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| **Discipline: Type in the name of your discipline here…PHILOSOPHY** | **Date: 11/20/2015** |
| **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.**  **R. Dillon Emerick, D. Michael Lockett, Lee Kerckhove, and Jeff Epstein** |

**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 at Census and Census Load: The enrollment at census was 883. Compared to our previous data this figure appears to be anomolously low. Enrollments at Census have been declining every year since 2010 by between 33 and 125 students. However, there was a drop of 364 students from 2013-2014 to 2014-2015. The provided data for the Census Load in Philosophy for 2014-2015 indicates 67.3%.  Because Philosophy offers writing-intensive courses, Philosophy classes, by contract, are capped at a lower number than most courses on campus. Philosophy 200 (IGETC-Critical thinking/writing) is limited to 25 students per class; all other Philosophy classes are limited to 38 students. This affects the WSCH generated per full-time equivalent faculty member (relative to other disciplines that do not have this student cap). The WSCH/FTEF ratio dropped from 432.37 in AY 2013-2014 to 335.13.  Course Success and Retention Rates: Our success rate for AY 2014-2015 is at 65.6%, which is comparable to the department success rate of 66.5%. It looks like the overall college average success rate is 70%. It is hard to find meaning in this data. The data is uninformative with regard to discipline planning. Given our student population and educational preparation, what number is considered high? What number is our target? If the number is low, perhaps not enough of our students are prepared. How will we know if our instruction is responsible for this rate being as it is (high or low)? There are many possible explanations for this drop. Perhaps, as an aggregate, the standards of the Philosophy instructors increased by 4.58%. It is possible that given curriculum re-alignments, we are now serving a slightly different population than in the past. It is possible that there have been external circumstances negatively impacting the ability of particular students to succeed in our courses. Perhaps this is a statistical anomaly.  Our retention rates for Fall 2014 were at 89.2% this is down 3.2% from the previous Fall. This seems consistent with the college average (90.8%). It looks like we were able to retain more of our evening students than our distance education students by 10% (91.8 as compared to 81.3). We best retained our day students (81.3%). There are various explanations possible. It is impossible for us to select one as the right explanation and, of course, there may be multiple causes. Retention rates do suggest engagement with our faculty and instruction, it is good to see the quantitave data correspond with our subjective judgements.  Success rates by ethnicity show that African Americans, Asian Americans, and Native Americans have higher than the college average success rates. Filipino, Hispanic, and Pacific Islander success rates were lower. This is data to pay attention to. If this trend is repeated in the next PRP cycle “statistical anomaly” seems to be a less likely explanation. If so, we will look for explanations for our success with some groups and room for improvement with others. There is equity funding available, and we would seek advice from others who have made positive adjustments.  Six-year fluctuations in the full time FTEF (range is 1.4-4.8) reflect retirement of full time faculty, sabbatical leaves and re-assigned time (Michael Lockett became the Behavioral Sciences department chair with 80% release time in Spring 2013 and Dillon Emerick became the chair in 2015).  Part time FTEF and percent of total FTEF taught by PT faculty: Despite the lowered enrollment at census during AY13-14, part-time FTEF remains high at 6, and 73.17% of courses are taught by PT faculty.  Because the only major change to Philosophy has been curricular, the drop in Philosophy enrollment is most likely due to the request for the alignment of the program with the TMC for the AA-T degree in Philosophy. This alignment required a major revision of course offerings, and included re-numbering of Philosophy courses. To align the philosophy curriculum with the TMC we had to eliminate or slowly phase out two of our most popular course offerings, PHIL 100 and PHIL 101. We had to create new courses offering that were unfamiliar to counselors and students, (PHIL 121, PHIL 122 and PHIL 201) and renumber all of our courses. Despite the program and course revisions going through a lengthy Curriculum approval process, the course re-numbering and program revision was NOT incorporated and/or accounted for, at an Administrative-level, College-wide. While with program changes one might expect some confusion, the situation in philosophy was exacerbated by a series of unfortunate but entirely preventable events. These events include but are not limited to:  • During Fall ’14 on the Palomar College Website, the previous year (AY 13-14) rather than the current (AY 14-15) Palomar College Catalogue was listed. Thus, almost all the information regarding philosophy courses in the posted Catalogue was erroneous. Apart from PHIL 101, none of the course numbers listed in the posted Catalogue were courses available to the students to take.  • On the Palomar College Website the list of Philosophy Courses that fulfilled the IGETC transfer requirements was erroneous and incomplete.  • On the Palomar Website the list of Philosophy Courses that fulfilled the CSU transfer requirements was erroneous and incomplete  • In the Current Palomar Catalogue and in the Counseling Palomar Advising Guide and Course List, the CSU General Information List, and the IGETC List all improperly list Philosophy 100. There is no longer a PHIL 100 course for AY 14-15.  • On the Palomar College Transfer Center Website the CSU General Education Advising Guide and Course List and IGETC Advising Guide and Course List still improperly list PHIL 100.  • On the Palomar College Transfer Center Website the page on Minimum Requirements for Transfer to the CSU System still lists PHIL 115 as meeting the critical thinking requirement. As of AY 14-15 PHIL 115 no longer exists and has become PHIL 200.  • On the Palomar College Transfer Center Website the page on Minimum Requirements for Transfer to the UC System still lists PHIL 115 as a required course. As of AY 14-15 PHIL 115 no longer exists and has become PHIL 200.  • Due to the dissemination of erroneous information during Fall 2014 and Spring 2015, some counselors advised students to take Philosophy courses that no longer existed.  All of the problems listed above were identified by philosophy faculty. Even though philosophy contacted Counseling before the start of the Fall 2014 semester and met with the Counseling Chair at the Start of the Spring 2015 semester, some of the Transfer Center web information used by students and counseling remains inaccurate.  Finally, unbeknownst to Philosophy, computer prerequisite enforcement for Philosophy 200 was implemented automatically during Fall ‘14. This automatic prerequisite enforcement currently lacks guidance for students who may have the prerequisite, but whose prerequisites are not yet entered into the system—it simply bars these students from enrolling in the course with no explanation (or additional information) provided.  Furthermore attempts to mitigate the philosophy enrollment problem were thwarted by a lack of administrative support and resources. Dean Kahn recommended that we do targeted emailing to students that could meet transfer requirements by taking a philosophy course. While we were able to send out one general email, we were not able to send more targeted information to students because the unavailability of a Palomar College programmer to create the distribution lists for this purpose.  The following continue to be areas where strong administrative support and resources are required to restore the vitality of the philosophy program:  • Swift and decisive action by the Administration to remove all erroneous transfer information regarding philosophy from Palomar web pages  • Swift and decisive action by the Administration to implement a prerequisite verification system that does not erroneously exclude eligible students  • Administrative action to designate a programmer to generate targeted distribution lists so we will be able to send information regarding philosophy that meets the needs of individual students  • An active effort by counseling to accurately inform students about the various transfer requirements met by philosophy courses  • An active effort by Counseling to promote philosophy courses by informing students of the benefits of taking philosophy courses  • Administrative support and funds to print and distribute pamphlets and flyers promoting and advertising the philosophy program  • Administrative support and funds to print a large advertisement in the Spring 2016, Summer 2016 and Fall 2016 Class Schedules promoting and advertising the philosophy program.  • Administrative support to put a link on the Palomar College main page that direct students to a web page on courses in philosophy.  Philosophy faculty had spent hundreds of hours, without compensation or release time, attempting to rectify the harm done to our discipline. We need help others on campus if we are to revive our once flourishing discipline of philosophy. |

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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/>         SLOs have been developed, implemented, and assessed in each course offered in Philosophy since SLOs have been a mandated meta-assessment tool. We originally articulated a roughly 3-year assessment cycle. Several years later, we were asked by administration to create a new AA-T degree, which required a massive curriculum re-shuffling with new philosophy courses being developed and some old courses being phased out. Because of this new curriculum, we re-set the clock on that SLO assessment cycle.  Last year we developed SLOs and assessment methods for each new and updated course in our curriculum. As always, and when possible, our primary focus is assessment through student writing. We continue to look for ways to make these assessments yield something of value.  After meeting with our department SLO coordinator, we now have a clearer understanding of our timeline and assessment needs. This year, we will develop more timelines and assess the SLOs for the courses in which we articulated SLOs last year (PHIL 111, 116, 121, and 122).  We had hoped to also assess our new program at the end of AY 14-15. But, despite our curriculum re-shuffling and rush to complete the work needed to get our program through the curriculum cycle to launch it in Fall 2014, our AA-T degree wasn’t instituted until Fall 2015. This means that this year we will develop Program SLOs and working on researching assessment methods. We hope to have three Program SLOs and accompanying methods of assessment in place at the end of this year in order to assess Program SLOs next year, should our Program SLOs and number of students in the program warrant it.  Our general concerns about the validity of SLO assessments remain. Some of those concerns are adumbrated in our 2013-2014 PRP report. |

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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.**              The AA-T degree was finally approved (the delay, we are to understand, was at the State level). However, given the disasterous impact that our curriculum re-alignment and re-numbering had on our discipline, we are disappointed to learn that the CSU’s are not required to accept this degree and the AA-T degrees in general have not been recommended to our students. We wonder here, quite openly, how this degree benefits our students and why we were asked to go to all the trouble.   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.**   While some students can take earn an AA-T degree in Philosophy, as result, we have lost a significant number of potential students. The fact that fewer students will have experience with the rigorous tools for thinking critically, ethically, and creatively surely cannot be condonded by the taxpayer funding our college. |

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

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 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.**         Step III in the 2014-2015 PRP does not include Goals and Plans, it is a request for resources. Please fix the form for next year. Last year we requested $500 to print pamphlets and flyers to promote philosophy courses, given the curriculum debacle. This money was not awarded. It is still needed.  It is possible that this form is asking for a follow up on the goals and plans for 2013-2014. If that is the case, then this information is below:  Goal 1: To promote excellence in teaching philosophy and in student learning  Progress, impact on resources allocated and utilized: Funding was allocated to attend conferences through the generosity of our dean. This funding was not secured throught the PRP process, so it is not appropriate to reflect upon it here.  Plan: Given the lack of institutional support to attend professional conferences, our ability to update and revise our curricula to reflect the current state of research will be difficult. Does this means that there is no longer a need to update our courses in CurricuNet? Without institutional support, the quality of student advising and mentoring, sadly, will also be greatly diminished since we won't know the status, details, or value of current research, nor will we know which undertraduate and graduate programs we should promote to our students.  We will continue to take part in Palomar's Professional Development program.  We are excited, however, by the possibility of increasing some of our online offerings and in continuing to innovate in our on campus classrooms. For example, we are offering PHIL 121 for the first time this Spring and are hopeful for its prospects. We also are considering piloting an online 116 (Introduction to Logic) course, though creative solutions will be needed for teaching derivations in formal logic. Our offerings are, as a whole, a robust set of rigorous classes that we are quite proud of. We continue to look for ways to improve our teaching both on line and on campus.  Goal 2: To implement the new AA-T degree in Philosophy  Progress, impact on resources allocated and utilized: Goal met. We worked statewide and through the Palomar College curriculum process to implement the new AA-T degree to be aligned with the Transfer Model Curriculum (TMC) for Philosophy. This included a revision of the Philosophy course offerinings.  However, as we noted last year, the transition to the new transfer degree has proceeded abysmally. The situation has yet to be rectified. As discussed in Step 1, the new courses for the AA-T degree in Philosophy resulted a precipitous drop in student enrollment in Philosophy courses during Fall ‘14 and Spring ‘15, mainly due to poor administrative planning, oversight and implementation (e.g. wrong information posted on the College main registration webpage), misinformation provided by Counseling, and other issues. In fact, as this document was being prepared, a student requested to take a course that we no longer offer (there is a substitute that he was unaware of).  Plan: A new goal to recoup enrollment loss was added in last year's PRP. (See Goal #5 from 2013-2104 PRP)  Goal 3: To maintain a schedule that will allow students to meet all their degree requirements  Progress, impact on resources allocated and utilized: We would like to continue in our previous goal to develop a 2-year scheduling cycle so that students with diverse scheduling needs (e.g. online, evening, etc.) can have the opportunity to complete their AA-T in any given two year period. However, because of course cuts due to enrollment issues, we will be needing to build enrollment first to restore classes that were cut during AY-14-15. We also have reason to believe that AA-T degress are not promoted to our students as valuable.  Plan: A new goal to recoup enrollment loss was added to last year's PRP. (See Goal #5 from 2013-2014 PRP) Once enrollment has stabilized, we will work on developing a 2-year scheduling cycle for our diverse student population. This goal needs to be ammended, since enrollments are now determined largely by "student demand" and there are low expectations for the number students utilizing the AA-T degree (given the concerns mentioned above).  Goal 4: To hire additional full-time faculty  Progress, impact on resources allocated and utilized: We are happy to report that after an exhausting and rigorous international search, Dr. Jeffrey Epstein accepted our offer. He has since joined us in the discipline and we are delighted that he is with us.  Plan: Other than supporting our new collegue, there is no need for further planning.  Goal 5: To mitigate the impact of enrollment issues that arose due to the new AA-T in Philosophy  Progress: During Fall 2014 philosophers identified numerous errors on College websites and forms regarding the new philosophy curriculum. (These errors are noted in section 1 A above.) At our request, the old College Catalogue with the erroneous philosophy course information was replaced with the current AY 14-15 Catalogue that only has erroneous information regarding the existence of PHIL 100. At our request, errors pertaining to philosophy and transfer requirements on the Palomar main website were identified and corrected. The AY 15-16 catalog is correct.  In Fall 2014, Counseling was contacted to inform them of the changes to the philosophy curriculum. They said they were aware of the changes. However, when multiple students reported getting misinformation from Counseling about philosophy courses, a meeting with our Department Chair, our Dean, and the Chair of counseling was held before the start of the Spring 2015 semester. The Counseling Chair was informed of the difficulties related to enrollments in Philosophy. There is still student confusion about our offerings.  Information provided on the Palomar College Counseling and Transfer websites was reviewed, and some errors were corrected, but some remain. At this time Counseling and Transfer still have multiple websites with erroneous information. A request to speak at the Counseling Department meeting to inform ALL counselors about the problems and provide guidance and correct information was limited to 10 minutes at a Spring 2015 department meeting.  A promising plan to do targeted emailing to potential philosophy students came to an abrupt end in AY 14-14 when we were denied access to a College programmer needed to create the distribution lists.  Intermittent gifs with links to information on philosophy courses were placed on the Palomar website with no noticeable impact on enrollment. This resource is no longer available to us.  During AT 14-14 we created flyers promoting our new curriculum and these were handed out to students in philosophy classes and copies were given to Counseling.  We continue to coordinate with other disciplines in the Behavioral Sciences to promote philosophy courses in their courses related to philosophy.  On the positive side, a suggestion by Dean Kahn to contact students on the ENG 202/203 wait lists and invite them to take PHIL 200 (which fulfills the same transfer goal) was apparently successful in getting additional students to enroll in PHIL 200 courses.  We have also updated or Philosophy webstie describing our curriculum changes to disseminate accurate course information for students, faculty, and counselors.  Plan:  For AY-16-17 and into the future, in order to rectify the enrollment situation and restore the vitality of the philosophy program we will need the administrative support and resources that were detailed in section 1 A of this document.  We will continue to review for errors Palomar College web pages, College catalogs, Counseling and Transfer forms, etc., and request that any errors be corrected promptly.  We will follow up with Counseling and Transfer to ensure accurate information is disseminated to students during the advising and registration process.  We will continue to request College programming assistance for targeted emails. We will continue to target waitlisted students for English 202/203, and identify other student populations if possible.  We will designate a philosophy faculty advisor and list their email and contact information on the Philosophy website and the class schedule, so that students may be appropriately advised about program changes, and any advisement or other errors can be collected and corrected.  We will continue to monitor the College Schedule of Classes for Philosophy to accurately advise and inform student about Philosophy course changes, direct students to the philosophy website, provide information about the philosophy faculty advisor, and note additional prerequisite information.  We will follow up with the College on the prerequisite blocking during enrollment for Philosophy 200 and advocate for a College-wide prerequisite system to ensure students are provided information when they are blocked from enrolling in courses during the registration process.  Given our new administrative duties (overseeing counseling, making sure that Palomar's Catolog is correct, acting as faculy advisor, and correcting errors on the webpage) we are tempted to request a 20 % release time for our Philosophy program coordinator. |

**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.** | **iPad Air 2 Wi-Fi 64GB – Silver MGKM2LL/A, AppleCare for IPad , iPad Air 2 Smart Case, AppleCare+ for iPad(x5)** | **600010** | **Goal 1: To promote excellence in teaching philosophy and in student learning** | **Goal 1:** **Support excellence in instruction and academic programs and services to improve student learning** | **Incorporating new technology in on campus and online learning environments will enhance student learning. The virtual whiteboard tools that are provided by this technology will help in writing instruction, assessments, demonstrations, and feedback. This technology also allows for easy video conferencing with students and colleagues, grading, podcasting, and screen casting instruction for flipped classrooms and online teaching.** | **$4,195** |
| **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.** | **Respondus User License (x2)** | **400010** | **Goal 1: To promote excellence in teaching philosophy and in student learning** | **Goal 1:** **Support excellence in instruction and academic programs and services to improve student learning** | **This software package aids in the creation, management, and deployment of traditional and non-traditional assessments.** | **$198.00** |
| **c2.** | **StudyMate Author Single-User License (x2)** | **400010** | **Goal 1: To promote excellence in teaching philosophy and in student learning** | **Goal 1:** **Support excellence in instruction and academic programs and services to improve student learning** | **For the creation of classroom activities and learning tools, can be utilized in the classroom and online.** | **$158.00** |
| **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.)** |
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| **d1.** | **Printing for flyers and outreach materials** | **500010** | **Goal 5** | **Goals 1, 2, and 3.** | **To mitigate the impact of enrollment issues that arose due to the new AA-T in Philosophy. Please see the narrative under new discipline goal five.** | **$500.00** |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

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

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Travel Funds for attending the American Philosophical Association Meeting in Washington DC, and San Francisco** | **500010** | **Goal 1** | **Objectives 4.3 and 4.4** | **A core value of Palomar College is "excellence in teaching, learning, and service." Staying current in our respective areas of specialization is essential to our being excellent instructors. Going to conferences such as the Philosophical Association helps us tremendously in our efforts to keep up in our field. The amount of funding requested here is the total cost for three full-time faculty members to attend the conferences. The cost includes flights, hotels, food, and registration fees. Our attendance at these conferences is in line with Strategic Plan Objective 4.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research). It is the only way to implement Objective 4.4: Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research for our discipline.** | **$2,970** |
| **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.** | **iPad Air 2 Wi-Fi 64GB – Silver MGKM2LL/A, AppleCare for IPad , iPad Air 2 Smart Case, AppleCare+ for iPad(x5)** | **600010** | **Goal 1: To promote excellence in teaching philosophy and in student learning** | **Goal 1:** **Support excellence in instruction and academic programs and services to improve student learning** | **Incorporating new technology in on campus and online learning environments will enhance student learning. The virtual whiteboard tools that are provided by this technology will help in writing instruction, assessments, demonstrations, and feedback. This technology also allows for easy video conferencing with students and colleagues, grading, podcasting, and screen casting instruction for flipped classrooms and online teaching.** | **$4,195** |
| **2.** | **Respondus User License (x2)** | **400010** | **Goal 1: To promote excellence in teaching philosophy and in student learning** | **Goal 1:** **Support excellence in instruction and academic programs and services to improve student learning** | **This software package aids in the creation, management, and deployment of traditional and non-traditional assessments.** | **$198.00** |
| **3.** | **StudyMate Author Single-User License (x2)** | **400010** | **Goal 1: To promote excellence in teaching philosophy and in student learning** | **Goal 1:** **Support excellence in instruction and academic programs and services to improve student learning** | **For the creation of classroom activities and learning tools, can be utilized in the classroom and online.** | **$158.00** |
| **4.** | **Printing for flyers and outreach materials** | **500010** | **Goal 5** | **Goals 1, 2, and 3.** | **To mitigate the impact of enrollment issues that arose due to the new AA-T in Philosophy. Please see the narrative under new discipline goal five.** | **$500.00** |
| **5.** | **Travel Funds for attending the American Philosophical Association Meeting in Washington DC, and San Francisco** | **500010** | **Goal 1** | **Objectives 4.3 and 4.4** | **A core value of Palomar College is "excellence in teaching, learning, and service." Staying current in our respective areas of specialization is essential to our being excellent instructors. Going to conferences such as the Philosophical Association helps us tremendously in our efforts to keep up in our field. The amount of funding requested here is the total cost for three full-time faculty members to attend the conferences. The cost includes flights, hotels, food, and registration fees. Our attendance at these conferences is in line with Strategic Plan Objective 4.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research). It is the only way to implement Objective 4.4: Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research for our discipline.** | **$2,970** |
| **6.** |  |  |  |  |  |  |
| **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**