**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: Computer Science** | **Date 12/04/2014** |
| **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.**  **Walter Pistone, Anthony Smith, Richard Stegman** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Computer Science discipline at Palomar College is to present our students with up-to-date computer science curricula and pedagogy, ensure they have a solid foundation in the core computer science concepts, equip them with problem-solving and decision-making skills, and provide a strong foundation for transfer into a four-year program and lifelong learning in the field of computer science.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The focus of the CSCI discipline is to ensure that students receive a “solid foundation in the core computer science concepts.” Not only will this provide students “transfer readiness” into a four-year institution, but it will also provide a foundation for “career and technical training.” One thing that is certain in the discipline of Computer Science is change. Our mission to “equip students with problem-solving and decision-making skills” will help prepare students for jobs in the field of computer science that do not yet exist in our “interdependent and changing world.”** |

**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.)**   **The Computer Science (CSCI) curriculum was recently redesigned to feature a core of foundation courses followed by a depth concentration in one of six specialist track areas, as well as additional elective courses from a list of more broadly-related courses. Our goal is to present curricula that explore new areas of technology while providing a strong foundation to the classical areas of Computer Science.**  **This year we reviewed the core of foundation courses and have decided to make major changes. Our intent is to strengthen the computer programming skills of students entering the flagship CSCI 210 Data Structures course. We plan to achieve this by focusing on computer programming throughout the core curriculum, requiring two semesters of dedicated computer programming courses before students reach CSCI 210.**   1. **How did you implement and evaluate those curriculum changes?**   **The old core courses CSCI 108 Survey of Computer Science and CSCI 110 Programming for Computer Science, will be deleted, and replaced by new courses, CSCI 112 Programming Fundamentals I and CSCI 114 Programming Fundamentals II. CSCI 112 is a first course in computer programming and introduces the basic fundamentals using the simple structured programming paradigm. CSCI 114 builds upon the fundamentals and extends students towards modern object-oriented design and programming. These curriculum changes will be fully implemented in our instruction by Spring 2015.**  **We hope to find improved student retention and higher student achievement as we evaluate the effect of the new curriculum, since students will focus earlier and longer on the most important skills they need to succeed in Computer Science.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **Scheduling and staffing for the new CSCI 112, 114 core curriculum must be carefully managed. Sufficient full-time and part-time instructors must be prepared and assigned to teach the new courses as we transition from the old CSCI curriculum.**  **Computer Science courses are being taught in both online and lecture formats, with the goal of being able to offer the degree completely online for those who prefer the option. Unfortunately, due to budget cuts, the CSCI discipline has not been allowed to increase the scheduling of classes in high-demand courses.**  **Mobile technologies continue to be a fast-growing area, which pushes the envelope of both hardware and software in our computer labs. We will be looking to expand our offerings in this important area.**  **CSCI has already organized its degree programs into four-semester course sequences to allow students to receive degrees within two years.**   1. **How did you implement and evaluate those class scheduling changes?**   **Enrollments in CSCI classes during Fall 2012 and Spring 2013 have been extremely high, many classes with significant wait lists. CSCI could clearly offer many more sections, if the budget allowed. This trend of increasing enrollments is expected to continue.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We projected the need for one to two additional full-time CSCI faculty within the next 2-3 years, given the expected explosive growth in the field of Computer Science. Also, it is likely that one CSCI full-time faculty member will retire within the next year or so. It is critical to the integrity of the program that the retiring faculty be replaced within one academic year of retirement. Finally, the CSCI discipline needs additional full-time faculty in accordance with the requirements of AB 1725. Our FTES contract/adjunct ratio justifies hiring additional full-time faculty. It is crucial to the fulfillment of the CSCI discipline goals that these positions be filled in a timely manner.**   1. **What is the current status of the plan you articulated?**   **CSCI did not receive a full-time faculty position during the current 2013-14 hiring cycle.** |
| 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>   **Nothing**   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>   **None**   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.**   **No unmet requests were made.** |

**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.**  **CSCI enrollment at census has increased from 746 in 07/08 to 1392 in 12/13, an increase of 87%, despite severe budget cutbacks. Campus-wide enrollment was in decline in 10/11 and 12/13.**  **Census load percentage for CSCI is significantly higher than for the campus as a whole.**  **There is an upward trend in WSCH and FTES for the six-year period while the college as a whole shows a distinct downward trend in WSCH and FTES. In fact, during the six-year time period, the CSCI percentage of the total campus WSCH and FTES has doubled from 0.75% to 1.5%.**  **While campus-wide total FTES has decreased 11%, CSCI total FTES has increased 52%.**  **Passing rates for CSCI Distance Education are rising, from 44% in 07/08 to 79% in 11/12 and 65% in 12/13.**  **Overall, CSCI passing rates are a few percentage points lower than that for the college. This is understandable as CSCI is a very technical discipline.**  **While CSCI retention rates are also a few percentage points lower than the college as a whole, probably for the reason noted above, the data suggests an upward trend. CSCI evening classes show remarkable retention rates and the retention rate for 10/11 shows 100%!**  **While the 08/09 gender breakdown of passing rates show an advantage of men over women by 12 percentage points, over the next five years the pass rate is greater for women than men. However, the six-year data indicates that retention rates for men is greater than that for women.**  **Although the number of degrees and certificates offered by CSCI is small, the trend is also upwards.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes, despite budget cuts as well as cuts in the number of CSCI classes, enrollment remains very strong.**  **CSCI has made serious attempts to offer our entire curriculum during the day, evening, and online. This has helped with our retention rates.**  **We need to reach out and encourage women to continue in the CSCI discipline. Perhaps a stronger involvement and relationship between CSCI and STEM will assist in this effort.**  **The program data provided, along with informal student surveys, very clearly indicate that the vast majority of CSCI students are not interested in obtaining an AS degree in Computer Science. Very clearly, their goal is to take CSCI (and general education) classes for the purpose of transferring into a four-year Computer Science program.** |
| 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.**   **Since Fall 2012, SLO assessments were performed for two-thirds of courses listed in the CSCI discipline. The courses assessed were:**  **CSCI 108, CSCI 110, CSCI 132, CSCI 160, CSCI 210, CSCI 212, CSCI 220, CSCI 222, CSCI 260, CSCI 261,**  **The following CSCI courses will be assessed in the Spring 2014 semester:**  **CSCI 130, CSCI 161, CSCI 172, CSCI 230, CSCI 275**  **The following CSCI courses have not been assessed as they are marked for deactivation:**  **CSCI 170, CSCI 171, CSCI 232, CSCI 240, CSCI 270, CSCI 271**  **Exams, homework assignments, or computer programming assignments are used to assess the success of SLOs.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Most CSCI courses assessed indicated overwhelming success in meeting the learning outcomes: CSCI 110, CSCI 212, CSCI 132, CSCI 261, CSCI 210, CSCI 220, CSCI 222. Most of the core computer science courses are represented within this grouping. We found that SLOs were not successfully met in about 50% of CSCI 108 classes, which is the first required class in the Computer Science discipline. However, this class, along with CSCI 110, is being replaced in the next academic year and we will carefully monitor the success of the new classes. Additionally, we have noted that only a single SLO is attached to many of our courses and we need to assess more key areas in these courses.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **SLO assessment has not yet been conducted at the CSCI discipline level, this is currently in our planning stages.** |
| 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).**   **NA**   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.**   **NA** |
| 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.)**   **Software Engineer Job Description**  **Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. Apply principles and techniques of computer science, engineering, and mathematical analysis.**  **Software Engineer Job Projections**  **Computer software engineers are one of the occupations projected to grow the fastest and add the most new jobs over the 2006-16 decade. Excellent job prospects are expected for applicants with at least bachelor’s degree in computer engineering or computer science and with practical work experience. Computer software engineers must continually strive to acquire new skills in conjunction with the rapid changes that occur in computer technology.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The CSCI discipline shows very strong enrollment trends. Overall, we have been successful in meeting our learning outcomes, particularly in the core computer science courses.**   1. **Weaknesses**   **Some CSCI course learning outcomes are clearly not being met. CSCI also must define and assess learning outcomes for the discipline as a whole.**   1. **Opportunities**   **The CSCI curriculum has been reorganized, focusing on problem solving and programming. New courses, CSCI 112 and CSCI 114, will enter the curriculum in the next academic year.**   1. **Challenges**   **We are constantly striving to stay abreast with the changes in the field and the changing requirements of the four-year programs. We recommend sabbaticals for CSCI faculty every three years to allow the faculty to retrain and upgrade their skills.** |

**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** | **The CSCI program goal for 2013-14 is to improve the computer programming skills and experience of students entering our flagship CSCI 210 Data Structures course.** |
| **Plans/Strategies for implementation** | **We plan to achieve this goal by major updates to our core classes curriculum.**  **The current required core class CSCI 108 Survey of Computer Science course will be replaced by the new CSCI 112 Programming Fundamentals I course, effective Fall 2014. The next class in the required core sequence, CSCI 110 Programming for Computer Science, will then be replaced by the new CSCI 114 Programming Fundamentals II course, effective Spring 2015.**  **All the necessary curriculum change paperwork was completed and submitted early in Fall 2013 to Curriculum Committee and is progressing through the approval process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The expected outcome is improved student retention and higher student achievement throughout the CSCI program.** |
| **GOAL #2** | |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |
| **GOAL #3** | |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our CSCI program goals to improve the computer programming skills and experience of our students align closely with the overall College Mission. We will improve on an engaging teaching and learning environment for all students. The goals support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, and lifelong education, particularly in the ever-changing world of Computer Science.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Our CSCI program goals align well with the College’s 4 Strategic Planning goals. Our curriculum changes are designed exactly to improve on Goal 1, the student connections, pathways, learning and success as they proceed through our CSCI program. By improving our students’ computer programming skills, we improve our education, business and community partnerships, Goal 2. To support and grow the new CSCI curriculum, we will require to recruit, hire and support a diverse faculty, Goal 3. Finally, our updated program requires that existing and future facilities and infrastructure will exist to support student learning in state-of-the-art Computer Science, Goal 4.**   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.**   **None** |

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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.** |  |  |  |  |  |  |
| **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**