Chapter 5: Program Initiatives to Improve Performance

Unit: **Manufacturing Technology**
Initiative Title: **New Equipment – Harrison Lathe** **Division Priority: 21**

Describe Initiative

Why do it?

Currently we do not have enough machine tools to satisfy enrollment demand. Each student needs their own machine tool (lathe) to complete their project in a timely manner. Asking some students to "double up" is very unfair as one student works while the other watches.

What will the product of this initiative be?

Harrison Lathe, $67,500

What is the need or intended use?

These machines tools are needed to teach the skills students want and industry needs.

Is it feasible?
Yes.

What would be the campus location of this request/project?

Building 12 – Manufacturing Technology lab area

How many students (per year) will benefit?

With variable credit student enrollment we could serve over 100 students per year.

How will students benefit?

Students studying to become machinist need modern, industry standard machine tools to become competent and attain high paying manufacturing jobs.

Describe the resources needed:

Electrical hookups
Shipping
Installation

List the possible funding sources:

Can this project be partially funded?
None

If so, what minimum cost?

Provide ORG & PROG codes: **611900 112000**

How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

It allows community members from all walks of life to gain marketable skills and family wage jobs.

If funding source could be TACT funds, complete the following:

Category of request:

- ☐ Maintain existing technology
- ☐ Increase student access to technology
- ☐ New technology

How does this request fit in with other unit or college technology plans?
NA

Cost breakdown, including any unit resources being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)
NA

If funding source could be Carl Perkins Funds, complete the following:

What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

For many special populations, working in a manufacturing environment is a great opportunity to gain marketable skills that lead to family wage jobs. Often people today cannot afford a four-year degree and the unsure job prospects that follow. Many populations with limited English proficiency do well with shop concepts and blueprint reading. Our success is evident by a continuing stream of ESL students. The program also enrolls a large number of economically disadvantaged workers, single women and minority populations.

How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

Goal III. Nontraditional Training & Employment Student Results Goal:

Manufacturing is a non-traditional occupation for women, but we have had many women who have chosen manufacturing as their major. It provides a great opportunity for women to have stable employment and earn family wage earning in excess of $20 hr. and gain the gratification of being a skilled craftsperson.

Goal IV. Workbased Learning Goal:

Work based education helps the students learn crucial fundamental concepts needed to make precision parts. These building blocks of knowledge are essential to becoming an accomplished machinist in a very competitive industry.

Describe how this project might show collaboration with Lane County high schools.

Graduates from high school manufacturing classes will be drawn to our program for the skills they will gain from using up-to-date and fully functioning machine tools that are the industry standard.
Through Tech Prep articulation with high school manufacturing programs, we can introduce high school students to the features and benefits of our program.