|  |  |
| --- | --- |
| **Discipline: Fashion** | **Date 01/30/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**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.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.**  **Full-time faculity: Rita Campo Griggs**  **Adjunct faculity: Nancy Galli, Chetna Bhatt, Irma Salazar, Ken Imaizumi, Marica Roberts, James Hebert, Sandy Freese, Rachael Libolt, Cynthia Bond, Jane Thruston.** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

|  |
| --- |
| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + Enrollment, Enrollment Load, WSCH, and FTEF (<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>).   1. Enrollment for 2013-14 was 546, down from 2012-13 which was 673, students. A drop of 127 students. Although this total would appear to be bad news, instead it reveals an increase in employment for the industry. With the drop of students in the classroom is the increase in employment. Spring 2015 the program has recieved double the amount of requests for internships and employment opportunities as in pervious years. Students are accepting these jobs offered. This decrase in enrollement is reflected campus wide.  2. Program retention: Our retention rate is excellent with a 92.9% retention rate for the CTE AA/AS programs  3. Total degrees awarded shows a decrease. Total Awards by academic plan 2013-14 = 9  4. The percentage of students who transfer has increased even as enrollment has varied over the years. |

|  |
| --- |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   The Fashion Merchandise and Design program will assess the following courses for Spring 2015, they are: FASH 100: Fashion Industry, FASH 105:Fashion Anlysis, FASH 130:History of Costume, FASH 178:Evaluation of RTW, FASH 125:Retailing and Promotion, FASH 135:Clothing Construction, FASH 14: Draping, FASH 139: Patternmaking. Once the assessment process is complete; the Fashion faculty will then review the data and make adjustments in insturctional methodologies where needed. Program SLOACS were developed and entered into to TracDat for all courses and programs. |

|  |
| --- |
| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   As we review last year's assessment of the Fashion program, we continue to resturcture the program and classes to meet the needs of the student and the industry. This provides our students with the skills needed to be very employable upon completion of the program. In addition 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 for employment, internships, and professional support. This will be accomplished through professional groups, Fashion forcasting websites, and through the annual MODA Fashion Show. The MODA Fashion show is a capstone of the program for Merchandisers and Designers. The department is able to attract attention and recruit more students to the program. Based on continued substantial increase in attendance for the MODA fashion show, (800 attended in 2012, over 900 attended in 2013, and 1,000 in 2014) the fashion faculty believes it is beneficial for the students and community to continue this program.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   Last year we significantly changed both Fashion Design and Fashion Merchandising degree and certificate programs by reducing the number of units in each course. This adjustment to the programs complies with the California regulations and allows students to complete their A.S. or certificate in a more timely manner.  We decreased the number of units in the Fashion Design A.S. degree from 46 units to 30 units. An application for a Fashion Design Certificate was submited to the Chancellors Office over one year ago but has bot been approved. This concerns us greatly since we have several students who have completed the requiremts for the certificate. We have developed and implemented three new certificate/AS Degrees: Fashion Merchandising, Fashion Buying and Management, and Visual Merchandising.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. The Visual Merchandising degree/certificate program has drawn the most student interest.  In the ever-changing world of the fashion industry it is nessessary to keep current through relevant technology. The industry has embraced technology in all fields from pattern making to trend forecasting. We have purchased Fashion Snoop a forecasting site used by the industry to project future trends in apparel, color, home furnishings, retailing and view designer collections, street fashions and window displays from around the world. Students are able to use the site as an industry professional. The company offers this at a greatly reduced price for educational use. Fashion Snoops has application for Interior Design, Fashion, and Business programs. |

|  |
| --- |
| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   The fashion industry is a major economic force in the United States and creates billions of dollars in revenue every year. Upon completion of either the programs, students will be enabled to negotiate a wide variety of professional career choices in Fashion Merchandising or Fashion Design. The fashion industry is multifaceted with a high demand for fashion merchandising and fashion design careers. This allows students with the right education to be very employable.The Fashion Merchandising and Design program are designed to provide students with opportunities for career training, which comprise traditional training, and the latest in technology.  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 of the fashion merchandising or fashion design program will benefit from a wide variety of employment opportunities. Annual job growth projections for Fashion Merchandising and Fashion Design in San Diego County are as follows: 49% increase for Market Specialist or estimated 369 annual positions. Meeting, Convention, and Event Planners show a 50% increase or 74 annual positions. Commercial and Industrial Designers, have an 18% increase or 22 annual positions. Advertising, Marketing, Promotions, Public Relations, and Sales Managers show a 20% increase or 399 annual openings. Fashion Designers, Cut and Sew Apparel Manufacturing, Piece Goods Merchants and Wholesalers as well as, the Motion Picture and Video Industry all show an increase of employment over the next six years. By highlighting only a few of the many employment opportunities, it is easy to see the sufficient choices for fashion program completers. According to the figures stated by California Employment Development Department, total annual job projections exceed 864 positions.  Annual Wages for 2015  California $45,932 $65,529 $86,087  Projected Growth  (2012-2022) 7,400 8,500 1,100 14.9 2,00  Industry Title Percent of Total Employment for Occupation in California  Cut and Sew Apparel Manufacturing 24.3%  Apparel/Piece Goods Merchant Wholesalers 16.8%  Motion Picture and Video Industries 8.2%  Fashion Merchandising, Annual Job Growth Projections for San Diego County 2010 – 2015  395 Average annual new jobs, 558 Average annual replacement jobs, 953 Average total annual openings  Retail trade (up 1,300)  (Source: EMSI) |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

|  |
| --- |
| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   2013-2014 Program Goals:  1. Create a coordinated outreach plan that employs internal and external outreach strategies;  2. Strengthen educational, business, and community partnerships to increase student learning experiences;  3. Ensure that our new facility supports student learning and presents a professional environment;  4. Hire a replacement full time faculty for Fashion Design  Our program goals are prominent piece of our planning. This past 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 close to 50 required units, we needed to reduce units but still keep the content needed to meet the employment needs of our industry. This past year, two new degrees and certificates of achievements were approved by the Chancellor’s Office. They are Visual Merchandising A.S. Degree and Certificate of Achievements and a Buying and Management A.S. Degree and Certificate of Achievements.  An area of great concern is the Fashion Design Certificate of Achievement. An application for a Fashion Design Certificate was submitted one year ago,to date we have not heard back from the Chancellors Office. This concerns the fashion faculty greatly since we have several students ready to complete the program with the Fashion Design Certificate, several students have left the program to complete their certificate at other schools.  The MODA Fashion Show continues to be successful drawing 1,000 in attendance; possibly one of the largest signal day events for the college. The MODA Fashion show is a capstone of the program for Merchandisers and Designers. The department is able to attract attention and drive students and industry professionals to the program. Based on continued substantial increase in attendance (800 attended in 2012, over 900 attended in 2013, and 1,000 in 2014) the fashion faculty believes it is beneficial for the students and community to continue this signature event.  Our last two goals will be completed at the end of this semester, they were to: Ensure that our new facility supports student learning and a professional environment; and to hire a replacement full time faculty for Fashion Design. Plans are in place to move into our new building at the end of May. A hiring committee is formed to interview applicants to hire a second full time faculty. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

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

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** | **Professional Steam Iron** | **6000** | **3** | **4** | **Meet industry standard; recommended by advisory, supports professional environment** | **$2,500.** |
| **a2.** | **Babykock Serger** | **6000** | **2** | **4** | **Meet industry standard; recommended by advisory** | **$1,500** |
| **a3.** | **Janome Tape Binder 1000CPX(3)** | **6000** | **2** | **4** | **Meet industry standard; recommended by advisorysupports professional environment** | **$230. each**  **$700. total** |
| **a4.** | **Sewing Machines (25)** | **6000** | **2** | **4** | **Current machines are costing more to repair than to buy new** | **$450. each**  **$11,250. total** |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** | **Digitizer** | **6000** | **3** | **4** | **Replacement, current Digitizer is in need of costly repair** | **$3,600.** |
| **b2.** | **Freestanding Magazine rack** | **6000** | **3** | **5** | **Protect and organize publications for classroom use, supports professional environment,** | **$500.** |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** | **Periodicals and subscriptions** | **4000** | **1** | **2** | **Trade Pulications to remain current in the industry** | **$1,200.** |
| **c2.** | **Merchandise Instructional Tools** | **4000** | **3** | **4** | **Architectural Scales (25, $100.)**  **Staple Guns (5 for a class of 30, $75.)**  **Hot Glue Guns (5 for a class of 30, $60.)**  **Foamcore 1 case $400.**  **Plexi sign holders and stands (20, $300)**  **Styraform ($100.)**  **Textile Supplies; bleach, dye ($50.)**  **Color Drapes ( 5 sets for a class of 30, $200)**  **Felt for Christmas Stockings ($100.)** | **$1,600.** |
| **c3.** | **Instructional Videos** | **4000** | **1** | **2** | **Educational documentaries; Designers, Industry Professionals** | **$200** |
| **c4.** | **Design Insturctional Tools and supplies** | **4000** | **3** | **4** | **Rapid HD12 12/16 Heavy Duty Long Reach Stapler ($50. x 3 = $150.)**  **Pattern Notcher (5, $50.)**  **NPT10 Tracing Wheel / Needle Point Tracer (5, $25.)**  **Aluminum Hip Curve 24" (5, $75.)**  **Aluminum Vary Form 24" (5, $75.)**  **C-Thru French Curves (FC8) plastic (set of 8, $50.)**  **Felt for Christmas Stocking ($100.)**  **Scotch® drafting tape (3, $30)**  **Elmer's® Disappearing Purple School Glue Stick (set of 6: $15.)**  **Crayola® Colored Pencils (set of 12: $20.)**  **Shears (10, $100.)**  **L-Shaped Rulerset of (8 =$50.)** | **$1,000** |
| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **MODA Facility Rental** | **5000** | **2** | **1** | **Marketing tool for Fashion and CTE program. Currently supported by Perkins** | **$10,000.** |
| **d2.** | **Marketing Material**  **Posters, progarams** | **5000** | **2** | **4** | **Marketing tool for signature event;Currently partically supported by Perkins** | **$5,000.** |
| **d3.** | **Fashion Snoops annual renewal** | **5000** | **3** | **4** | **Software renewal ; Currently supported by Perkins,supports professional environment** | **$5,500.** |
| **d4.** | **Optitex** | **5000** | **3** | **4** | **Software renewal; Currently supported by Perkeins** | **$7,000.** |
| **d5.** | **Memberships** | **5000** | **3** | **4** | **Professional Memberships:**  **a. Fashion Business Incorporated (FBI)**  **b. Fashion Group International - San Diego chapter**  **c. Costume Socity of America** | **a. $500.**  **b $700.**  **c. $270.** |

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

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Magic International Apparel Show Las Vegas, NV** | **5000** | **2** | **4** | **Professional Development for faculty. 20-23 August 2015 and or Feburary 2016, Las Vegas Convention Center, hotel and airfare package, no registration fee for educators, 2 full time faculty** | **$1,000.** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **MODA Facility Rental** | **5000** | **2** | **1** | **Markeing tool for Fashion and CTE program. Currently supported by Perkins** | **$10,000.** |
| **2.** | **Optitex** | **5000** | **3** | **4** | **Software renewal; Currently supported by Perkeins** | **$7000..** |
| **3.** | **Fashion Snoops** | **5000** | **3** | **4** | **Industry standard for Fashion and CTE program. Currently supported by Perkins** | **$5,500.** |
| **4.** | **Digitizer** | **6000** | **3** | **4** | **To costly to repair; better to purchase new one** | **$3,600.** |
| **5.** | **Professional Steam Iron** | **6000** | **3** | **4** | **Industry standard; recommended by advisor** | **$2,500.** |
| **6.** | **Insturctional Supplies Merchandise** | **4000** | **3** | **4** | **Architectural Scales (25, $100.)**  **Staple Guns (5 for a class of 30, $75.)**  **Hot Glue Guns (5 for a class of 30, $60.)**  **Foamcore 1 case $400.**  **Plexi sign holders and stands (20, $300)**  **Styraform ($100.)**  **Textile Supplies; bleach, dye ($50.)**  **Color Drapes ( 5 sets for a class of 30, $200)**  **Felt for Christmas Stockings ($100.)** | **$1,600.** |
| **7.** | **Instructional Supplies Design** | **4000** | **3** | **4** | **Rapid HD12 12/16 Heavy Duty Long Reach Stapler ($50. x 3 = $150.)**  **Pattern Notcher (5, $50.)**  **NPT10 Tracing Wheel / Needle Point Tracer (5, $25.)**  **Aluminum Hip Curve 24" (5, $75.)**  **Aluminum Vary Form 24" (5, $75.)**  **C-Thru French Curves (FC8) plastic (set of 8, $50.)**  **Felt for Christmas Stocking ($100.)**  **Scotch® drafting tape (3, $30)**  **Elmer's® Disappearing Purple School Glue Stick (set of 6: $15.)**  **Crayola® Colored Pencils (set of 12: $20.)**  **Shears (10, $100.)**  **L-Shaped Rulerset of (8 =$50.)** | **$1,000.** |
| **8.** | **Memberships** | **4000** | **3** | **4** | **Professional Memberships:**  **a. Fashion Business Incorporated (FBI)**  **b. Fashion Group International - San Diego chapter**  **c. Costume Socity of America** | **a. $500.**  **b $700.**  **c. $270** |
| **9.** | **Babylock Imagine Serger** | **6000** | **2** | **4** | **Industry standard; recommended by advisor,supports professional environment** | **$1,500.** |
| **10.** | **Free standing Magazine rack** | **6000** | **3** | **5** | **Protect and organize publications for classroom use** | **$500.** |
| **11.** | **Educational Videos** | **4000** | **1** | **2** | **Educational documentaries; Designers, Industry Professional** | **$500.** |
| **12.** | **Travel Las Vegas** | **5000** | **2** | **4** | **Professional Development, Industry event 2 full time faculty** | **$1,000.** |
| **13.** | **Magazines subscription** | **6000** | **1** | **2** | **Trade Pulications to remain current in the industry** | **$1,200.** |
| **14.** | **Janome Tape Binder 1000CPX(** | **6000** | **2** | **4** | **Industry standard; recommended by advisor, supports professional environment** | **$230. each**  **$700. tota** |
| **15.** | **Sewing Machines (25)** | **6000** | **2** | **4** | **Current machines are costing more to repair than to buy new** | **$450. each**  **$11,250. total** |
| **16.** |  |  |  |  |  |  |
| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |
| **21.** |  |  |  |  |  |  |
| **22.** |  |  |  |  |  |  |
| **23.** |  |  |  |  |  |  |
| **24.** |  |  |  |  |  |  |
| **25.** |  |  |  |  |  |  |
| **26.** |  |  |  |  |  |  |
| **27.** |  |  |  |  |  |  |
| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**