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| **Discipline: American Indian Studies** | **Date 02/03/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**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.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**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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| **List everyone who participated in completing this Program Review and Planning Document.**  **Patricia Dixon, Department Chair; Seth San Juan, Faculty; Alan Lechusza Aquallo, Faculty; Deborah Dozier, Faculty; Teresa Quainoo, Academic Department Assistant** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + 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>).   AIS’s WSCH & FTEF is significantly higher that that of the college at 484 versus 447, yet as with the rest of the College we experienced a significant drop. Our drop is partially due to a FTF member’s sabbatical, and our only being allowed to replace three of the five contract classes due to the cutback required by Administration. In addition our commitment to provide indigenous native language classes serves a constant request from the tribal communities but these classes rarely draw more than 20 students per class. The Chair strategically balances the Department’s highly enrolled classes not only with the language classes but unique course offerings in the elective courses of the AIS certificate.  There was a decrease of 1.4 per cent in our retention rate and a decrease of .9 per cent in our course success. Our retention rates fell 1.1 per cent under that of the college with the significant loss of students in Distance Education; however, our Pass Rates overall exceeded that of the college by 1.7 percent. Interesting demographics in retention of students by gender and age has the college slightly better than AIS, but AIS overall Pass Rates exceed that of the college, particularly with females and all age groups, with the exception of those in the 25-49 category. Retention and Pass Rates for Native Americans (ethnicity) exceeds the college’s overall rates. Retention: AIS – 92.4 per cent , COLLEGE – 89 per cent; Pass: AIS – 81.5 per cent, COLLEGE – 71.3 per cent. In the Overall category of retention the pattern picks up again with the college doing slightly better by 1.1 per cent and AIS maintaining a 1. 7 higher pass rate.  So what does this all mean? Despite our Retention and Pass rates remaining relatively stable, AIS needs to devise a method or means to retain more of its students.  Four AIS certificates were awarded in 2013-2014. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   Two of the Core courses, AIS 100 and AIS 101 each had an SLO assessed. AIS 100 assessed the ability to analyze information and demonstrate knowledge of an American Indian culture in case study format. The goal was for 70 per cent of the students to submit an acceptable case study. A successful group effort of five instructors reported 80-90 per cent of the students achieved this task.  AIS 101 had three instructors evaluate and interpret through the use of primary and secondary sources the American Indian role in the formation and history of the United States. The assessment tool created for this SLO was in the format of a pre/post test. Test results evidenced a 79 per cent achievement of knowledge compared to the initial average result of 42 per cent. Faculty involved were not satisfied. Although students surpassed the 70 per cent threshold considered successful, the tool employed to ascertain a student’s ability to use primary and secondary sources was found to be ineffective.  The following AIS classes are electives within the certificate: AIS 145, AIS 150, AIS 110, AIS 107A and AIS 166A. All exceeded their goals.  AIS 145 students needed to recognize and analyze discrepancies between Native and non-Native writers when writing about Native Americans through discussion prompts, quizzes and research essays. The desired goal was 70 per cent. The achieved goal 80 per cent.  AIS 150 students needed to write their own myth incorporating basic concepts and beliefs from tribal mythologies reflecting cultural norms and values that could also be found in the dominant belief system(s) of the United States. The desired goal was 70 per cent. The achieved goal was 89 per cent.  AIS 110 students assessed the SLO titled Historical Point of View where students will demonstrate the ability to scrutinize ethnographic and historical data collecting methods and recognize the inherent bias based on personal, cultural and political differences. Desired goal was for students to include multidisciplinary points of view, in their sources and in the written analysis. A success rate of 91 per cent was achieved.  AIS 107A and 166A, the first semesters of beginning Luiseno and Cahuilla, respectively shared an SLO to understand the relationships of their languages to other Uto-Aztecan languages and to indigenous languages in other languages. A combination of quizzes with oral and written assignments met and exceeded the 70 per cent goal.  AIS 170 Students examined the principles of sovereignty in California as practiced by tribal, state and federal governments. The 86 per cent average exceeded the desired goal of 70 per cent.  The instructor for the AIS 107A and 166A, Luiseno and Cahuilla language classes has determined there is a need for more diversified SLOs and has already created new ones for these classes to reflect the actual learning, writing, speaking, reading and cultural comprehension of the languages.  The AIS 170 class was team- taught. The majority of the students were tribal members from different reservations and they left the class eager to apply their newly gained knowledge of tripartite government.  Faculty involved, in the review of the AIS 101 assessment were not satisfied even though students surpassed the 70 per cent threshold. Students did utilize primary and secondary sources but the pre/post test assessment tool did not clearly ascertain student ability to use primary and secondary sources. The assessment process will be changed.  For spring 2015 the following courses will be assessed: AIS 102, AIS 107B, AIS 166B, AIS 115, AIS 120, AIS 135 and AIS 165. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (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). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   The most critical impact on AIS has been made by SB 1440 and the Chancellor’s Office determining that a TMC template needs to be created to standardize the diverse disciplines of American Indian Studies, Women Studies, Chicano Studies, Ethnic Studies and others into a single transfer degree (The Intersegmental Curriculum Workgroup (ICW), which consists of faculty and system representatives from both CCC and CSU, adopted the following working definition of an Area of Emphasis TMC on January 30, 2014:   An area of emphasis is an interdisciplinary TMC that is developed to serve multiple majors at the CSU. Such a TMC may not have a clear department of origin at the CCC and would be designed to prepare the student for an array of majors at the CSU.)  AIS is impacted by this and it requires us to reevaluate pursuit of an AA in American Indian Studies. Preliminary conversations have started with California State University San Marcos (CSUSM) which is in the process of building a major in American Indian Studies.  Additionally, the student and community survey, on American Indian Studies, completed in Spring of 2013 have been more thoroughly reviewed and the results of the study verify the importance of AIS courses but also indicate emerging areas of growth. A proposal for changes to our certificate will be created this spring of 2015.   1. **Given this updated 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.**   If the TMC proposed for such diverse disciplines as Women Studies, Chicano Studies, Ethnic Studies etc. as a single transfer degree is implemented the Department will need to revise and update its curriculum as well as engage in dialogue with the other affected disciplines/departments.  The AIS certificate continues to meet the needs of students who choose the certificate. The Department believes it will benefit both the students and us to a) offer to guide certificate student in choosing electives, and 2) extend invitations to specialized forums, workshops in American Indian Studies.    We noted that some of our certificate students also earned certificates from either anthropology or archaeology. Consequently we engaged in dialogue with our anthropology colleagues to consider how we could help each other. Anthropology is proposing an Archaeology Monitoring Certificate that would be in association with the American Indian Studies Department and the nine tribes in our school district. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is 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.)**   N/A |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   GOAL #1 This goal was met; a full time ADA was hired. The Department has successfully addressed the priorities of essential training for our ADA; greater access to the Department for students, the tribal community, and adjunct faculty; and improvement in meeting critical deadlines. The benefit has been greater visibility and enhanced accountability to the peoples we serve.  Our ADA, Teresa Quainoo, brought additional assets to us with her skills and adeptness in facilitating our department webpage and her expansive knowledge of Palomar College forms, PeopleSoft, and other computer applications.  NEW GOAL This spring 2015 the department chair will take the ADA to visit the reservation communities we serve to help increase our outreach and recruitment efforts for students on the various reservations and to strengthen the forty-year plus relationship we have with the Palomar Pauma Education Satellite Center. It is our belief this experience will help her to serve our outreach efforts, and the Indian students who come to campus, more effectively.  GOAL #2 We discovered that, in addition to Fresno City College, San Jacinto Community College also offers an AIS AA Degree. The pursuit of the AA is still viable. There are significant employment opportunities in our school district with public and private employers engaged in tribal businesses as well as on the tribal reservations. Tribal governments seek employees with marketable skills in business, tourism, and economic development and would value a potential employee who would also have some insight and knowledge of the tribal histories, cultures, and the laws of their respective reservations.  In the fall of 2014 we became aware of SB 1440 Transfer Model Curriculum (TMC) and the Chancellor’s desire to create a single template for an AA in what is mistakenly perceived as ‘homeless’ programs - Women’s Studies, Chicano Studies, American Indian Studies, and others.  MODIFIED GOAL #2: A statewide study group, this spring of 2015, is tasked with creating the template, the proposed development of an area of emphasis as an interdisciplinary TMC. Several of our faculty volunteered to sit on this committee when it is activated. Whether or not we are appointed to the committee we shall track its progress. AIS/AMS does not support or desire this ‘one size fits all’ approach of an interdisciplinary TMC. Our department shall initiate the process to add American Indian Studies to the Master List for disciplines.  GOAL #3 Our preliminary review of the core classes in the AIS certificate are, for the greater part, still relevant within the context of providing depth, breadth, and universality in the discipline. Successful development of the third year of the Cahuilla language has been approved by the curriculum committee and is moving forward. Outlines for several additional courses in the area of film and food sovereignty are done.  The Department requested and received monetary funds to supplement the video collection for both AIS and AMS. Faculty met and selected media that provided an awareness of the diversity of Americans culturally, economically, and politically.  CONTINUING GOAL #3: Electives within the certificate that complete the core classes are classified as minor fields of study, and there is a need to update these fields to make the degree more viable for both the students and organizations that work and support the tribes and their enterprises. It is anticipated that an ethno- botany class will be submitted in fall 2015 as well.  One member of our Department requested and received resources to purchase a PC laptop to enhance, document, and facilitate her classwork and research.  GOAL #4 (additional goal) A FTF member became a member of the Service Learning committee and the knowledge gained will help us to select strategically core courses for Service Learning at our Department meetings.  Dean Jack Kahn participated with the Department in a tour of the Indian reservations planned by the Palomar Pauma Education Satellite Center. Dean Kahn experienced the remoteness and differences of some of the tribal communities and their need. Tribal government officials met and tribal members involved in education expressed their desire to maintain and strengthen a relationship with Palomar. Naida Garcia, the coordinator at the Pauma Center, is significant in identifying students for our Ballew scholarship and assisting faculty in meeting the students at the different reservation sites.  CONTINUING GOAL: The Palomar Pauma Education Satellite Center will work with us this spring to develop short and long term goals utilizing the 2013 survey and the information acquired while visiting the reservations this past Fall 2014.  Several of the FTF members sit on boards or advisory committees that facilitate the Department’s ability to complement and be a conduit between the Center, Palomar, CSUSM, and tribal organizations; some examples are – presidential appointment to the Native American Advisory Council for CSUSM, board member for the California Indian Culture and Sovereignty at CSUSM, the Palomar representative for the Tribal Education Centers Council, active member of the San Diego Ethnic Studies Consortium, and advisory board member of the Inter-Tribal Youth organization.  The Native American Student Alliance (NASA) student club co-sponsored the fall 2014 California Indian Day with Seth San Juan. They created a panel of former American Indian students who attended Palomar and took classes in AIS, received the AIS certificate, earned a general studies AA or transferred to a four -year school. One of the more interesting stories came from Dr. Daniel Calac who earned his M.D. from Harvard and is now the Chief Medical Officer at the Indian Health Council, Inc. He told a standing room only body of students and staff that Palomar and its commitment to quality education and emphasis on community involvement with AIS helped him to achieve his dream of being a doctor.  The students, on a separate occasion, with the Department’s help and that of the Pauma Center, brought juniors and seniors from the local high schools to campus for an in-depth tour, and presentation from recently transferred American Indian students on the value of a community college degree. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. 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. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** |  |  |  |  |  |  |
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**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b2.** |  |  |  |  |  |  |
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**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests 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 six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**