic Plan goals. Constantly monitoring our Program for quality and effectiveness and making improvements, when needed, is our main focus. We are cognizant of the career pathways that are needed in our Program and place the Student Learning Outcomes Cycle (SLOAC) at the center of our Program and Review Planning. By doing so, we believe the results of students continuing to achieve their learning outcomes will have a significant “trickle-down” effect on our Department and the College, as a whole. In addition, we are committed to rebuilding our full-time faculty staffing levels and we are focused on increasing our professional development opportunities to strengthen our knowledge and skills and support innovation in teaching and learning that is required in a constantly changing environment. By achieving all of the above, we will successfully provide effective academic programs to improve student access, progress, learning and achievement of goals.**   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.**   **Based upon our Program Review and Planning, we believe the area of distance learning is one that deserves special attention within our Department and deserves College-wide dialogue. As mentioned previously, we have started a dialogue on the feasibility of having proctored exams for our distance education students. We would welcome the opportunity to discuss this and other issues with our colleagues in other disciplines, departments, and in District Administration (i.e. a committee, task-force, etc.), with an overall objective of strengthening the quality and effectiveness of the College’s distance education curriculum.** |

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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.** |  |  |  |  |  |  |
| **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.** | **QuickBooks Site License** | **#3** | **#1** | **#2** | **Our Department offers a QuickBooks course (ACCT 110) every semester, which is designed to help students use computers in the study of accounting principles with emphasis on planning and analysis. There is student demand for the course, as it is required for an Associate in Science Degree in Accounting, a Certificate of Achievement in Accounting and a Certificate of Proficiency in Accounting. As a result, it is our responsibility to offer a quality curriculum with enough sections of this course to meet the demands of our students. The most recent assessment of this course’s SLO’s resulted in an 83% success rate, thereby confirming that a large majority of our students taking this course are experiencing success. As a result, this success places them in a better position to obtain their degree or certificate.**  **In order to offer this course effectively to our students, it is necessary to have the QuickBooks software installed on the computers in the classrooms and selected computer labs. As a result, we need to purchase an annual 50-user site license for the software. With the necessary software, we will be able to provide our students with valuable and effective technology skills that will provide a pathway to their successful learning outcomes and to the achievement of their educational goals** | **$800** |
| **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.** | **Accounting tutor** | **#4** | **#1** | **#1** | **The Accounting Department offers many rigorous courses that consist of extremely technical material. Many of our students have a difficult time learning this material. As a result, many of these students need and seek additional resources to help them comprehend this material. The College’s Tutoring Center is an invaluable resource where our students can receive this extra help. It is one of several resources provided by the District, which is an integral component that is necessary to achieve student success. However, the Tutoring Center has limited resources and limited hours. While the Spring 2014 semester tutoring schedule has not been finalized as of the writing of this report, it appears we will have only one or two tutors working at the Tutoring Center this semester. This will probably equate to 6-12 hours per week. Furthermore, those hours will be spent during the day. While the Tutoring Center is open from 9-7 on Mondays, 9-5 on Tuesdays-Thursdays and 9-12 on Fridays and Saturdays, we are typically not successful at hiring tutors who can work the “extended” hours on Mondays and Saturdays. Many of our night students and distance education students are not able to come to campus during the day, due to their recurring commitments (i.e. full-time jobs, etc.). As a result, those students do not have access to the same resources available to our day students. As stated in Palomar College’s Strategic Plan, one goal is to “integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals”. By offering tutoring services to our students, we are attempting to reach that goal. However, by effectively not offering this resource to our night students and distance education students, we cannot reach this goal for all of our students (as of the writing of this report, we had a total of 718 students registered in our Program's night and distance education courses for the Spring 2014 semester).**    **As a result, it is imperative to effectively offer the same resources to all of our students. Therefore, we are requesting to hire a temporary/student worker to accommodate the students who cannot take advantage of the resources available during the day. Our plan would be to have the tutor available throughout the semester from 5-7PM, Monday through Thursday ($10 per hour, 8 hours per week, 16 weeks per semester, 2 semesters).** | **$3,200 (includes wages and the other costs associated with hiring a temporary or part-time**  **worker, as estimated by the District's Director of Fiscal Services.** |
| **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**