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| **Discipline: Philosophy** | **Date 01/15/2015** |
| **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.**  **R. Dillon Emerick, D. Michael Lockett, and Lee Kerckhove** |

**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>).   As stated in last year's PRP, we accomplished our goals of developing an AA-T degree in Philosophy and making eligibility for English 100 a recommendation for many of our Philosophy courses. As with the campus as a whole, we are experiencing declining enrollments. However, enrollments in Philosophy are especially impacted due to changes in our program designed to align our program with the TMC for the AA-T degree in Philosophy. This problem will be discussed below, but first, the numbers.  Enrollment at Census and census load: The enrollment at Census indicates a drop from previous years, from a high of 1,451 in 2010-11, 1,372 in 2012-13 to 1,247 in 2013-14. The Census load in Philosophy of 2013-14 was 87.2%, lower than the previous 5 years, where the Census load was 91.4-100%+. However, this lower load mirrored College-wide trends suggesting a general “over-adding” of courses (College-wide Census load was 85.3% in AY13-14).  Because Philosophy offers writing-intensive courses, Philosophy classes, by contract, are capped at a lower number than most courses on campus. Philosophy 200 (IGETC-Critical thinking/writing) is limited to 25 students per class; all other Philosophy classes are limited to 38 students. This affects the WSCH generated per full-time equivalent faculty member (relative to other disciplines who do not have this student cap). The WSCH/FTEF ratio dropped from a high of 525 in AY 09-10 to a recent low of 432.  Five-year fluctuations in the full time FTEF (range is 1.4-4.8) reflect retirement of full time faculty, sabbatical leaves and re-assigned time (Michael Lockett became the Behavioral Sciences department chair with 80% release time in Spring 2013).  Part time FTEF and percent of total FTEF taught by PT faculty: Despite the lowered enrollment at census during AY13-14, part-time FTEF remains high at 6.8, and 75.56% of courses are taught by PT faculty (compared to 66.41% College-wide). This high % reflects the retirement (and non-replacement) of FT faculty (Don Piche and Zack Seech) and current faculty release time. Having more than 75% of classes taught by part-time faculty demonstrates the need for FT Philosophy faculty replacement, which will be done by AY15-16.  Projection:  Although College-wide data for Fall ‘14 and Spring ’15 are not yet readily available, based on fill rates and enrollment at Census for Fall ’14 and Spring ’15, there was a large, precipitous drop in Philosophy enrollment that cannot be accounted for by general College-wide student enrollment trends. For Fall ’14, four classes had to be cut for low enrollment and 15 courses were under-enrolled with less than 20 students at census. For Spring ’15, eight course were cut due to low enrollment and another 12 courses were under-enrolled with less than 20 students.  Because the only major change to Philosophy has been curricular, the drop in Philosophy enrollment is most likely due to the request for the alignment of the program with the TMC for the AA-T degree in Philosophy. This alignment required a major revision of course offerings, and included re-numbering of Philosophy courses. To align the philosophy curriculum with the TMC we had to eliminate or slowly phase out two of our most popular course offerings, PHIL 100 and PHIL 101. We had to create new courses offering that were unfamiliar to counselors and students, (PHIL 121, PHIL 122 and PHIL 201) and renumber all of our courses. Despite the program and course revisions going through a lengthy Curriculum approval process, the course re-numbering and program revision was NOT incorporated and/or accounted for, at an Administrative-level, College-wide. While with program changes one might expect some confusion, the situation in philosophy was exacerbated by a series of unfortunate but entirely preventable events. These events include but are not limited to:  • During Fall ’14 on the Palomar College Website, the previous year (AY 13-14) rather than the current (AY 14-15) Palomar College Catalogue was listed. Thus, almost all the information regarding philosophy courses in the posted Catalogue was erroneous. Apart from PHIL 101, none of the course numbers listed in the posted Catalogue were courses available to the students to take.  • On the Palomar College Website the list of Philosophy Courses that fulfilled the IGETC transfer requirements was erroneous and incomplete.  • On the Palomar Website the list of Philosophy Courses that fulfilled the CSU transfer requirements was erroneous and incomplete  • In the Current Palomar Catalogue and in the Counseling Palomar Advising Guide and Course List, the CSU General Information List, and the IGETC List all improperly list Philosophy 100. There is no longer a PHIL 100 course for AY 14-15.  • On the Palomar College Transfer Center Website the CSU General Education Advising Guide and Course List and IGETC Advising Guide and Course List still improperly list PHIL 100.  • On the Palomar College Transfer Center Website the page on Minimum Requirements for Transfer to the CSU System still lists PHIL 115 as meeting the critical thinking requirement. As of AY 14-15 PHIL 115 no longer exists and has become PHIL 200.  • On the Palomar College Transfer Center Website the page on Minimum Requirements for Transfer to the UC System still lists PHIL 115 as a required course. As of AY 14-15 PHIL 115 no longer exists and has become PHIL 200.  • Due to the dissemination of erroneous information during Fall 2014 and Spring 2015, some counselors advised students to take Philosophy courses that no longer existed.  All of the problems listed above were identified by philosophy faculty. Even though philosophy contacted Counseling before the start of the Fall 2014 semester and met with the Counseling Chair at the Start of the Spring 2015 semester, all the Transfer web information as well as the Transfer information forms used by counseling remain inaccurate.  Finally, unbeknownst to Philosophy, computer prerequisite enforcement for Philosophy 200 was implemented automatically during Fall ‘14. This automatic prerequisite enforcement currently lacks guidance for students who may have the prerequisite, but whose prerequisites are not yet entered into the system—it simply bars these students from enrolling in the course with no explanation (or additional information) provided.  Furthermore attempts to mitigate the philosophy enrollment problem were thwarted by a lack of administrative support and resources. Dean Kahn recommended that we do targeted emailing to students that could meet transfer requirements by taking a philosophy course. While we were able to send out one general email, we were not able to send more targeted information to students because the unavailability of a Palomar College programmer to create the distribution lists for this purpose.  In order to rectify the enrollment situation and restore the vitality of the philosophy program we will need the following administrative support and resources:  • Swift and decisive action by the Administration to remove all erroneous transfer information regarding philosophy from Palomar web pages  • Swift and decisive action by the Administration to remove all erroneous transfer forms and to replace them with forms that have accurate information about philosophy courses.  • Swift and decisive action by the Administration to implement a prerequisite verification system that does not erroneously exclude eligible students  • Administrative action to designate a programmer to generate targeted distribution lists so we will be able to send information regarding philosophy that meets the needs of individual students  • Assurances that the new AY 15-16 College Catalogue will contain accurate information about philosophy courses and that the electronic version will be posted in a timely manner to facilitate student registration for AT 15-16  • An active effort by counseling to accurately inform students about the various transfer requirements met by philosophy courses  • An active effort by Counseling to promote philosophy courses by informing students of the benefits of taking philosophy courses  • Administrative support and funds to print and distribute pamphlets and flyers promoting and advertising the philosophy program  • Administrative support and funds to print a large advertisement in the Fall 2015, Summer 2015, and Spring 2016 Class Schedules promoting and advertising the philosophy program  • Administrative support to put a link on the Palomar College main page that direct students to a web page on courses in philosophy  • Philosophy will place a link in the Palomar Course Schedule directing students to a web page containing information about philosophy courses. Philosophy will also designate an advisor to answer questions about the philosophy program and put this person’s name in the Palomar Class Schedule.  Philosophy faculty had spent hundreds of hours, without compensation or release time, attempting to rectify the harm done to our discipline. We need help others on campus if we are to revive our once flourishing discipline of philosophy. |

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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/>   SLOs have been developed, implemented, and assessed in each course offered in Philosophy since SLOs have been a mandated meta-assessment tool. We originally articulated a 3-year assessment cycle. However, we were subsequently tasked with creating a new AA-T degree, which required a massive curriculum re-shuffling with new philosophy courses being developed and some old courses being phased out. Because of this new curriculum, we re-set the clock on that assessment cycle.  Our new courses are now in place, and we plan to begin to develop assessments for each new course that is currently offered (PHIL 111, PHIL 116, PHIL 121, and PHIL 122) this Spring. As always, and when possible, our primary focus is assessment through student writing. We continue to look for ways to make these assessments yield something of value.  We had hoped to also assess our new program at the end of AY 14-15. However, despite our curriculum re-shuffling and rush to complete the work needed to get our program through the curriculum cycle to launch it in Fall 2014, we are told that the program is not yet in place. Thus, there is no Program SLO work to be done this year. Nevertheless, we are working on developing Program assessments this Spring.  Our general concerns about the validity of SLO assessments remain. Some of those concerns are adumbrated in our 2013-2014 PRP report. |

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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.**   We have met all the requirements, and are waiting for state approval of the AA-T degree.   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.**   Students will soon be able to earn an AA-T degree in Philosophy. |

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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.)** |

**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.**   We made significant progress in many of last year's goals.  Goal 1: To promote excellence in teaching philosophy and in student learning  Progress, impact on resources allocated and utilized: Funding was allocated to attend national conferences. During Fall ’14, Dr. Lee Kerckhove attended a conference at Ohlone College on Scientific Realism and Pseudo-Science presented by the Skeptic's Guide to the Universe, which is a group organized for the purposes of promoting science education and scientific literacy. His interest in this conference relates to his efforts to help students think more critically about pseudo-science and claims of the paranormal. From this conference he took away information, examples, and teaching techniques that he will incorporate into his Introduction to Philosophy classes and Critical Thinking classes. Of specific interest, was a presentation on errors in memory and perception that can be effectively integrated into class discussions on skepticism and other issues in the theory of knowledge. Dr. Dillon Emerick and Dr. Michael Lockett plan to attend Western Division Meeting of the American Philosophical Association. There they will attend sessions on the teaching of philosophy, critical thinking as well as sessions in their respective fields of interest.  Plan: Continue to attend national conferences, take part in Professional development activities, and test classroom and online strategies to enhance student learning of philosophy.  Goal 2: To implement the new AA-T degree in Philosophy  Progress, impact on resources allocated and utilized: Goal almost met. We worked statewide and through the Palomar College curriculum process to implement the new AA-T degree to be aligned with the Transfer Model Curriculum (TMC) for Philosophy. This included a revision of the Philosophy course offerings, developing and offering new courses to be consistent with the Course Identification Numbering System (C-ID), and developing a plan to phase out older course offerings. We are currently waiting for the final approval from the state for the AA-T degree.  However, the transition to the new transfer degree has proceeded abysmally. As discussed in Step 1, the new courses for the AA-T degree in Philosophy resulted a precipitous drop in student enrollment in Philosophy courses during Fall ‘14 and Spring ‘15, mainly due to poor administrative planning, oversight and implementation (e.g. wrong information posted on the College main registration webpage), misinformation provided by Counseling, and other issues.  Plan: A new goal to recoup enrollment loss has been added. (See Goal #5)  Goal 3: To maintain a schedule that will allow students to meet all their degree requirements  Progress, impact on resources allocated and utilized: We would like to continue in our previous goal to develop a 2-year scheduling cycle so that students with diverse scheduling needs (e.g. online, evening, etc.) can have the opportunity to complete their AA-T in any given two year period. However, because of course cuts due to enrollment issues, we will be needing to build enrollment first to restore classes that were cut during AY-14-15.  Plan: A new goal to recoup enrollment loss has been added. (See Goal #5) Once enrollment has stabilized, we will work on developing a 2-year scheduling cycle for our diverse student population.  Goal 4: To hire additional full-time faculty  Progress, impact on resources allocated and utilized: Paperwork was submitted to request a full time faculty position, and a position was granted. During Fall 2014, the selection committee was formed, and job-related application screening and interview materials were developed.  Plan: During Spring 2015, the selection committee will select and hire the most qualified candidate who will support the learning and working environment of Palomar College. The selection committee will review all applications, participate in all interviews, and some members may conduct reference checks on finalists and participate in second level interviews.  PART C – NEW GOALS FOR THE PROGRAM  Goal 5: To mitigate the impact of enrollment issues that arose due to the new AA-T in Philosophy  Progress: During Fall 2014 philosophers identified numerous errors on College websites and forms regarding the new philosophy curriculum. (These errors are noted in section 1 A above.) At our request, the old College Catalogue with the erroneous philosophy course information was replaced with the current AY 14-15 Catalogue that only has erroneous information regarding the existence of PHIL 100. At our request errors pertaining to philosophy and transfer requirements on the Palomar main website were identified and corrected. In Fall 2014, Counseling was contacted to inform them of the changes to the philosophy curriculum. They said they were aware of the changes. However, when multiple students reported getting misinformation from Counseling about philosophy courses, a meeting with our Department Chair, our Dean, and the Chair of counseling was held before the start of the Spring 2015 semester. The Counseling Chair was informed of the difficulties related to enrollments in Philosophy.  Information provided on the Palomar College Counseling and Transfer websites was reviewed, and all errors were requested to be corrected. At this time Counseling and Transfer still have multiple websites with erroneous information and is still handing out transfer forms to students with erroneous philosophy information. A request to speak at the Counseling Department meeting to inform ALL counselors about the problems and provide guidance and correct information was limited to 10 minutes at a Spring 2015 department meeting.  A promising plan to do targeted emailing to potential philosophy students came to an abrupt end in AY 14-14 when we were denied access to a College programmer needed to create the distribution lists.  Intermittent gifs with links to information on philosophy courses were placed on the Palomar website with no noticeable impact on enrollment.  During AT 14-14 we created flyers promoting our new curriculum and these were handed out to students in philosophy classes and copies were given to Counseling.  We are coordinating with other disciplines in the Behavioral Sciences to promote philosophy courses in their courses related to philosophy.  On the positive side, a suggestion by Dean Kahn to contact students on the ENG 202/203 wait lists and invite them to take PHIL 200 (which fulfills the same transfer goal) was apparently successful in getting additional students to enroll in PHIL 200 courses.  Plan:  For AY-15-16 and into the future, in order to rectify the enrollment situation and restore the vitality of the philosophy program we will need the administrative support and resources that were detailed in section 1 A of this document.  Additionally, we will continue to maintain and update our Philosophy website to disseminate accurate course information for students, faculty and counselors.  We will continue to review for errors Palomar College web pages, College catalogs, Counseling and Transfer forms, etc., and request that any errors be corrected promptly.  We will follow up with Counseling and Transfer, to ensure accurate information is disseminated to students during the advising and registration process.  We will continue to request College programming assistance for targeted emails. We will continue to target waitlisted students for English 202/203, and identify other student populations if possible.  We will designate a philosophy faculty advisor and list their email and contact information on the Philosophy website and the class schedule, so that students may be appropriately advised about program changes, and any advisement or other errors can be collected and corrected.  We will revise the wording in the AY-15/16+ College Schedule of Classes for Philosophy to accurately advise and inform student about Philosophy course changes, direct students to the philosophy website, provide information about the philosophy faculty advisor, and note additional prerequisite information.  We will follow up with the College on the prerequisite blocking during enrollment for Philosophy 200 and advocate for a College-wide prerequisite system to ensure students are provided information when they are blocked from enrolling in courses during the registration process. |

**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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** | **Printing for pamplets and flyers to promote philsophy courses** | **4000010** | **Goal 1** | **2.2** | **To mitigate the impact of enrollment issues that arose due to the new AA-T in Philosophy. Please see the narrative under new discipline goal five.** | **$500.00** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

**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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Travel to the Western Division American Philosophical Assocuaition meeting in Spring 2015** | **500010** | **Goal 1. To promote excellence in teaching by stay current in our field** | **3.3 and 3.4** | **A core value of Palomar College is "excellence in teaching, learning, and service." Staying current in our respective areas of specialization is essential to our being excellent instructors. Going to conferences such as the Western Division of the Philosophical Assocation helps us tremendously in our efforts to keep up in our field. The amount of funding requested here is the total cost for three full-time faculty members to attend the conference in Spring 2016. The cost includes flights, hotels, food, and registration fees. Our attendance at these conferences is in line with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).** | **$4000.00 -- This covers the cost of three full-time faculty attending the conference. We are estimating the cost of airfare to be about $500 each. The cost of the hotel is $290 per night. Added to this is registration cost, meals, public transportation.** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**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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| **1.** | **Printing for pamplets and flyers to promote philsophy courses** | **400010** | **Goal 1** | **2.2** | **To mitigate the impact of enrollment issues that arose due to the new AA-T in Philosophy. Please see the narrative under new discipline goal five.** | **$500.00** |
| **2.** | **Travel to the Western Division American Philosophical Assocuaition meeting in Spring 2015** | **500010** | **Goal 1. To promote excellence in teaching by stay current in our field** | **3.3 and 3.4** | **A core value of Palomar College is "excellence in teaching, learning, and service." Staying current in our respective areas of specialization is essential to our being excellent instructors. Going to conferences such as the Western Division of the Philosophical Assocation helps us tremendously in our efforts to keep up in our field. The amount of funding requested here is the total cost for three full-time faculty members to attend the conference in Spring 2016. The cost includes flights, hotels, food, and registration fees. Our attendance at these conferences is in line with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).** | **$4000.00 -- This covers the cost of three full-time faculty attending the conference. We are estimating the cost of airfare to be about $500 each. The cost of the hotel is $290 per night. Added to this is registration cost, meals, public transportation.** |
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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**