**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: Fashion** | **Date 2/12/2014** |
| **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 faculity: Rita Campo Griggs, Cristina Tejeda**  **Adjunct faculity: Ken Imaizumi, Marica Roberts, Irma Salazar, James Hebert, Sandy Freese,Nancy Galli, Cynthia Bond, Chetna Bhatt, Rachael Libolt** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Palomar College Fashion Merchandising and Design program is to provide students with the training needed to pursue a career in the multifaceted fashion industry or transfer to a four-year college or university. We will provide students with an educational experience that includes excellent technical skills, the development of critical thinking,leadership and decisionmaking skills, and opportunities for internships, service learning and practical work experience.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Fashion Merchandising and Design Program aligns with Palomar College’s mission statement by supporting the college's mission of career and technical training and transfer. In addition, our curriculum is designed to equip students with the skills needed contribute to society as individuals to live responsibly in a global society.** |

**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.)**   **Last year, our focus was on curriculum revision. We needed to redesign our degrees and certificates so that students could have a reasonable expectation of completing their programs within the specified two year time frame. Since our certificates and degrees were 43+ required units, we needed to reduce content but still meet the employment needs of our industry.**   1. **How did you implement and evaluate those curriculum changes?**   **After several meetings with our advisory and surveys with industry, we:**  **• Reduced the units in each existing certificate.**  **• Completed the development of two new certificates/degrees (Fashion Merchandising and Design) These have been approved by the System Office.**  **• We are developing certificates in Fashion Buying and Management, Visual Merchandising for Fall 2014.**  **• Additional certificates in design for Sewing Entrepreneur, Lifestyle Active Wear, LUXury Wear, Costume, and Digital Technology are still under consideration.**  **2. Changes will be presented to Industry Advisory panel in 2014 and progress evaluated in year 2014-2015.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **During the past three years, our planned course rotations were interrupted by major schedule reductions. Another barrier was equipment restrictions.**   1. **How did you implement and evaluate those class scheduling changes?**   **Classes in Merchandising are being rotated day to evening to accomadate student work schedules. Design and Merchandising class schedules were charted by semester to align degree and certificate programs for completion in two years. Additionally:**  **• Foundation classes are being restored and upper level classes re-introduced in alternate semesters to restore easier transition and give the students opportunity for graduation.**  **• The difficulty in scheduling classes is that two disciplines use the same building. We need more classroom space to accommodate the merchandising classes, in order to be able to rotate classes from day to eve and vice versa. Computers are in the same room as lecture classes, and course content competes for computers.**  **Our scheduling plans are still in upheaval because of space limitations. We have not been able to fully implement or adequately evaluate our plans. We are in the process of planning a long-term (5-9 years) "temporary" space and will possibly be moving in 2015. We will then be able to implement and evaluate our full scheduling plans.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We articulated the need for one full time faculty position last year.**   1. **What is the current status of the plan you articulated?**   **This position was not high enough in the global priorties of the district to be considered in the Fall 2015 hiring. In Spring of 2014, one of the two contract faculty members announced her retirement. We will request new faculty again this year.** |
| 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>   **FASH 500010 $ 6,850 Fashion Snoops annual renewal**  **FASH 400010 $ 250 manila paper roll holder**  **Total = $7,100**   1. **How were those funds spent?**   **FASH 500010 $ 6,850 Fashion Snoops annual renewal**  **FASH 400010 $ 250 manila paper roll holder**   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>   **NA**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Fashion Snoops is a forecasting software, used by both Fashion Merchandisng and Design students to enrich course content and student learning.**   1. **Number of students affected**   **673 in Fashion Program and an additional 250 in Interior Design**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **Many of our requests for equipment and instructional supplies are not funded. We need new equipment such as sewing machines and computer hardware, and we need to find a more dependable solution for replacement of basic supplies.** |

**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. Enrollment for 2012-13 was 673, down from 2011-12 by 78 students. This reflects Fashion Program changes: elimination of co-requisite Fash-165 Studio Lab sections for upper level design classes, Tailoring, Fine Dressmaking, Advanced Patternmaking and cancellation of CAD, due to shaving units from program to achieve new state mandates in lower total units and other degree/certificate requirements. This figure is actually higher than our lowest year 2010-11 when the program implemented the highest section cuts during the state budgetary crunch.**  **2. Program retention: Fall 2011 show a 93% retention rate for the program**  **3. Our retention rate is high**  **4. Total degrees awarded shows an increase of 100% in 4 years:**  **Total Awards by academic plan 2012-13=18**  **2009-10=9**  **5. The number of students who transfer has remained steady even as enrollment has varied over the years.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes, degrees awarded show an increase of 100% in the last 4 years even through program and college cutbacks.** |
| 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.**   **Reviewed course SLOACs with faculty and adjusted assessments for some courses. Program SLOACS were developed and entered into to TracDat. Assessments are scheduled for Spring.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **The program has agreed to continue inserting MODA into course content. MODA is embedded as a transitioning tool in all of courses. Students are required to participate in different aspects of MODA as an educational vehicle enriching course content.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **The MODA Fashion show is a capstone of the program for Merchandisers and Designers. The department is able to attract attention and drive more students to the program. Based on continued substantial increase in attendance (800 attended in 2012 and over 900 attended in 2013) the fashion faculty believe it would be beneficial for the students and community to continue signature events such as the MODA Fashion Show.** |
| 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).**   **As we reflect on our our Fashion Program SLO we realize the high demand for Fashion Merchandising and Fashion Design careers. The industry is multifaceted. This allows our students with the right education to be very employable. The department recognizes the importance of industry contacts and networking with professionals. With this in mind we feel it is important to maintain partnerships in order for doors to be open to students in the area of employment, internships, and professional support. This will be done through professional groups, Fashion forcasting websites, and field study tours.**   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.**   **Our Fashion Program is significantly affected by decisions to decrease total degree units in area of concentration required for graduation. We restructured both Fashion Merchandising and Fashion Design degree programs to reflect new California State mandates. Certificates and degrees: Fashion Design downsized its units from 46 to 30. This addresses State mandates to promote program completion in less time and will hopefully encourage graduation.**  **Fashion Merchandising has developed and implemented three new certificate/AS Degrees: Fashion Merchandising, Fashion Buying and Management, and Visual Merchandising.** |
| 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.)**   **Our industry is a driving force raising billions of dollars for our national economy. Throughout the industry in all sectors of related employment, fashion is closely tied to worldwide communication technology. Addressing globalization is paramount to preparing students for the workforce in our industry.**  **We will continue to address the technology curriculum as changes occur in California and the nation as a whole. For instance, it is difficult for a fashion student to gain employment paying acceptable living wages if they are not at least comfortable with Photoshop and Illustrator.**  **North County San Diego has a large amount of clothing manufactures, housing corporate offices to industry famous name brands in sportswear apparel such as; Scott, Ashworth, Tribal Gear, Reef Sandals, No Fear, Alpine stars, and Eagle Creek only to name a few. These industry leaders partner with the Fashion Program through the Advisory Board and offer opportunities to our students for internships and employment. According to figures from California Employment Development Department, annual labor market demand for the San Diego/Imperial counties exceeds the projected annual completers, therefore allowing abundant job opportunities for completers for all graduates of the programs. Employment projections from the California Employment Development Department show that within San Diego County the demand for trained personnel will increase significantly in the next six years. Completers will benefit from a wide variety of employment opportunities.**  **Fashion Design:**  **Area Estimated Year-Projected Year Employment Employment Change Annual Avg**  **Estimated Projected Number Percent**  **California 2010 - 2020 6,400 7,300 900 14.1**  **Industries Employing This Occupation: Fashion Designers**  **Cut and Sew Apparel Manufacturing 702 21.2%**  **Apparel/Piece Goods Merchant Wholesalers 3,649 19.5%**  **Specialized Design Services 12,353 7.4%**  **Management of Companies and Enterprises 1,259 7.0%**  **Motion Picture and Video Industries 7,670 3.3%**  **Performing Arts Companies 3,117 2.2%**  **Electronic Shopping & Mail-Order Houses 1,229 1.6%\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Fashion Merchandising: Estimated Projected Average**  **Merchandise Displayers and Window Trimmers 410 $18.40**  **Set and Exhibit Designers 170 $25.19**  **Advertising and Promotions Managers 290 $65.62**  **Marketing Managers 2530 $80.40**  **Sales Managers 4370 $72.97**  **Public Relations Managers 490 $61.38** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The Fashion Merchandising and Design program strives to build skills, meet needs, create opportunities and address department challenges to promote student success.**  **Our major strength is that we educate our students to be successful in the multi-faceted global field of the Fashion Industry. Our instructors have industry and academic knowledge to give the students real world experience. Our annual signature event, the MODA Fashion Show has grown in popularity and has become one of the largest attended single events for the college. The MODA fashion show is an excellent tool to market the fashion program. This showcase illustrates opportunites for recuirtiment, retention, and industry experience. It is the program's connector for the pathway from high school, to college into the industry. Additionally, the tashion prograsm is using MODA to build working relationships with industry partners, and, other CTE programs on campus.**   1. **Weaknesses**   **Classrooms for Design and Merchandise are lacking in space and professional appearance. The modular classroom (FCS 1) has clearly outlived its usefulness. It is overcrowded and uncomfortable. The AC is either full blast (freezing) or off (hot). There is no room to walk around, poles obstruct views from many angles and it is difficult to get to the computers. Student complain about mold odors.**  **Website -Website- Today students are tehno savvy and have high expectation of the visual appearance to the program. Industry partnerships along with regional and federal data should be accessible with links.**   1. **Opportunities**   **Opportunity**  **The opportunities for the Fashion program are endless.**  **A major opportunity for us will be designing a new Fashion Merchandisng and Design facility.**  **For 2014-15, we will continue developing relationships and build strong articulation agreements with four universities and high schools, in order for our students to have a seamless transitions. We will also continue to foster industry relationships through networking, advisory boards, and memberships to professional organizations.**   1. **Challenges**   **The largest challenge is competing with the private institutions such as FIDM which have lots of money for marketing, program branding, and recruitment that sweeps students off their feet.**  **As we begin plans for designing the new fashion facility, communication challenges should be addressed as they occur. In order to minimize challenges, the fashion program will work with the architect stay on top of the process and keep open communication with the facility director and contractors staff.** |

**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** | **Create a coordinated outreach plan that employs internal and external outreach strategies.** |
| **Plans/Strategies for implementation** | **Participate in:**  **• Student Ambassador outreach programs/Fashion Club**  **• Friends and family orientation**  **• MODA Fashion Show**  **• CTE Open House**  **• Del Mar Fair**  **• Visual Merchandise service learning**  **• Education planning both on campus and at our feeder high schools** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increase student connection and enrollment** |
| **GOAL #2** | |
| **Program or discipline goal** | **Strengthen educational, business, and community partnerships to increase student learning experiences.** |
| **Plans/Strategies for implementation** | **The MODA Fashion Show will serve as a building block to strengthen education, business and community partnerships.**  **• Develop campus wide participation in the show**  **• Provide complementary tickets to local fashion leaders**  **• Develop website for marketing and branding presence** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increase articulations to four-year programs, internships for the fashion students, and establish rebranding/marketing for the program.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Ensure that our new facility supports student learning and a professional environment.** |
| **Plans/Strategies for implementation** | **Continue to review plans, meet with architect and interior designer, visit other fashion programs for ideas and recommendations.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Quality facility that will enhance student performance and success** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Hire a replacement full time faculty for Fashion Design;**  **and part-time instructional lab assistant.** |
| **Plans/Strategies for implementation** | **Apply to IPC for new tenure track faculty position** |
| **Outcome(s) expected (qualitative/quantitative)** | **Hire a full time Fashion faculty member** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **The Fashion Merchandising and Design Program aligns with Palomar College’s mission statement of providing students with career and technical training. In addition, the program supports transfer-readiness by offering four A.S. Degree's and four Certificates of Achievements. The Degrees and Certificates are as follows; Fashion Merchandising, Fashion Design, Visual Merchandising, and Buying and Management. The A.S. Degrees for Fashion Merchandising and Fashion Design are both transfer degrees. Visual Merchandising, and Buying and Management degrees are designed to prepare students for immediate employment in the fashion industry as are the Certificate of Achievements.**   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>   **The Fashion Merchandising and Design Program align with Palomar College’s strategic plan by:**  **• Creating outreach plans that employ internal and external outreach strategies**  **• Defining Career pathways for students**  **• Building strong educational, business and community partnerships**  **• Providing and maintaining equipment, and software with industry standards**   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.**   **The Fashion Program currently performs duties under circumstances initiated over 20 years ago. Insitutional recognition should acknowledge that the program has evolved at the same rate as regional work force requirements into a sophisticated training program to meet the needs of apparel manufacturing and retail, and this program now requires more faculty to fulfill both low tech and more sophisticated, high tech supported positions. Additionally, full time faculty are expected to connect with industry in partnering projects leading to student employment, which often requiring instructors' time commitment beyond standard workweek.**  **1. The Fashion Program is requesting 40% release time from current expected teaching load to be used by one, additional, full time instructor in a administrative capacity: Department Director, or, in an agreed-to split between 2 full time instructors as Co-Directors, to more effectively manage outreach for recruitment, to better develop student advising, and to more effectively supervise a large, part time teaching staff: for recruiting, hiring, training, scheduling, advising, and to provide other regular, reasonable support for a truly successful educational environment, including expected regular teaching duties.**  **2. Additional paid administrative support staff in the position of part time teaching lab assistants to support an advanced program of this size, industry recognized, high level instructional facility to maintain manufacturing equipment, and on going ordering and maintenance.**  **3. Additional time must be allocated and support staff provided to do the recently added paperwork required by Vice Presidents' Office to fulfill obligatory state requirements for analysis of program data, including release time for sufficient analysis of Program and Student Learning Outcomes.**  **4. Career transitional counseling as applies to CTE is undervalued on campus. An appointed counselor who is knowledgable about Career and Technical Programs, industry employment stats, or career pathways, and who can work with our CTE program instructors, is hugely needed to more effectively advise potential students. Too many of our fashion students seeking employment preparation have reported that they are given missinformation during innitial college enterance counseling, are redirected into innappropriate classes, or, even other academic programs that are not even required preparation for CTE, and become frustrated, or lost in the academic counseling maze. In the past year, the faculty senate was informed by our program that fashion students were even redirected to nearby private institutions offering a competing program, only to cost these students and taxpayers thousands of dollars more for the same basic work preparation and education. This is a great challenge. The only comparable marketing tool we have to compete with the private sector is MODA.** |

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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.** | **5 Mannequinns** | **3** | **4** | **8** | **New Visual Merchandising AS Degree should be supported by industry standard equipment** | **$1,200.** |
| **a2.** | **Horn Multi Lift Sewing Cutting Table** | **3** | **4** | **11** | **Upgrade to OSHA and Industry Standards** | **$2,500.** |
| **a3.** | **Steam Iron** | **3** | **4** | **10** | **Professional grade** | **$2,500.** |
| **a4.** | **20 Sewing Machines** | **2** | **4** | **5** | **Replace aging equipment** | **$10,000.** |
| **a5.** | **Serger** | **3** | **4** | **9** | **Replace aging equipment** | **$2,000.** |

| **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) | | | | | | |
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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.)** |
| **b1.** | **Digitizer** | **3** | **4** | **7** | **Replacement** | **$3,500.** |
| **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.** | **Periodicals and subscriptions** | **1** | **2** | **7** | **Trade publications** | **$1,160.** |
| **c2.** | **Instructional tools** | **3** | **4** | **12** | **Instructional supplies, French curves, Chalk Wheels, Shears, L-shaped rulers…** | **$1,000.** |
| **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) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** | **MODA Facility Rental**  **a.MODA marketing material** | **2** | **1** | **1** | **Marketing Tool for Fashion and CTE program**  **a. Flyers, postcards, programs** | **$10,000.**  **$5,000.** |
| **d2.** | **Rolling racks** | **2** | **4** | **4** | **Replacement** | **$600.** |
| **d3.** | **Fahion Snoops yearly renewal** | **3** | **4** | **6** | **Software renewal** | **$5,500.** |
| **d4.** | **Optitex** | **3** | **4** | **2** | **Softwear renewal** | **$7,000.** |
| **d5.** | **Memberships:**  **a. Costume Societ of America**  **b. Fashion Business Incorporated (FBI)**  **c. California Fashion Association** | **3** | **4** |  | **Professioanl membership** | **a.$ 270.**  **b. $500.**  **c. $1,200.** |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |  |  |  |  |  |  |
| **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.** | **Instructional Lab Assistant** | **4** | **1** | **3** | **Provide lab assistant as intructional aid** | **$10,000.** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**