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| **Discipline: History** | **Date 02/10/2015** |
| **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.**  **Bill Jahnel, Chris Johnson, Michael Aguello, Matt Estes, Wendy Kinsinger, Travis Ritt, Kristen Marjanovic** |

**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>).   History has felt some of the impact of declining enrollment across the college as the economy has improved and people are seeking less retraining. Our enrollments from Fall 2013-2014 were down from Fall of 2012-2013 (2,917 enrollemnts verus 3,116). However, to maintain the number of student enrollments we had to offer more classes over a variety of times, leading to a slight decrease in efficiency. While we are now at 90.3% efficiency, which is lower for us than normal, this far exceeeds the college average of 85.2% overall efficency. This is reflected in some slight losses in FTES in a down year (302.52 FTES versus 323.58 last year). Our retention remains very strong at 93.0%, in line with but also slightly exceeeding the college overall average of 91.9%. We also have relatively similar (but in all categories very slightly improved from last year) pass rates over all of our classes. (Passing rates were up in day, night, and distance classes, with gains on average of 1%, 2%, and almost 4% respectively). Distance education classes, which have historically had the lowest pass rates, have been brought more in line with face to face numbers and far exceed the college overall average of 71% retention.  Two related trends are very clear: A consistent over-reliance on part-time faculty versus full-time faculty seems to be hurting our ability to draw and retain students, as we have historically been a program that is incredibly efficent. Indeed, full-time instructor classes consistently fill over part time sections offered in the same time period. Full time FTEF named frozen at 6.0 even as Part Time FTEF grew from 9 to 10.31 FTEF. This overreliance on ajunct professors is reflected in the fact that History now has almost 2/3 of all its FTEF taught by adjunct professors (63.21%).  Because our Discipline regards student retention and success as important, we feel our generally cautious approach to online offerings has been validated. The data show that by limiting our online offierings to Tenured faculty in a very narrow program we have beenable to see specific retention gains.  History participates in the Women's Studies AA program but has had to cut back offering Women's History classes from once a semster to once a year due to lower demand. While American History demands remain strong, Professor Ritt has been analyzing and rebalancing World and Western Civilization sections, trying to concentrate on consolidation around a smaller staff of Professors with aims of future growth from there. We recognize as a discipline the need to advertise the values of these underperforming classes, as we have reason to believe students are not as aware of the transferability of World and Western Classes as much as they are American HIstory Classes and many students may not have heard of the Women's Studies AA. |

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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/>   Having measured most of our courses last year, we began the year in our Discipline meeting analyzing and reviewing the SLOAC outcomes data for History 101, 102, 105, 106, 107, and 108 that we implemented last year. As part of the cycle of reflection and tuning, we discussed strategies to better meet student outcomes and also recognized that there remain challenges to implementing SLOs, particularly in regards to filtering information to part-time faculty. This is particuly true since we have recently lost some long-term adjuncts; with frequent threats (and implementations) of course cancellations early by the district on classes that could still be profitable to the district, the lack of stability among our adjunct pool makes it a challenge to give them the extra training and implementation when their primary anxiety is whether or not they will have classes to teach each semester. Those challenges acknowledged, we set implementation of a new SLOAC for History 101 as the beginning of a new assessment cycle of the 101 classes with outcomes related to course outline of record required knowledge of the Constitution in History 101. |

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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.**      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.** |

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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.**   History remains a vibrant discipline that attracts a large number of students. We also actively participate in outreach and community education while also bolstering ties with other Universities, all of which are goals that align with the college's Mission Statement. History participated in Constitution Day with our anaual Constitution Day Jeopardy, which we revamped this year with all new questions and a more graphical interface. The pocket Constitutions given out during the event, paid for by last year's PRP request, not only helped meet state mandates on celebrating Constitution Day but also bolstered student understanding of U.S. History and basic citizenship. We have ordered and are looking forward to thearrival of the new mobile computing devices funded from last year's PRPs, though with the addition one of new hire this year we will be requesting a laptop for her as well. History participated in Political Economy Days and Professor Ritt is slowly tranisitioning to aid Professors Bowman (PoliSci) and Laughlin (Econ) in the scheduling and atttracting of speakers to what has become a signature educational event on campus. Professor Jahnel is training a new SDICCA intern this year.  New Devlopments have greatly impacted our Discipline, as follows:  \*Based on the District analysis of enrollment and District request, History has attempted to expand its offerings in History 140 and 141 with the addition of new face to face offerings. This has required some work in seeking new qualified adjunct staff for this position, but we have added to our schedule at least one History of the Americas offering to our last 3 submitted schedules.  \*The District also requested changes in the day and time offerings for some classes such as a moving away from the 12:30pm time slot and moving the California History class, both of which we have complied.  \*Because of the vast number of classes offered by History and the struggle to make schedules that are easy to analyze in terms of rooms, adjuncts, and demand from year over year, the schedulers of History (Professors Jahnel and Ritt) are seeking better tools than our current usage of Excel Sheets to create / track / schedule class offerings.  \* History was able to switch a classroom on the second floor for one on the third floor with another discipline in the MD building, giving us MD 304, 305, and 306 as "history rooms" -- this consolidation on one floor, next to each other, makes it easier to coordinate, advertise, and share resources. Kudos to Sheila Atkins, Teresa Laughlin and whatever powers that be that made this happen.  \*The eagerness of the District to cancel otherwise viable classes has put a deep strain on our ability to attact and retain qualified adjunct Professors. In the last year we lost multiple adjuncts (Professors Bond, Lusby, Hoodenpyle, and Tagliafari completely; we also have limited access to Professors Moore and Munin due to their demand in other disciplines for which they are also qualified to teach here on campus). Constantly trying to attract, train, and retain new qualified adjuncts has been a challenge even with contracting classes. Professors who are offered a single class for their first time teaching but then find out the week before classes that a possibly viable class has been canceled are severely discouraged from contuing to be interested in considering accepting assignments again from us in the future. This lack of stability (and to a certain degree credibility) impacts our ability to properly train and implent across new faculty the kind of mentoring or training on best practices and SLOs. It is also penny-wise and pound foolish: We consistently are more efficient in classes with full time staff and well-known, well-qualified, established adjuncts in attracting students. If the effect of district policies remain such that our overreliance on adjuncts continues to grow, the district should at a minimum seriously reconisder actions that diminish our ability to train, attract, and retain current adjuncts.  Our Discipline goals therefore are multifold:  1) Finding ways to do our part in better scheduling, including being able to handle scheduling data in a way that makes our scheduling smarter. So much of scheduling seems to be in "panic mode." Because we are constantly challenged with the adjunct concern it has become harder to properly reflect on course times and offerings. Looking at the data over excel sheets is also extremely inefficient in trying to visually concieve of offerings. Our request for scheduling software is a direct result in better serving discipline and district needs in properly analyzing trends, room usage, and looking for possible opportunities to dynamically look at class trends. We have been willing to try new time slots for classes (such as late afternoon classes) and also been willing to cancel those classes when they did not meet expectations. We also wish to see if District analysis of our needs aligns with actual practice from our experience, and thoughtful scheduling tools should aid us in being able to track which changes have benefitted the program and which ones have not. Further, we wholeheartedly support the request made by Dean Kahn and Professor Laughlin in the recent Chairs meeting for data on whether or not students who were in cancelled classes actually moved to other classes in the same time period, as the district hopes, or if they are indeed simply lost FTES hours, as our discipline fears.  2) Professor Ritt, who was hired to take the lead in World and Western History courses, has embarked on a a deep program review of those offerings and has been working to build a small core staff of qualified adjuncts to attract more students to these offerings. He also is working on meetings with counselors, as we have had feedback that students are often unaware of the transferability of these classes.  3) We are looking to expand face to face meetings of History 140 and 141 since there appears to be room for growth according to District analysis. Professor Arguello has been enthusiastic about the possible expanded face to face offerings in History 140 and 141 and has been active in recruiting qualified adjuncts.  4) Having finished an entire cycle of SLOs and working on the second SLO for History 101, we know we still need better mechanisms to convey SLOs to Adjunct Professors and we need to do SLOs on California History. CA HistorySLOs have been scheduled for Fall of next year (the course is not offered in the Spring)  5) We wish to promote and expand the areas of World, Western, Women's, and California History with an aggressive marketing campaign. We also have mechanisms in place that when classes are being shown with low enrollments on the first days that we have a web site or fliers to point students specifially to under-enrolled classes to grow those on the first day of class meetings.  6) We wish to have all classrooms and Professors have equipment and technology parity, so no matter which classroom a Professor walks into , they will have the same tools, maps, and mobile computing access they may need.  7) We will continue to engage with the community and outside programs by being active in Political Economy Days, the SDICCA program, speaking at the behest of other universities. For example, Professor Marjanovic will add to our outreach by speaking at Cotsa Mesa's LIFE Program on Harry Truman.  8) We will foster a colleagial environment to remove as many barriers to success for adjuncts so all faculty feel enabled for student success.  9) We wish to expand the scope of our offerings in areas of History not currently served. In that regards, Professor Ritt has just submitted his Middle Eastern History course for cirriculum approval.  10) As always (and this should really be #1 on our list) -- give students excellent history instruction and mentoring both inside and outside of the classroom. |

**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.** | **Three sets of the first part of American HIstory maps (for HIST 101) for classrooms MD 317, 321 and MD 304** | **600010** | **6, 8, and 10** | **5.4** | **While we were able to salvage 102 maps from previous classrooms, we need to replace one HIST 101 setof maps that has disintergrated and get a second and thirs set of maps for the other rooms which have not had a set of early American maps yet. Each set of maps with shipping and handling and tax will run about $1000 (Price varies slightly on which set of custom maps you get in the pulldown set of maps, based on pricing at maps.com)** | **$3000** |
| **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.** | **Scheduling software purchase with multiple licenses** | **500010** | **1, 2, and 8** | **4.2** | **Rationale is discussed extensively above; scheduling and predicting year over year demand while also coordinating adjuncts is already complicated and will be made worse with the new education centers opening soon. Price is based on Lantiv Scheduling Studio 7, two licenses. If authorized we will ask for competitive bids from other scheduling software companies and run demos before purchasing.** | **$1000** |
| **b2.** | **1 laptop computer for instructional use** | **600010** | **6, 7, 8, 10** | **5.4** | **All members of the department recently got new laptop computers, but since last PRP we have one new History hire (Professor Marjanovic) and should bring her to parity with the rest of the department. Cost mentioned is for a Dell Latitude 5540 as listed on the technology purchasing page.** | **$1780.75** |
| **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.)** |
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| **c1.** | **See b1** |  |  |  |  |  |
| **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.)** |
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| **d1.** | **see b1** |  |  |  |  |  |
| **d2.** | **Trifold printed brochures** | **500010** | **2, 3, 5, 8, 9, 10** | **2.2 and 3.1** | **Color trifold brochures that will be used to advertise and explain the values of World and Western History, Women's History, California History, History of the Americas, and eventually Middle Eastern History. Such brochures can aid in filling underperforming classes and as outreach for events when prospective students visit campus. These would go through Creative Services to help us with the desgn (which I was quoted as free for on-campus departments) and would cost .41 each flier for the two sided color printing and folding. We would begin with 4 brochuresfor the 4 class types listed above that are currently running and may request more if the project proves successful. We would begin with a print run of 200 Brochures of each for a total of 800 brochures.** | **$328** |
| **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.** |  |  |  |  |  |  |
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| **e3.** |  |  |  |  |  |  |
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| **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.** |  |  |  |  |  |  |
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| **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.** | **Three sets of the first part of American HIstory maps (for HIST 101) for classrooms MD 317, 321 and MD 304** | **600010** | **6, 8, and 10** | **5.4** | **While we were able to salvage 102 maps from previous classrooms, we need to replace one HIST 101 setof maps that has disintergrated and get a second and thirs set of maps for the other rooms which have not had a set of early American maps yet. Each set of maps with shipping and handling and tax will run about $1000 (Price varies slightly on which set of custom maps you get in the pulldown set of maps, based on pricing at maps.com)** | **$3000** |
| **2.** | **Scheduling software purchase with multiple licenses** | **500010** | **1, 2, and 8** | **4.2** | **Rationale is discussed extnensively above; scheduling and predicting year over year demand while also coordinating adjuncts is already complicated and will be made worse with the new education centers opening soon. Price is based on Lantiv Scheduling Studio 7, two licenses. If authorized we will ask for competitive bids from other scheduling software companies and run demos before purchasing.** | **$1000** |
| **3.** | **1 laptop computer for instructional use** | **600010** | **6, 7, 8, 10** | **5.4** | **All members of the department recently got new laptop computers, but since last PRP we have one new History hire (Professor Marjanovic) and should bring her to parity with the rest of the department. Cost mentioned is for a Dell Latitude 5540 as listed on the technology purchasing page** | **$1780.75** |
| **4.** | **Trifold printed brochures** | **500010** | **2, 3, 5, 8, 9, 10** | **2.2 and 3.1** | **Color trifold brochures that will be used to advertise and explain the values of World and Western History, Women's History, California History, History of the Americas, and eventually Middle Eastern History. Such brochures can aid in filling underperforming classes and as outreach for events when prospective students visit campus. These would go through Creative Services to help us with the desgn (which I was quoted as free for on-campus departments) and would cost .41 each flier for the two sided color printing and folding. We would begin with 4 brochuresfor the 4 class types listed above that are currently running and may request more if the project proves successful. We would begin with a print run of 200 Brochures of each for a total of 800 brochures** | **$328** |
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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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**