|  |  |
| --- | --- |
| **Discipline: Oceanography** | **Date 01/19/2014**  |
| **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.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.****This document was completed by Al Trujillo and Lisa Yon** |

**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.

|  |
| --- |
| 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>).

Oceanography enrollments have remained stable and high with some variation over the past six years of data. We can ignore the low enrollments in fall 2010 data because two full-time oceanography faculty members were on leave during that semester and several class sections were cut. Ignoring that semester, oceanography enrollments have averaged 631 students at census, which represents about 27% of the total enrollment of the ESAS Department. Enrollments have been as low as 593 (fall 2012) and as high as 682 (fall 2013). Average census load (98.8%) is significantly higher than the average of the department (93.1%) and often exceeds 100% (2008, 2010, and 2012).The Oceanography Program has 3 full-time faculty members, but not all of them teach a full load in oceanography. For the past 6 years, Total FTEF for the program is 3.26, indicating that the oceanography teaching load is more than what can be taught by 3 full-time instructors. Part-time/Total FTEF % has also varied markedly during the past 6 years depending on sabbaticals and various leaves, ranging from a high of 76.92% (fall 2010) to a low of 29.41% (fall 2008, fall 2011). It is likely that the Part-time/Total FTEF% will remain high as long as full-time instructors teach in other Earth Science disciplines. For example, Dr. Lisa Yon currently teaches 40% of her load in Earth science discipline; Patty Deen teaches 20% of her load in geology and currently has 60% release time as STEM Center Faculty Coordinator. Al Trujillo is currently on approved Pre-Retirement Option and has 20% release time (and a corresponding 20% reduction in pay) for the 2014-2015 academic year, but still teaches 80% of his load in oceanography. We note the high number of Oceanography 100 Lecture courses that are being taught by adjunct faculty (currently six out of the 12 sections offered; note also that four sections of Oceanography 100 Lecture were cancelled this semester, three of them taught by adjunct instructors).Oceanography Program retention rates have remained stable and high with some variation over the past six years of data. Oceanography retention rates have varied from 92.0% (fall 2009) to 94.8% (fall 2010, fall 2011) and have averaged 93.4%, which is comparable to the college-wide average (93.6%). Ocean 100 Online has a retention rate that averaged 92.9% (high of 97.3% in fall 2009) and nearly matches the retention rate of all classes campus-wide (93.6%). It also exceeds the college distance education retention rate of 88.3%. We also note that the average evening class pass rate in oceanography (91.1%) is a bit lower than the average evening class pass rate for the college (93.7%).Oceanography Program pass rates have also remained relatively stable stable and high with some variation over the past six years of data, ranging from 61.9% in fall 2009 to 70.3% in fall 2010. During the six years, oceanography pass rates have averaged 66.6%, which is lower than the average pass rate for the college as a whole (71.6%). In fact, the oceanography day (66.7%), evening (61.7%), and average pass rates (66.6%) are below the college average (71.6%). For the college as a whole, the average evening pass rate is 74.2%, which is higher than the college day pass rate (72.1%). This is often ascribed to having more dedicated students enrolled in night classes. For oceanography, the evening pass rate is 61.7%, which is lower than the college evening pass rate (74.2%) and even lower than the oceanography day pass rate (66.7%). This may be due to the tedium involved in night classes. The average pass rate for Oceanography 100 Online (73.5%) is substantially higher than oceanography day (66.7%), evening (61.7%), and average pass rates (66.6%) and is also higher than average college-wide day pass rate (72.1%); it is also 10 percentage points higher than college-wide distance education pass rate of 63.4%. However, the pass rate trend in Oceanography 100 Online is decreasing over time; this may be due to the fact that more sections of Oceanography 100 Online are now been offered, and even though the classes are full with students on the waitlist, the waitlists are shorter and no students are being turned away as they have been in the past. In essence, demand for the class is reduced, thereby creating less competition for the class. This could allow under-prepared students to enroll in the class, thereby lowering the overall pass rate through time.To address the concern about low retention and pass rates by Hispanic students in Oceanography 100 Online sections that was noted in last year's report, students are now notified in online sections that the instructor would recommend taking Ocean 100 Online (or any college-level online class) only if the student meets the conditions of having a good GPA, that they have taken college-level courses for more than one year, that they are not a first-generation college student, that they do not have a language barrier, that they can express themselves well in writing, and that they have proficiency solving computer-related issues. Oceanography 100 Online does not have any prerequisites and students can enroll in this class or any other similar class if they wish, but it is anticipated that the notification will help students of all ethnicities to determine if they are a good match for online classes (students don't currently have to complete any campus requirements to enroll in online classes). We will continue to monitor the enrollment of online classes in the future, particularly in regard to minority retention and pass rates.It is also noted that the 6-year average Hispanic pass rate (70.5%) in Oceanography 100 Online is better than the campus-wide Hispanic pass rates for online courses (57.8%) and even above the campus-wide Hispanic pass rate for face-to-face courses (68.5%). In addition, it is also noted that there are even lower 6-year average pass rates in all Oceanography 100 face-to-face classes (lecture and lab) for Hispanics (59.3%), African Americans (53.0%) and Pacific Islanders (51.6%). All instructors who teach oceanography should be aware of these low pass rates for minority students. Also, the low Hispanic pass rates for Oceanography 100 Online that were noted in last year's report are clearly not exclusive to online oceanography courses.It is also noted that Escondido oceanography classes have very high average retention rates (94.8%) and higher than average pass rates (69.1%).In general, enrollment and Census Load Percent values remain strong. Average Census Load Percent for the past four years is 99%, however it should be noted that the most recent year of data (Fall 2013) the value was 94%.WSCH/FTEF also declined in Fall 2013 to values not seen for since Fall 2008. Concerns remain regarding the balance between online and traditional face-to-face offerings due to the 32-student cap for online courses. The decline in the WSCH/FTEF value and Census Load Percent coincided with the addition of a fifth section of online Oceanography lecture. In general, as online sections increase, WSCH/FTEF declines.Retention rates for OCN classes averaged 94% over the past four years and are consistent with other ESAS courses as well as the college-wide average. Overall Pass rates for OCN classes averaged 68% over the past four years, which is also similar to other ESAS courses. Pass rates for Hispanic students, however, continue to be distinctly different from White students (61% versus 73%). We continue to be concerned about the level of preparation of Hispanic students enrolling in introductory science classes such as Oceanography 100. This trend can be noted across the MNHS Division. Science classes by their very nature rely heavily on scientific terminology, math, and technology. We are concerned that the growing Hispanic student population has not been adequately prepared to be successful in college-level science classes. This continues to be an issue that the College needs to address. Students are screened for English and Math competency before being allowed to enroll in college-level English and Math classes; perhaps a similar assessment for Science literacy should also be adopted. An alternative would be to add a "recommended preparation" in math and English to the course description.A distinct trend can be noted in the steady decline in pass rates for online (distance education) sections. Data from Fall 2008 and 2009 indicate pass rates averaging 83% for these sections. Recent data from Fall 2012 and 2013 have pass rates averaging only 64%. While these recent values are not unusual compared to other ESAS classes, there is a concern regarding the reason for such a sharp decline. It is also important to note that when the lecture sections at the Escondido Center were cut by half (2 sections to 1), the pass rates for the remaining section declined.  |

|  |
| --- |
| 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/>

Course SLO assessments were conducted during the Fall 2014 Semester for Oceanography 100 Lecture. Al Trujillo organized and compiled the results of the assessments.Oceanography 100 Lecture students participated in an assessment for the following SLOs: (1) processes of plate tectonics, (2) El Niño/La Niña cycles, and (3) middle latitude marine productivity. Students were assessed by a series of multiple choice questions on the final exam for the course. The assessment states that for the assessment goal to be met, 70% of the students must provide a correct answer.Student Learning Outcomes for the Oceanography 100 Lab class are assessed on a regular cycle during the fall semesters. During the most recent cycle (Fall 2014) particular attention was paid to the impact of the newly revised Oceanography Lab manual. Patty Deen and Dr. Lisa Yon completed a full, major revision of the in-house lab manual (June/July 2014). The new edition of the lab manual successfully prepared students to better understand the concept of tidal patterns and factors responsible for production of those patterns. Compared to the previous assessment of this SLO, students showed improved understanding of the Moon's role in tide production.For the first SLO assessment on processes of plate tectonics, a total of 346 students from 13 lecture sections (both face-to-face and online) participated in the assessment activity. The results show that the average score on the assessment was 73.4%, which indicates that this assessment goal is being met.For the second SLO assessment on El Niño/La Niña cycles, a total of 337 students from 13 lecture sections (both face-to-face and online) participated in the assessment activity. The results show that the average score on the assessment was 70.0%, which indicates that this assessment goal is being met.For the third SLO assessment on middle latitude marine productivity, a total of 345 students from 13 lecture sections (both face-to-face and online) participated in the assessment activity. The results show that the average score on the assessment was 80.3%, which was the highest score of the three assessments and indicates that this assessment goal is indeed being met.We ascribe the reason for the high assessment score for the third SLO assessment on middle latitude marine productivity to the fact that it was the most recent topic covered of the three SLO topics. In all three SLO assessments, slightly different content covered by various instructors may have resulted in the range of scores on the assessment. For example, some of our new adjunct faculty had very low assessment scores, which we think will improve as these new instructors gain experience in teaching this subject matter. We also note that online sections had some of the highest assessment scores overall.The results of the SLO assessments were discussed with adjunct faculty who attended the Oceanography 100 Lecture Instructor’s meeting that was held on January 8, 2015. We are planning to assess all three Oceanography 100 Lecture SLOs every year in the fall semester. |

|  |
| --- |
| 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.**

Enrollment in Oceanography 100 Lab has been hampered by the lack of a waitlist. Oceanography 100 Lecture instructors have begun to advertise Oceanography 100 Lab to their students, sending out an announcement to lecture students before classes begin to encourage students to enroll in the lab or to "crash" the lab on the first day, even if lab sections are full.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.**

Al Trujillo has developed a checklist of important topics and instructor resources to discuss with new Oceanography 100 Lecture instructors so that the new lecture instructors know what is expected of them within the Oceanography Program. He also is planning to have a yearly Oceanography 100 Instructor's meeting for adjunct instructors, where important oceanography administrative topics can be discussed, oceanography SLO assessment data can be presented, and oceanography-specific active learning teaching techniques can be demonstrated. The first of these meetings was held on January 8, 2015. We believe both of these items will increase the effectiveness of our adjunct faculty and help build a strong program.The Oceanography Program should continue to offer at least one section of both Oceanography 100 Lecture and Oceanography 100 Lab at Escondido Center each semester.To adequately enroll students in Oceanography 100 Lab and have full lab classes, we need the ability to implement waitlists for Oceanography 100 Lab.It is also suggested that the database for course success and retention rates have an option to separate lecture versus lab courses, similar to the option to separate face-to-face versus distance education courses. Currently, this ability does not exist, leading to some skewed results. |

|  |
| --- |
| 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>).

|  |
| --- |
| **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.**

There has been no progress on any of the goals listed in last year's report. However, new goals for the program include: (1) convening an annual Oceanography Lecture Instructor's Meeting, (2) providing travel funds for encouraging both full-time and adjunct faculty to participate in Profession Development activities, particularly those that involve active learning, and (3) being aware of the needs of minority students in our classes to increase their success and retention. All of these new goals will help make oceanography a stronger program.Concerns/Other Information:Success in Oceanography lecture is supported by student enrollment and participation in Oceanography lab. Cursory surveys of students in lab indicate that only 10% of lab students are enrolled in the online lecture. This suggests that students who choose to take the class in the online format generally do not choose to enroll in the lab. While this does make sense logistically, this also suggests that the reinforcement and enrichment of participatory lab activities and field trips are not reaching this student population. However, it should be noted that lab classes are typically full before the first day of classes. If online students did enroll more often in the lab class, lab sections would need to be added. Enrollment in Oceanography lab has been hampered by the lack of a waitlist, the increase in online sections, and the high percentage of adjunct faculty who do not routinely "advertise" the oceanography lab to their students. The key factor is the lack of waitlists. This is crucial since classes start full, but as students drop, there are no waiting students to take their places. We see these factors as hampering the potential success of students. Thus, two areas need specific improvement: #1 Implement waitlists for Oceanography lab and #2 Encourage enrollment in Oceanography lab in both face-to-face and online sections.An additional point to note is that the majority of the Oceanography lecture sections are currently taught by adjunct faculty. While these faculties are technically qualified to teach the topic, they do not generally have the commitment, experience, and depth of knowledge to provide high quality instruction. This leads to problems where students are not adequately prepared for activities in lab. Previous Year's Goal #1 recommended the hiring of a new full-time faculty member for Oceanography to reduce the high percentage of part-time instructors and to untimately increase the consistency and quality of instruction. Although this goal will not likely be met in the near future, Lisa Yon has recently increased her teaching load in Oceanography and Patty Deen will also have an increased Oceanography teaching load beginning Fall 2015 with the end of her commitments as STEM Center Director. Thus this goal might be better stated as "increase consistency and quality of instruction."Beginning with the Fall 2014 semester, the Oceanography Lab class taught at the Escondido Center was brought into alignment with the sections taught on the San Marcos Campus, primarily through the use of the newly revised lab manual. As part of this process, it was noted that the Escondido Campus was deficient in certain materials required for use in the lab activities and on field trips. These materials need to be purchased to ensure consistency of instruction between the two campuses and should be considered as part of a re-defined Goal #1.  |

**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.**  | **None** |  |  |  |  |  |
| **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.**  | **None** |  |  |  |  |  |
| **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.**  | **Lab Supplies for Escondido Center** | **400010** | **1 - Increase consistency and quality of instruction** | **Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.**  | **Escondido Campus is deficient in certain materials required for use in the lab activities and on field trips. These materials need to be purchased to ensure consistency of instruction between the two campuses. Fox example, posters for field trips are not available at the Escondido Center nor are maps required for certain labs such as Plate Tectonics and Sea Floor Features.**  | **$200** |
| **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.**  | **Printing** | **500010** | **1 - Increase consistency and quality of instruction** | **Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.**  | **Funds for printing have consistnely run over budget and need to be increased.**  | **$900** |
| **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.**  | **Have faculty attend the On Course National Conference** | **500010** | **1** | **1, 2, 3** | **Al Trujillo would like to attend the annual On Course National Conference from April 15 - 18, 2015, to learn new active-learning instructional techniques that he can employ in his own classes and share with other instructors at Palomar, including newly hired instructors in Earth Sciences.** | **$1300** |
| **e2.**  | **Have adjunct oceanography faculty attend the 1-Day Learner-Centered Teaching Conference** | **500010** | **1** | **1, 2, 3** | **Several oceanography adjunct instructors would like to attend the 1-Day Learner-Centered Teaching Conference, held annually at Palomar College in February. Registration fees are $50 x 6 adjunct faculty members.** | **$300** |
| **e3.**  | **Travel with students** | **500010** | **1 - Increase consistency and quality of instruction** | **Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.**  | **Funding for mileage reimbursements for travel with students for Oceanography 100 Lab is underfunded.** | **$200** |
| **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.**  | **None** |  |  |  |  |  |
| **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  | **Lab Supplies for Escondido Center** | **400010** | **1** | **Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.**  | **Escondido Campus is deficient in certain materials required for use in the lab activities and on field trips. These materials need to be purchased to ensure consistency of instruction between the two campuses. Fox example, posters for field trips are not available at the Escondido Center nor are maps required for certain labs such as Plate Tectonics and Sea Floor Features.**  | **$200** |
| **2.**  | **Printing** | **500010** | **1** | **Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.**  | **Funds for printing have consistnely run over budget and need to be increased.** | **$900** |
| **3.**  | **Travel with Students** | **500010** | **1** | **Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.**  | **Funding for mileage reimbursements for travel with students for Oceanography 100 Lab is underfunded.** | **$200** |
| **4.**  | **Have faculty attend the On Course National Conference** | **500010** | **1** | **1, 2, 3** | **Al Trujillo would like to attend the annual On Course National Conference from April 15 - 18, 2015, to learn new active-learning instructional techniques that he can employ in his own classes and share with other instructors at Palomar, including newly hired instructors in Earth Sciences.** | **$1300** |
| **5.** | **Have adjunct oceanography faculty attend the 1-Day Learner-Centered Teaching Conference** | **500010** | **1** | **1, 2, 3** | **Several oceanography adjunct instructors would like to attend the 1-Day Learner-Centered Teaching Conference, held annually at Palomar College in February. Registration fees are $50 x 6 adjunct faculty members.** | **$300** |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |
| **11.** |  |  |  |  |  |  |
| **12.** |  |  |  |  |  |  |
| **13.** |  |  |  |  |  |  |
| **14.** |  |  |  |  |  |  |
| **15.** |  |  |  |  |  |  |
| **16.** |  |  |  |  |  |  |
| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |
| **21.** |  |  |  |  |  |  |
| **22.** |  |  |  |  |  |  |
| **23.** |  |  |  |  |  |  |
| **24.** |  |  |  |  |  |  |
| **25.** |  |  |  |  |  |  |
| **26.** |  |  |  |  |  |  |
| **27.** |  |  |  |  |  |  |
| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  |  |  |  |  |  |  |
| **2.**  |  |  |  |  |  |  |
| **3.**  |  |  |  |  |  |  |
| **4.**  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**