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| **Discipline: Speech** | **Date 02/05/15** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Brandan Whearty** |

**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>).   Enrollment increased in the Speech discipline this year, improving from 1645 enrolled on census day last year to 1964 during this year. This reflects a general trend of slightly increased enrollment and parallels similar increases at the division level. This pattern is not reflected in general college enrollment, which declined slightly during the same period. This data suggests that the Speech discipline and Languages and Literature division are both helping to offset the larger institutional trend of flat enrollments.  Our FTES increased from 174.66 last year to 205.91 this year, and the census load percentage for all speech classes was 89.9% - 1.3% above department average, 3.1% above division average, and 4.7% above the college average. This indicates that Speech classes are continuing to fill, and that the discipline is meeting the scheduling needs of students while retaining room for a few late adds. Four SPCH 100 classes were cancelled due to low enrollment in Fall 2014. Three of the four classes were afternoon or evening sections, and two were at the Escondido Center. Staff have indicated that if more classrooms were available to the discipline during more popular time slots, these classes could be easily filled.  This year, our discipline's WSCH increased by 937 to 6177, making 2013-2014 the most productive year on record for our discipline. Due to increased enrollment and being short-handed, our percentage of FTEF taught by part-time faculty is now 72.29%, an increase of 21.32% over last year. While our new hire will help reduce this percentage starting in Fall 2015, we would require two more full-time hires just to replace personnel lost in the last 11 years; unfortunately, we anticipate losing another full-time faculty member to retirement this spring.  Our overall pass rate for all Speech courses last year was 80%, which was slightly above the division average of 72.9% and the college average of 71%. The day pass rate was 81.9%, substantially above the divison average of 73.6%, but the night pass rate was below the division average by a 0.1%. This may be a natural effect of offering 'golden four' classes like SPCH 100 in evening time slots, or it may indicate an opportunity to improve the amount of support provided to students in night classes.  The Speech discipline awarded 3 AA degrees in 2014. This is an improvement over 2013 (0 AA degrees awarded), and the most AA degrees awarded since 2009. Our departmental project to understand and correct this underutilization of our program is currently underway. |

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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 2014, the Speech discipline performed extensive assessment of our first Program SLO, which focused on performing and assessing expository and argumentative messages. This SLO was evaluated through an aggregate of course-specific SLO results and qualitative instructor evaluations. The expository section of this SLO was met in SPCH 100, and SPCH 125, with students surveyed reporting increases in both topical understanding and performative confidence. The part of the SLO concerning assessing argumentative messages was evaluated in SPCH 105, and results indicated that only around 50% of the evaluated students were able to correctly identify the components of the Toulmin model.  Speech faculty worked together over the last calendar year to assess SLOs in several of the core classes of the discipline. Faculty members evaluated every SPCH 105 course taught at Palomar College for the Communication SLO, and determined that, in spite of mortality effects caused by longitudinal measurement, 80% of students showed improvement from pre-course baseline stage-fright and nonverbal behavior. In SPCH 115, instructors took a representative sample of the student population, and performed survey research using a Likert-type scale to evaluate the SLO for Self-Analysis and Reflection. 89% of students reported that they agreed or strongly agreed that they had gained facility in analyzing interpersonal communication.  In the coming year, our faculty have plans to update, modify, and assess various SLOs across our discipline. We plan to assess our second Program SLO on Communication and Community. Instructors responsible for curriculum in SPCH 105 will be modifying lesson plans on the Toulmin model to incorporate active learning and educational technology. In addition, plans are underway to evaluate at least one additional SLO in SPCH 115, SPCH 120, SPCH 125, and SPCH 131. |

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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.**   Our departmental project to improve the use of educational technology continued throughout last year. Several classes, including SPCH 290, have developed new Blackboard course shells or content, and faculty members have assisted each other in learning to navigate new classroom technology and online resources.  The Palomar Speech and Debate Team used 2014 to move into our new facility and to expand our role supporting the mission statement of the discipline and the institutional values of Palomar College established by the Strategic Planning Council. In Spring 2014, the team won high honors at two national tournaments, ranking 4th in the country among community colleges at the NPDA national tournament, and 4th in the country in debate at the Phi Rho Pi national community college tournament.  In Fall 2014, Palomar College fielded the largest and most diverse team in decades. Our team currently includes five members from ESL households, three members from severely impoverished backgrounds, several students with differences of ability, and cultural backgrounds ranging from Persian to Russian. The team has supported the institutional value of diversity by bringing together different ideologies and cultures in service of mutual understanding. The team also performs in local showcases which help establish presence and participation in the local community.  In national ranking, community service, and academic performance, the Palomar Speech and Debate team has represented Palomar College as a model of excellence, mutual respect, and creative innovation. Coaches from the Palomar Speech and Debate team have also assisted in increasing access for students with economic or educational disadvantages. One of our programs that has served this end provides free recycled laptops for students who cannot afford a home computer. To date, four students have benefited from this service, collectively saving thousands of dollars in unaffordable expenses.   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.**   Current students continue to benefit from IPC funding provided last year. We received ($2000.00) in funds for a part-time student worker. This allowed us to formally hire Justin Perkins, who has conducted hundreds of hours of coaching sessions, assisted in running large tournaments, and judged over 40 rounds of competition. If the team were to try to pay for these expenses separately at standard rates, the price could exceed ($5000.00). We also received ($1000.00) in funds to increase our copy budget. The funding provided helped keep our department running until late March. Current students and faculty are also benefiting from IPC funded equipment bought before 2014, including a Speech Team travel printer.  Future students will benefit extensively from the proposals for the coming school year. Our requests include funding to access research databases, additional technical equipment, and necessary materials for class. The exact details of each request are provided later in this document. |

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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.**   Goal #1, to increase outreach at the high school level, has moved forward slowly. Our faculty have formed working relationships with coaching staff responsible for two local high school programs, but progress has been hampered by the institutional process necessary to hold shared practices and by a lack of faculty time.  Goal #2, to study underutilization of the Speech AA degree, is nearly accomplished. Our faculty have evaluated enrollment reports, collaborated in a small working group, and studied the market represented by incoming students. While we require more years of hard data to fully understand this problem, the information we have highlights two strong causes. First, most of our class enrollment is driven by students whose primary goal is to transfer to a four-year university. This means that our degree is underutilized because it is not relevant to the educational goals of this particular student population. Second, our AA degree has not been promoted effectively to students. Our faculty are looking at ways to promote the program within the school and at creating a compelling value proposition to create student buy-in.  Goal #3, to evaluate the renaming of the SPCH department, continues at a slow pace. Meetings are continuing regarding possible future naming conventions, and our faculty have enjoyed the opportunity to work with colleagues from the Department of Communications.  Goal #4, to separate forensics accounts and to improve student access to supplies, has been partially accomplished. We have successfully established separate forensics accounts, which has made budgeting substantially easier and allowed us to track our costs more effectively. Our process of improving student access to classroom supplies is continuing, and last year resulted in IPC funding for a short-term hourly worker ($2000.00) and for an increased copy budget ($1000.00). While this increase was helpful, our copy budget was still exhausted by late March and had to be supplemented with lottery money. |

**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.** |  |  |  |  |  |  |
| **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.** | **4 Dell XPS 15 (16 GB Staff Ultrabook 4th Generation** | **600010** | **Goal #4** | **Goal #1** | **In order to help support increased access to resources for faculty and students, our department requires 4 new laptops. Currently, we have faculty members who lack access to computing resources while traveling for school activities, and several students who have no access to personal computers of any kind. The ability to have laptops to loan out would assist students, instructors, and the Palomar College Speech and Debate Team. The funding requested would provide 4 Dell XPS15 Ultrabook Laptops (Dell District Quote #692887064 - $2350.43 each), a $75 protective case for each laptop, and shipping and handling for all items requested.** | **$10,000.00** |
| **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.** | **Classroom Supplies** | **400010** | **Goal #4** | **Goal #5** | **Moving into the new facility in the H building has highlighted existing material needs for classroom supplies. Our students lack podiums in many classrooms, which has disrupted some SPCH 100 classes. Additionally, we have expensive camera equipment without necessary protective cases. Finally, our high enrollment numbers mean that faculty have been rationing basic supplies like paper, staples, and folders. The funding requested would cover 8 adjustable height metal lecterns (Staples item 201644 - $56.99 each) plus $25 shipping and handling, 5 camera cases ($50 each, counting shipping and handling), and enough money to restock departmental supplies ($1000).** | **$2000.00** |
| **c2.** | **Plantronics Wireless Telephone Headset** | **400010** | **Goal #4** | **Goal #4** | **Our ADA is currently without a remote telephone headset, which means that she cannot multitask while she is on the phone. In addition, this lack of equipment causes physical hardship over time from having to hold the phone to her ear for hours each day. This headset would ensure that her working environment is more productive and comfortable. The funding requested would purchase one CS-540 headset and needed components (total $343.79 each plus shipping).** | **$343.79** |
| **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.** | **Speech Information Databases** | **500010** | **Goal #4** | **Goal #1** | **Students in normal classes and in speech competition benefit enormously from access to instructional materials packaged for specifically for our discipline. The Palomar College library lacks the necessary resources to fulfill these needs, since their focus is more on generally accessible material. Access to these resources would also allow our school to generate substantial backfiles of information, which would continue to benefit both argumentation classes and the debate team in years to come. The funding requested would buy the West Coast Debate Ultimate Value Package ($595.00) and a Planet Debate Master 15 subscription ($695.00).** | **$1290.00** |
| **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **Funding for 1 short-term hourly worker supporting Forensics** | **240010** | **#4** | **Goal #1** | **In the last year, our discipline has benefited substantially from funding for a short term hourly worker supporting Forensics. Our organization was able to hire an expert who cost the school $2000, but provided between $5000 and $6000 in service to the school. Funding for a short term hourly worker this year would allow our department to increase outreach to local high schools, and to improve our recordkeeping. This position would be our number one priority for the 2014-2015 school year if funds were available.** | **$4,000.00** |
| **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.** | **4 Dell XPS 15 (16 GB Staff Ultrabook 4th Generation** | **600010** | **#4** | **Goal #1** | **In order to help support increased access to resources for faculty and students, our department requires four new laptops. Currently, we have faculty members who lack access to computing resources while traveling for school activities, and several students who have no access to personal computers of any kind. The ability to have laptops to loan out would assist students, instructors, and the Palomar College Speech and Debate Team. The funding requested would provide 4 Dell XPS15 Ultrabook Laptops (Dell District Quote #692887064 - $2350.43 each), a $75 protective case for each laptop, and shipping and handling for all items requested.** | **$10,000.00** |
| **2.** | **Classroom Supplies** | **400010** | **#4** | **Goal #5** | **Moving into the new facility in the H building has highlighted existing material needs for classroom supplies. Our students lack podiums in many classrooms, which has disrupted some SPCH 100 classes. Additionally, we have expensive camera equipment without necessary protective cases. Finally, our high enrollment numbers mean that faculty have been rationing basic supplies like paper, staples, and folders. The funding requested would cover 8 adjustable height metal lecterns (Staples item 201644 - $56.99 each) plus $25 shipping and handling, 5 camera cases ($50 each, counting shipping and handling), and enough money to restock departmental supplies ($1000).** | **$2,000.00** |
| **3.** | **Plantronics Wireless Telephone Headset** | **400010** | **#4** | **Goal #4** | **Our ADA is currently without a remote telephone headset, which means that she cannot multitask while she is on the phone. In addition, this lack of equipment causes physical hardship over time from having to hold the phone to her ear for hours each day. These headsets would ensure that her working environment is more productive and comfortable. The funding requested would purchase one CS-540 headset and needed components (total $343.79 each plus shipping).** | **$343.79** |
| **4.** | **Speech Information Databases** | **500010** | **#4** | **Goal #1** | **Students in normal classes and in speech competition benefit enormously from access to instructional materials packaged for specifically for our discipline. The Palomar College library lacks the necessary resources to fulfill these needs, since their focus is more on generally accessible material. Access to these resources would also allow our school to generate substantial backfiles of information, which would continue to benefit both argumentation classes and the debate team in years to come. The funding requested would buy the West Coast Debate Ultimate Value Package ($595.00) and a Planet Debate Master 15 subscription ($695.00).** | **$1,290.00** |
| **5.** | **Funding for 1 short term hourly worker supporting Forensics** | **240010** | **#4** | **Goal #1** | **In the last year, our discipline has benefited substantially from funding for a short term hourly worker supporting Forensics. Our organization was able to hire an expert who cost the school $2000, but provided between $5000 and $6000 in service to the school. Funding for a short term hourly worker this year would allow our department to increase outreach to local high schools, and to improve our recordkeeping. This position would be our number one priority for the 2014-2015 school year if funds were available.** | **$4,000.00** |
| **6.** |  |  |  |  |  |  |
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| **22.** |  |  |  |  |  |  |
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| **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**