**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: Interior Design** | **Date 01/30/2014** |
| **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.**  **Sandra Andre, Lori Graham and Rob McFarland** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Palomar Interior Design program serves a wide community of students pursuing transfer or direct career entry into sustainable interior design. The program supports student success by providing service/work based learning, educational career planning with rigorous instruction in aesthetic and practical undergraduate preparation for the business of interior design.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The success of student learning is driven through immersive authentic interior design projects, technical skill applications, current business practices, basic skills support and cultural diversity values. The emphasis in this creative program is on authentic design learning with accountability to a larger interconnected world. Palomar College's Interior Design Program provides learning experiences beyond the classroom walls.** |

**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.)**   **The Kitchen Design Certificate was deleted from curriculum. Requested by our advisory, the Kitchen class ID 145, is listed as an elective and was well developed. Illustration though still on the books is not in rotation though students are asking for more drawing and sketching. Quicksketch is an elective.**  **There are state guidelines for limited unit loads now in place. There are more online offerings for emerging distance education. The ID certificate is designed for student entry into the workforce with adaptive design training for the existing labor market and customizable self-employment skills through construction and financing market recovery. Courses in the program now have SLOs. The Program SLO is in development.**   1. **How did you implement and evaluate those curriculum changes?**   **The curriculum is now specifically streamlined for business requirements. Local demand is higher for all related interior occupations. The program is tighter in offered sections and the curriculum is addressed to the needs of the community. A.A. degrees were adjusted into an A.S. degree for the Chancellor's office compliance.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **The plan was to offer more sections online. As more classes are available online, the capture is wide and classes are filling. There are no cancellations this semester.**   1. **How did you implement and evaluate those class scheduling changes?**   **Scheduling is effective. Some classes are limited by the number of stations, CAD classes have a limited number of site stations. There are more students in the classroom and courses fill. Online reach increased a pipline for incoming students. Shared facilities with architecture has optimized the use of the classrooms. Competitive time slots for Interior Design may ease as we move to a new classroom. Going forward, we are considering adding a section to address crowding.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **No additional faculty is required at this time. As we move to a new location there is likely to be program expansion.**   1. **What is the current status of the plan you articulated?**   **No plan for hiring but we may consider new faculty as we move into our new location..** |
| 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>   **None**   1. **How were those funds spent?**   **Moving our location on campus next semester will require some campus support for this program.**   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 was requested.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **No IPC funds are currently spent for this program. SLOs are reflected and monitored by instructors that teach varied disciplines within the Interior Design program. SLOs are consistently tied to the pervasive business model in industry. We are working now with ISOs to align to ILOs.**   1. **Number of students affected**   **No funding was requested.**   1. **Other**   **2013 Perkins funding support for a Service Learning Coordinator was an equal interest collaboration with other disciplines. Continued assistance for a campus wide coordinator shared with several programs is required. Software and hardware continue to be a shared expense with the Architecture Program and those costs are refected in the architecture report. An update of a materials library in the move to a new location on campus wil require storage bins, a light lab and an oversize networked printer. There is space for this equipment in the new location. .**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **CCCAOE conference attendance by instructors is a varied cost and important to address.** |

**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.**  **The degree award count is less because of the economy. Recovery of the lending markets are critical for interior design remodling and program expansion.**  **More students seek out Palomar College for an Interior Design certificate than transfer to a 4 year college traditionally. Training is primarily for the entrepreneurial student seeking independent interior designer status. The advent of taking more classes online has both extended the enrollment reach and impacted some face to face completers. Interior design degrees and certificates awarded however low, are consistent with the slow recovery of the construction and lending industry. Enrollment is stable.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes, we are planning to increase retention and completers. Reevaluation of course content has removed most prerequisites. Cross listing with the Architecture Program has bolstered the computer-aided drafting class so that it cycles regularly.**  **Retention rates are down for distance education but again consistent with norms for online instruction generally. The upside is that transfer rates are climbing for those transfering and online enrollment continues to climb. The program is meeting learners wherever they are located.** |
| 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.**   **We now have SLOs for all the coursework and are developing an overarching Program SLO. The faculty is actively engaged in the evaluation.**   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 SLOs for several classes are undergoing reevaluation as instructors develope content that reflect real world interior design practices. A balance of differing instructor styles, green design inclusion, teaching experiences and institutional acceptance of sustainability are opportunities for dialogue. Clearer goals for the program are emerging for proactive planning.**  **The Student Success Task Force has placed more stress on student completions. The limit on course repeatability has reinforced education plans to get the students through the program in a timely manner. Successful active learning is embedded. Competence in specific skills are defined differently by instructor approaches. We consistently work to have measurable student outcomes and define course objectives based on industry demands. This is often more difficult when distance instructors and campus instructors cannot physically interact. We all are actively revising and assessing SLOs.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Less complicated service projects with an opt out for students is a change. Smaller teams involve all students in collaboration. SLOs are clearer and have more specifically defined outcomes, more formative assessments and there is an inclusion of smart material technologies into the design classes.** |
| 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).**   **California remains an interior design profession self-certification state. The NCIDQ is still voluntary for practice although our classes do shape instruction around the components of the national testing requirements.**  **Interior architecture is emerging as a viable crossover option particularly for Kitchen and Bath and interior construction designers.**  **This new appellation of "interior architect" is now a growing trend in traditional programs both in the state and nationally. Training for Interior Architecture is sometimes housed in traditional Interior Design Programs but more often under Architecture. Interior construction is up in the county. There still is no legal definition and many designers are seeking constractor licensing as a state defined requirement. LEED has listed this trade under Commercial Interior (CI).**  **Training extends to under the skin remodeling for adaptive reuse and mixed use light interior sustainable construction. The starting salary for this occupation is higher and training typically is a B.A. degree. The basic training expected of any entry level designer is increasing.**  **Our alliance with New School puts this niche training option to the forefront. New School also has an Interior Architecture Program.**   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.**   **The students themselves are placing more emphasis on planning careers with education plans, though not all classes take the survey regarding education plans that is given in face to face classes. The Advisory has requested AutoArchitect but we are not sure of the single course for placement of that program.** |
| 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.)**   **The occupational profile for interior design does show an increasing number of professional interior designers are moving into architecture with a contractor's license within 50 miles of the Palomar zip code. More designers are getting certifications as kitchen designers through NKBA (National Kitchen and Bath Association) testing. Palomar can prepare some interior design students for for a market transformation to adaptive reuse.**  **Some professional interior designers that we serve in the community come back to Palomar for retraining in specific updates on code, practice and software.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **It still takes a much shorter path to an Interior Design career and degree completion at Palomar College. The program continues to incentivize students to meet the conditions for job entry and career readiness. Scheduling is meeting the needs of students.**   1. **Weaknesses**   **Full time instructors must scrutinize intake or incoming students regularly for class substitutions with online and hardcopy records in hand. More students are cobbling classes together from several schools for a portable educational experience.**  **Additionally, time for SLOs and physically connecting instructors for discussion is very difficult as we move more classes online. SLOs actually need face to face instructor discussions to compare and examine portfolios. The students take priority over paperwork, SLO documentation sometimes takes a lesser role than commitment to our a level of care for our students.**   1. **Opportunities**   **The entire building, remodel and construction industry is poised for renewal with CALGreen law and is slowly redefining the social aspect of design. Interior Design is moving toward heavier sustainability requirements and legal accountability that may involve contractor skills. This can shift our training.**   1. **Challenges**   **Liability issues impact our training priorities in the Lighting, Professional Practices and Commercial classes specifically. Since basic level training for interior designers is increasing for entry level at the same time we are cutting units for completers, advocating to and for Interior Design students in this environment takes primacy.** |

**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** | **Increase student outreach, retention and degree completions to maintain the current program** |
| **Plans/Strategies for implementation** | **+Regular Career Center visitations in face to face classes emphasizing the completion differences in salary on entry into the design field with a completed degree or certificate**  **+Continue syllabi suveys at the beginning of the semester to monitor student awareness of program options**  **+Stress certificate or transfer completion and education plans on intake**  **+Connect students with campus support systems for additonal basic skills testing and STEMs**  **+Outreach material and website costs specific to interior design, produced by the Palomar Graphics Dept. showing (photos of students) diversity in successful placement of the existing culturally diverse design community**  **+New and current students must see themselves in a design path to the local diverse workforce to increase our retention** |
| **Outcome(s) expected (qualitative/quantitative)** | **To engage students in a well developed, logical curriculum that translates to industry changes and diversity shift will augment retention to completion.** |
| **GOAL #2** | |
| **Program or discipline goal** | **+Increase training faculty in ADA law, occupancy/fire issues and interior architecture for adaptive reuse in remodeling practices to improve the program**  **+Increase training for faculty at CCCAOE conferences in institutional effectiveness and state level impacts** |
| **Plans/Strategies for implementation** | **+Investigate the core and shell remodel industry for adaptive sustainability reuse**  **+Examine regional Interior Design Programs for redundant overlaps also opportunities to differentiate niche demand for training**  **+Research and inquiry on part time instructor skills in aesthetic adaptive reuse**  **+ Identify minimum contractor skills and certifications required for the targeted industry for adaptive reuse and sunshine these in classes**  **+Conservation, historic context and occupancy issues must be emphasized in the aesthetic remodel process** |
| **Outcome(s) expected (qualitative/quantitative)** | **There will be slow but expanding career placement options and a knowledge increase for all students to improve skills.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Current software and state of the art equipment in the move to new quarters including FFE allotment to expand and support the interior design program** |
| **Plans/Strategies for implementation** | **+Facilites funding of interior design will need to update the lab space, the 20-20 program and several software programs related ONLY to the design program**  **+ We own the 20-20 program in use, basic SketchUP is free, architecture shares new upgrades so AutoCAD is part of this contribution**  **+We are planning the move to a new classroom and must replace dated materials**  **+ The new facility will be an opportunity to begin a fresh look at wifi and cloud aps in industry use**  **+ lower the visual layout plan for all materials access and lower furniture hieghts for face to face classes**  **+Some adjustable tables for either hand , laptop drafting or desktop computer drafting layouts**    **+Chair replacements for safety**  **+ Investigate Auto-Architect for freeware use at the Community College level** |
| **Outcome(s) expected (qualitative/quantitative)** | **A better learning environment in open labs with line of sight connection to students is expected with an improved quality in the program using current technology.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **+Recruit new members to our Industry Advisory Council to have more outside industry.**  **+Supportive design members beyond those that have completed or are teaching in the program will expand the program and have clarity on objectives**  **+Maintain and reach out for business partnerships** |
| **Plans/Strategies for implementation** | **+Direct outreach to contractors and adaptive reuse designers for the Advisory Council as well as interior designers and educators.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Accurate input on current industry trends from active trade members and contractors as well as interior designers is required.** |

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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 program does employ work based and service learning to connect students to the world, also with online instruction we extend our services further into the community. All instructors have a core belief in excellence in teaching and learning. Physical presence, participation and campus involvement is an increasing value as those that can, serve. Instructors both part and full time are invited to advisories for feedback and collective views. There is a full creative and clear vision for this discipline.**  **The success of student learning is driven through immersive authentic interior design projects, technical skill applications, current business practices, basic skills support and cultural diversity values. The emphasis in this program is on authentic design learning with accountability to a larger interconnected world. Palomar College Interior Design Program provides learning experiences beyond the classroom walls.**     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>   **Instructors are training and current in all phases of design practice and this contributes to the college's mission by maintaining current career and technical training for economically impacted special populations.**  **Interior design is an aesthetic and cultural trade providing a living wage. Our students are learning techniques that contribute to a responsible design future for California.**  **Our students are the priority. Our service learning has connected the program to local government, water authorities and unique neighborhood populations.**  **We strive to increase the diversity of staff and students as it is mirrored in the community. We are employing new ways to engage the students in coursework. We serve our students where they are and that extends into the access of our programs and services.**   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.**   **Existing code classes and contractor training offered now through Palomar may have some interdependence with adaptive reuse.** |

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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.** | **Labor and equipment for table repair** | **3** | **4.2** | **1** | **The tables are used by ID and Arch and are in poor condition annual** | **$450.00** |
| **a2.** | **Adjustable Tables** | **3** | **4.2** | **9** | **Line of sight access to students is impaired over monitors and current worktables. Extendable leg small tables can be used within the new space to increase student access to the instructor.** | **$1,332.00** |
| **a3.** | **25 Chairs** | **3** | **4.2** | **4** | **The current chairs are in rapid decline and some are unsafe** | **$3,1500.00** |
| **a4.** | **Light Lab** | **3** | **4.2** | **5** | **The desktop light lab we now have has 3 types of lighting that are no longer even manufactured. The device was purchased in the early 1990's.** | **$5,500.00** |
| **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) | | | | | | |
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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.** | **2 Faculty to attend the CCCAOE Conference** | **2** | **3** | **7** | **Professional develope** | **$800.00** |
| **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.** | **Bins** | **3** | **4.2** | **8** | **Current bins are torn, dirty and transfer dirt is going onto student projects** | **$200.00** |
| **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) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** | **PD Training in ADA and Fire Code update** | **2** | **.3** | **6** | **Faculty must maintain currency in all aspects of the critical interior code and legal arena** | **$375.00** |
| **d2.** |  |  |  |  |  |  |
| **d3.** | **CAD/Revit** | **2** | **3** | **2** | **Currency for faculty, this software is shared with Drafting and Architecture and as a resource is essential to our student skills.** | **$2,500.00** |
| **d4.** | **Outreach material hardcopy** | **1** | **1** | **3** | **Our current outreach though attractive must show the community demograhic.** | **$1,000.00** |
| **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.** |  |  |  |  | **.** |  |
| **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**