|  |  |
| --- | --- |
| **Discipline: American Indian Studies** | **Date: 12/2/15** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**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.

**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.**  **Patricia Dixon, Deborah Dozier, Alan Aquallo-Lechusza, & Seth San Juan** |

**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](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)   Our numbers for AIS dropped in the academic 2014-2015 year; despite this drop our census load was 82.79% and slightly higher than that of our Division, SBS, at 81.46% and that of the College at 82.04%. We reduced our number of classes for 2015-2016 academic year, from 32 to 28 and did not schedule any of the native language classes. We do have a new course, AIS 146 American Indian Theatre, Dance and Music, that will be offered in the 2016-2017 academic year that will be balanced out with higher enrolled established classes.  Our student enrollment decreased in 2014-15 and our overall success rate was 70.7%, which was slightly under that of our Division at 70.8%. In 2013-2014, the Department’s overall success rate was 70.3%. Greater success rates, for AIS classes, were found in the Day classes, followed by evening classes, then Distance Ed.  The retention rate for AIS classes increased in the three categories of day, distance education and evening from an overall 89.4% in 2013-2014 to 92.6% in 2014-2015. Our Division’s retention rate dropped from 92.8% to 90.7%.  WSCH PER FTEF is at 467.59 and although higher than that of the college, it is lower than that of our Division. Reviewing where our success rate achieved its highest gains could indicate a better path of class scheduling. Our strategy of balancing course offerings at the various satellites, certificate needs, and basic courses will be followed carefully to continue a hope for increase in numbers.  Preliminary numbers for Fall of 2015 indicate an increase in WSCH PER FTEF.  Five AIS certificates were awarded in 2014-2015. |
|  |

|  |
| --- |
| 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/>   An exhaustative effort was made in 2014-2015 to do assessments on our courses and to insure that all classes had SLOs as well as being mapped to the GE/ILO. AIS 102, 104, 107B, 166B, 115. 120. AND 1651were assessed.  AIS 102 involved a pre and post test with success at a minimum of 70%. The six classes combined averaged 76% success rate.  Virtually all the instructors voiced dissatisfaction with the pre/post test. Several felt some of the questions were too specific, others felt questions did not cover key elements they stressed in class. The questions were not equally distributed over the key topics of treaties, Congressional Acts, case law, and had virtually nothing on state government.  Besides rewriting the pre/post test, there is a need to add an additional SLO that allows students to reflect critically on this tripartite relationship through either projects or essays.  AIS 104 Students were able to produce work demonstrating 80% and greater evaluation for each of the incorporated SLOs.  AIS 107 B and AIS 166B, Luiseno and Cahuilla language classes respectively, sought a 60% improvement over the first half of the 107A and 166A. Although achieved, the process of how this is achieved is not easy to follow. There is a sole instructor for these classes and he will be asked to develop a more discernible assessment process.  AIS 115 utilized a pre and posttest model. Goal was 70% success rate and achieved. The SLO required students gain knowledge of all tribes listed in the COR and this is not achievable. The SLO will be modified to focus on several major diverse SW tribes. There is also a need for another SLO to cover the Spanish, Mexican and American occupation of the American Southwest.  AIS 120 opted to use a major essay to ascertain achievement of the SLO which focused on their Native American case study. The mean was B+ which exceeded the minimum goal of 70%.  AIS 135 elected to use a pre/post test with success at 70%. The 70% was not met, but the class moved from the pre test score of 30.7% to 69% in the post-test. There will be a revisit of the pre/post test.  AIS 165 also opted for the pre/post test. Pre-test scores averaged 51/4% and the students ended with a 96% success rate. Well above the 70% target goal.  In 2014-2015 the department PRP requested and received ipads. The ipads have been used for various tasks by the department. They have been used to incorporate technology into the classroom, read documents for committee work rather than print documents. They have also been used to catalog number of the cultural items that the department has collected over the years. Some faculty members have used them to scan class documents and send them directly to blackboard. |

|  |
| --- |
| 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.**   The ubiquitous TMC finally emerged from the bowel’s of the Chancellor’s office with the egregious title of “Social Justice” to standardize the diverse disciplines of American Indian Studies, Women Studies, Chicano Studies, Ethnic Studies and others into a single transfer degree. The state proposed a minimum of 18 units of which nine units would be core. Six of those nine units are oridinarily housed in Sociology. The remaining twelve units could be taken from all the above disciplines which could easily allow for no area of emphasis. The affected departments or programs on campus need to meet and collaborate on how to achieve some form of equity and justice with this TMC.  CSUSM has received permission to develop a major in American Indian Studies and invited our Department to engage in their strategic planning process. We have had two meetings and CSUSM recognizes the breadth of our course offerings, and are including 12-15 units of our courses to fulfill their lower division requirements for their major. This partnership with CSUSM creates a more effective alliance for our students pursuing the AIS major or TMC.  The AIS Deparment has considered for several years the development of an A.A. We will move beyond exploration of the A.A. and begin the process of constructing the necessary protocols for the A.A. similar to what Chicano Studies has done. An A.A. in American Indian Studies will give greater guarantee to our students in transfering the courses needed for lower division requirements.  Anthropology is still proposing an Archaeology Monitoring Certificate that would be in association with the American Indian Studies Department and the nine tribes in our school district. Preliminary converstions have pushed meetings into spring 2016.  The (temporary) closure of the satellite center, on the Pauma Indian Reservation, has required the Department to rethink how to engage with the tribal communities. As a Department we need to be included in any discussions about the fate of the Pauma Satellite Center. The reservation communities, even today, reflect and act out of a basic mistrust of greater society. They recognize the need and value of a Western education. In fact, some of them have very diverse economies that showcase their ability to work in the Western world. That being said, the tribal people, of these communities do not like to venture out beyond reservation boundaries. The Pauma Satellite Center was a halfway point that prepared them to further pursue their education. More importantly, the physical visits of the eduction coordinator to the tribal communities engenders a significant pathway to bring students into the Palomar College communities.  A gargantuan effort to review and change the Luiseno langauge courses began in Spring 2015, and has continued into Fall 2015. State legislation supports the teaching of Native/Indigenous language in the K-12 system. One of two ways allows for certification of these teachers; either as a proven traditional Native speaker or with some form of proficiency/certification from an accreditated institution. Our Department, responded to local tribal requests, to create academic courses in their native languages of Luiseno, Cupeno and Cahuilla. As exciting and valuable as these courses are there is a limited body of students to fill them. We are pursuing the possibilty of contracting with tribes to continue to teach these courses if the minimum enrollment is not achieved.  The campus articulation officer sent documentation that our paired AIS 101 and 102, for the state institutional requirement, is insufficient in material on the US Constitution. Aggressive action will be taken in the Spring to correct this.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   The TMC SOCIAL JUSTICE is a fact. AIS needs to take the initiative to start dialogue with the affected departments and programs at our college this Spring of 2016. The AIS Department Chair is part of a Strategic Planning Committee, with the Chair of the proposed AIS major at CSUSM. Articulation of what courses will serve as lower diviision transfer courses has begun. A tentative 12-15 units from Palomar is being considered. Under the TMC Social Justice, our students could not earn the 12-15 units,. Consequently, we need to maintain our certificate and seek guidance on how to succeed in creating an AA degree.  With the stress on job preparedness, the meeting with Anthropology for an archaeology monitoring certiicate has greater value and urgency. AIS needs to initiate this action and not wait for Anthropology. Phil DeBarros, Anthropology, has agreed to come on campus for these dialogues in Spring 2016 even though he will be on sabbatical. If Anthropology no longer considers it viable we will, at least, have had the discussion.  The Cupeno language classes need to be revised *in toto.* It has also come to our attention that Luiseno needs a third year level to facilitate the transfer process for the CUS/UC language requirement. In the past our students were able to challenge the third year level by taking an AIS 197 or AIS 295 but the prefer is for an actual course.    Earlier discussions with the World Language department supports the concept of our first year and second year courses moving from two three unit courses in a year for one year of language to a 5 unit one semester for the first year of language. We had hoped to do it with Luiseno but students were actively taking the course and there would be an adverse impact on their transfer value. We will work with Cupeno to develop a working model.  Meetings with the articulation officer are scheduled for early spring 2016 to address the paired AIS 101 and 102 institutional concern from the CSU system. |

|  |
| --- |
| 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.)**   Not applicable. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 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.**   New Goal of taking the Department ADA to visit the reservation communities was achieved. Our alliance with the Pauma Satellite Center helps to increase our outreach and recruitment efforts for students on the various reservations. This visit was intended to strengthen the forty-year plus relationship we have with the Palomar Pauma Education Satellite Center. Other reservations were visited as well and initial contacts made with various tribal programs. Unfortunately, the education consultant at the Pauma Satellite Center took the SERP, and the Center has been closed until, if or when the college decides to replace her position. We have no factual data presently to ascertain how this will impact our program. We will return to an earlier method of the AIS Department Chair consulting with other Chairs on potential class offerings if the Pauma site itself remains open.  Goal #2 referencing the development of an AIS degree was put on hold while we waited to see what the unknown TMC template to be created to standardize the diverse disciplines of American Indian Studies, Women Studies, Chicano Studies, Ethnic Studies and others into a single transfer degree would be like. It now exists and as structured has minimal benefit to AIS. We need to continue a pursit of an AA transfer degree in American Indian Studies. We will move beyond exploration of the A.A. and begin the process of constructing the necessary protocols for the A.A. similar to what Chicano Studies has done. An A.A. in American Indian Studies will give greater guarantee to our students in transfering the courses needed for lower division requirements.  New Goal for 2015-2016 The proposed new major in American Indian Studies at Cal State San Marcos gives greater credence to our certificate and the need to pursue the AA degree. This relationship with Cal State San Marocs would constitute a new goal or a continuation of Goal # 3.  Continuing Goal # 3 Electives within the certificate that complete the core classes are classified as minor fields of study, and there is a need to update these fields to make the degree more viable for both the students and organizations that work and support the tribes and their enterprises. A proposed class in ethno-botany is the start of this revision. The ethno- botany class was submitted in fall 2015 .  Several of the FTF members sit on boards or advisory committees that facilitate the Department’s ability to complement and be a conduit between the Center, Palomar, CSUSM, and tribal organizations; some examples are – presidential appointment to the Native American Advisory Council for CSUSM, board member for the California Indian Culture and Sovereignty at CSUSM, the Palomar representative for the Tribal Education Centers Council, active member of the San Diego Ethnic Studies Consortium, and advisory board member of the Inter-Tribal Youth organization.  The Native American Student Alliance (NASA) student club co-sponsored the Fall 2015 California Indian Day with Seth San Juan and they sponsored another Spring high school tour for native juniors and seniors who had a serious interest in attending Palomar. |
|  |

**STEP III. Resources Requested for FY 2015-16:** 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 [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.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:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.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.** |  | **600010** |  |  |  |  |
| **a2.** |  | **600010** |  |  |  |  |
| **a3.** |  | **600010** |  |  |  |  |
| **a4.** |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.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.** |  | **600010** |  |  |  |  |
| **b2.** |  | **600010** |  |  |  |  |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.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.** |  | **400010** |  |  |  |  |
| **c2.** |  | **400010** |  |  |  |  |
| **c3.** |  | **400010** |  |  |  |  |
| **c4.** |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**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:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.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.** |  | **500010** |  |  |  |  |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**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.** |  | **500010** |  |  |  |  |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**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.** |  | **230010** |  |  |  |  |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

**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.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **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**