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| **Discipline: Family & Consumer Sciences** | **Date 1/30/2015** |
| **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.**  **Solange Bushra Wasef, Margaret Gunther, Sarah Coffin, Halle Elbling, and Lindsay Yau** |

**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>).   Total Enrollment: Total enrollment ranged from 263-367 over the last 6 years. The 2013-2014 academic year had the highest enrollment total due to the addition of FCS-Nutrition sections offered and student interest in the courses.    Enrollment at Census: The census enrollment was at its lowest in 2011-2012 (93.3% census load). Census enrollment increased from 263 in 2011-2012 to 367 in 2013-2014, which represents a 97.1% census load. In addition, the census load has remained above 93.3% since 2008-2009. Even with the additional sections offered, the classes are in high demand and fill quickly.    WSCH and FTEF: WSCH and FTEF reached their low in 2011-2012. With the additional sections offered, the WSCH has increased from 784 in 2011-2012 to 1,150 in 2013-2014. In addition, FTEF has increased from 1.50 in 2011-2012 to 2.2 in 2013-2014. This data further demonstrates student interest in the discipline.    Course Success Rates: In face-to-face classes, the pass rate has fluctuated between 67.9%-82.5%, with an increase from 76.8% in 2010-2011 to 82.5% in 2011-2012 followed by a drop to 67.9% in 2012-2013. However, the pass rate increased to 69.2% in 2013-2014. At the FCS-Nutrition faculty meeting, one reason identified for the decline in pass rate was the increasing number of students who maintained their enrollment in the class but did not continue completing the coursework or attending regularly. To address this trend, we are identifying struggling students earlier in the semester and intervening by connecting them to the appropriate resources to support their success. These strategies have helped increase the pass rate in 2013-2014. Due to the collaborative environment in our courses, students are beginning to hold each other accountable when they miss class as identified by students reporting receiving phone calls and/or emails from classmates when they are absent. As a result, we expect our pass rates to increase. As we review yearly data, we will devise and implement new strategies for continued improvement.  In distance education classes, the success rate has fluctuated between 64.3%-69.1%, which reached its lowest in 2008-2009. Students struggle in online classes for many reasons. Some of the reasons FCS-Nutrition faculty identified include students having difficulty with accessing technology, understanding the online format, and estimating the work required for online courses. As a result of this data, the FCS-Nutrition instructors discuss strategies for improving student success rates during meetings held prior to the beginning of each semester.    Course Retention Rates: In face-to-face classes, the retention rate has fluctuated between 95.1%-97.3%. In distance education classes, the retention rate has fluctuated between 88.7%-96.4%. This data indicates that a large number of students are maintaining enrollment in our courses. However, based on the success rates, some are struggling to successfully pass the course.    In the past six years, two degrees and two certificates have been awarded. We have many students interested in majoring in nutrition. Approximately, 23% of students enrolled in face-to-face nutrition courses taught by FCS-Nutrition instructors indicated they had strong interest in becoming a Registered Dietitian Nutritionist or Nutritionist. While we offer many of the courses required for transfer, they are not yet organized as a formal degree or certificate. Unfortunately, some students interested in pursuing a career in nutrition are not always aware of what we offer unless they visit our FCS-Nutrition website or talk to faculty/staff who are familiar with our course offerings. Since we do not currently have a set of courses organized into a nutrition degree, the appropriate coursework is not easily located in the catalog. Therefore, this data does not reflect students who take our classes to complete coursework for a nutrition degree. As a result, we have proposed a new discipline, NUTR, and an AS-T in Nutrition and Dietetics. The discipline and degree have been launched in Curricunet for inclusion in the 2015-2016 catalog. |

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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/>   Based on the 2013-2014 SLO assessment results and faculty discussions, students are achieving the outcomes. We decided to assess our courses once every two years. All adjunct and full-time faculty participate in assessing the courses. |

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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 full-time faculty member, Solange Bushra Wasef, was part of the FDRG to establish the Nutrition and Dietetics TMC. She also met with faculty at Mesa College and San Diego State University to discuss local degree needs and reviewed data from student interest surveys and the advisory committee members. As a result, we proposed and launched the NUTR discipline and the AS-T in Nutrition and Dietetics.  Solange continues to attend strategic forums and workshops where local educational and business representatives discuss tools, skills, and resources students need to succeed in their academic and professional endeavors.   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 are participating in learner-centered activities, learning skills identified as ability and knowledge gaps in new hires and university transfer students, receiving advisement information to include strategies for gaining experience and creating career plans, and finding open sections of nutrition classes to enroll in. For example, we offer an orientation session every semester for students interested in nutrition. Thirty students participated in Fall, 2014, which is a significant increase from 10 in the previous semester. Many of the students who attended the session are currently enrolled in our nutrition classes.  Future students will receive the above benefits but will also be able to complete a nutrition degree or certificate. In addition, they will develop a thorough understanding of the subject by engaging in activities and utilizing classrooms designed for learner-centered teaching.  The goals of these planning activities are to improve success rates, decrease knowledge gaps, and increase degree completion rates. While we are in the early phases of building our program, our data indicates we are making progress towards our goals. |

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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.)**   Labor Market and EMSI data for San Diego County both project an increase in job growth for Dietitians and Nutritionists.    San Diego County Labor Market Data suggests a 16.7% increase in jobs from 2012-2022. In addition, the median wage in 2014 was $32.66 hourly and $67,927 annually.    North San Diego County EMSI data suggests a 15% increase from 2009-2019.    EMSI national data indicates that 68% of employed Dietitians/Nutritionists have completed a bachelor’s degree, master’s degree, or doctoral or professional degree. |

**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: Research and Develop FCS-Nutrition Program  Progress: Solange attended the California Dietetic Association Annual Conference, participated in completing the TMC, and launched the NUTR discipline and Nutrition and Dietetics AS-T for inclusion in the 2015-2016 catalog.  Next: The next steps are to continue building relationships with industry professionals to create opportunities for students and acquire resources needed to teach all content identified in the CORs and SLOs for the courses required for the Nutrition and Dietetics AS-T.  Goal #2: Educate Students About Our Current Course Offerings  Progress: We have created and distributed advisement materials and program brochures. Each semester, we hold an orientation/informational workshop for any students interested in nutrition as a career. Student interest and attendance has increased from the previous semester.  Next: The next steps are to continue holding and improving workshops and expand marketing efforts to include the community and local schools. We would also like to connect students with industry professionals by inviting practicing dietitians to attend the workshop and participate in a panel to answer student questions.  Goal #3: Improve Student Engagement and Understanding Through Learner-Centered Teaching  Progress: We participated in workshops designed to teach strategies for incorporating active learning principles in the classroom, and we purchased classroom furniture that is designed for collaboration. With the collaborative classroom environment, students are holding each other accountable when a partner does not attend, working as teams to understand the material, and enjoying the learning process. These conclusions are based on classroom observations and student feedback.  Next: The next steps are to acquire the equipment and technology needed to teach all content identified in the CORs and SLOs for the courses required for the Nutrition and Dietetics AS-T.  Summary: The funds we received last year through Perkins and the PRP helped us progress in every area. However, our program is in the early phases of development/establishment and requires additional resources.  In last year's PRP, we requested but did not receive funding for items that are essential to achieving our course and program goals. FCS-Nutrition courses were previously taught in FCS-1 where computers were available for the students to use. Frequently throughout the semester, our students use databases and the internet to complete class activities. These activities are required components of our courses as identified in the CORs and SLOs. In previous years, we have received funding to purchase access to the databases we use for these activities. However, we did not receive funding for the equipment. Since we no longer have access to computers in the classroom, we have requested the use of the library's computer lab as well as requested temporary access to other department's classrooms. This has significantly limited our ability to work with these databases in class, which presents a barrier for students to achieve mastery of these tools. In addition, our program is growing and we expect the required use of technology in the classroom to increase as we begin to offer courses we have proposed as part of the Nutrition and Dietetics AS-T. |

**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.** | **Alarm System** | **Block Grant** | **Goal 3** | **Goal 1** | **These funds will be used to purchase an alarm system for Q-4. The funds requested include installation and 1 year of monitoring. Currently, Q-4 is not a restricted classroom. In addition to storing laptops (requested in this document), we plan to store existing equipment students use to learn the content identified in the CORs and SLOs of our required courses. These items are already being used in class but are stored in faculty offices. The equipment is delicate, difficult to transport, and valued at over $10,000 (new). As a result, we will request to change Q-4 to a restricted room and install the alarm system to protect the equipment we store there.**  **Not currently funded** | **$835** |
| **b2.** | **Laptops and Charging Stations** | **Block Grant** | **Goals 1 and 3** | **Goal 1** | **These funds will be used to purchase laptops and charging stations for students to use in Q-4 during class. Due to construction, we will no longer be able to hold FCS-Nutrition classes in FCS-1, which had computers. In the past, we have used the computers in FCS-1 for research projects in class, flipped classroom activities, tasks involving online databases, and a variety of learner-centered teaching activities. The use of these databases and the projects are required components of our courses as identified in their CORs and SLOs. In addition, our program is growing and we expect the required use of technology in the classroom to increase as we begin to offer courses we have proposed as part of the Nutrition and Dietetics AS-T. For example, students will use these databases and online tools to analyze the nutrient content of recipes during class and/or lab. Going forward, FCS-Nutrition classes will be held in Q-4, which has no computers. Therefore, we will use these funds to purchase laptops and charging stations to provide students with access to the tools they need to complete these assignments.**  **Not currently funded** | **$54,486**  **\*This is a general estimate. Based on feedback from Academic Technology, we might have additional options that are currently being reviewed.\***  **We are able to acquire these items over 2 years, $27,243 per year.** |
| **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.** |  |  |  |  |  |  |
| **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.** | **Academy of Nutrition and Dietetics Evidence Analysis Library** | **Lottery** | **Goals 1 and 3** | **Goal 1** | **This database releases position statements from the Academy of Nutrition and Dietetics on a wide variety of topics in nutrition. The Academy is the accrediting body for Registered Dietitians and the authority for updated positions in nutrition. Access to the database would improve the quality of teaching, give students the foundational knowledge of how to systematically sort through nutrition information just as industry professionals do. In addition, use of this database is essential to teach the content identified in the CORs for courses required for completion of the Nutrition and Dietetics AS-T.**  **This has been funded by the library through September, 2015. Beyond that, there is no known funding source.** | **$2100** |
| **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.** | **California Dietetic Association Annual Conference** | **Faculty Travel** | **Goals 1 and 2** | **Goals 2 and 3** | **These funds will be used to send Solange Bushra Wasef to the conference for the purpose of collaborating with educators and nutrition professionals to explore career and educational opportunities for students as well as learning new findings in the field to enhance the quality of the education the students receive. As this is also a networking event, some of the professionals here might be invited to attend to activities related to our program or to participate in a panel to answer student questions.**  **Not currently funded** | **$1500**  **\*This figure is an estimate as the meeting location and registration fees have not been announced\*** |
| **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)** |
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| **f2.** |  |  |  |  |  |  |
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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.** | **Alarm System** | **Block Grant** | **Goal 3** | **Goal 1** | **These funds will be used to purchase an alarm system for Q-4. The funds requested include installation and 1 year of monitoring. Currently, Q-4 is not a restricted classroom. In addition to storing laptops (requested in this document), we plan to store existing equipment students use to learn the content identified in the CORs and SLOs of our required courses. These items are already being used in class but are stored in faculty offices. The equipment is delicate, difficult to transport, and valued at over $10,000 (new). As a result, we will request to change Q-4 to a restricted room and install the alarm system to protect the equipment we store there.**  **Not currently funded** | **$835** |
| **2.** | **Laptops and Charging Stations** | **Block Grant** | **Goals 1 and 3** | **Goal 1** | **These funds will be used to purchase laptops and charging stations for students to use in Q-4 during class. Due to construction, we will no longer be able to hold FCS-Nutrition classes in FCS-1, which had computers. In the past, we have used the computers in FCS-1 for research projects in class, flipped classroom activities, tasks involving online databases, and a variety of learner-centered teaching activities. The use of these databases and the projects are required components of our courses as identified in their CORs and SLOs. In addition, our program is growing and we expect the required use of technology in the classroom to increase as we begin to offer courses we have proposed as part of the Nutrition and Dietetics AS-T. For example, students will use these databases and online tools to analyze the nutrient content of recipes during class and/or lab. Going forward, FCS-Nutrition classes will be held in Q-4, which has no computers. Therefore, we will use these funds to purchase laptops and charging stations to provide students with access to the tools they need to complete these assignments.**  **Not currently funded** | **$54,486**  **We are able to acquire these items over 2 years, $27,243 per year.** |
| **3.** | **California Dietetic Association Annual Conference** | **Faculty Travel** | **Goals 1 and 2** | **Goals 2 and 3** | **These funds will be used to send Solange Bushra Wasef to the conference for the purpose of collaborating with educators and nutrition professionals to explore career and educational opportunities for students as well as learning new findings in the field to enhance the quality of the education the students receive. As this is also a networking event, some of the professionals here might be invited to attend to activities related to our program or to participate in a panel to answer student questions.**  **Not currently funded** | **$1500** |
| **4.** | **Academy of Nutrition and Dietetics Evidence Analysis Library** | **Lottery** | **Goals 1 and 3** | **Goal 1** | **This database releases position statements from the Academy of Nutrition and Dietetics on a wide variety of topics in nutrition. The Academy is the accrediting body for Registered Dietitians and the authority for updated positions in nutrition. Access to the database would improve the quality of teaching, give students the foundational knowledge of how to systematically sort through nutrition information just as industry professionals do. In addition, use of this database is essential to teach the content identified in the CORs for courses required for completion of the Nutrition and Dietetics AS-T.**  **This has been funded by the library through September, 2015. Beyond that, there is no known funding source.** | **$2100** |
| **5.** |  |  |  |  |  |  |
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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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**