|  |  |
| --- | --- |
| **Discipline: Non-Credit ESL Dept (N ABED, N CTZN, N ESL)** | **Date 02/02/2015** |
| **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.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.**  **Mark Poupard, Jerrie Raymer, Marcela Gomez, Monica Galindo, Gary Sosa, Nimoli Madan, Lee Chen, Carmelino Cruz, and Tracy Fung** |

**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.

|  |
| --- |
| 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>).   From 2013, there has been a slight drop in enrollment, and at the same time there was a drop in enrollment load. However, overall there is little change over last year. Because of the lower student enrollment, WSCH and FTEF also decreased slightly in 2014.  One measure of success in the non credit program is that students earn certificates of non credit ESL completion. The number of Non Credit ESL Completion Certificates awarded is as follows: Fall 2012 - 51 Spring 2013 - 37 Fall 2013 - 38 Spring 2014 - 47  Fall 2014 - 45  The number of ABED certificates awarded is as follows: Fall 2013 19  Fall 2014 15 |

|  |
| --- |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   In Fall 2014 we assessed SLO for NESL 302 and NESL 303. Our SLO plan FOR Spring 2015 is to assess SLOs for NESL 322 and NESL 304. |

|  |
| --- |
| 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.**   In Falbrook, we began a persistence database to track students from level 1 to level 4, but we have had to abandon the program since we lost the full-time faculty member who was reponsible for the project.   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.**   Due to the loss of a full-time faculty, the persistence database at Fallbrook had to be abandoned. We are unable to track students and gain valuable data to help us monitor students' progress and guide them in transitioning to credit classes. Also, the lack of a FT faculty member at Fallbrook has hindered our ability to target specific areas of the outreach and enrollment process that need to be addressed. |

|  |
| --- |
| 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>).

|  |
| --- |
| **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.**   Hold an annual Non-Credit Certificate of Completion Ceremony: This project has been on hold since we lost the full-time faculty responsible for this event.  Strengthen pathways for NESL 304 students to advance in the college. The hiring of Carmelino Cruz has been a huge boon to the program since he is an energetic, effective staff who, on top of guiding the INEA Program, has been conducting ESL orientations in Escondido, San Marcos, Fallbrook, and Ramona. Also, embedded ESL tutors in NESL 304 classes have been very effective. We would like to widen this program, but we need to hire a full-time ESL Tutorial Specialist to support the ESL Tutoring Center. We continue offering all our NESL 304 students an orientation to the college in the fall; our ESL Specialist in San Marcos has been meeting with NESL 304 students to discuss opportunities in the credit program.  On the negative side, we have not been given the opportunity to hire an ESL Specialist in Escondido, a position that has not been filled for more than five years. The lack of a person in this positon has negatively impacted day and evening students in Escondido, Fallbrook, and Ramona in their ability to get information about the ESL program easily and to learn about opportunities to transition to credit classes on other campuses.  Increase student enrollment: For the last year and half, we have been seriously short-staffed in the ESL office, with the office sometimes having to be closed. Moreover, we no longer have money to pay hourly staff to fill in for vacant staff positions. Without an office with regular hours, staffed with trained personnel, prospective students are unable to inquire about our program, receive information about our program, or sign up for assessment tests. The ESL Department's transition to the Humanities Building made it difficult for students to locate our new office since we did not have the resources for appropriate signage and promotion in the community.    Lack of a full-time faculty member in Fallbrook has made it challenging to promote the ESL program in the Fallbrook community. Lack of an ESL Student Specialist in Escondido has made it difficult for the department to make class visits to promote ESL classes and to be available for advising those students who are new to our program.  Marketing of our ESL classes has been valiantly done mainly by our faculty, both full- and part-time, and by our students who take department-produced flyers to their communities. We need material and strategic support from the college to produce and create marketing/outreach materials. ESL student "ambassadors" need to be hired to conduct outreach at community events. These bilingual "ambassadors" would be cross-trained in the ESL Department and Student Services.  We also need to work with GIS to continue their research on ESL student enrollment patterns. Their initial student-led project on credit students from 2014 revealed interesting patterns, but we need research done using non-credit enrollment data in order to be able to fully understand non-credit student background and behavior, which will help the college target outreach and marketing efforts. Because many students have difficulties paying for their classes, we need to create a payment plan option which would allow a longer period of time to settle all outstanding fees.  We would like to continue our efforts to meet the following goals we set for ourselves last year:  1. Strengthen pathways for NESL 304 students to advance in the college.  2. Increase student enrollment. Related to this we have added two new goals:  2.1 Build community relationships in order to conduct more effective outreach.  2.2 Develop a plan for INEA students to transition to non-credit ESL courses  New Goal  3. Support effective teaching and student success in our INEA program and our off-site ESL programs. |

**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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  | **1** |
| **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.** | **One (1) Dell Laptop (Latitude E6540)** | **600010** | **#3** | **Objective 3.4** | **The coordinator in-charge of our Ramona ESL program has requested they be given one lap top computer and projector so the three ESL classes being taught there have some access to technology. They have not been able to use technology to enhance teaching and learning due to lack of suitable equipment.** | **$1716.15** |
| **b2.** | **1 portable projector HITACHI - CP-WX4022WN** | **600010** | **#3** | **Objective 3.4** | **The coordinator in-charge of our Ramona ESL program has requested they be given one lap top computer and a portable projector so the three ESL classes being taught there have some access to technology. They have not been able to use technology to enhance teaching and learning due to lack of suitable equipment.** | **$1294.92** |
| **b3.** | **Ten (10) Dell Laptop (Latitude E6540)** | **600010** | **#3** | **Objective 3.4** | **Our ten INEA (Spanish literacy Program) courses are offered at nine different locations. Our partner, the Mexican Consulate in San Diego, has not been able to provide the required textbooks and modules like it did in the past. Also, there is a push to move instructional materials to an electronic version. Since our classes are off-site, our instructors and students have very limited access to technology. The 10 laptops we are requesting will enable the instructors to provide electronic modules to the students and also implement the exams.**  **10 X 1716.18 =**  **$17,161.80** | **$17,161.80** |
| **b4.** | **10 portable projectors**  **HITACHI - CP-WX4022WN** | **600010** | **#3** | **Objective 3.4** | **All ten classes also need portable projectors. The projectors will allow the instructors to use the laptops requested for classroom instruction and to use other supplemental materials such as videos and presentations which will help student learning.**  **1294.92X10 =**  **$12,949.20** | **$12,949.20** |
| **b5.** | **2 CD Players** | **600010** | **#1 & 3** | **Objective 2.5** | **These two CD players will enable the six ESL classes being taught at Fallbrook to have the ability to practice focused listening tasks as that is one of the learning outcomes of all classes at Fallbrook. They have only had two functional CD players to accommodate six classes for quite some time, which presents a major obstacle, not a pathway, to achieving learning outcomes. In order to support effective teaching and student success, our students must be able to improve their listening skills.** | **$119.96** |

**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.** | **Folders for Peer mentor certificates**  **Office Depot Item # 698878** | **400010** | **#1 & 3** | **Goal 1** | **The peer mentoring program has been a highly successful program that has encouraged student involvement, which has led to student success in their language improvement. As a result, students feel more confident and prepared to advance in the college, so it therefore provides effective pathways for student success. One motivation for joining the peer mentor program has been the presentation of certificates in visually appealing folders at the completion of the program.** | **$99.90** |
| **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **Fee for CSUSM Senior Experience Project** | **500010** | **#2** | **Objective 2.2** | **In order to properly direct marketing and outreach efforts, the ESL Department needs an in-depth analysis to be conducted on the population trends, and needs and wants of the non-native population served by the Palomar College District. Last semester, we worked with a GIS student on a small project concerning zip code locations of credit students. While the results were interesting, they did not reveal much in terms of how we might better offer courses and how to reach potential student populations. Other areas of Palomar have used the services of the Senior Experience Project, notably TRIO, to conduct investigations to aid enrollment and participation.** | **$1500** |
| **d2.** | **Fee for A/V overtime for the ESL Family Night events** | **500010** | **#2 & 3** | **Objective 2.2** | **The ESL Family Night event that takes place on the finals day each regular semester in the San Marcos night program recognizes student achievements including the recipients of Noncredit Certificate of Completion, celebrates and showcases student learning in front of their family and friends, and connects with the community we serve. Recognizing it as an "important event for our ESL students," President Deegan has been paying this fee for the past three times we have held this event. Since he is retiring and since we don't know if it is appropriate to keep asking the President's Office to pay for the A/V technician's overtime , we would like to request this funding support here.** | **$360/year** |
| **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.** |  |  |  |  |  |  |
| **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.** | **One (1) Dell Laptop (Latitude E6540)** | **600010** | **#3** | **Objective 3.4** | **The coordinator in-charge of our Ramona ESL program has requested they be given one lap top computer and projector so the three ESL classes being taught there have some access to technology. They have not been able to use technology to enhance teaching and learning due to lack of suitable equipment.** | **$1716.15** |
| **2.** | **1 projector**  **HITACHI - CP-WX4022WN** | **600010** | **#3** | **Objective 3.4** | **The coordinator in-charge of our Ramona ESL program has requested they be given one lap top computer and projector so the three ESL classes being taught there have some access to technology. They have not been able to use technology to enhance teaching and learning due to lack of suitable equipment.** | **$1294.92** |
| **3.** | **Ten (10) Dell Laptop (Latitude E6540)** | **600010** | **#3** | **Objective 3.4** | **Our ten INEA (Spanish literacy Program) courses are offered at nine different locations. Our partner, the Mexican Consulate in San Diego, has not been able to provide the required textbooks and modules like it did in the past. Also, there is a push to move instructional materials to an electronic version. Since our classes are off-site, our instructors and students have very limited access to technology. The 10 laptops we are requesting will enable the instructors to provide electronic modules to the students and also implement the exams.** | **$17,161.80** |
| **4.** | **10 portable projectors**  **HITACHI - CP-WX4022WN** | **600010** | **#3** | **Objective 3.4** | **All ten classes also need projectors. The projectors will allow the instructors to use the laptops requested for classroom instruction and to use other supplemental materials such as videos and presentations which will help student learning.** | **$12,949.20** |
| **5.** | **2 CD Players**  **Office Depot**  **# 571997** | **400010** | **#1 & 3** | **Objective 2.5** | **These two CD players will enable the six ESL classes being taught at Fallbrook to have the ability to practice focused listening tasks as that is one of the learning outcomes of all classes at Fallbrook. They have only had two functional CD players to accommodate six classes for quite some time, which presents a major obstacle, not a pathway, to achieving learning outcomes. In order to support effective teaching and student success, our students must be able to improve their listening skills.** | **$119.96** |
| **6.** | **Fee for CSUSM Senior Experience Project** | **500010** | **#2** | **Objective 2.2** | **In order to properly direct marketing and outreach efforts, the ESL Department needs an in-depth analysis to be conducted on the population trends, and needs and wants of the non-native population served by the Palomar College District. Last semester, we worked with a GIS student on a small project concerning zip code locations of credit students. While the results were interesting, they did not reveal much in terms of how we might better offer courses and how to reach potential student populations. Other areas of Palomar have used the services of the Senior Experience Project, notably TRIO, to conduct investigations to aid enrollment and participation.** | **$1500** |
| **7.** | **Fee for A/V overtime for the ESL Family Night events** | **500010** | **#2 & 3** | **Objective 2.2** | **The ESL Family Night event that takes place on the finals day each regular semester in the San Marcos night program recognizes student achievements, including the recipients of Noncredit Certificate of Completion, celebrates and showcases student learning in front of their family and friends, and connects with the community we serve. Recognizing it as an "important event for our ESL students," President Deegan has been paying this fee for the past three times we have held this event. Since he is retiring and since we don't know if it is appropriate to keep asking the President's Office to pay for the A/V technician's overtime, we would like to request this funding support here.** | **$350** |
| **8.** | **Folders for Peer mentor certificates**  **Office Depot Item # 698878** | **400010** | **#1 & 3** | **Goal 1** | **The peer mentoring program has been a highly successful program that has encouraged student involvement, which has led to student success in their language improvement. As a result, students feel more confident and prepared to advance in the college, so it therefore provides effective pathways for student success. One motivation for joining the peer mentor program has been the presentation of certificates in visually appealing folders at the completion of the program.** | **$99.90** |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |
| **11.** |  |  |  |  |  |  |
| **12.** |  |  |  |  |  |  |
| **13.** |  |  |  |  |  |  |
| **14.** |  |  |  |  |  |  |
| **15.** |  |  |  |  |  |  |
| **16.** |  |  |  |  |  |  |
| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |
| **21.** |  |  |  |  |  |  |
| **22.** |  |  |  |  |  |  |
| **23.** |  |  |  |  |  |  |
| **24.** |  |  |  |  |  |  |
| **25.** |  |  |  |  |  |  |
| **26.** |  |  |  |  |  |  |
| **27.** |  |  |  |  |  |  |
| **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**