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| **WOMEN’S STUDIES** | **Date 2014-15** |
| **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.**  **Devon Smith, Ph.D.**  **Susan Miller, Ph.D.** |

**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>).   In our second year of existence, the Women's Studies Program has had major successes in articulating the goals of the program, putting on student events, doing outreach to raise our profile on campus, and creating a student-run Gender and Women's Studies club.  Last year we were unable to analyze any quantitative data but now that we have become institutionalized with our own PRP, we are able to report more comprehensively on the progress of the program. It must be noted, however, that the following analysis is still not complete. We have been working hard on incorporating all of the courses in the Women's Studies program into our SLOAC database but have not been successful in receiving permision to gather data from English. History gave us permission to collect data; however, their Women's Studies course is not offered again until Spring 2015. We have recently received some encouraging news from these departments and believe that next year we will have a complete set of data to analyze. So please read this analysis with some caution as it is not a complete dataset.  1. Enrollment Analysis. Our data show that over the past six years, the Women's Studies program has been very successful in terms of enrollment, WSCH, FTES and other quantitative measures of success. However, college-wide we have seen a decrease in enrollment. For example, in Behavioral Sciences overall enrollment (at census) has decreased about 12%. Enrollment generally decreases as the economy improves and people are able to find work and thus do not opt to attend school. That is currently the case in California and therefore our enrollment decreased from 2013-14. Enrollment at census for 1013-14 was 75.2% and and WSCH was 4,415. Our WSCH/FTE ratio decreased from 562 to 434. This indicates to us that we need to analyze our scheduling and course offerings to pinpoint ways in which we can improve these enrollement numbers. From 2008 to 2013, our numbers were extremely strong with census loads at or above 100%. Therefore, we believe that there are structural forces impacting enrollment that are beyond our control. It is also worth noting, that 2014 has seen unprecendented student involvment in the Gender and Women's Studies student club. We are very optimistic that this indicates growing student interest in Women and Gender Studies and that eventually this will also translate to increased enrollment.  2. Success and Retention Rates. We are pleased to report that we have very strong retention rates for all the classes for which we have data. Our retention rates over the last 5 years have consistently been over 90%. Students who take courses in the Women's Studies program tend to stay. Success rates are lower (averaging around 65%) and we believe that we need to re-assess our methods of instruction and assignment of grades. Professor Smith is in the process of analyzing and reworking the requirements of both SOC 115 and SOC 135 to better meet the diversity of student prepardness and learning ability. We believe that we can restructure these classes so that those transferring to UCSD will have the skills for upper division work in Gender or Women's Studies but that those who are graduating with an AA can also successfully complete these courses. For example, students who leave midway through a course, but who do not drop the class, will receive an F. This helps retention but hurts success and may not adequately reflect the reality of the classroom situation. We need to clarify the FW process so that our success rate numbers are more realistic.  3. Degress and Certificates: Although it has been a slow start, we have noticed an marked increase in interest in majoring in Women's Studies. We attribute this, in part, to our outreach efforts with Counseling and advertisements and to the increased participation in the student club on campus. Attendance at our Women's History Month events has been "standing room only" and we plan to use those events to further educate and inspire students to study in this area. Last year we are proud to say that 2 students graduated with an AA degree in Women's Studies and we expect that number to increase. |

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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/>   Reviewing the data as a whole we are pleased that that a majority of students demonstrate proficiency in the core concepts for our program SLO's. For the first program SLO (Theoretical Perspectives on Gender) we were pleased to find that 89% of students in Introduction to Women's Studies demonstrated proficiency in understanding major theoretical concepts and were able to demonstrate understanding through written essays in Soc 115, the core Intro to Women's Studies course.  For the second program SLO (Cross Cultural Diversity) we were similarly pleased to find that 96% of students in Introduction to Women’s Studies were able to write critically and demonstrate understanding of this SLO. We are please to note that this year we were able to collect more SLO data from other disciplines in the program. For example, in Psychology, for the first program SLO on Feminist Theory, 75.94% of students demonstrated proficiency in this subject matter and for the second SLO on Gender Development, 76.5% of students demonstrated proficiency.  There will be new SLO assessments of the program done this Spring 15 and those results will be reflected in next year's PRP. We will be updating our SLOAC data and monitoring our timelines each semester. In Spring 15 we will add data from Communications, and AIS.  A true assessment of student proficiency on these measures will of course require a broader assessment that includes English. As noted in last year's PRP, institutional support will enable the program to encourage SLO assessment in all affiliated Women’s Studies classes. We believe that a coordinated effort across disciplines will help us to make Women’s Studies a strong and vibrant program at Palomar. |

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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.**   Last year we set goals to strengthen alliances with campus groups such as LBGTQ and to deepen our connection with Service Learning as well as do outreach to students about our courses and program. We believe that we have effectively accomplished these goals. As noted earlier, we are awarding more degrees, we have a vibrant student-run Gender and Women's Studies club, we collaborate now with LBGTQ on events and other campus activities. We will continue our efforts in all of these areas. We spend an enourmous amount of time planning our Women's History month events and are grateful for the institutional support from Dean Kahn in helping us with this yearly event. In 2015 we are planning a series of events around Women and Health and students will be involved in the planning and execution of these events.  What we need more than anything to help us realize the potential and the growth of our Women's Studies program is a 20% (one course) release time for our Director, Dr. Smith. It requires a great deal of time to put together all the elements of the Women's Studies program. This includes careful enrollment planning, collection and analysis across disciplines of SLO data, coordination across disciplinhes of event planning, chairing the faculty women's studies group, and advising the student Gender andWomen's Studies club. Additonally, Dr. Smith oversees all of the events related to not only Women's History Month but other events (such as film screenings and speaker presentations) throughout the year. She also devotes a great deal of time to outreach, consulting with counseling, developing advertisements (flyers, stickers and assorted media) to get the word out about our program. 20% release time would allow Dr. Smith to really focus time on building this program.   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.**   As previously noted, the Women's Studies program at Palomar is growing. Despite some setbacks in enrollement, we feel that the program is becoming more visible and we believe that if we analyze our enrollment trends carefully we can make adjustments to improve our retention, success and overall enrollment numbers. For example, we plan to offer the Gender Studies 135 course once a year instead of every semester. We will also carefully analyze the times and days that classes are offered to make sure they are in "prime time" slots. We will continue to advertise and do outreach across campus. We will also work diligently on collecting our SLO data and updating assessments as necessary.  We are pleased that more students than ever seem to be aware of and are participating in Women 's Studies sponsored events. A review of the meeting minutes for the Gender and Women's Studies club show that attendance is twice what it was in last year's club. Similiarly, for the last two years, Women's History events have been "standing room only". Just last month (November 2014), the students screened a film, "Killing Us Softly," on campus and attendance was strong, with over 100 students attending. Clearly there is a thirst for these kinds of events. We look forward to planning more and working with students on events such as this in the future. |

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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.)**   NA |

**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.**   The three goals we outlined in our 2013-2014 PRP were: GOAL 1) Request a 20% release time for the Director of the Women’s Studies program (currently Devon Smith). GOAL 2) Raise campus awareness of the Women’s Studies Program. GOAL 3) To work with students and Women’s Studies faculty in other departments on the planning and implementation of events on campus.  We have made excellent progress on all of these goals. In response to the 2013-2014 PRP we were told that we must submit a separate written request for release time and that it must articulate the specfic rationale for the release time. We are currently at work on this document.  We are confident that a number of the things we have done in the last year have helped us to reach goal #2. The outreach we have done with Counseling, the robust student attendance at last year's Women's History Month events, as well as the increased campus profile of the Gender and Women's Studies student club indicate that campus awareness of the Women's Studies Program is steadily improving. We plan to continue to emphasize these elements in order to further increase awareness of the program on campus.  As was previously mentioned, we have had trememdous success working together with other Women's Studies students and faculty to plan and implement successful campus events, which is goal #3. The Spring 2014 Women's History Month events, entitled "Women in the Military: Past, Present and Future" were diverse and extremely well-attended. We did a screening of the powerful film "The Invisible War." There was standing-room-only in a lecture hall that holds 150. We also held a panel discussion of women veterans and those currently enlisted. The panel included women from Palomar College and the surrounding community and offered a number of diverse opinions. Finally, we sponsored a display in the library of women's uniforms from the various branches of military. Women from the Palomar campus and surrounding community graciously loaned their uniforms.  Due to the success of last year's events we are eagerly planning events for Women's History Month 2015, tentatively titled "Women's Bodies, Women's Health." Students are going to have an even stronger hand in the planning this year. They are currently working on events having to do with women's mental health.  New Goals for WMS: GOAL 4) Devon Smith is requesting travel funds to attend the American Sociological Association's yearly meeting, which will focus on sexuality this year. Women's Studies is a vibrant and rapidly changing inter-disiplinary program and it is important that our faculty stay current via attendance at conferences and networking with other campuses. GOAL 5) We plan to explore a NCHEA grant for next year to network our program with those of other local colleges and universities such as CSUSM and Mira Costa. GOAL 6) We would like to secure a space for our students. We envision a place much like the Pride Center where students meet, network, plan events, and even host small events. In addition we could maintain a small library and offer referrals to things such as childcare, health facilities, employment and other things important to women and families. Having a dedicated space will also facilitate the further growth of the program because it will give students a consistent location for meetings. Additionally, the space would help us to build connections with the Women's Studies program at Cal State San Marcos. We are willing to start small and would be happy with being assigned an empty office. GOAL 6) We would like to begin discussion on changing the name of our program from Women's Studies to Gender and Women's Studies. We believe this name would be more inclusive and encourage diverse student participation.  We have additional goals aimed at increasing campus awareness of the program and improving and stabilizing enrollement in all Women's Studies courses. First, we envision building the program by connecting with other schools through NCHEA. Mira Costa College is in the process of hiring their first full time Women's Studies faculty member for Fall 2015. This will be an excellent opportunity to partner with them and CSUSM to discuss ways that we can mutually aid in the building of our respective programs. We envision doing co-sponsored events with them including, one day, a student research sympposium that would include student research from various campus. On a smaller scale we also plan on participating in Career Day and meeting with Academic Counseling to raise the visibility of our program. We met with Academic Counseling in Spring 2014 and we believe it is one of the reasons for the moderate growth that we have seen. Additionally we are meeting with Union representatives and others to discuss the need for release time - we believe release time for Devon Smith will allow her to dedicate more time and energy to growing the program. In terms of generating student interest in the program we will continue to work with the Gender Studies club on coordinating ongoing events like our Celebrity Feminism panel for Political Economy Days. |

**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.** | **Subscription to MS magazine** | **400010** | **Resources for Women's studies program** | **3.3 and 3.4** | **A subscription to this iconic magzine is a good place to start building our resource center for Gender and Women's Studies A subscription comes with access to "Ms in the Classroom" a resource for students and educators including topics for discussion and events.** | **60.00** |
| **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.)** |
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| **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.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
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| **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.)** |
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| **d1.** | **Printing** | **500010** | **Outreach and Event Planning** | **3.3 and 3.4** | **We would like to create stickers, flyers for the program as well as flyers for various events such as Women's History Month and student run events such as film screenings and speakers**  **Approximate costs from Coment Copy are**  **1. Stickers - 100.00**  **3. Flyers and Posters - 300.00 for the year (includes all events and advertising of our degree program).** | **400.00** |
| **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)** |
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| **e1.** | **Travel Funds** | **500010** | **Goal 4 - travel to conferences to stay current in field.** | **3.3 and 3.4** | **A core value of Palomar College is "excellence in teaching, learning, and service." Women's Studies is a very dynamic field, and staying current in relevant research is essential to being an excellent instructor. Going to conferences such as the annual meeting of the American Sociological Assocation helps instructors to keep up in their field. The focus of the meeting this year is gender and sexuality. The amount of funding requested here is the total cost for the one full-time faculty member to attend the annual ASA meeting in 2015. The cost includes flight, hotel, food, and registration fees. Attendance at this conference 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).** | **$1800.00 - This covers the cost of one full-time faculty member attending the conference. The cost of airfare is estimated to be about $500. The cost of the hotel is approximately $290 per night. Added to this is registration cost, meals and 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)** |
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| **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.** | **travel** | **500010** | **To stay current in our field** | **3.3 and 3.4** | **A core value of Palomar College is "excellence in teaching, learning, and service." Women's Studies is a very dynamic field, and staying current in relevant research is essential to being an excellent instructor. Going to conferences such as the annual meeting of the American Sociological Assocation helps instructors to keep up in their field. The focus of the meeting this year is gender and sexuality. The amount of funding requested here is the total cost for the one full-time faculty member to attend the annual ASA meeting in 2015. The cost includes flight, hotel, food, and registration fees. Attendance at this conference 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).** | **$1800.00 -** |
| **2.** | **Printing** | **500010** | **Outreach and Event Planning** | **3.3 and 3.4** | **We would like to create stickers, flyers for the program as well as flyers for various events such as Women's History Month and student run events such as film screenings and speakers**  **Approximate costs from Coment Copy are**  **1. Stickers - 100.00**  **2. Flyers and Posters - 300.00 for the year (includes all events and advertising of our degree program).** | **$400.00** |
| **3.** | **Subscription to MS magazine** | **400010** | **Resources for Women's studies program** | **3.3 and 3.4** | **A subscription to this iconic magzine is a good place to start building our resource center for Gender and Women's Studies A subscription comes with access to "Ms in the Classroom" a resource for students and educators including topics for discussion and events.** | **$60.00** |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
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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**