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| **Discipline: Eng Second Lang (Credit)** | **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.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Lawrence Lawson, Colleen Bixler, Carol Lowther, Nimoli Madan** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**   + Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**   + Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   Enrollment, Enrollment Load, WSCH, and FTEF  Comparing 13-14 to 12-13, enrollment is down in the past year. We had 60 fewer students in 13-14 than in 12-13 despite our total seats having risen by 31 seats. Our total seat cap for 13-14 was 753, and we filled 592 seats at census. This is a 79% census load, which is 11% lower than our census load in 12-13. While this number is low, if we compare our retention numbers to other credit programs on campus, students who enroll in ESL credit courses tend to stay until the end of the course.  The enrollment data for 13-14 squares with WSCH data from the same period. In 13-14, we had 290 fewer WSCH than we did in 12-13. All of this data tracks closely with campus-wide enrollment, enrollment load, and WSCH trends. The entire college is seeing depressed numbers in these areas, and ESL is not an exception. We hope that outreach efforts for ESL, which are tied in to campus outreach efforts, improve our enrollment.  Looking forward, we are concerned about the impact of the closure of the California English School (CES) on Palomar's campus. In a given year, 50 students came from CES to enroll in ESL credit courses. Now that CES is closed, we will likely see about 50 fewer students across our program because of this closure. International students bring a lot of benefits to the classroom and to Palomar College as a whole: diversity, perspective, and tuition fees. These losses will be keenly felt, and it would be in Palomar's best interest to restart this type of language school on our campus.  In terms of FTEF, our overall FTEF number went up to 8.88 in the year we hired a new full-time faculty member. With this additional faculty member, our FTEF from contract faculty went up to 4.19 in 13-14 (up from 3.4 in 12-13), and our FTEF from hourly faculty went down to 4.70 (down from 5.32 in 12-13). Our ratio of contract to adjunct FTEF improved; it neared 50%. While this is still far off from the 75%/25% ratio the college should aim for, we're moving in the right direction. However, looking forward to 14-15, these numbers will likely revert because we lost one full-time faculty member at the end of 13-14 and will be losing at least one more by retirement this year.  Course Success and Retention Rates  Despite our concern about lower enrollment, one positive result is that our pass rates for day and evening students have gone up. (The overall success rate has gone up as well between 12-13 and 13-14.) This data speaks to the fact that smaller class sizes may have a positive impact of student success rates. Another aspect of our credit ESL courses is our retention. Retention in credit ESL courses has always been high in both day and evening programs. In 13-14, our already-high retention rates went up even further. In 13-14, the overall retention rate was 96.5%, a 2% increase over 12-13. This data shows that small class sizes might also have a positive effect on retention. We have fewer students, but we are retaining more of them. If we want to increase student success, we should take a look at the impact of smaller class sizes on success and retention rates. Also, our ESL Student Specialist and other staff members have done a great job advising students what courses to take, so students are less likely to "shop and drop" courses.  In addition to the positive effects that smaller class sizes have on our success rates and retention, tutoring has had a large impact on student success. In some credit courses, we have embedded tutors. For other ESL credit courses, students have access to ESL tutors in our ESL tutoring centers. Research from IRP on tutoring has shown that students who even touch ESL tutoring once have experienced a positive result on their success rate. Because of the impact of tutoring on credit ESL students' success rates, and perhaps even retention rates, the ESL department would like to see more resources committed to the ESL tutoring program in the form of more support for embedded tutoring, the hiring of more tutors, and the extension of tutoring hours provided at the ESL Tutoring Center. |

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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/>   For 14-15, we have an SLO facilitator for credit ESL. This is the first full year we've had an SLO facilitator for this program, and the facilitator will help ensure that we have regular SLO assessments and that the data is inputted regularly into TracDat. This facilitator has created a timeline for 14-15 SLO assessments. In Fall 14, six credit ESL programs are being assessed, and those results will be placed into TracDat. For Spring 15, one more credit ESL course is slated to have its SLO assessed. |

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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.**   Concerns we brought up last year (e.g., pass rates increasing, enrollment decreasing, census load percentage decreasing) are continuing. In light of these trends, the ESL Department is looking at various options to recruit more students. We had hoped the new outreach division would help us with recruitment, but they are unable to provide the resources to reach out to our students. Thus, a small department is still tasked with a large project.  Last year, we noted that enrollment and WSCH is down, and that trend continues. We've instituted an accelerated learning community (LEAPstart) to attract new students to our program, particularly recent high school graduates who want to avoid ESL courses because of stigma or fatigue from being in an ELD sequence for many years. Because of this acceleration effort, we've been able to attract some students (who would have otherwise avoided ESL and taken English 10 or 50 -- and possibly failed) to the credit ESL program because they learn they are able to get the skills they need to be successful in college-level English while taking an accelerated ESL sequence. In light of the success of this unique program, the ESL Department has created two new accelerated courses to further attract students who need the support and expertise of ESL instructors. In order to offer more acelerated courses, the ESL Department needs support to train instructors in the pedagogy of acceleration.   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.**   First, LEAPstart has continued to be offered, and current students have benefited from that program. Proof of the benefit is the rate of students who start in ESL 101 and complete English 100 within three years. Data shows that LEAPstart is increasing the rate of students who complete English 100 within three years over the non-LEAPstart cohort. As we started LEAPstart in Fall 2012 (2.5 years ago), we now have data that shows what LEAPstart students have done in the 3 semesters (2.5 years) since they began the program. Of the 24 student who began LEAPstart year 1, 14 of them (58%) passed English 100 by the end of the Fall 2014 semester. Compare that to data from the Basic Skills Cohort Tracker showing students who began ESL 101 in Fall 2012 and passed English 100 by Fall 2014: 39/86 (45%)--which is 13 percentage points lower than LEAPstart students over the same period. Of course, that cohort actually includes the LEAPstart students, so if we factor out the LEAPstart students, the remainder of the Fall 2012-Fall 2014 cohort is 65 students. Of those 65 non-LEAPstart students, only 25 passed English 100 by Fall 2014, which is a 38% success rate. Thus, 58% of students who took LEAPstart versus 38% of non-Leapstart students passed English 100 within this timeframe—a difference of 20 percentage points. This chart illustrates these numbers more clearly.  Fall 2012-Fall 2014 COHORT PERCENTAGE WHO PASSED ENGLISH 100 WITHIN THE 2.5 YEARS  LEAPSTART 14/24 (58%)  NON-LEAPSTART 25/65 (38%)  OVERALL COHORT (Leapstart and non-leapstart combined) 39/86 (45%)  Second, students have greatly benefited from the ESL Tutoring program. Research from IRP has shown that if students have contact with tutoring even once, their success and retention rates go up. The more contact students have with tutoring, the higher those rates are. In light of this information, the ESL Department wants more support for its tutoring program in the form of more tutors, more embedded tutors, and extended hours in the ESL Tutoring Center. As well, more instructors are encouraging their students to visit with an ESL tutor, so that is increasing student engagement with the ESL Tutoring program, which was one of our goals in the previous year.  We will be requesting two new full-time faculty members be hired. The result of this hiring will be felt by future students because they will get more attention from full-time faculty members. More credit classes will be taught by full-time faculty members as well. |

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

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

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   a) We received $155 to purchase voice recorders. We used those voice recorders in our credit pronunciation courses. Because of these recorders, we had an easier time assessing our SLOs, and students received better feedback during and after speaking activities.  b) These are the issues that are concerning the ESL Department: low enrollment; the potential loss of FT colleagues due to the SERP; the low priority ESL receives for unfilled classified and faculty positions; the closure of the California English School, which fed into our credit ESL program; insufficient general fund resources for increasing the ESL Tutoring program; and the lack of support for outreach efforts for the ESL program.  We will continue to work on the goals we listed last year which are:  1. Offer learning community and accelerated courses.  2. Increase the use of ESL tutoring Center.  3. Increase enrollment in our credit courses.  We also have some new goals this year:  4. Create a "Pedagogy of Acceleration" training program for ESL and English faculty to support accelerated offerings.  Recent research from the RP Group (http://tinyurl.com/mmvramk) highlights the effectiveness of accelerated curriculum in helping students placed into remediation in Math and English complete their remediation (and pass a college-level course in their Math or English pathway) within three years. While ESL already has a successful, accelerated course, there are principles from the accelerated model that can benefit many courses. Our ongoing results indicate that acceleration can (and perhaps should be) duplicated/expanded. As such, workshop series needs to be designed to (a) train ESL instructors in these accelerated strategies (backwards design, just-in-time remediation, high-interest lessons, and intentional support for affective issues) and (b) create a training sequence for ESL instructors who are interested in accelerated pedagogy. We would like to invite English and Reading instructors as well.  5) Create a "Vocabulary Skills Toolkit and Training" program to provide ongoing training for faculty in effective vocabulary strategies (for teaching and learning).  For ESL students, one of the biggest roadblocks to completion of their remediated sequence is vocabulary acquisition. The plethora of new words in college-level courses is staggering, and ESL students need to be prepared. As such, the ESL department needs a professional development sequence for its instructors that focuses on research and practice in vocabulary acquisition. These workshops will train ESL faculty how to use, teach, and implement a number of effective vocabulary strategies in their classrooms. With enhanced and practiced vocabulary strategies, along with a self-report and encouragement tool, students will be more successful in their remediation courses and beyond. |

**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.** |  |  |  |  |  |  |
| **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.** |  |  |  |  |  |  |
| **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.** | **Additional funds for Printing** | **500010** | **1 and 4 in the Credit ESL** | **1.1** | **Due to limited funds for printing for the ESL department, these funds would allow us to print materials related to the training program for our accelerated offerings. This printing is important as it'll allow instructors to have materials to refer to (both during and after training) to assist in their teaching in the accelerated programs.** | **$600** |
| **d2.** | **Additional funds for Printing** | **500010** | **1 and 5 in the Credit ESL** | **1.1** | **Due to limited funds for printing for the ESL department, these funds would allow us to print materials related to the training program for vocabulary. This printing is important as it'll allow instructors to have materials to refer to (both during and after training) to assist in their teaching in the their classes. As vocabulary acquisition is so crucial to student success in our basic skills ESL courses, this is an important expenditure.** | **$600** |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **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.)** |
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| **1.** | **Additional funds for Printing** | **500010** | **3 in the Credit PRP** | **1.1** | **Due to limited funds for printing for the ESL department, these funds would allow us to print materials related to the training program for our accelerated offerings. This printing is important as it'll allow instructors to have materials to refer to (both during and after training) to assist in their teaching in the accelerated programs.** | **$600** |
| **2.** | **Additional funds for Printing** | **500010** | **4 in the Credit PRP** | **1.1** | **Due to limited funds for printing for the ESL department, these funds would allow us to print materials related to the training program for vocabulary. This printing is important as it'll allow instructors to have materials to refer to (both during and after training) to assist in their teaching in the their classes. As vocabulary acquisition is so crucial to student success in our basic skills ESL courses, this is an important expenditure.** | **$600** |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
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| **9.** |  |  |  |  |  |  |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**