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| **Discipline: Counseling** | **Date 013015** |
| **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.**  **Dr. Lisa Romain, Counseling Department Chairperson**  **Ellie Schoneman, Counseling Support Specialist**  **Carrie Jack, Counseling Support Specialist**  **Lucia Aguilar, Senior Administrative Secretary**  **Dr. Rebecca Barr, Professor/Counselor**  **P.J. Demaris, Professor/Counselor**  **Gloria Kerkhoff, Articulation Officer** |

**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>).   Over the last year the Counseling Department has seen a decline in enrollment and weekly student contact hours. Data supports in 2014 we saw over 14, 810 students at the San Marcos campus by appointment, holding steady the year before, while the district's enrollment continued to drop. With less FTE faculty, the WSCH/FTEF (WSCH generated per full time equivalent faculty member) increased over the same timeframe. As a result, the Counseling Department census load percentage has shown an improvement over the last year. The enrollment at census divided by the total seats has risen slightly from Fall 2013 to Fall 2014. By comparision, the census load of the Counseling Department is higher than the District as a whole.  Declines in total FTE are coupled with higher rates of instruction by adjunct instructors. In Fall 2013, data supports 9 counseling classes were taught by full time counseling faculty compared to 13 counseling classes taught by counseling adjunct instructors. In Spring 2014, full time counseling instructional faculty taught 16 classes compared to19 classes taught by adjunct instructional faculty. In Fall 2014, the trend reversed with 24 classes being taught by full time counseling faculty compared to 20 classes taught by adjunct instructional counseling faculty. Overall, the Counseling Department utilizes adjunct instructional counseling faculty for the majority of their courseload instruction. The District utilization of adjunct is slightly comparable which further underscores the higher dependence on adjunct faculty within the Counseling Department. A combination of unfilled retirement positions as well as contractual limits on classes that can be taught on load by full timers may explain this discrepancy.  One interesting distinction between the Counseling Department enrollments and the District's, is the distribution of enrollment populations. The Counseling Department's daytime, evening, and distance enrollment distributions for Fall 2013-Fall 2014 are below.  Fall 2013 Spring 2014 Fall 2014    # of daytime classes 11 14 19    # of evening classes 5 9 11    # of distance classes 5 11 13    open entry/open exit (coun 48) 1 1 1    Pass rates for Counseling Department classes have improved over the last year which compares consistently with the District's overall rate. Distance learning classes have seen great pass rate improvement over the last year which also compares well with the District wide pass rate. Daytime classes have also seen improvement compared to the District's overall pass rate. Evening classes continue to experience fluctuating pass rates. Nonetheless, this trend still compares favorably to the District's evening pass rate.  Pass rates by gender between the Counseling Department and the District are fairly close for females with 74.1% and 72% respectively in the 2012-2013 year. However, for males the District's rate is 4.8% better in the most recent year and 7.3 % better on average over the last few years. In the most recent 2012-13 year, pass rates by ethnicity was fairly consistent with the District as a whole, but ran higher in Counseling for Filipino and Hispanic students. White and Native American students had lower pass rates in 2012-2013 than the District as a whole. Over the last few years, African American students' average pass rate was 5.39 less than the District's . There were also lower pass rates than the District's for Asian students at 16.08 less, Native American students at 21.37% less (although low enrollment numbers may be skewing these results), White students at 6.67% less, and Multiethnic students 3.33% less. The data suggest that more specialized instructional services are needed for African American, Hispanic, Veteran, Disabled and Foster Youth students.  Pass rates by age are similar between Counseling and the District for students 19 years and younger. As the age group goes up so too does the difference. For students 20-24 years the most current year showed 4.42% less for Counseling and over the 6 year period this age group's pass rate was 4.89% less than the general population. Students in the 25-49 age group show a pass rate that is 7.9% less in 2012-13 than the general population and 11.05% lower rate over the last few years. Students in the 50 and higher age group have a pass rate 5.8% lower this year than the District's and 13.85% less than the District's over the last few years.  Retention rates for the Counseling Department classes and the District as a whole is of great concern. Counseling Services and the Admissions and Records Office are progressive in reaching out to our feeder high schools. Along with student ambassadors, Counseling Services and the Admissions and Records Office are providing exceptional student services to make certain that students are informed about Palomar College, campus resources and ways to be successful in pursuing and completing their educational, career and life goals. With this outreach and retention effort, in Fall 2014 data supports that 50% more students were serviced in the student services areas. In Spring 2015 more students were reported as being served which resulted in students registering for classes; therefore increasing enrollments. With the continued retention and outreach efforts, class enrollments for day, evening and distance education along with greater offerings of new Transfer AA and AS Degrees and ADT's (new name for Associate Degrees for Transfer) is anticipated to rise.  Retention rates by gender are similar to the District's with a slightly lower rate for males than females in 2012-13. All ages groups (except 19 years and younger) are showing lower rentention rates this year compared to last and in comparision the the District. Retention by ethnicity in 2012-13 was lower among African American, Hispanic, Native American, multiethnic, and white students from 2011-12. Compared to the District , Counseling saw lower retention rates with African American (9.5% less), Native American (2.4% less) and White students (4% less). The Counseling Department saw better retention rates than the District among Asian students (5% better), Filipino (8.2% better), Hispanic (.4%), and Multiethnic (6.5% better). Data suggests that campus services provided in the TLC, STEM, DRC, Veteran center's and Learning Communities help to assist students in completing academic coursework. Comparable data suggests that Foster Youth, Puente and Umoja programs are relatively effective indicating the need for more instructional services that assists these special populations. |

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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/>   The Counseling Department demonstrated positive outcomes for all courses. The most recent findings and planned activities indicate that:  \*Coun 100, Counseling Skills  “Understanding Material” Students are able to apply appropriate basic counseling skills and strategies that maximize student understanding and practice of course material.  This learning outcome is being continued from previous years with a modified assessment procedure designed to be more effective for providing feedback to both students and instructor.  \*Coun 101, Transfer Success  “Understanding transfer requirements” Students increase their knowledge of UC and CSU transfer requirements.  This learning outcome, measured by a pre- and post-test was successfully met in 2013-14 and is being continued in 2014-15.  \*Coun 110, College Success  “Cornell Note Taking” Students create notes using the Cornell format, including: Taking notes on a pre-selected video lecture (Bloom's Psychology of Happiness); later adding key facts and concepts; finally, formulating possible test questions based on the key facts.  This learning outcome was assessed two subsequent years (2012-13, 2013-14) and showed an increase over time in student scores in the Cornell components involving critical thinking.  “Active Reading with SQ3R” Students will be identify the content and sequence of the SQ3R reading method. Planned for spring 2015.  \*Coun 115, Career Life Planning  “Career Research” Students use career material to conduct research about careers and use the information to choose a career goal.  This learning outcome was measured in 2013-2014 and the criterion was met, however 30% were still undecided on a career choice. An analysis of the data suggested that students entering the class with an idea of their career direction were more successful in using the research process than others. This learning outcome will be repeated in 2014-15 with a modified instrument designed to better distinguish students’ needs at the beginning of the process.  \*Coun 120, Quest for Identity/Life Skills  “Coping Skills” Students analyze previous coping methods used for adversity and utilize learned critical thinking skills to write a strategy that addresses why they used the previous coping mechanism, how it served them, and what they were trying to protect. Subsequently, students will be able to devise a healthier coping mechanism that best addresses their particular issue and the positive or negative consequences that could follow.  For 2013-14 the criterion has been met. The coping skills success rate was 83% which met the goal. This SLO is being repeated in 2014-15.  \*Coun 165, Career Search  “Career Decision and Development Process” Students will learn and apply the process of assessing their skills/abilities, researching an occupation that fits their personality, clarifying career interests, identifying their values, exploring possible career pathways to gain an understanding about the career development process.  For 2013-14 the criterion has been met. 80% agree or strongly agree that they have assessed their career interests, personality and skills/abilities and identified a related occupational goal. This SLO is being repeated in 2014-15.  \*Coun 170, Major Search  “Research and Web Navigation” Students successfully navigate the online tools presented in the class for purposes of gathering information on available college majors for their appropriate degree goal. More specifically, students will demonstrate the ability to identify the lower division degree requirements, (GE, Major, and/or Major Preparation) for a proposed college major.  This SLO was last measured in 2011-12  “Selecting a College Major” Students identify how their interests relate to compatible college majors and demonstrate an understanding of the process involved in research, planning, and decision making as it pertains to college majors.    This SLO was last measured in 2010-11 |

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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.**   NA   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.**   The recent SSSP implementation has placed more responsibilty on the Counseling Department to assure all non-exempt students have an educational plan. Considering the volume of students at Palomar College curricular adjustments are being updated in many of the Counseling Department's classes to incorporate development of educational planning as an SLO. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   NA |

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

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   The Counseling faculty are exceptionally committed to student success in and outside of the classroom. Recent highlights include:  \* 5 instructional adjuncts were hired to teach COUN 110 - College Success Skills courses.  \*The pool of highly qualified instructional adjuncts was expanded to adapt to the demands of instructional needs.  \*The Counseling Department's Adjunct Committee conducted a Fall 2014 review of current on line and paper applications, email resumes and cover letter inquiries. The pool was increased to meet the recent SSSP implementation and the anticipated need to be available in the event another instructor becomes ill or is unable to teach any given semester.  \*More class sections were offered to assure traditional face-to-face sections, hybrid offerings and distance learning options.  \*In Spring 2016, additional face-to-face COUN 115 - Career and Life Planning courses will be offered to assure balance and provide more options for students to better meet a variety of scheduling and student learning preferences.  \*The expansion of educational planning in all Counseling classes is being explored.  \*The Counseling Department regularly meets with full time and adjunct counseling instructors to review methods for incorporating educational planning into apppropriate curriculum.  \*A record number of Palomar students have a current educational plan (developed or reviewed with the last 2 semesters) via the classroom, group counseling or individual appointments. In Fall 2014, data indicates that 3,125 EAP students were served and 1,872 of them have an EdPlan on file. Data shows that counseling provides ed plans to more than half the EAP potential population - more than the amount enrolled. At the same time, there are EAP students who enroll and do NOT have ed plans. In 2013 and 2012, this number was close to and less than 200. In 2014, this number was over 300.  \*Full time counseling faculty were identified to develop a course outline for a college orientation class as a topics course in Counseling and process it through the necessary Curricunet process for possible implementation in Fall 2016. The Counseling Department would offer at least 1 section for new college students in the Fall of 2016. Additionally, a new face-to-face course, COUN 148: Managing Stress and Well-Being was developed in Fall 2014 and is currently in the curricunet process for possible implementation in Fall 2015.  \*The Counseling Department implemented COUN 110 mentor and training workshops for adjunct counseling instructors. Additional trainings are being planned for other counseling courses. In February 2015 monthly trainings for adjunct counselors will be instituted to address the SSSP implementation.  \*The recent SSSP implementation has placed greater demands on counselors to explore career goals and college majors leading to specified career pathways with all students. In an effort to meet the EdPlan demands and accurately assist students in identifying a college major leading to a viable career that aligns with their interests, values, skills and personality, having the district pay for MBTI and STRONG careers assessments for all students would be a primary goal. The career assessments will assist counselors in helping students to choose the appropriate coursework for a certificate, AA, CSU, IGETC, and / or private school transfer. |

**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.)** |
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| **b1.** | **3 computers** |  |  |  |  |  |
| **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.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
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**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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| **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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| **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.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
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**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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| **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)** |
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| **1.** |  |  |  |  |  |  |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**