|  |  |
| --- | --- |
| **Discipline:** | **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.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.**  **Netta Schroer, Kathy Young, and Fred Rose** |

**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)     ENROLLMENT, WSCH, AND FTEF  Enrollment at Census and census load: The enrollment at Census did not significantly drop since last year, from 2082 in 2013-14 to 2039 in 2014-15. However, it is still lower than previous years (2,676 in 2012-13). There are 2 explanations. The first is the lowered enrollment in Psyc 100 due to the lack of institutional support to manage prerequisite enforcement. This greatly impeded our ability to fill our classes. Although we have since dropped the prerequisite (Fall 2015), it will likely take some time for students to notice this change. Nevertheless, we anticipate an increase in enrollment with the removal of the prerequisite. The second explanation for the Census rate is that Palomar College is no longer considered a large college and, as such, enrollment is lower across the campus. In fact, our census load rate of 80.50% is not that much lower than that of all the Behavioral Sciences (81.46%) or of the college as whole (82.04%).  Total FTEF: Our FTEF is relatively consistent with previous years. The FTEF in 2014-15 was 14.73 (compared to 14.40 in 2013-14 and 1402 in 2012-13.  Full time FTEF, WSCH/FTEF: The Full-Time FTEF dropped drastically to 3.80 in 2014-15 compared to 5.60 in 2013-14. The WSCH/FTEF remaining consistent with 447.63 in 2014-15 compared to 448.71 in 2013-14.  Part time FTEF: Our Part-time FTEF increased to 10.93 (from 8.80 in 2013-14).    This data indicate that our enrollments are consistent with last year’s numbers. Nevertheless, we are seeing a higher rate of courses being taught by part-time faculty. According to the 2014-15 data, 74.21% of total FTEF were taught by part-time faculty (compared to 61.11% in 2013-14). The low full-time FTEF rate suggests that we are in great need of additional full-time faculty. In addition to sabbaticals and medical leaves, we had one faculty retire in Spring 15 and a second is retiring at the Fall 15. Although we will have a new hire in Fall 2016, we will likely need an additional hire to help return us to our previous rate. We also anticipate that the removal of the Psyc 100 prerequisite will lead to an increase in enrollment.  COURSE SUCCESS AND RETENTION RATES  The data in the provided file is different from last year. We believe this may be due to the data being “cleaned.”  Overall Course Success and Retention: The overall retention rate dropped slightly to 87.2% in 2014-15 from 91% in 2013-14. This drop is consistent with data from all Behavioral Science courses (88.9% in 2014-15 from 91.8% in 2013-14) and all Palomar College courses (91% in 2014-15 from 92.2% in 2013-14).  The overall success rate in 2014-15 was 66.3%, down from 68.4% in 2013-14 and 70.1% in 2012-13. This is consistent with all Behavioral Science courses (66.5% in 2014-2105 and 68.3% in 2013-14). We think this demonstrates a need to offer tutoring resources for our students. Our statistics course (Psyc/Soc 205) had a designated tutor but we no longer had funding to have one during Fall 2015. This is detrimental to our students. We similarly believe that Psyc 230 (Research Methods in Psychology) would greatly benefit from a tutor.  1) Success and Retention by Mode of Delivery:  The retention rate for distance education courses has decreased to 80.7% in 2014-15 from 85.7% in 2013-14. This rate is also lower than both day courses (89.6%) and evening courses (86.15). Similarly, distance education students show the lowest success rates (53.9% which also decreased from 63.7% in 2013-2014) compared to day courses (70.3%) and evening courses (66.1%). The lower success and retention rates in distance education courses demonstrate a need for offering additional resources such as virtual tutors (something Palomar College has addressed as well in it’s Strategic Goals).  2) Success and Retention by Ethnicity  Retention 2014-15 (2013-14) Success 2014-15 (2013-14)  African American 80.0% (91.4%) 66.7% (53.4%)  Asian 89.3% (93.4%) 69.3% (75%)  Filipino 83.8% (89.7%) 64.7% (70.1%)  Hispanic 86.4% (91.2%) 62.0% (65.9%)  Multiethnic 85.7% (90.3%) 64.8% (60.2%)  Native American 93.3% (100%) 73.3% (93.3%)  Pacific Islander 92.3% (81.3%) 61.5% (50%)  Unknown 90.7% (86.7%) 76.7% (68.9%)  White 88.6% (91%) 70.0% (71.8%)  Retention has decreased for all ethnic groups, except Pacific Islanders, who showed a slight increase (though the sample size of 13 is quite small). Several groups showed an increase in success (African Americans, Multiethnic, Pacific Islander, and unknown). Decreases were seen among Asian, Filipino, Hispanic, and white students. The largest noted decrease was in Native Americans (though, again, the sample size of 15 is quite small). The highest success rates were among unknowns, Native Americans, and whites, followed by Asians, African Americans, Multiethnic, Filipino. Hispanic and Pacific Islander students had the lowest success rates. We hope the institution will continue to discuss ways to close the achievement gap. Some programs, like Tarde de Familia, may help change this data and encourage Palomar to keep considering what changing to student services and instruction can have an impact.  3) Success and Retention by Gender  Retention rates have decreased for both women (87.9% in 2014-15 and 91.3% in 2013-14) and men (85.9% in 2014-15 and 90.4% in 2013-14). Women continue to pass their courses at a higher rate (68.7%) than men (62%). This is a 1.1% decrease for women, but a 2.8% decrease for men from 2013-14 data. Overall men’s success rate has decreased 6% since 2009-10, whereas women’s success rate has only dropped 2.1%. We are unsure what may contribute to the gender difference.  4) Success and Retention Rates by Age  Our 2014-15 data is fairly consistent with the 2013-14 data. Retention rates dropped for all age groups, but the highest retention rate remains with those 19 and under (90.2%) and the lowest continues to be those 50 and over (73.9%). The success rates also did not show much difference, though all rates decreased slightly. Success rate is highest among those 19 and under (67.2%) and 25-49 (67.4%), followed by those 20-24 (65.4%) and 50 and over (60.9%). However, across all Palomar Colleges, success the highest success rates was among those 50+ followed by 25-49. The inconsistency with psychology’s rates, suggests there may be some outliers in our group. We also had a small sample size (23 students). We will keep an eye on this, and re-evaluate once we have 1-2 more years of data to see if there is a particular trend.  5) Success and Retention Rates by First Generation  We are unsure why, but our data showed 0 enrollment of first generation students. The same was noted for data for all Palomar College, so we assume this is a technical error in the database.  Degrees and Certificates:  Since developing the transfer degree in Psychology, the number of degrees has continued to grow. AA-T Degrees increased from 5 in 2011-12, to 29 in 2012-13, 42 in 2013-14 and 47 in 2014-15.  Of the 2116 students in Fall 2014 who originated at Palomar College, 221, or 10.4% were Psychology Majors, making Psychology the #1 transfer major to CSUSM. We will continue to work on developing a strong advising program to increase these numbers even more.  The applied branch of our discipline, Psychological and Social Services, is integrated with the Alcohol and Other Drug Studies program, and will be discussed in the AODS PRP. The AA degree in Psychological and Social Services has remained the relatively the same (4 in 2014-15 compared to 5 in 2013-14 and 4 in 2012-13), as has the certificate in Psychological and Social Services (5 in 2014-15 compared to 6 in 2013-14 and 4 in ‘12-13). |

|  |
| --- |
| 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/>     As noted in last year’s PRP, all knowledge-based SLOs (one of our Program Outcomes) were assessed between Spring 2013 and Spring 2014. Our next round of assessments will occur in 2016-2017 and will assess a different program outcome. Faculty will meet to discuss which outcome to assess next. |

|  |
| --- |
| 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.**   None   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.** |

|  |
| --- |
| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   The Chancellor’s Office Salary Surfer Data indicate that for those students who earn an AA in psychology in the state increase their salaries from $18,276 two-years before earning their degree to $25,163 two-years after and $33,740 five years after, demonstrating that there is real financial value of an AA in psychology. http://salarysurfer.cccco.edu/Salaries.aspx |

**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.**   a) Impact of resources allocated -  Last year, we received PRP funds for 8 easels. These are being used for the Research Methods in Psychology Poster Session held every semester and are having a positive impact on our students. This event allows students (approximately 90 students per semester) to present their findings in a format reminiscent of professional conferences. The campus is invited to attend and learn about the great work done by our students. This experience is extremely valuable to our Research Methods students. They learn how to communicate their work via a poster format as well as talk about their work in a professional manner to those attending the poster session.  b) New developments or concerns  Based on the lack of empirical support for the effectiveness of the Eng 50 prerequisite for Psyc 100, we decided to remove it. We also instituted automatic enforcement of the Psyc 230 prerequisites. The Spring 2016 courses filled very quickly, suggesting that this is not negatively influencing enrollment. We no longer have a concern over prerequisite enforcement.  SCHEDULING DEVELOPMENTS - We are continuing to monitor student enrollment and scheduling. Class scheduling changes are driven primarily by student enrollment, demand data, and fill rates provided by Institutional Research, over at least a three year period when applicable, to take into account unique circumstances (such as when a popular instructor goes on sabbatical, or year-to-year variability). Additional considerations include staffing and expertise, and program needs. Due to numerous changes during the past few years, particularly in the English 50 prerequisite for Psychology 100, the addition of the lab unit for Psychology 205 (Statistics) and need for a classroom with computers with SPSS installed, an increase in the course cap for online courses from 32 to 42 starting Spring 2016, the compressed schedule starting Fall 2016, and overall changes in student demand state-wide, schedule adjustments continue. Moreover, there remains a discrepancy between student demand on the first day of the semester compared to Census. For example, for Fall 2015, on the first day of the semester, the majority of Psychology classes were full. However, by Census, many were not full. Psychology would propose that "student demand" is best reflected by the first day of the semester data, rather than Census; however, schedule planning is currently based on % full at Census.  For Psychology 100, there was implementation an English 50 prerequisite during 2013-2015, due to past Palomar College data suggesting that this prerequisite would significantly improve student success in the course. However, an analysis of student success for the years 2013-14 failed to demonstrate that student success in Psychology 100 was measurably better with the prerequisite than prior to the implementation of the prerequisite. Based on this evidence, and the fact that the implementation of the prerequisite significantly decreased student enrollment causing the cancellation of numerous Psychology 100 classes, the Psychology discipline decided to remove the English 50 prerequisite for Psychology 100. Removal of the prerequisite was begun during the summer of 2015 and manual enforcement of the prerequisite was suspended. There was an immediate positive enrollment impact on the Psychology 100 courses, such that nearly all Psychology 100 courses were filled on the first day of the semester, and an additional Psychology 100 course was added to FT2 during Fall 2015 to accommodate student demand. Due to the increase in the enrollment cap for online courses, for Fall 2016, two online Psychology 100 courses were removed from the schedule. However, projecting continued strong student demand, one online course was replaced by a prime-time face to face course, and an online course may be added during FT2 depending on student demand during registration. Since Psychology 100 is the main entry level course to Psychology, its importance to the discipline cannot be overstated. Psychology is the #1 AA-T discipline transfer major to CSUSM, and with the broadening of Psychology 100's appeal due the removal of the prerequisite, it may result in stronger demand in other Psychology courses (and more Psychology majors) in the future. A recently hired full time faculty (who was hired to primarily teach and organize training of and mentor faculty of Psychology 100) unexpectedly retired due to illness during Spring 2015, and another faculty who taught Psychology 100 also retired in Fall 2015, so the discipline will be in search of full time faculty to spearhead this essential course.  Enrollment for the Psychology 205 classes do not appear to have been affected by the additional one unit, and student demand remains very strong. As noted in the previous PRP, one major limitation of the addition of the lab component is that now the 205 classes must be scheduled in classrooms that contain computers with SPSS installed. For Fall 2015, based on student demand, additional classes were added so that the classroom designated for Statistics on the San Marcos campus is completely scheduled with Psychology 205 courses (back-to-back, from 7:30 until the evening). Administration has been able to find a room on campus equipped for the course; however, primetime classrooms remain difficult to obtain. Expansion of offerings at the Escondido campus was attempted during AY14-15, however, student demand at the Escondido campus was not as strong as the main campus, so the additional courses offered at Escondido did not fill, and some were cancelled. Due to the increase in the enrollment cap for online courses, for Fall 2016, although there will be no change in the number of online sections offered, the Psychology 205 online courses will be carefully monitored. If student demand is a problem, the discipline may consider offering 2 regular and one FT2 online course instead of 3 regular semester length online courses in the future. Additionally, Camp Pendleton has requested that Psych/Soc 205 be offered on base. If appropriate infrastructure are provided (computer classroom with SPSS installed), then Psychology and Sociology have agreed to provide staffing.  A Physiological Psychology (Psych 210) evening class was added for Fall 2014 due to student demand. However, although student demand for this class was strong during Fall 2014 and the evening course remained on the Fall 2015 schedule, the student demand for Fall 2015 evening course was poor. The lower overall student demand for Psychology 210 could have been because Dr. Roger Morrisette, the faculty who usually teaches the course, was on sabbatical. The evening course will remain of the Fall 2016 schedule; however, if student demand remains low, the evening course will be removed from the Fall schedule, and evening 210 courses will only be offered in the spring semester.  The Research Methods course (Psych 230), which is the capstone course in the Psychology program, continues to have strong student demand. Psychology's most recent new full time faculty, Dr. Netta Schroer, was hired specifically to teach these courses. However, as offerings of this course have expanded to three sections per semester, this has resulted in staffing one of the sections with a part-time faculty member. As stated in the previous PRP, Psychology 230 is an extremely difficult, time-intensive course, which is ideally taught by a full time faculty member. The next full-time Psychology faculty hiring has focused on the finding another faculty member who has the expertise to teach this course. When this faculty is hired, further offerings of this course are planned, such as offering 4 sections of Research Methods in the Spring semester when demand is particularly high, and/or offering an evening Research Methods class at least once every two years.  The de-cross-listing of Social Psychology (from Sociology) was implemented in Fall 2014. Since then the number of course offerings of Psychology 120 have been reduced in order to appropriately reflect student demand. Additional classes may be added in the future once enrollment stabilizes and student demand merits any addition to the schedule.  Cross-listed courses with Sociology (105, 125, and 205) continue to be somewhat problematic due to staffing desires not necessarily following student enrollment trends, and lack of scheduling coordination resulting in over-adding and disproportionate course cuts, so the disciplines remain in negotiation over course distribution. The Psychology discipline would like the distribution and staffing of cross-listed classes to reflect student enrollment patterns.    c) Progress on Goals and New Goals    Goal 1: Design a robust psychology advising program, which includes providing students with co-curricular activities and designing an appropriate advising webpage.  PROGRESS UPDATE: Dr. Rose (as his sabbatical project) created an advising website for current or prospective psychology majors which presents them with information about the Palomar psychology program, transferring to a 4-year university, going to graduate school, and career options in the field. He also created a second, password-protected site for Psychology faculty that serves as a place to facilitate communication and share teaching resources and ideas. These are great resources for our students and faculty.  We are also working to provide students with co-curricular activities to give them hands-on experiences and ways to boost their vita. Netta Schroer has joined a Community College Teachers organization which allows students to submit their research papers for an annual competition. Additionally, we are working on providing students with research opportunities outside of the classroom. We are currently working with the Tarde de Familia research group and have been able to have students involved in developing assessments, analyzing data, and submitting the work to conferences.  PLAN: Advertise the new website to faculty and students. Continue to strengthen our advising program and offer co-curricular activities for students.  Goal 2: Update Psychology Program Outcomes to be consistent with APA Goals & Course Outcomes as well  PROGRESS UPDATE: Due to medical and sabbatical leaves, the changes have not yet been made.  PLAN: The next cycle of SLO assessments will be conducted during the ’16-’17 academic year. Updates to the Psychology Program Outcomes will be updated prior to the new cycle and we will determine which program outcome should be the next to be assessed.  Goal 3: Continue enforcing discipline prerequisites while working with the college to develop institutional responsibility for prerequisite enforcement  PROGRESS UPDATE: We removed our Psyc 100 prerequisite and instituted automatic blocking for Psyc 230. As such, we will no longer need the institution to take responsibility for this.  PLAN: Not Applicable. Goal Met  Goal 4: Complete paperwork to obtain new FT Faculty position  PROGRESS UPDATE: Paperwork was submitted for a FT faculty position request. We are pleased to have received a position; however, one faculty retired in Spring 2015 and a second faculty member is retiring at the end of Fall 2015. The loss of these faculty were not represented in the paperwork completed for the new position. This suggests that although we did receive a position, we have 2 fewer faculty than expected and, thus, continue to be short-staffed.  PLAN: We will submit paperwork to obtain a new FT faculty position during the next opportunity.  Goal 5: Stabilize enrollments for Psychology 100 and 230 for best scheduling.  PROGRESS UPDATE: The three sections of Psyc 230 are stabilized and have high enrollment. Since the prerequisite for Psyc 100 has been removed (due to data suggesting it did not influence success rates), enrollment in Psyc 100 has begun to stabilize.  PLAN: Psyc 100 classes will continue to be monitored for best scheduling.  Goal 6: Find ways to access more of the reassigned time the college gives departments for administrative work.  PROGRESS UPDATE: As a result of illnesses, retirements, and sabbatical leaves, we are extremely short-staffed. This is unlikely to change as a result of a faculty retirement in Spring 2016 and another in Fall 2016.  PLAN: We are still trying to find additional support for the administrative work and hope to obtain a new faculty position to help with this.  Goal 7: Promote excellence in teaching among all psychology faculty (full and part time).  PROGRESS UPDATE: We are promoting excellence in teaching via a website of teaching resources. As part of his sabbatical project, Fred Rose developed this site as a place to facilitate communication and share teaching resources and ideas. Among the shared resources is the work completed by Kathy Young during her sabbatical in Spring 2015. Her project, titled Technology Reboot: Keeping up with Technologies for Teaching, Learning, and Psychological and Behavioral Monitoring and Change, evaluated a range of smartphone applications and how they can be best used for health tracking and behavior modification. Of the apps tested and evaluated during this sabbatical, at least ten apps stood out from the others, and were rated as excellent overall in terms of the app’s ability to engage the user, ease of use, aesthetics, and information quality. All of these apps would be recommended for use in students’ psychology projects. In fact, for individuals who own a smart phone, all apps in the Top 10 were judged as good as or better for behavior tracking or behavior modification compared to traditional paper and pencil or bibliotherapy methods due to their portability and/or ease of use and for some apps, ability to automatically capture data, or superior multimedia capabilities. Dr. Young has detailed information of those apps in the "Top 10" and a summary chart of ratings of all the apps on the dimensions of Engagement, Functionality, Aesthetics, Information quality, how they compared to traditional “paper and pencil” or bibliotherapy self-help options, and how useful they would be for students on their behavior change projects for psychology courses. This will be a great resource that faculty can use for classroom assignments in a number of different courses (e.g., Learning and Behavior Modification, Introduction to Psychology, Developmental Psychology, Physiological Psychology, Abnormal Psychology, Personal Growth).  Judy Wilson also provided a Professional Development workshop during Fall 2015. Based on the more than 30 years of research by Dr. John Gottman, the presentation demonstrated helpful approaches to communication and conflict resolution that can improve couple relationships. We are also mentoring part-time faculty members who are either new to Palomar or are teaching courses for the first time. For example, Roger Morrissette has assisted a part-time faculty who is teaching Physiological Psychology for the first time for us and Netta Schroer has mentored part-timers who are teaching Research Methods as well as Psychology of Women. However, based on recent part-time evaluations, we think additional guidance can be beneficial.  PLAN: As part of his sabbatical, Roger Morrissette will also be developing interactive multi-media modules so online statistics courses can more easily incorporate computer analysis software training as required by our CORs. We will also continue to mentoring part-time faculty and providing them with support and instructional ideas.  NEW GOALS  GOAL - Investigate options to modify the computer lab in MD-130 so computers and keyboards are properly working at all times.  Psyc/Soc 205 is a 4-unit course that incorporates SPSS into the curriculum. The inclusion of this computer application component is necessary to maintain consistency with our articulation agreements. It is also providing students with support to be successful in other courses at Palomar College (e.g. Research Methods) and their transfer institutions, as well as helping students develop skills that for future job placement. At the San Marcos campus, this course is taught in MD-130 (a computer lab). The lab consists of computers that lift out of the desk and keyboards that are in trays. Unfortunately, this design has created problems for its continued use. Multiple work orders have been submitted for jammed computers, bent trays, and broken keyboards. Based on conversations with faculty who teach in the room and with facilities, it appears that the trays used for the keyboards are easily bent and cause problems for the mechanism used to lift and lower the computers. Not having functional computers greatly impacts our ability to teach this course as intended and provide students with the experiences required by our articulation agreement. Facilities has indicated that having keyboards that slide out would help prevent damage to the lifting mechanism. Doing this will require new furniture pieces. Having working computers is imperative to our program and will impact 382 students each semester (12 classes per semester with 32 students each).  GOAL – Investigate possibilities to get priority of other computer classrooms so we can expand our 205 offerings on campus as we are currently maxed out in MD-130.  GOAL - Stabilize enrollment for online courses. Due to the increase in cap size for online courses, we will be closely watching enrollment to help determine the appropriate number of distance education courses we should offer.  GOAL - Develop an agreed-upon procedure for cross-listed course planning and staffing. We currently have an agreement to distribute cross-listed courses based on the percentage of students who enrolled in the course under psychology or sociology. Additionally, FTEFs will always “stay with” the discipline that “owns” a particular section. However, we also want to make sure that we have a consistent and fair way to address cuts or adds. We will continue to work with Sociology and our discipline chair on this.  GOAL – Articulation: Investigate options to increase the number of courses that transfer into the psychology major at CSUSM. We have noticed that some of our courses (e.g., Psyc 110) are transferable to the psychology major at SDSU, but not CSUSM. Although the AA-T was intended to increase the number of transferable courses into the major, it is not having its intended effect since the CSUs are not accepting them (though some UCs are). We are currently in conversations with Dean Kahn and Dillon Emerick (discipline chair) about this matter. |

**STEP III. Resources Requested for FY 2014-15:** 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.** | **Two computers (Dell Latitude 15 5000)** | **600010** | **Goal #7: Promote excellence in teaching among all psychology faculty** | **Goal #1: Student Connections, Pathways, Learning, and Success** | **The Research Methods in Psychology courses uses computers in the classrooms to create and analyze statistical data. The classroom that has the appropriate equipment (MD-129) is also used to teach Physiological Psychology. Because of the specialized equipment needed, that course cannot be taught in a different classroom. For this reason, Research Methods has to be scheduled around the other course which limits are ability to offer the course during the times we think would be best for students. We would like to be able to teach Research Methods in other classrooms and are requested the necessary equipment to do this. We need a total of 8 computers. Academic Technology has 6 that are available to check out, leaving us with needing only 2 more. Having these computers will allow us to serve approximately 90 students per semester.** | **$3168.04** |
| **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.** | **Advising Books** | **400010** | **Goal #1: Design a robust psychology advising program** | **Goal #1: Student Connections, Pathways, Learning, and Success** | **As a way to build our advising program, we would like to start an advising library with books and resources that students can check out. We are requesting 5 books to start this library. This will include books about the psychology major, careers paths in psychology, and techniques for applying and succeeding in graduate school. The books include:**  **The Psychology Major: Career Options and Strategies for Success by R. Eric Landrum**  **Finding Jobs With a Psychology Bachelor's Degree: Expert Advice for Launching Your Career by R. Eric Landrum**  **Career Paths in Psychology: Where Your Degree Can Take You, 2nd Edition by Robert J. Sternberg**  **Getting Into Graduate School: A Comprehensive Guide for Psychology and the Behavioral Sciences by Gregory J. Privitera**  **Graduate Study in Psychology, 2015 Edition by American Psychological Association**  **Insider's Guide to Graduate Programs in Clinical and Counseling Psychology by John C. Norcross** | **$163.81** |
| **c2.** |  | **400010** |  |  |  |  |
| **c3.** |  | **400010** |  |  |  |  |
| **c4.** |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** |  | **500010** |  |  |  |  |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

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

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Travel funds for full-time faculty to attend professional conferences** | **500010** | **Goal #7: Promote excellence in teaching among all psychology faculty** | **Goal #3: Human Resources and Professional Development** | **The ability to attend professional conferences relating to the teaching of psychology and relevant subdisciplines (e.g., neuroscience, social psychology) are vital to maintaining currency in a rapidly changing field. This currency will translate into improved instruction and advising of our students, consistent with Palomar's mission of transfer readiness and general education.** | **$1000** |
| **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.** | **Two computers (Dell Latitude 15 5000)** | **b1** | **Goal #7: Promote excellence in teaching among all psychology faculty** | **Goal #1: Student Connections, Pathways, Learning, and Success** | **The Research Methods in Psychology courses uses computers in the classrooms to create and analyze statistical data. The classroom that has the appropriate equipment (MD-129) is also used to teach Physiological Psychology. Because of the specialized equipment needed, that course cannot be taught in a different classroom. For this reason, Research Methods has to be scheduled around the other course which limits are ability to offer the course during the times we think would be best for students. We would like to be able to teach Research Methods in other classrooms and are requested the necessary equipment to do this. We need a total of 8 computers. Academic Technology has 6 that are available to check out, leaving us with needing only 2 more. Having these computers will allow us to serve approximately 90 students per semester.** | **$3168.04** |
| **2.** | **Advising Books** | **c1** | **Goal #1: Design a Robust Advising Program** | **Goal #1: Student Connections, Pathways, Learning, and Success** | **As a way to build our advising program, we would like to start an advising library with books and resources that students can check out. We are requesting 5 books to start this library. This will include books about the psychology major, careers paths in psychology, and techniques for applying and succeeding in graduate school. The books include:**  **The Psychology Major: Career Options and Strategies for Success by R. Eric Landrum**  **Finding Jobs With a Psychology Bachelor's Degree: Expert Advice for Launching Your Career by R. Eric Landrum**  **Career Paths in Psychology: Where Your Degree Can Take You, 2nd Edition by Robert J. Sternberg**  **Getting Into Graduate School: A Comprehensive Guide for Psychology and the Behavioral Sciences by Gregory J. Privitera**  **Graduate Study in Psychology, 2015 Edition by American Psychological Association**  **Insider's Guide to Graduate Programs in Clinical and Counseling Psychology by John C. Norcross** | **$163.81** |
| **3.** | **Travel funds for full-time faculty to attend professional conferences** | **e1** | **Goal #7: Promote excellence in teaching among all psychology faculty** | **Goal #3: Human Resources and Professional Development** | **The ability to attend professional conferences relating to the teaching of psychology and relevant subdisciplines (e.g., neuroscience, social psychology) are vital to maintaining currency in a rapidly changing field. This currency will translate into improved instruction and advising of our students, consistent with Palomar's mission of transfer readiness and general education.** | **$1000** |
| **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**