**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Drafting Technology** | **Date 01/01/14** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**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.

[**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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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Full time instructors: Dennis Lutz, Anita Talone**  **Adjunct instructors: Trayon Cionka, Curtis Chan, Sue Blackman, Robert Thornbury, Tony Trousset** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Palomar College Drafting program is to produce high performing graduates who are able to pursue careers in manufacturing, engineering, architecture, construction and related careers. This mission is to be achieved by providing students a strong foundation of technical skills and advanced critical thinking skills. We will also strive to schedule classes to meet the needs of our student population, to hire and retain faculty who have skills aligned with the latest trends in technology and to maintain relevant relationships with industry professionals through an active and vibrant advisory.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Our mission is aligned with the college's mission through the provision of career and technical training and lifelong learning. We recruit a diverse student body and assist them in the development of foundational skills for first jobs or advanced skills for career advancement. Integrated in our curriculum are exercises to build the interpersonal skills that students need to live responsibilly and effectively in an interdependent and changing world.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **In past years, we have made plans to improve interdisciplinary collaborations. Faculty felt that this would improve the career readiness for students in all participating areas. This past year, many of those plans came to fruition and are described below.**   1. **How did you implement and evaluate those curriculum changes?**   **Drafting, Engineering, and Welding combined classes:**  **1. DT-117 (Weld-117 and Engr-117) Geometric Dimensioning and Tolerancing. This class introduces the students to geometric tolerancing and dimensioning. The important aspect of this class is the actual measuring and verification of actual parts using percision measuring tools. In this class we noticed that we did not have enough tools for all students to measure at one time. We are in the process of building our tool inventory to have more than one measuring station, which will allow more students to measure at one time during the appropriate time in the curriculum.**  **2. DT-151 (Weld -151 and Engr-151) Introduction to MasterCAM. This class teaches students how to 2D and 3D model in MasterCAM. The class also instructs students how to import models from other programs into MasterCAM. Tool path selection and programming are taught. The programs are checked on the machine simulators and then actually machines on our CNC Mill and Lathe. We are in the process of trying to purchase another mill. This would allow more students to produce their parts at the appropriate time in the curriculum. Our goal is to increase to three mills.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **A three year budget reduction, a department reorganization and the disconuation of ROP forced us to revaluate and reduce course offerings. The discontinuation of ROP was devastating because that funding took care of all of our feeder classes. Our plans have been focused on rebuilding and returning to our pre 2010 capacity.**  **1. We planned to move some of the day time classes to the evening and improve rotation. Students requested the following offerings:**  **A. DT/Engr-110 and 111 series**  **B. DT/Engr/Weld-117 Geometric Dimensioning and Tolerancing**  **C. DT/Engr/Weld151 Intro to MasterCAM**  **2. Increase summer offerings**  **3. Add two more classes DT/Engr-101 during the day time and DT/Engr-103 in the evening.**     1. **How did you implement and evaluate those class scheduling changes?**   **1. We are still in the process of implementing these plans and will be able to evaluate them during the next year.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **1. Our faculty needs were met. Anita Talone in in her third year as a full time instructor, and is doing a fine job.**  **2. We are evaluating the data to determine whether another full time instructor will be needed to take over the some of the SolidWORKS and MasterCAM classes as the program expands.**  **2. We have an excellent pool of part time/adjunct instructors. Four work in their respective industries, one is a full time area high school instructor, and the other is a retired high school drafting teacher.**  **A. We have rehired Bill Brooks to teach the Printed Circuit Board classes.**  **B. We need to look for another SolidWORKS instructor that can do day time assignments.**   1. **What is the current status of the plan you articulated?**   **1. We are recruiting for an adjunct SolidWORKS instructor.**  **2. We will start the proceedure to ask for another full time instructor.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **1. None. Our funding needs were met through Perkins funds.**   1. **How were those funds spent?**     **NA.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **None**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **NA**   1. **Number of students affected**   **NA**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **None** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **1. Our seat count is 440, and at cencus we had 450 students.**  **2. Our retention rate is very high, at an average of 95% over the last few semesters.**  **3. We do loose a few students in the begining classes, but once they have committed to the program, we have very few if any drops in the advanced classes. Needless to say, if we have an advanced course that is close to the minimun, it will have the same student count at the end of the semester.**  **4. We award 10-15 certificates per year, however some of our students get employment in the field and do not finish the certificate program.**  **5. We are still transfering a few students to CSULA in Industrial Technology, they typically do not apply for DT certificates but take a large number of DT courses and concentrate on the transfer/GE requirements.**  **6. Our Total FTE is on the rise, from an average of the last 5 years of 3.24 to 3.62 this semester.**  **7. With two full time instructors, our FTE is at 2.0 for the full time, and 1.6 hourly. Of the 1.6, 1.4 is taught by hourly instructors and .21 is taught hourly by full time instructors.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes, our major strategy has been to make our program the best in the region by keeping our technology on the cutting edge.**  **1. Other institutions in the region teach AutoCAD and SolidWORKS, however, we teach the software and applications of drafting to insure our students are qualified for entry level jobs. Students know this and attend Palomar even when they have started at another college. Every year there is a drafting competition at the San Diego County Fair, and our students often lead the pack and consistently take First, Second, and Third place awards.**  **2. Colleges around us teach Geometric Dimensioning and Tolerancing. We also teach it, however, we supplement our class with the drafting and actual measuring of the specifications illustrated in our class. We think this gives our students an edge.**  **3. We take our students to another level by having them program and machine the 3D parts they have designed in the the software. The students have the "real world" experience of design, documentation, manufacturing and verification of their work. No other schools in our region provide this level of instruction for students.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **SLOACs for all classes and programs offered were assessed.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **We had excellent assessment results for all of our SLOs. We learned that overall, our students have a solid grasp of the technical drafting applications. We only have a few SLO's for each class, but they are comprenshive. In our next cycle, we plan to separate them to assess more skills and concepts.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **1. Students in the main (general) Drafting program leave with the requisite skills needed to be highly functioning employees.**  **2. The Electro-Mechanical certificate is new and the program has not been assessed. We anticipate awarding ve 5-10 certificates next year and will assess those students at that time.**  **3. The Multi-Media program has not been assessed.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (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).**   **1. We reviewed transfer requirements and need to make a few minor adjustments to strengthen our transfer agreements with Cal. State Los Angles in Industrial Technology.**  **2. To maintain industry standards, we will continually update curriculum to integrate the recommendations of our advisory committee and to teach new industry software programs. We will also need up-to-date hardware.**  **3. As technology is available, we need to obtain it, get our faculty trained and integrate in into the curriculum.**  **5. We need a departmental budget for software upgrades so we won't be dependent on grants or special allocations.**     1. **Given this 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.**   **We have strong connections with industry through an active advisory and compnies who hire our students. contacts with major industry leaders, our students benefit from first rate instruction. This is vital for students in CTE programs.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can 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.)**   **1. Mechanical Drafters: Shows a +10.4% inrease from 2010 to 2020. We have courses in place to cover this demand.**  **2. Electro-Mechanical Drafters: Shows a +10.0% inrease from 2010 to 2020. We have just started to offer the classes we have in place to cover the demand.**  **3.Drafters-All Others: Shows a -4.8% decrease from 2010 to 2020. We will be adjusting the courriculum to reflect this trend.**  **4. Vocational Education Teacher-Post Secondary: Shows a +24.6% increase from 2010 to 2020. We have a transfer agreement with Cal. State Los Angles in Industrial Technology.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **1. Instructors' extensive experience in all facets of the industry.**  **2. Implementing the latest software and applying it to the drafting applications for student employment.**  **3. Adapting and providing students with new technology in 3D modeling and manufacturing.**   1. **Weaknesses**   **1.The hardware (Computers) are always slow and out dated, even when they are new.**  **2. The lack of a dependable budget to cover program expenses. Machinery, and software are always funded through Perkins.**   1. **Opportunities**   **We have the best drafting education in San Diego, and have been that way for years, we need to expand, add classes, and technology or we will loose students to other colleges in the area.**   1. **Challenges**   **It is always a challenge to keep up with the latest software and technologyy.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **Always teach the latest software to match industry needs** |
| **Plans/Strategies for implementation** | **Apply for Perkins and PRP funding for software** |
| **Outcome(s) expected (qualitative/quantitative)** | **Improved student skills and job readiness** |
| **GOAL #2** | |
| **Program or discipline goal** | **Expand interdisciplinary collaborations with**  **Engineeering**  **Welding**  **Cabinet and Furniture** |
| **Plans/Strategies for implementation** | **Conferences with faculty, planned professional development.** |
| **Outcome(s) expected (qualitative/quantitative)** | **1. Dual listed Engineering classes**  **2. Higher transfer rates to Universities**  **3. Well educated students entering the work force in the combined disciplines** |
| **GOAL #3** | |
| **Program or discipline goal** | **Purchase hardware needed to up date and revise curriculum**  **1. Computers**  **2. Printers**  **3. Mill and Lathe for manfacturing**  **4. Percision measuring tools for inspection**  **5. 3d Printers** |
| **Plans/Strategies for implementation** | **Apply for Perkins and PRP funding.** |
| **Outcome(s) expected (qualitative/quantitative)** | **1. Updated curriculum**  **2. Sucessful students placements and transfers** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **1. Our goals help the college achieve better prepared transfer students and better prepared employees for the workforce.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **1.6 Define Career pathways for our disciplines in drafting**  **1.9 Contribute to the achievement of Institutional Learning Outcomes**  **2.1 We have articulation agreements with most feeder high schools in the region**  **2.2 We hold advisory meetings to make sure we are teaching what industry needs**  **3.4 We have offered up date training to area drafting instructors. We are going to try to do this again.**  **4. We try to keep our facilities/equipment up to date with industry specifications**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **We need a budget for software up grades, basic supplies, repairs and instructional resources.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  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.   \*Second, ALL your resource requests must be prioritized 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 five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Manufacturing tools** | **1. Student Employment through technical training** | **600010** | **2** | **Mill and tooling**  **Measuring tools** | **$40,000**  **$10,000** |
| **a2.** | **3D printers** | **1. Student Employment through technical training** | **600010** | **3** | **3D Printers** | **$32,000** |
| **a3.** | **Printers** | **1. Student Employment through technical training** | **600010** | **5** | **Up date printers** | **$10,000** |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **Up grade computers to industry standards** | **1. Student Employment through technical training** | **500010** | **4** | **Advisory committee recommendations**  **Industry standards** | **$156,500** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **Printer cartridges and paper** | **1. Student Employment through technical training** | **500010** | **6** | **Offset the cost of printing** | **$2,000** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Software upgrades** | **1. Student Employment through technical training** | **500010** | **1** | **Provide the latest software for students:**  **AutoCAD**  **SolidWORKS**  **3D studioMAX**  **Revit**  **MasterCAM**  **Altium** | **$35,000** |
| **d2.** | **Printing** | **1. Student Employment through technical training** | **500010** | **8** | **Add to our printing budget, every month we are short** | **$6,000** |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** | **Student aid the help in the machining class with maintainance** | **1. Student Employment through technical training** | **500010** | **7** | **Help the students in the machining area with supervision and safety** | **$10,000** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**