|  |  |
| --- | --- |
| **Discipline: History** | **Date:** **12/3/2015** |
| **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.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.****Bill Jahnel, Matt Estes, Mike Arguello, Kristen Marjonovic, Travis Ritt, Chris Johnson** |

**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)

The history discipline remains a robust workhorse of EHPS and the college in general. We have had a rise in multiple metrics over last year, including just under a hundred more enrollent at census over last year (3009, up from 2,917); increased our total seats by a slightly smaller amount (3319, up from 3231); as a result our census load is up (90.66% from 90.23%). Considering history has never in the last 6 years ever gone below a 90% and we are on an upward trend again, we remain an extraordinarily efficient discipline for the college. After a dip last year in WSCH, we have rebounded considerably (12-13 was 323.58, last year was 302.52, and we are back at 312.12). Our WSCH/FTEF ratio is 564 (higher than last year at 556) and also significantly higher than the college, sitting at 440 for last year. Sadly, we remain far behind on the state’s goals of having a 50% or less Part Time FTEF. We are heading in the right direction – we have diminshed overreliance on part time faculty from over 78% 5 years ago to 57.83% today.In terms of college success, our rates remain plateaued at about 2/3rds success (66.6%). As in 2012-13 it was 65.6% and in 2013-2014 it was 67.7%, this suggests a statistically insignificant change. There are minor flucuations in breakout categories, with daytime success slightly down and evening slightly up, but as these are within 1-2% points, this probably represents no more than standard deviations. (However, see below for staffing changes and challenges that may be hampering growth here.) We continue to have a strong student retention rate in the 90% range, with a slight dip from 93.4% in 2013-2014 to 90.5% 2014-15, but it is very similar to 2012-13’s 90.9% retention.  |

|  |
| --- |
| 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/>

Our primary focus this year will be the second round of assessment for HIST 101 on the Constitution (measurements for which are being taken this year) and on using sources. We are also exploring new ways to better communicate and increase participation in effective SLO measurement among adjunct faculty. We are looking at SLO exercises to be implemented the first semester HIST 160 is offered. Due to very few sections being offered, our assessments of world and western histories will be at a more “stately pace” (105, 106, 107, and 108). For example, History 108 has already been placed on the schedule for assessment in Spring of 2018.It should be noted that the discipline currently has an excellent frameowrk of SLO articulation and assessent. Most of our courses have 2-4 course SLOs. (Only an old course that has not been offered in 5 years, HIST 152, and a new course that has yet to be offered, HIST 160, have fewer course SLOs for rather obvious reasons.) Our two “Bread and butter” courses Have 7 and 4 completed assesements already, for example, and the aforementioned HIST 101 assessment will cause this to rise to 7 and 5. |

|  |
| --- |
| 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.**

We are having serious concerns and issues invovling rebuilding HIST 130, Adjunct retention, and increased workloads to full time faculty. (Please see notes below) 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.**

Problems with adjunct retention have lessened ability to accurately measure SLOs and diminshed student retention. We had mentioned these concerns previously and the departent feels the decrease we see – and our lack of growth – is directly attributable to policies that diminish adjunct retention and overloaded full time faculty. |

|  |
| --- |
| 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 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.**

We were very pleased that the arrival of the new computer hardware in History has significantly increased accessibility of full time faculty access to historical materials even when mobile and has been effective in bringing to classroom environments. An uninticipated positive was the use of new technology allocated was evident when a member of our discipline had unexpected surgery and was able to be teleconferenced into meetings. However, due to complex reasons the technology arrived at the very end of the purchasing cycle and so individual instructors did not have time to assess what software or app purchases they might require and therefore those went unpurchased. The new history maps have been very effective in expanding utility in the classrooms for visual reference. The pocket constitutions allocated from two years ago continue to be dynamically used in Consittuion Day celebrations, which also helps us meet mandates from the state and discipline goals on teaching American Constitutional History in and out of the classroom.Interestingly, the requests we made for resources that were NOT allocated pretty much had the effect that was expected. We were looking for new ways to expand Women’s History as we knew the program was in trouble; its low enrollment caused it to become not offered for a time, something we hoped the color trifolds would have helped avoid. Lack of scheduling software continues to make the process of projecting proper class assignents less efficient, and with a move to the new compressed calendar the need for such software has become increasingly urgent.Among other new developments are the following:1. One of our full time professors did not receive tenure. While a very difficult decision and process, this is a case of the faculty-driven tenure evaluation process working, and the issues that led to that decision were reflected in that professor’s classes with lower student retention and success. It remains crucial that we keep holding ourselves to high standards.
2. Projected problems from staffing due to administrative choices to pre-emptively cancel classes that could make, therefore impacting not only students but deeply hurting adjunct faculty retention continue to cause the negative impacts we had projected in our previous year’s PRPs. Considering our discipline has extraorindarily high efficiency rates, we urge the administration to reconsider their slash and burn methodologies to class cancellation, as they appear to have little consideration for how marginal additions to financial efficiency might be harming long term adjunct retention, increasing the burden of full timers on new adjunct training and evaluation, and diminishing the ability for students to have access to professors who have deep institutional knowledge that can point them to resources that increase student success. Discipline Professors continue to do their part to mentor and cultivate new Adjunct Professors through active participation in mentoring programs asuch as SDICCA.
3. It is our hope with the hiring of a new History faculty member we will be able to slowly head towards state minimum goals of a 50% FON in our discipline. It would be exciting if the college allocated resources to where we eventually could meet at least the minimum FON, and forsighted if we even were able to exceeed state mandated minimums. By placing one of the desired attributes as a historian with knowledge in either women’s history or another area serving diversity, we can better achieve the goals of the institution of increasing access and programs that serve a diverse student population.
4. The retirement of 1/3 of the college’s administration,. Faculty, and staff has deeply impacted the workload of all those left behind. We deeply encourage the college to return itself to full strength, as increasingly overloaded full timers are pulled in far too many directions. It is hard to properly plan and follow through on ambitious goals for student success when we continue to marginalize the value of time of Professors spent in the classroom or in out-of-classroom student contact hours in favor of overburdened administrative tasks or unneccessarily tedious planning documents that seem to require pages of justification in order to state obvious truths (such as that classrooms that are stocked with modern technology, good visual aids, and proper planning tools will actually lead to more successful Professors and students). We would urge that the designers of PRP forms consider that some routine equipment requests have obvious planning goals and perhaps make pulldown menus of college-wide Strategic Planning Goals that match with these routine requests.
5. We wish to maintain and expand upon the ambitious 10-point program goals articulated in last year’s PRPs, contiually with our eye on our primary goal: To give students excellent history instruction and entoring both inside and outside of the classroom.

  |

**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.**  | **13-inch MacBook Air, 1.6 GHz Dual-Core Intel Core i5, w/8GB SDRAM and 128 GB storage with Applecare for instructional use and department website management** | **600010** | **5, 6 (as articulated in 14-15 Goals Document)** | **5.4** | As an increased number of department members use the Mac platform, this laptop is for the department’s web master, Mike Arguello to facilitate working with those faculty who use the Mac OS.  Dr. Arguello also needs to replace his 6 year old Dell laptop for use in the classroom in managing student team activities that are a core segment (25% of the student score) of his “live” classes. Dr. Arguello also maintains our department website, which we use for advertising low enrollment classes, therefore also tying in his purchase to enrollment management and student access.  | **$1400** |
| **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.**  | **Scheduling software purchase with multiple licenses** | **500010** | **1, 2, and 8** | **4.2** | **Rationale is discussed extensively above; scheduling and predicting year over year demand while also coordinating adjuncts is already complicated and will be made worse with the new education centers opening soon and the new compressed calendar. In a tie of enrollment management, giving the tools to larger disciplines to effectively schedule and plan classes is crucial. Price is based on Lantiv Scheduling Studio 7, three licenses. If authorized we will ask for competitive bids from other scheduling software companies and run demos before purchasing.** | **$1500** |
| **d2.**  | **Trifold printed brochures** | **500010** | **2, 3, 5, 8, 9, 10** | **2.2 and 3.1** | **Color trifold brochures that will be used to advertise and explain the values of World and Western History, Women's History, California History, History of the Americas, and eventually Middle Eastern History. Such brochures can aid in filling underperforming classes and as outreach for events when prospective students visit campus. These would go through Creative Services to help us with the desgn (which I was quoted as free for on-campus departments) and would cost .41 each flier for the two sided color printing and folding. We would begin with 4 brochuresfor the 4 class types listed above that are currently running and may request more if the project proves successful. We would begin with a print run of 200 Brochures of each for a total of 800 brochures.** | **$328** |
| **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.**  | **Scheduling software purchase with multiple licenses** | **500010** | **1, 2, and 8** | **4.2** | **Rationale is discussed extensively above; scheduling and predicting year over year demand while also coordinating adjuncts is already complicated and will be made worse with the new education centers opening soon and the new compressed calendar. In a tie of enrollment management, giving the tools to larger disciplines to effectively schedule and plan classes is crucial. Price is based on Lantiv Scheduling Studio 7, three licenses. If authorized we will ask for competitive bids from other scheduling software companies and run demos before purchasing.** | **$1500** |
| **2.**  | **13-inch MacBook Air, 1.6 GHz Dual-Core Intel Core i5, w/8GB SDRAM and 128 GB storage with Applecare for instructional use and department website management** | **600010** | **5, 6 (as articulated in 14-15 Goals Document)** | **5.4** | As an increased number of department members use the Mac platform, this laptop is for the department’s web master, Mike Arguello to facilitate working with those faculty who use the Mac OS.  Dr. Arguello also needs to replace his 6 year old Dell laptop for use in the classroom in managing student team activities that are a core segment (25% of the student score) of his “live” classes. Dr. Arguello also maintains our department website, which we use for advertising low enrollment classes, therefore also tying in his purchase to enrollment management and student access.  | **$1400** |
| **3.**  | **Trifold printed brochures** | **500010** | **2, 3, 5, 8, 9, 10** | **2.2 and 3.1** | **Color trifold brochures that will be used to advertise and explain the values of World and Western History, Women's History, California History, History of the Americas, and eventually Middle Eastern History. Such brochures can aid in filling underperforming classes and as outreach for events when prospective students visit campus. These would go through Creative Services to help us with the desgn (which I was quoted as free for on-campus departments) and would cost .41 each flier for the two sided color printing and folding. We would begin with 4 brochuresfor the 4 class types listed above that are currently running and may request more if the project proves successful. We would begin with a print run of 200 Brochures of each for a total of 800 brochures.** | **$328** |
| **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**