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| **Discipline: Microbiology** | **Date 01/29/2015**  |
| **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.****Krystal Rypien, Margarita Vega, Elizabeth Pearson** |

**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>).

There were no significant changes in enrollment for MICR200. The course remains impacted (103.0% at census date for 2013-14). The percentage of MICR200 sections that are taught by part-time faculty has continued to decrease (49.75% in 2013-14), as expected based on recent hires.Pass and retention rates did not significantly change in 2013-14. Upon looking at the difference between day and night sections, we see that evening students pass at slightly higher rates than daytime students. There are a number of different possibilities for this difference. One could be the difference in the make-up of the students and the other might be a difference in grading structure amongst instructors. We will explore this further in the next year. Retention rates did not vary between day and night sections and also did not vary by ethnicity. However, pass rates did vary by ethnicity. We hope that additional support services and outreach can close those gaps but feel that our course structure or instruction cannot address the disparity.The Microbiology discipline does not offer any degrees or certificates.   |

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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/>

In Fall 2014, we assessed our comprehensive knowledge SLO, and collected data for 111 students across 4 sections of MICR200 and 3 instructors. Full-time instructors (Rypien and Williams) created a new multiple choice assessment focusing on concepts in metabolism, as this is one area we percieved students to be struggling with, and a subject that may be impacted by recent changes in prerequisites for MICR200. The results of the assessment are striking - across all lab sections surveyed, students correctly answered only 44% of questions. This is likely the result of several factors, including: the challenging nature of the material, retention of information (metabolism was taught 1.5 months prior to assessment), weak foundational knowledge (students should have an understanding of concepts such as aerobic respiration, photosynthesis, enzyme structure and function, covered in prerequisites), change in prerequisites (students are now entering MICR200 without chemistry prerequisites). Further analysis is needed to parse the relative influences of each of these factors.Students did demonstrate mastery of some concepts. For example, questions relating to enzyme structure and function were correctly responded to more than 65% of the time. However, questions on metabolism, including photosynthesis and aerobic respiration, had response rates that were often below 40%. Given the fundamental importance of this topic in the field of microbiology, and its relevance for future classes, we must develop an appropriate and targeted response. Full-time faculty (Rypien and Williams) are currently in discussions as to how best respond to these findings, and potential strategies include developing supplemental materials, discussions with instructors of prerequisite courses, and a broader discussion of effective teaching strategies. Following our rotation of SLO assessment, we plan to evaluate the Laboratory Skill and Proficiency SLO in Fall 2015.  |

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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.**

N/A1. **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.**

N/A |

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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.)**

Registered nurses and physician assistants continue to be highly in demand in California, with projections of 9230 openings per year for registered nurses (2012-2022), and 430 openings per year for physician assistants (2012-2022). The demand for physician assistants appears to be increasing, with a 33.7% increase in demand since 2012 (a 8% increase since our last PRP report was written).  |

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

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| **Discuss/Summarize progress on last year’s goals. Include** 1. **the impact on resources allocated and utilized;**
2. **any new developments or concerns that are affecting the program;**
3. **any new goals for the program; and**
4. **other information you would like to share.**

We continue to monitor and assess the impact of prerequiste changes to MICR200 to ensure that student retention, success, and SLO achievement continue to remain high (see results from SLO assessment from FA14). Our most recent SLO assessment results are distressing, and raise serious concerns about the consequences of prerequisite changes which may be allowing less-prepared students to enroll in MICR200. This is especially critical for a highly impacted course such as MICR200, and we will continue to monitor pass rates. Faculty are currently discussing a variety of solutions to address underprepared stuedents in MICR200, and develop strategies to help ensure student success. Recent hiring of a full-time support staff has alleviated pressure on existing support staff. However, given the impacted nature of MICR200, we will continue to monitor our staffing levels to ensure that we can continue to provide high quality lab experiences and achieve learning outcomes.  |

**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.**  | **MCVG20 1080p High Definition Microscopy Package** | **600010** | **1** | **1** | **Microscopes are heavily utilized in the Microbiology discipline, and students are expected to develop basic microscopy skills to achieve learning outcomes for the laboratory portion of MICR200. One tool to help achieve this goal is the use of demonstration microscopes that are connected to the projector system using digital cameras. Recent updates of the computers in our Microbiology classrooms has rendered our current cameras unusable. Therefore, purchase of two (2) digital cameras (and associated adapters and cables) to connect our demonstration microscopes to the projector system (one for each MICR200 classroom) are essential for continued student learning, and will allow students to achieve learning outcomes.**  | **$3428.00** |
| **a2.**  | **Microlab 625 Advanced Continuous Dispenser** | **600010** | **1,2** | **1** | **Microbiology is a preparation-intensive discipline, requiring hundreds of agar media plates and slants to be poured every week. The purchase of a new Media Dispenser would result in a dramatic reduction in the amount of time and effort required to prepare this media, freeing up limited laboratory support staff and student worker time for other preparations.**  | **$5700.00** |
| **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.)** |
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| **c1.**  | **Digital Hot plate stirrer,120 V, 7 1/4 X 7 1/4" Barnstead/Thermolyne Cimarec, Thermo Scientific** | **400010** | **1,2** | **1** | **Microbiology is a preparation-intensive discipline, requiring hundreds of agar media plates and slants to be poured every week. The purchase of three (3) new Hot Plate Stirrers (which are used on a daily basis) are necessary to continue to allow laboratory support staff to provide the supplies necessary for MICR200 labs.** | **$1540.23** |
| **c2.**  | **Digital Hot plate stirrer,120 V, 4 1/4 X 4 1/4" Barnstead/Thermolyne Cimarec, Thermo Scientific** | **400010** | **1** | **1** | **As part of the successful completion of the laboratory in MICR200, students must have access to all necessary equipment. Students need to use Hot Plate Stirrers in the lab. We need to replace two (2) Hot Plate Stirrers that are broken.** | **$1000.00** |
| **c3.**  | **Lab-Aids Illuminated Colony Counter** | **400010** | **1** | **1** | **As part of the successful completion of the laboratory in MICR200, students must have access to all necessary equipment. Our existing Colony Counter recently broke and is not able to be repaired. We would like to replace this item and purchase an additional Colony Counter, as this piece of equipment is used by all students in MICR200 every semester.**  | **$320.24** |
| **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.**  | **Microscope repair and maintenance** | **500010** | **1** | **1** | **Microscopes are heavily utilized in the Microbiology discipline, and thus are subject to extreme wear and tear, especially by MICRO200 students who continuously use oil on the lenses for resolution of bacteria. Each microscope needs to be cleaned and lubricated on a yearly basis to ensure functionality. As an example of this need, many microscopes are unusable after just one semester of usage due to oil accumulation on the inside of the lenses. Annual maintenance and repair of microscopes is critical to ensure continued functioning of microscopes, and allowing students to achieve learning outcomes.**  | **$3100.00** |
| **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.**  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |
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| **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.**  |  |  |  |  |  |  |
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| **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.**  | **Microscope repair and maintenance** | **500010** | **1** | **1** | **Microscopes are heavily utilized in the Microbiology discipline, and thus are subject to extreme wear and tear, especially by MICRO200 students who continuously use oil on the lenses for resolution of bacteria. Each microscope needs to be cleaned and lubricated on a yearly basis to ensure functionality. As an example of this need, many microscopes are unusable after just one semester of usage due to oil accumulation on the inside of the lenses. Annual maintenance and repair of microscopes is critical to ensure continued functioning of microscopes, and allowing students to achieve learning outcomes.**  | **$3100.00** |
| **2.**  | **MCVG20 1080p High Definition Microscopy Package** | **600010** | **1** | **1** | **Microscopes are heavily utilized in the Microbiology discipline, and students are expected to develop basic microscopy skills to achieve learning outcomes for the laboratory portion of MICR200. One tool to help achieve this goal is the use of demonstration microscopes that are connected to the projector system using digital cameras. Recent updates of the computers in our Microbiology classrooms has rendered our current cameras unusable. Therefore, purchase of two (2) digital cameras (and associated adapters and cables) to connect our demonstration microscopes to the projector system (one for each MICR200 classroom) are essential for continued student learning, and will allow students to achieve learning outcomes.**  | **$3428.00** |
| **3.**  | **Digital Hot plate stirrer,120 V, 7 1/4 X 7 1/4" Barnstead/Thermolyne Cimarec, Thermo Scientific** | **400010** | **1,2** | **1** | **Microbiology is a preparation-intensive discipline, requiring hundreds of agar media plates and slants to be poured every week. The purchase of three (3) new Hot Plate Stirrers (which are used on a daily basis) are necessary to continue to allow laboratory support staff to provide the supplies necessary for MICR200 labs.** | **$1540.23** |
| **4.**  | **Digital Hot plate stirrer,120 V, 4 1/4 X 4 1/4" Barnstead/Thermolyne Cimarec, Thermo Scientific** | **400010** | **1** | **1** | **As part of the successful completion of the laboratory in MICR200, students must have access to all necessary equipment. Students need to use Hot Plate Stirrers in the lab to warm up solutions. Need to replace two (2) Hot Plate Stirrers that are broken.** | **$1000.00** |
| **5.** | **Microlab 625 Advanced Continuous Dispenser** | **600010** | **1,2** | **1** | **Microbiology is a preparation-intensive discipline, requiring hundreds of agar media plates and slants to be poured every week. The purchase of a new Media Dispenser would result in a dramatic reduction in the amount of time and effort required to prepare this media, freeing up limited laboratory support staff and student worker time for other preparations.**  | **$5656.00** |
| **6.** | **Lab-Aids Illuminated Colony Counter** | **400010** | **1** | **1** | **As part of the successful completion of the laboratory in MICR200, students must have access to all necessary equipment. Our existing Colony Counter recently broke and is not able to be repaired. We would like to replace this item and purchase an additional Colony Counter, as this piece of equipment is used by all students in MICR200 every semester.**  | **$320.24** |
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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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| **1.**  |  |  |  |  |  |  |
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 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**