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| **Discipline: Kinesiology** | **Date:** **9/28/2015** |
| **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.****Lacey Craft, Dianne Boldt, Hugh Gerhardt and AJ McCoy** |

**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)

**Enrollment, Enrollment load, WSCH & FTEF**: Enrollment at census was 2,645 which is up 123 students from last year. This increased our enrollment load (69.19%). Kinesiology WSCH is **4,145** and FTEF is **10.24** which increased the WSCH/FTEF this year to **405**. This Fall (2015) we ***significantly*** reduced our course/section offerings in Kinesiology with the primary goal to increase our WSCH/FTEF and it was very effective (our fall semester WSCH/FTEF alone was 503). We plan to continue to closely monitor our offerings so we can maintain the efficiency and help the college WSCH/FTEF overall along with our outstanding Health numbers (623).**Course Success and Retention Rates**: In Kinesiology our success rate seems to be consistently holding above the college average, this year it was 74.2% for Kinesiology. Evening success rate was 92.2% which was higher, probably due to the activity classes that are associated with athletic participation that are in the evening due to competition time. Kinesiology Retention rate for 2015 was 94.7% which is higher than the college average as well. Another interesting piece of data in Kinesiology was success rates by ethnicity which were also very high in our department. The highest was Pacific Islander success at 95.2%. We are proud that our department is a good snapshot of the diverse community at Palomar College and provides an environment where success rates for a variety of ethnicities is high.**Degrees and Certificates:** 2014-2015 Degrees awarded in University Studies Health & Fitness was 25 (which was an increase 2013-14 at 21 degrees and 2012-13 only 5 degrees). AA Degrees in Kinesiology was the highest it has ever been, in 2015 we awarded 5 degrees (in the past 3 years we had only awarded 2). This year we awarded 1 Adult Health & Fitness Management Certificate (We have only awarded 1 other certificate in 2013). |

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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/>

**SLOACs:** Our Health and Kinesiology Program SLO assessment has been established which was difficult to determine the best method to assess. As a department, we decided the best way to assess the program would be to use the courses included in our AA degree and combine the assessments to get good picture of the program as a whole, we plan to do a program assessment at the end of the Spring 2016 semester. Last year we were able to input new SLO’s and assessment methods for newly revised leveling of courses (97 kinesiology courses). This year we have input assessment results for every single course in TracDat (not every level of the course, but results for at least one level of every course). We are now using a direct measurement for every assessment (they are all unique for each course) which faculty have determined is more challenging, but a better quality assessment than the survey we were using universally (for all courses) before which was a recommendation from the accreditation visit.  |

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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.**

This year we had dramatically reduced our offerings of Kinesiology courses, repeatability (mandated by the state) has still had a lasting impact on our enrollments. Also as a department we had to create families of courses that were leveled to help our “sports conditioning” courses that supports our athletics program provide a variety of courses that would still give student-athletes a safe, comprehensive training opportunity, but be managed closely to avoid exceeding the “350 hour rule” for athlete’s annual training (mandated by the CCCAA). We must work with the athletics department closely to keep track of contact hours in Kinesiology courses and be able to provide quality instruction in the kinesiology courses offered to student-athletes. 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.**

As a department we feel that we have come up with a positive solution by creating distinct levels of courses to avoid some of the repeatability issues and a 2-year cycle of courses for student athletes to avoid repeatability and track their individual 350 hours. However, with enrollment numbers for each course being such a hot topic now, some of the sport-specific training courses are impacted negatively due to a low-number of participants in their sport, which they cannot control (i.e. number of participants on a tennis, cross country or volleyball team). If we continue to cut classes based on low-enrollment for these unique courses that support the development of the student-athlete for their season of sport, it could implode some of the athletic programs we offer (leading to injury due to lack of conditioning, lack of skill development, and loss of participation). |

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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.)**

**Labor Market Data:** Statistics from 2012-2022 estimate that average demand for health and fitness trainers and aerobic instructors will increase by an average of 16.5%. However, the growth in San Diego County is projected much higher at 37.5%, there is a need for our students to be career ready by passing a national certification and entering the workforce. According to the Fastest Growing Occupations, Health Specialties Teachers is the highest in San Diego County (40.8%, 290 jobs). |

**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>).

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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)** Last year we received funds to purchase new windscreen for the pool, which was a major improvement for student safety and security. We also received funds for a new Jugs Pitching machine which was installed at the new baseball field (utilized by over 90 students this semester alone). The machine has increased the student skill improvement in the Kine 170, 212, and 125 courses since it provided an opportunity for students to get more reps and training in a shorter period of time with less effort. **b)** This year we organized a NCHEA meeting and discussed national certifications for CSUSM’s Kinesiology program & Mira Costa’s program. CSUSM does not affiliate with any national certification program, but Mira Costa uses NASM (which has reached out to us to join in with their curriculum). SDSU affiliates with ACSM and APU affiliates with CSCS. In the future we would like to offer a measurement and evaluation of fitness lab course that could prepare students for a national certification (plans for this lab are included in our new kinesiology facility), until we have space and equipment to offer this course we cannot successfully prepare students to pass a certification exam. As a department, we currently feel that emphasizing transfer and achieving a Bachelor’s Degree is more helpful in our industry (as educational minimums are increasing due to competitiveness in the industry). Physical Therapy and Occupational Therapy professions are also growing occupations in our area that require higher education. CSUSM is impacted in their Kinesiology degree program, during the NCHEA meeting we asked how we could help offer more classes at Palomar & Mira Costa that would help alleviate the impaction; however, the only course that transfers for their prerequisite we can offer is Kine 100, the other 3 courses that they require are science based (Biology, Anatomy & Physiology) and we currently offer those as well. We are currently offering every preparatory transferrable course possible for CSUSM Kinesiology majors. Another Concern is not replacing our Full-Time Faculty, We are currently down 5 Full-Time positions in our department due to retirements in May 2015. It has been very difficult to expand curriculum and meet the goals if we continue to lose quality FT Faculty.**c)** Our immediate goal is to hire new FT faculty. We will also be starting to plan the new Kinesiology facility with planning committee and will ensure we can plan a facility that will provide more resources to students that would like to pass national certifications and enter career fields (fitness measurement lab) which would greatly improve our overall health & kinesiology program.**d)** We have removed the Maintenance Agreement for WFC & weight room and the lifeguards from our PRP as we have been fortunate to receive support from the college to institutionalize these annual costs which has become a great improvement for our department in terms of safety in the pool, the WFC and the weight room. |

**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). 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.**  | **Class instructional supplies – Activity Equipment** | **400010** | **Kine #1** | **1.3** | **Items used daily for instruction and necessary to conduct a class specific to the skill or fitness parameter****10ea – mens/womens basketballs****10ea – mens/womens volleyballs****10ea – mens/womens water polo balls****10 ea – footballs****10 doz – softballs****10 doz – baseballs****3 gross – tennis balls****(Without these supplies we cannot do any instruction or assessment at all and they need to be replaced annually)** | **$12,000** |
| **c2.**  | **Weight room equipment** | **400010** | **Kine #2** | **1.3** | **Supplies used to enhance the instruction of our courses in weight room (Kine 150, 204, 205), new equipment is necessary to continue to improve the training of students and expose them to new tools that help them achieve SLOs, evaluate and assess their skill and technique in training.****3 ea – TRX Fitness Trainers****8 plates - weight plates for Olympic barbells**  | **$1650** |
| **c3.**  | **Antibacterial Wipes & First Aid Kit** | **400010** | **Kine #3** | **1.3** | **4 boxes – Antibacterial wipes (safety of instruction)****1 ea – Comprehensive First Aid Kit (safety of instruction)****Necessary for safety of weight room facility for students.** | **$800** |
| **c4.**  | **Training Tape** | **400010** | **Kine #4** | **1.3** | **Supplies for Kine 176 courses provides students with functional tools to practice & apply content in lab setting. This provides direct participation and feedback of instruction. Provides a tool for assessment of SLO for the 176 course annually (degree applicable & transferrable).**  | **$600** |
| **c5.** | **Aquatic Supplies** | **400010** | **Kine #5** | **1.3** | **Swimming Fins for Adaptive teaching tool and Kines 135, 204, 205 & 181 students.**  | **$1,300** |

**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.)** |
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| **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)** |
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| **e1.**  |  | **500010** |  |  |  |  |
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| **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)** |
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| **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.)** |
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| **1.**  | **c1. Class instructional supplies – Activity Equipment** | **400010** | **Kine #1** | **1.3** | **Items used daily for instruction and necessary to conduct a class specific to the skill or fitness parameter****10ea – mens/womens basketballs****10ea – mens/womens volleyballs****10ea – mens/womens water polo balls****10 ea – footballs****10 doz – softballs****10 doz – baseballs****3 gross – tennis balls****(Without these supplies we cannot do any instruction or assessment at all and they need to be replaced annually)** | **$12,000** |
| **2.**  | **c2. Weight room equipment** | **400010** | **Kine #2** | **1.3** | **Supplies used to enhance the instruction of our courses in weight room (Kine 150, 204, 205), new equipment is necessary to continue to improve the training of students and expose them to new tools that help them improve, evaluate and assess their skill and technique in training.****3 ea – TRX Fitness Trainers****8 plates - weight plates for Olympic barbells**  | **$1650** |
| **3.**  | **c3. Antibacterial Wipes & First Aid Kit** | **400010** | **Kine #3** | **1.3** | **4 boxes – Antibacterial wipes (safety of instruction)****1 ea – Comprehensive First Aid Kit (safety of instruction)****Necessary for safety of weight room facility for students.** | **$800** |
| **4.**  | **c4. Training Tape** | **400010** | **Kine #4** | **1.3** | **Supplies for Kine 176 courses provides students with functional tools to practice & apply content in lab setting. This provides direct participation and feedback of instruction. Provides a tool for assessment of SLO for the 176 course annually (degree applicable & transferrable).**  | **$600** |
| **5.** | **c5. Aquatic Supplies** | **400010** | **Kine #5** | **1.3** | **Swimming Fins for Adaptive teaching tool and Kines 135, 204, 205 & 181 students.**  | **$1,300** |
| **6.** |  |  |  |  |  |  |
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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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| **1.**  |  |  |  |  |  |  |
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| **10.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**