**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: Graphic Communications** | **Date 02/10/2014** |
| **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.**  **Gracie Fowler, Mark Bealo, Ken Dodson, Lillian Payn, Wade Rollins** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of Graphic Communications is to support, educate, encourage and provide an active learning environment for students of diverse backgrounds and varying goals, helping them develop industry standard graphic design and readiness skills for college transfer into programs offering advanced degrees.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Mission for Graphic Communications is to provide an engaging and supportive learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage GC 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 promoting the learning outcomes necessary for our students, as individuals and global citizens, to live responsibly, effectively, and creatively in an interdependent and changing world. Our mission is to provide an engaging and supportive learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive 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 promoting the learning outcomes necessary for our students, as individuals and global citizens, to live responsibly, effectively, and creatively in an 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.)**   **Regarding GC curriculum, the goal was to teach students about the evolving field of graphic communications, and make them more aware of the influence of visual communications within society, through historical foundations, layout design discussions, and hands-on projects.**  **We plan to implement adjustments to scheduling based on statistical analysis results and industry recommendations from Advisory Committees. We continue to offer sections to meet the needs of our student population including day classes heavily attended by full time students, as well as online sections for others.**   1. **How did you implement and evaluate those curriculum changes?**   **These goals were implemented through teaching methods of: lecture, video, research, and an extra hands-on project.**  **Course CORs were updated to reflect rapid technology advances, advisory recommendations and industry needs. Evidence that the plan was working became clear as semester data revealed an increase in average enrollment.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **Because of cap or near cap enrollment in our courses, GC was able to add sections based on need.**   1. **How did you implement and evaluate those class scheduling changes?**   **Because GC courses were near cap, or over cap, instructor allowed additional students into classes, increasing the student opportunities. This necessitated additional sections of GC 100, 101 and 102 - all GE courses.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **If we are to add any more sections of the GC courses, we would need to hire another qualified professor to teach GE transfer courses. The teaching load currently is the limiting factor to the number of sections we can offer. Any growth we would see requires us to request a new faculty position. No other professors in the department possess the credentials to teach many of the GC courses.**  **One of the GE instructors has an 80% release-time position on campus, and this has impacted the faculty load. It has brought the need for another qualified GE instructor in the Graphic Communications discipline to the forefront.**   1. **What is the current status of the plan you articulated?**   **Need still exists and is relevant. We will be requesting a new position this 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>   **$19,000**   1. **How were those funds spent?**   **40 Wacom tablets**  **4 Wacom Cintiq tablets**   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>   **Instructional Support Assistant III 100%, 12 months, prioritized by IPC as #11 on the ranking list. See GC Department PRP.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **GC 100 - Visual Communications**  **GC 101 - History of Graphic Communications**  **GC 102 - History of Print and Publishing**  **Allows students to access equipment in a variety of manners and technologies, for instance, the use of tablets is beneficial to students in GC 100 Visual Communications, allowing them exposure to new technologies as they pursue their educational goals in Graphic Communications.**  **GC 115 - Graphics and Multimedia: a Multicultural Perspective**  **This course is a Title 5 Multicultural Requirement-approved course. It is also an AA General Ed Area C, UC and CSU Transfer course, UC IGETC Area 3A, and CSU GE Area C1.**   1. **Number of students affected**   **Based on current department data, approximately:**  **140 in fall 2013**  **178 in spring 2014**   1. **Other**   **Some of the students are in classes online and most access equipment during open labs either in the GC department or occasionally in the library.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **Carried over from 2012-13:**  **We only received 50% funding for the Wacom Tablets as our plan was to provide students with this technology in multiple labs. We are requesting the remaining $10,000 in the current PRP cycle.** |

**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.**  **GC enrollments have fluctuated over the past 6 years with an enrollment low of 98 in Fall 2008 due to an instructor on sabbatical leave and no one else qualified to teach the GC courses, to a current 3 year increase up to 164 in 2012-13. That year, when severe cuts affected the entire campus with a 6.4% drop for the district as a whole, GC enrollments actually increased 5%!**  **GC courses have grown in the past 6 years to a total of 7 sections of General Education courses. With these additions, we are able to provide our students with a comprehensive and well-rounded education in the graphic-arts industry, and provide them with courses that have transfer status if university is in their educational plan.**  **Pass rates for GC day students exceeded the district average over the past 3 years of data. DistED students in GC didn't fair as well as face-to-face classes, but did reflect comparable rates with the overall district data and also surpassed it over the past 3 years by as much as 8.8%.**  **Retention rates for day students were reflective of district rates with some variation, but GC DistEd retention rates exceeded the district for all 6 of the past years by as much as 7.9%.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes, we have added additional sections, an increase from 2 to 6 to better meet the needs of students, including a summer GC General Education course.** |
| 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 SLO activities included an emphasis on historical foundations of Graphic Communications, History of print, and visual communications through additional imagery, and more access to projects, software, and wacom tablets. Students were provided more visual information along with text book and reading assignments in all GC courses.**  **Faculty met, input and updated SLOs, reviewed our assessments, and found that the majority are still valid and do not need to be changed.**   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 have recognized the need to provide additional hands-on projects in GC courses - both for online as well as face-to-face instruction. Students achieve higher test scores when their concepts have been reinforced through visual, kinesthetic exercises. Also, there is a need for more workers and staff in the printing, production and lab areas.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **All of the GC, General Education classes are generally full, usually with a wait list necessitating the addition of more sections.** |
| 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).**   **GC 115 has been in-demand, with wait-lists exceeding available seats. The Multicultural Studies Department has added it to their curriculum to reach a wider audience, and the course is co-listed as MCS 115. The instructors in American Indian Studies, Chicano Studies and Africana Studies have worked together on the content of this course. It has been an excellent vehicle for interdisciplinary collaboration. This is essential as pressures increase to conserve funds as well as form partnerships to utilize resources.**  **Multicultural courses are significant as transfer courses since they are needed for any public higher education institution in California. This course meets the spirit of the Title 5 Multicultural Requirement.**   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.**   **Our Graphics Communications Multimedia and Web Advisory Board also made recommendations to establish a new certificate: Foundations of Graphic Communications. This new certificate gives an overview of the industry, prepares students with the rich historical perspective and context of our industry, as well as facilitates a direction for the students to take regarding their careers. The Advisory Board also agreed that the labor market in San Diego requires generalists, rather than specialists, since we do not have large agencies nor international and national cooperate headquarters, as compared to New York or San Francisco. Therefore, our students must have a strong general knowledge of our industry in order to work at any phase of the life-cycle of a project. Additionally, those wishing to enter management positions need to be able to comprehend what the reports are doing in order to assign and evaluate job performance.** |
| 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.)**   **Multi-Media Artists jobs in San Diego County are projected at 10% growth from 2010-2020. When combined with a growth market of 19% for graphic designers over the same period, the Graphic Communications program is producing skilled workers for the 0614 top codes in steady demand over the next 6 years. By preparing our students for entry-level and skilled postions in both fields, their chances for employment have increased ten to twenty percent.**  **"Initial research indicates that biotechnology, digital media and green technologies all represent relatively new sectors that include occupational opportunities ranging from those that require short-term training to those that demand more advanced education. These newer sectors are often driven by technology that can create rapid change in how they are defined, the kind of workforce they need and the preparation required to enter employment. Moreover, as they include emergent occupations, labor market data produced by federal and state agencies do not always reflect the breadth of jobs in these industries, making it difficult for community colleges to pin down specific labor market needs.**  **Digital media. This sector appears to be the most dynamic and rapidly changing of the three investigated, and therefore the hardest to define. Digital media skills are in demand across a broad range of industries and include the ability to create interactive content forms such as animation, game design and development, interactive design, social media and mobile computing." "Regardless of the position, digital media employers reported a strong desire for those with practical, demonstrable experience." "Reflective of this sector’s more emergent nature, this research revealed that California’s community colleges have launched a broad range of programs that prepare students for either entry-level digital media positions or advancement in current employment. These options include short- and long-term certificates and associate’s degrees under either the Digital Media (0614) or Graphic Art and Design (1030) TOP codes." One final point of interest in this report was the one of the ending questions "If neither California’s community colleges nor its public universities have the appropriate programmatic tools to respond quickly to employers’ changing workforce needs in these sectors, what new structures or arrangements should be explored?" We feel that Palomar College is supporting the GC department to be able to respond quickly to industry and workforce needs.**  **From: http://www.rpgroup.org/sites/default/files/Emerging%20Disciplines%20Brief%20FINAL.pdf**  **Detailed data follows with San Diego estimated current and projected numbers.**  **Occupation Est. - Projected Year Est. Employment Proj. Employment %**  **Multi-Media Artists & Animators 2010 - 2020 1,090 1,200 10.1**  **Graphic Designers 2010 - 2020 3,360 4,000 19.0**  **Art Directors 2010 - 2020 640 700 9.4** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The GC sector of the department provides essential and valuable courses for career and technical students as well as transfer students. The GE courses are articulated with CSU and UC either as IGETC track or CSU transfer.**   1. **Weaknesses**   **Outreach to high schools and students who have transfer in their educational goals.**   1. **Opportunities**   **Students that transfer to a four-year university and earn a Bachelor degree have better access in the job market and earn higher wages. The GC offerings provide one option for these students as well as for two-year students who are earning an A.A. or certificate.**   1. **Challenges**   **Reaching students so they are aware that the Graphic Communication department has GE courses.** |

**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** | **To add additional GC general education course(s) and more sections of existing courses to better serve Palomar students and transfer track students.** |
| **Plans/Strategies for implementation** | **1. Need to hire an additional professor that meets the qualifications necessary to teach the GE courses.**  **2. Request that our department be authorized to add additional sections so that we may offer a more robust schedule at different times of the day and week to better meet the needs of students.** |
| **Outcome(s) expected (qualitative/quantitative)** | **GC will be able to serve more students and help them meet their educational goals, transfer, and enter the workforce with a certificate.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Requesting a new professor: For GC to have any growth in the program, it is necessary to have faculty that have the credentials to meet the rigorous standards of transfer GE. (I.e. IGETC, and CSU) Currently, the GC/GE courses are taught by two full-time faculty, with one being out of department on assigned time as Academic Technology Coordinator.** |
| **Plans/Strategies for implementation** | **If a new faculty is awarded, GC will be able to add classes to better serve our students in GC as well as campus wide.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We will be able to serve more students with the additional professor that we will be requesting.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Establish the Foundations of Graphic Communications Certificate.** |
| **Plans/Strategies for implementation** | **Complete the Foundations of Graphic Communications Certificate application.** |
| **Outcome(s) expected (qualitative/quantitative)** | **1. Graduate students with an AS in Graphic Communications.**  **2. Graduate students with a certificate in Foundations of Graphic Communications.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Acquire technologies that continually allow our students the ability to learn on state of the art equipment so they may keep pace with industry practices.** |
| **Plans/Strategies for implementation** | **Put into use new technologies that allow students first hand and real world experiences.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Produce quality images and projects that meet industry standards.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **General education courses in the GC department not only are valuable to students in GC tracks, but also provide a source of GE courses in humanities in the transfer tracks. The Palomar College mission clearly states that the college encourages students and supports students who are preparing for transfer, general ed, basic skills, and career and technical training.**   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>   **GC faculty strive to provide Excellence in teaching, learning, and service, with Integrity as the foundation for all we do.**  **Unfortunately, access to our programs and services is not always possible because of the repeatability structure now in place. Students that would benefit from additional time are not granted reentrance into a course.**  **Diversity in learning environments, philosophies, cultures, beliefs, and people is highly recognized as essential in a learning environment. For a student to be well-rounded and a global citizen, he/she must be provided with learning opportunities that recognize the importance of diversity in education.**  **Ample opportunities exist to emphasize creativity and innovation in engaging students through various teaching methods based on the learning styles evident in a specific classroom. Students achieve greater enjoyment of learning when they are an active participant in their own learning.**   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 at the present time. The interdisciplinary collaboration, for example, with the Multicultural Studies Department for the GC/MCS 115 course has been a delight and inspiration to everyone involved.** |

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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.** | **40 Wacom Tablets for student computers** | **GC 4**  **GCIP 3** | **1, 3, 4** | **3** | **While we would like students to bring in their own tablets, IS does not want to have to load all the various drivers for each brand and model and thus requests that we install a standardized Wacom tablet for student use. Using tablets is more ergonomic, lessons the risk of repetitive injury like carpel tunnel, and is more natural when working with graphics and multimedia programs. IPC funded the other $10,000 via the PRPs, 50% of our total request last year.** | **10,000** |
| **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.** | **Supplies** | **GC 4**  **GCIP 3** | **3** | **2** | **New equipment has brought about new capabilities and an increase in supplies used during instruction and outputting of student projects, but in categories that can not be paid for with material fees. General GC budget is not enough and is running low at the start of Spring. Needs to be augmented by this request.** | **2,700** |
| **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.** | **Software licenses, maintenance and agreements for technology, and marketing funds for outreach.** | **GC 4**  **GCIP 3** | **3** | **1** | **The GC division must maintain existing software, licenses and maintenance agreements for technology. This is 2nd year maintenance resulting in lower cost from year 1's $11k IPC awarded PRP funds.** | **7,500** |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
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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 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**