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| **Discipline: Type in the name of your discipline here… ANTHROPOLOGY** | **Date: 12/10/2015** |
| **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.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Philip de Barros with input from Anne-Marie Mobilia and James Eighmey** |

**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](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)         Declining enrollments are still a problem for the college (3+% last year) and for anthropology (5+%) where the Census Load% for Anthropology declined from 86.5% in 2013-14 to 82.1% for 2014-15, which is virtually identical to the overall college Census Load%.82.0% This decline is reflected in a decline in WSCH from 4,073 to 3,790 and in a sharp decline in WSCH/FTEF in 2013-14 (500) to 466 in 2014-2015. This is in part due to the cancellation of several classes due to lower enrollments but using a cutoff number that is higher than in the past as the college seeks to deal with its deficit.. Personally, this seems very counterproductive in the long term. Palomar already has a reputation of cutting lots of classes and students are going to Mira Costa and elsewhere because such cancellations are so disruptive to student plans. Student retention rates in anthropology were listed as moving up from 2012-13 to 2013-14 (92.6% to 93.1%); for 2014-2015 the rate has dropped to 89.6% and we havae no idea why it has dropped 3+% to below the college average of 90.8%. This is all very frustrating and not easily explained, unless we are losing some of the better students to other colleges due to our history of cancelling classes over the last few years.  In terms of success rates, Anthropology is doing well for its day class average (70%) which is very close to the college’s (71%) and its evening average (75%) is substantially higher than the college rate (72%). However, its Distance Ed success rate of 54% is substantially lower than the college success rate of 60%). This will be discussed at our next department meeting to see what might explain this, especially since the success rate from 2009-2010 through 2013-14 ranged from 61 to 65% for DE!  Ethnic minority success rates for Anthropology are close to those of non-minority students which puts Anthropology above many other disciplines within the college and gender differences in success rates are negligible in Anthropology as well. This speaks highly of about the positive aspects of our discipline. This is not surprising given that Biological and Cultural Anthropology emphasize the fundamental similarity of all peoples and cultures in terms of their intelligence and abilities, and that perceived differences about gender, race and class are the product of the cultural histories of each society. Differences in group success rates are largely the result of inequality of opportunity and cultural constructs (stereotypes) about such differences which result in patterns of discrimination and the creation of obstacles to advancement. This is compounded in the United States by a cultural myth that says everyone can pull themselves up by their bootstraps and that societal/cultural obstacles are not real, but just excuses.  For specialized programs, like the Archaeology Program, we strongly recommend that some flexibility be allowed regarding cancelling classes, because historically (over the last 40 years), our more specialized classes in archaeology, such as ANTH 215, 225 and 121, have had enrollments of 16-18, sometimes 20+ students. Students often enroll in these classes relatively late as well; witness ANTH 225 in Fall 2014 which had only 11 a week before classes but 15 by the time classes began; the same is true for ANTH 121 which had only 11 a week before and 16 by the second week; and ANTH 215 which was at 16 rose to 19. I should emphasize that the specialzied classes in archaeology are what make our Archaeology Program unique (along with ANTH 210) and they are only offered once every two years. If we begin cancelling one or more of these, it will have a rapid cascading effect that will lead to increased declining enrollment due to delays for students trying to finish Certificates and the A. A. Degree. The same is true of trying to reduce ANTH 110 (Introduction to Archaeoalogy) to only once class per year; this makes no sense as it will tend to further reduce enrollments.  Keep in mind that this Program is 40 years old and the recent drops in enrollment are not due to anything different that the Archaeology Program is doing which has been under the direction of Dr. de Barros since 1996. We strongly suspect that the declines in Cultural Anthropology and Archaeology, in particular, as well as Biological Anthropology this semester (Fall 2015), are the result of overall declining enrollment, some of the rigidities in State mandates and Federal financial aid rules, insufficient counseling staff, a focus on standarization and an obsessive focus on immediate jobs, ignorance about the kinds of jobs that anthropologists and archaeologists actually get, as well as the effects of standardizaation, excessive focus on class “efficiency” without improving and funding marketing, student services, and counseling, as well as certain biases about the value of certain disciplines in the present environmental context from the State level on down.  With regard to Archaeology Program Certificates and A.A. Degree numbers, since the economic crash of 2008-09, Certificates have held steady varying between 6-8 between 09-10 and 13-14. A particular effort was made to get students to obtain the A.A. Degree in Archaeology even if they had another transfer degree and this resulted in numbers rising from 1-2 for 2010-2013 to 4 for 2013-14; this held steady in 2014-15. In addition, for articulation officer Gloria Kerkoff suggested that we should consider the feasibility of developing a B.A. in Archaeology as it would not compete directly with CUs which only offer a B.A. in Anthropology (of which Archaeology is a subdiscipline). It is unclear however how this would work. Certificate numbers have held steady for the Excavation Certificate but have declined back to 2009-10 levels for the surveying certificate. This may be due to not pushing students to complete their filing for the Certificates and/or de to pressures to not get both certificates due to Education Plan pressures and the like.  The college is going through difficult times and the burden should not be placed entirely upon the instructional programs to solve the problems. We will do our part and we have developed a detailed Archaeology Plan that is in the process of being implemented. However, the 2015-16 academic year presents problems for the implementation because both archaeologist on the staff are on sabbatical during this academic year. Nonetheless a major push toward new marketing strategies will be made next semester. This will include visits to high schools (I spoke to high school counselors about this on December 4th at Palomar), contacts with the applied archaeology business community, promotional materials for use on campus and elsewhere, and contacts with professionals at other local colleges and universities to inform more people about our program on campus and elsewhere. The Archaeology Club is now active once again and the students involved have informed students on campus at several events this Fall. We also hope to talk with San Diego State, CSU Los Angeles, CSU San Bernardino, and CSU Long Beach next Spring to see if we can develop cooperative agreements like the one we have with CSUSM which allows 9 units of Palomar archaeology classes as transferable for Upper Division Credit. In particular, Cal State San Bernardino is developing a M.A. Program in Applied Archaeology and the head is a good friend and colleague (Peter Robertshaw). I hope to work out some agreements with his college in particular. I also know archaeologists at Cal State Long Beach and San Diego State. We will also look into how we can improve transfer of courses to UC schools but this is more difficult.  I should emphasize that Palomar’s Archaeology Program trains our students in this field far better than the undergraduate 4 year schools do in terms of practical field and lab classes in prehistori archaeology, historic archaeology and Cultural Resource Management. This gives our students an edge. Many of my former students hold jobs with Caltrans, the Bureau of Land Management, the Forest Service, local county agencies, CRM and environmental firms, museums, and the like. For example, the new Riverside County Archaeologist is one of my former students. And one of the chief San Diego County archaeologists played a similar role for this county for 12 years before retiring a few years ago.  We need some time, however, and our staff feel tremendous pressure to solve enrollment issues NOW. Overall our staff worries that short-term needs will undermine long-term goals about the value and unique aspects of Palomar that have historically attracted students. The college has lacked leadership from the top on these issues for the last several years. The approach seems to have been to simply implement what the State wants with little attempt to be creative and flexible. Having been at Palomar for 22 years, I find this to be deeply disappointing and frustrating. And I must say the Board’s decision to not select a President this year is shocking and demoralizing for staff and implies little buy-in toward shared governance. |

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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/>   Efforts were made to assess additional SLOs for our bread-and-butter classes (ANTH 100, 100L, 101 and 105) in the Fall of 2014 and the Archaeology Program and several of its constitutent coureses were also assessed for the second time. However, overall we have not kept pace with assessment of SLOs for several other courses, especially those that are only taught by one instructor. Assessment for ANTH 107, 135, and 137 as well as ANTH 125, 126, 225 and 121 were done last year, but others remain. We also need to step up the rate of assessment of our bread and butter classes, ANTH 100 and 105. We also need to verify wether our GE/ILO outcomes matchwhat we actually do in our courses, especially since rubrics have been developed that make these outcomes more explicit. In particular, a major effort will be made to check and update future planned assessments. |

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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.**      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.** |

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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.)**         The forecasts in last year's 2014-15 PRP have held steady. For example, for the nation, a 19% increase in jobs (faster than average) is predicted for the present through 2022 with the average salary at $60,174 ($28.93/hr) (see http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Anthropologists-and-archeologists.htm). For California, a 44.4% increase in jobs is expected up through 2022. This much larger increase for California as a whole is due to the very large Cultural Resource Management (CRM) industry associated with housing development in the state, which is now picking up considerably. (see http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=anthropology&careerID=&menuChoice=&geogArea=0601000000&soccode=193091&search=Explore+Occupation |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PR 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) The Archaeology Program received much of what it requested in equipment and software based on last year's PRP, including money for bags, pin flags, 3 shade tarps, 4 field tarps, 3 GPS connector cables, and 3 Terrain Navigator Pro map and survey software license renewals for use in the classroom and lab. These items are important to maintain and improve field supplies for the ANTH 120/205/206 excavation classes and for updating map and survey software for the ANTH 210/220 survey classes as well as for their use in archaeology lab classes (ANTH 215 and 225). We received monies allotted for the preparation of field and class/lab manual materials two years ago and this allowed us to complete and print manuals for the excavation classes (ANTH 120/205/206), but additional monies are needed to complete and print manuals for ANTH 210/220 (survey), 215 (artifact analysis), and 225 (historical archaeology), so we are asking for such funds once again. Some level of funding for printing costs needs to be renewed annually as there are virtually no adequate textbooks on the market that are adapted for our classes. They tend to be too general and/or lack material specific to California archaeology and/or the methods that we use.  We find it unfortunate that we cannot get the 30% cut in funding for our TAs fully or partially restored on a permanent basis rather than asking for emergency funds each year, but we are very thankful for $1035 we did receive in April 2015 to cover the costs of hiring a consultant to complete the GIS requirements for State Parks for the 2014 survey report completed this December 2, 2015, for ANTH 210/220. We also extremely pleased that funding for the installation of a projector, screen, and audiovisual center in MD-121 (Archaeology Lab). It was installed and running by November 2015. his is a great facilitator for the teaching of ANTH 210, 215 and 225 when analysis is taking place in MD-121.  We are also ecstatic that our request for a new full-time faculty person in Anthropology, with a focus on Biological Anthropology, was approved for hiring this academic year.  b) The same problems persist: lack of permanent funding for Archaeology Program TAs, especially for State-required GIS work; declining enrollments at the college level; state changes that are trying to quickly push students through the college with entirely inadequate (in numbers) counseling staff and standardization and efficiency emphases that ignore the unique character of our college and ignore the qualitative aspects of education. CONTINUING PROBLEM: the early cancellation of classes and a rigid one-size-fits-all for class size minimums that most faculty feel is very short-sighted. A more flexible approach is needed. Part of the problem was created by the college's recent insistence that more and more sections be added during declining enrollments over the last few years coupled with more cancellations using a higher cut-off point. We understand the college has a deficit but we wonder why this problem festered for several years with no action taken to resolve it. Instruction should not have to suffer all of the consequences of this problem. **Some programs were very seriously harmed by those 30% cuts and have never recovered.**  c) We submitted an Archaeology Plan last year but implementation has been hampered by both faculty archaeologists being on sabbatical this academic year. This coming Spring a major marketing drive will begin following up on activities done this semestser, i.e., the renewal of the Archaeology Club and public communications to students about our program by club members and faculty, and Dr. de Barros’ talk with new information materials about the Archaeology Program to High School Counselors on December 4, 2015. Next spring we will focus on speaking to high school students and Palomar students during Career Day events; working with 2-yr and 4-yr college students and faculty to better publicize our program on those campuses; and the develoment of better-quality promotional materials, including the renewal of a video on the program completed in 2006. |

**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.)** |
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| **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.)** |
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| **b1.** |  | **600010** |  |  |  |  |
| **b2.** |  | **600010** |  |  |  |  |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500 each). 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.)** |
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| **c1.** | **5 anthropology DVDs** | **400010** | **5** | **1.8** | **Many of our VHS tapes are either too worn or do not work on the AV equipment in the new MD bldg, and we need updated DVDs in ANTH 100, 105 and 110 to improve quality of instruction. Just as we are asked not to use only textbooks that are more than 5 years old, the same criterion ought to apply to DVDs, many of which are 10 or more yrs. old. The potential DVDs selected could relate to a number of SLOs for the 3 classes noted above based on a careful screening of their content, utility and quality of presentation.** | **$1850** |
| **c2.** | **plastic bags and survey pin flags** | **400010** | **5** | **1.8** | **These are basic resources required every year for the proper implementation of field and lab classes and artifact processing. The work cannot be done without them. Classes affected include ANTH 120/205/206; ANTH 297, 197 and 298; ANTH 210/220; ANTH 215 and 225. Current department budgets for supplies were somewhat increased this year but are still not sufficient. Plastic bags and pin flags are essential consumables for archaeological excavation,survey, and lab work.** | **$300** |
| **c3.** | **Archaeology Reference Books** | **400010** | **5** | **1.8** | **Additional reference books for ANTH 215 and 225 that are invaluable for lab research activities related to prehistoric and historic artifact analysis and conducting archival research** | **$350** |
| **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.** | **3 Terrain Navigator Pro license renewals** | **500010** | **5** | **1.8** | **As part of revamping course instructional materials for ANTH 120/205/206, 210/220, 215 and 225, staff has a plan to provide instructional manuals for students as there is (are) rarely a textbook(s) that are adequate to the job. Most of books on the market lack specificity to local conditions or course needs and/or contain much irrelevant material. These have been or are being prepared by staff but monies are lacking for printing copies for students. It is not reasonable to simply put them online as students are already overburdened with printing costs (for ink especially) because instructors have put most instructional materials online without regard to student financial assets. In addition, it is Dr. de Barros' experience over 20 years is that students relish keeping these manuals for future reference in their archaeological careers and want hard copies. They are of course indispensable for the instruction of these courses. The cost estimate is based on the page length of each manual and average number of students per class times the graphics department per page charge for printing/photocopying. The manuals have been completed for ANTH 120/205/206, but additional funds are need for ANTH 210 (SLOs 1-3), ANTH 220 (SLOs 1&2), ANTH 215 (SLOs 1-3), and ANTH 225 (SLOs 2 &3).** | **$425** |
| **d2.** | **Printing of Field and Lab Manuals** | **500010** | **5** | **1.8** | **This is critical software for the instruction of ANTH 210 and 220 (archaeological surveying and mapping). It has to be renewed each year to have access to updated maps and aerial photos and is very limited in its capacities if renewal fees are not paid. One copy is in the instructor's office (MD-253) and the other 2 are in MD-121 and MD-124. This software is especially useful for instruction oriented toward SLO 1 and 3 in ANTH 210 and SLOs 1 and 2 for ANTH 220.** | **$1500** |
| **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.** | **2 Field Assistants & 1 Lab Assistant for ANTH 120/205/206 (annual) & 2 Field Assistants & 1 GIS assistant for ANTH 210/220 (biannual)** | **230010** | **2** | **3.1** | **The detailed rationale for the need to restore funding to our TA program was presented under Goal #2 in Part III (2a) of the 2013-2014 PRP. It is not repeated here in this updated PRP. This request is for fully or partially restoring the 30% cuts to our TA program funding, without which the surveying porition of our Archaeological Certificate and A.A. Degree Program would have to be closed down because of insufficient funds to pay for a GIS assistant for ANTH 210/220 mapping. New work for County Parks also now requires GIS assistance for our excavation classes, ANTH 120/205/206.**  **The TAs assist in all practical excavation and survey work in ANTH 120/205 (SLOs 1-3 and 5 for each; and ANTH 210/220 (SLOs 1 &2 for each). We were granted additional TA funding for GIS in the amount of $1035 in April 2015, based on the 2014-15 PRP requests; this is greatly appreciated. However, these are ongoing annual and/or biannual costs and we respectfully request these funds be provided once again if TA funding is not going to be restored.**  **NOTE: THE FUNDING FIGURE REQUESTED IS FOR RESTORING MONIES CUT FROM THE PROGRAM. It is assumed that the current budget of $2,596 would thereby be increased by $1,085 to about $3,680 if our request is granted.** | **$1085** |
| **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 Field Assistants & 1 Lab Assistant for ANTH 120/205/206 (annual) & 2 Field Assistants & 1 GIS assistant for ANTH 210/220 (biannual)** | **230010** | **2** | **3.1** | **The detailed rationale for the need to restore funding to our TA program was presented under Goal #2 in Part III (2a) of the 2013-2014 PRP. It is not repeated here in this updated PRP. This request is for fully or partially restoring the 30% cuts to our TA program funding, without which the surveying porition of our Archaeological Certificate and A.A. Degree Program would have to be closed down because of insufficient funds to pay for a GIS assistant for ANTH 210/220 mapping. New work for County Parks also now requires GIS assistance for our excavation classes, ANTH 120/205/206.**  **The TAs assist in all practical excavation and survey work in ANTH 120/205 (SLOs 1-3 and 5 for each; and ANTH 210/220 (SLOs 1 &2 for each). We were granted additional TA funding for GIS in the amount of $1035 in April 2015, based on the 2014-15 PRP requests; this is greatly appreciated. However, these are ongoing annual and/or biannual costs and we respectfully request these funds be provided once again if TA funding is not going to be restored.**  **NOTE: THE FUNDING FIGURE REQUESTED IS FOR RESTORING MONIES CUT FROM THE PROGRAM. It is assumed that the current budget of $2,596 would thereby be increased by $1,085 to about $3,680 if our request is granted.** | **$1085** |
| **2** | **5 Anthropology DVDs** | **400010** | **5** | **1.8** | **Many of our VHS tapes are either too worn or do not work on the AV equipment in the new MD bldg, and we need updated DVDs in ANTH 100, 105 and 110 to improve quality of instruction. Just as we are asked not to use only textbooks that are more than 5 years old, the same criterion ought to apply to DVDs, many of which are 10 or more yrs. old. The potential DVDs selected could relate to a number of SLOs for the 3 classes noted above based on a careful screening of their content, utility and quality of presentation.** | **$1850** |
| **3** | **3 Terrain Navigator Pro license renewals** | **500010** | **5** | **1.8** | **This is critical software for the instruction of ANTH 210 and 220 (archaeological surveying and mapping). It has to be renewed each year to have access to updated maps and aerial photos and is very limited in its capacities if renewal fees are not paid. One copy is in the instructor's office (MD-253) and the other 2 are in MD-121 and MD-124. This software is especially useful for instruction oriented toward SLO 1 and 3 in ANTH 210 and SLOs 1 and 2 for ANTH 220.** | **$425** |
| **4** | **Printing of Field and Lab Manuals** | **500010** | **5** | **1.8** | **As part of revamping course instructional materials for ANTH 120/205/206, 210/220, 215 and 225, staff has a plan to provide instructional manuals for students as there is (are) rarely a textbook(s) that are adequate to the job. Most of books on the market lack specificity to local conditions or course needs and/or contain much irrelevant material. These have been or are being prepared by staff but monies are lacking for printing copies for students. It is not reasonable to simply put them online as students are already overburdened with printing costs (for ink especially) because instructors have put most instructional materials online without regard to student financial assets. In addition, it is Dr. de Barros' experience over 20 years is that students relish keeping these manuals for future reference in their archaeological careers and want hard copies. They are of course indispensable for the instruction of these courses. The cost estimate is based on the page length of each manual and average number of students per class times the graphics department per page charge for printing/photocopying. The manuals have been completed for ANTH 120/205/206, but additional funds are need for ANTH 210 (SLOs 1-3), ANTH 220 (SLOs 1&2), ANTH 215 (SLOs 1-3), and ANTH 225 (SLOs 2 &3).** | **$1500** |
| **5** | **plastic bags and survey pin flags** | **400010** | **5** | **1.8** | **These are basic resources required every year for the proper implementation of field and lab classes and artifact processing. The work cannot be done without them. Classes affected include ANTH 120/205/206; ANTH 297, 197 and 298; ANTH 210/220; ANTH 215 and 225. Current department budgets for supplies were somewhat increased this year but are still not sufficient. Plastic bags and pin flags are essential consumables for archaeological excavation,survey, and lab work.** | **$300** |
| **6** | **Reference Books** | **400010** | **5** | **1.8** | **Additional reference books for ANTH 215 and 225 that are invaluable for lab research activities related to prehistoric and historic artifact analysis and conducting archival research** | **$350** |
| **7.** |  |  |  |  |  |  |
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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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| **3.** |  |  |  |  |  |  |
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| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**