

### 2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at [PRP Supplemental Report Form](#)). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to [jdecker@palomar.edu](mailto:jdecker@palomar.edu) no later than 3/05/2010.

|  |   |  |
|--|---|--|
| <b>Department Trade and Industry</b>         | <b>Department Priority #</b>                          | <input type="checkbox"/> <b>No funding/resources are being requested</b> |
| <b>Program/Discipline: Diesel Technology</b> | <b>Program/Discipline Priority # FOR 2010-2011: 2</b> |  |

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at [PRP Supplemental Report Form](#)) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

|  |   |  |  |                              |                              |
|--|---|--|--|------------------------------|------------------------------|
| <b>*2. Data Analysis (restate or summarize the data analysis from the PRP):</b>  |   |  |  |                              |                              |
| <b>*3.a/b. Describe your goal (priority) based on data analysis from the PRP:</b>  |   |  |  |                              |                              |
| <b>Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.</b> | <b>Describe the resource(s) requested</b>         | <b>Cite page(s) that provide rationale for this priority request</b> | <b>Estimated Amount of Funding Requested</b> | <b>New, one-time funding</b> | <b>New, on-going funding</b> |
| <b>*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)</b>  |   |  |  |                              |                              |
| <b>*4.a. Technology (computers, data projectors, document readers, etc.)</b>   | <b>30 Laptops, securing and charging station.</b> | <b>\$ 70,000</b>   |  |                              |                              |
| <b>*4.b. Budget for 4000s - Per unit cost is ≤\$500 (supplies)</b>   |   |  |  |                              |                              |
| <b>*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.</b>   |   |  |  |                              |                              |
| <b>*4.c. Facilities</b>  |   |  |  |                              |                              |
| <b>*4.d. Faculty position</b>  |   |  |  |                              |                              |
| <b>*4.e. Classified staff position (contract)</b>  |   |  |  |                              |                              |
| <b>*4.e. Classified staff position (hourly)</b>  |   |  |  |                              |                              |
|  |   |  | <b>TOTAL<br/>\$ 70,000</b>                   |                              |                              |

**How will you evaluate whether or not you have met your goal/priority with the requested resources?**  
**By including the use of these items into the daily class room / lab environment. This will not just help but also augmentate the SLO's of the program as a whole. This will also give our students the knowledge and edge they need to be successful in the job market first and then the trade.**

\*Numbering parallels sections in original Program Review and Planning document  
 Program Review and Planning Supplemental 2009-2010 Form Updated with IPC input 1.28.10  
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What evidence will you provide to reflect the impact these resources had on student learning?  
 Exams, lab tasks and sheets, but the main indicators should be job interviews and job placement.

|  |  |  |
|--|--|--|
| <p><b>*5. Strategic Plan goal or objective addressed by this priority in <a href="#">Strategic Plan 2013</a>?</b></p> <p><b>Goal 5: Ensure that existing and future facilities support learning, programs, and services. Goal 6: Optimize the technological environment to provide effective programs and services throughout the district. Objective 6.1: Update Technology Master Plan 2005 to address: Access, Training, Evaluation, Disaster preparedness and data security, Ongoing technology, maintenance and replacement</b></p> | <p><b>Course(s) &amp; SLO(s) addressed by this priority in <a href="#">CurricUNET</a>?</b></p> <p><b>All of the DMT courses are influenced and so are all SLO's. Example: DMT 50 1. I.D. different engines. 2. Read and apply technical manuals. 3. Perform basic engine troubleshooting. 4. Use various scan tools and software. 5. Write a basic service report.</b></p> | <p><b>Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline) in <a href="#">CurricUNET</a>?</b></p> <p><b>Diesel Technology Program (Certificate)</b></p> |
|--|--|--|

**6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?**  
 The program has shown a small amount of growth and industry has demonstrated their interest in the program through the donation of equipment, software, technical support and also some funding.

**Individuals completing this Program Review and Planning Supplemental document:**

| Name(s):            | Signatures: | Date: |
|---------------------|-------------|-------|
| Sergio H. Hernandez |             |       |
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