**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: GC - Imaging and Publishing** | **Date 02/10/2014** |
| **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.**  **Mark Bealo, Ken Dodson, Wade Rollins, Gracie Fowler, and Lillian Payn** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of Graphic Communications is to provide our students with technical and creative skills through visual literacy and progressive technology with a foundation for career and educational advancement. We prepare students for: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment; and relevance in a multicultural and global market place. Our courses, programs, and diverse faculty offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems. By collaborating with multiple departments, Graphics creates a bridge among various disciplines.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Graphic Communications Department Mission is aligned with the Palomar College Mission Statement by providing an engaging teaching and learning environment for students of diverse experiences, needs, abilities, and goals. We offer 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 as global citizens living creatively in an interdependent and ever-changing world.** |

**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.)**   **GCIP 249 COR was updated to reflect current industry trends related to e-publishing to mobile devices, e-books, tablets, and digital signage. Added GCIP 255 Electronic Package Design.**  **Advisory Board recommendations request that we develop courses that incorporate new technology. We received a number of various mobile devices via PRP funding and have faculty currently training on their use and updating curriculum to include their instruction and capabilities in current and coming semesters.**  **There is a growing need in industry for screen media (E-publishing, e-books, digital magazines, mobile devices, digital signage, etc.) designers who can incorporate imaging and publishing skills. We are meeting this need by updating, developing and offering classes that are changing with present and future technology. We believe that this medium will fill the employment void that we have seen in traditional forms of publishing with rising jobs requiring proficiency designing for mobile and smart devices and screen media.**  **We continue to update and equip our labs with the latest technology to meet industry and student needs.**  **We were making good progress toward becoming an Adobe Authorized Training Center with the addition of a part-time instructor getting certified, but we lost her to a full-time position in the industry. However, the benefits certifications offer our students help drive us to continue to pursue this area.**   1. **How did you implement and evaluate those curriculum changes?**   **We are still in the process of implementing Adobe Certification training. We acquired new technology and professors are learning to use it in order to incorporate in current and future courses.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We planned to implement adjustments to scheduling based on statistical analysis results and industry recommendations from Advisory Committees. We continue to offer sections to meet the needs of our student population, including day classes heavily attended by full time students, as well as evening sections that cater to working professionals getting retrained in new GCIP technology.**   1. **How did you implement and evaluate those class scheduling changes?**   **The chair developed a course-rotation plan after analyzing historical data and trends in an effort to bring classes to an average enrollment of 80% or better while still meeting the needs of full-time, online and night students seeking degrees and certificates or to transfer. Several course CORs were updated to reflect rapid technology advances, advisory recommendations and industry needs. Evidence that the plan was working became clear as semester data revealed an increase in average enrollment, but this was then dampened by the impact the loss of repeatability had on certain courses along with the roughly 8% decline in enrollment district wide this Spring 2014.**  **While we continue to offer relevant courses within our discipline we have made changes to reflect the needs of students by putting this rotation plan into effect that allows course offerings to be held at the Escondido campus and by rotating courses into night sections. We will continue to evaluate the changes and the outcomes based on enrollment numbers.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **None, newest GCIP hire made tenure two years ago and has been a fine addition to our program.**   1. **What is the current status of the plan you articulated?**   **Latest GCIP hire was elected Chair of department starting summer 2014.** |
| 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>   **$22,000**   1. **How were those funds spent?**   **UV Dryer for Print and Packaging instruction**  **Screen Printing Flash Cure Unit**   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>   **Instructional Support Assistant III 100%, 12 months, prioritized by IPC as #11 on the ranking list. See GC department PRP.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **GCIP 170, GCIP 172, GCIP 270**  **Screen print designs on various substrates using UV inks and industry-standard practices to produce printed products in CMYK (Process Color Printing) to industry standards.**   1. **Number of students affected**   **Based on current department data, approximately:**  **69 students Fall 2013 for courses (GCIP 170, 172, 270)**  **51 students Spring 2014 for courses (GCIP 170, 172, 270)**   1. **Other**   **The Palomar Print Club directly benefits from the acquisition of this equipment and brings in students from other disciplines. Some of these students then enroll in our credit courses.**  **About 100 students, staff, families and friends attended the first GC department Student Expo, competition and open house October 24, 2013, in which many of the projects using these IPC-funded items were showcased along with tours of the facility. Another Student Expo and outreach to local high school graphics programs is scheduled March 11.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **Carried over from 2012-13:**  **Classroom supplies: $3,000**  **Parts and supplies for screen printing and press program: $2,000**  **Office supplies: $955**  **Digital Signage software: $5,000**  **Software licenses, maintenance and agreements for technology: $5,500**  **Linen rental: $1,300**  **Printing/copy: $1,650**  **Font Lab software: $650**  **Instructional Support Assistant III 100%, 12 months $46,219, ranked #11 in IPC Position Priorities 13-14**  **Student Print Production and Multimedia Lab Assistants: $18,000. See GC Department PRP.** |

**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.**  **GCIP enrollments continued to increase from 341 in 2007-08 to 1,000 in 2011-12 until 2012-13 when severe cuts affected the entire campus and GCIP enrollment dropped 7%, comparable to the 6.4% drop for the district as a whole. We will have to wait for the current year's data to see the effects of the rotation plan that was implemented.**  **Degrees and Certificates in GCIP have stabilized over the past four academic years, and remain healthy at twice the 2007-08 number.**  **Pass rates for GCIP day and evening students exceeded the district average over the entire data period of 2007-2013 with evening students surpassing the district numbers between 2.9 and 11.2%! DistED students in GCIP didn't fair as well as face-to-face classes, but did reflect comparable rates with the overall district data. The technical nature of online courses in GCIP may be part of the cause, but more investigation needs to be done in order to ascertain what the real issues may be for the pass rates similar to district average numbers.**  **Retention rates were reflective of district rates with only slight variation higher or lower.**  **With the acquisition of new technologies we have been able to give our students an awesome education utilizing industry standard equipment. In the past year the effects of repeatability have had an effect on our class numbers. We are looking at the data as it comes in and trying to plan accordingly.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **We strive to continue to offer night courses to meet the needs of those students who can't attend at other times. This population tends to be working professionals updating their skill sets, and their diligence is reflected by their high pass rates.**  **Marketing efforts and budgets are needed to better reach the High School students who are already getting introduced to GCIP-related programs, technology and software. Our capabilities continue to grow, but that ends up only mattering to those who enroll and the employers who benefit from the skill sets our students develop. It doesn't benefit those who don't know about our programs and offerings.**  **Technology has a definite cost associated with it, and industry counts on the community college system to train the workforce of tomorrow with the skills necessary to succeed using industry-standard equipment. We in GCIP continue to strive toward meeting the needs of both our students and industry.** |
| 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.**   **Faculty met, input and updated SLOs, and reviewed assessments and found the vast majority are still valid and do not need to be altered. Those few who do are being updated and implemented. New technology and equipment provided through IPC-funding and other avenues has expanded the capabilities of numerous courses. SLOs for relevant sections are being updated to reflect the curriculum changes and additions.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **GCIP SLO assessments for courses who have packaging output components reveal the need for more funding for student workers or the Instructional Support Assistant III (see department PRP) that would output student projects and help oversee their production time in labs. It also reveals the need for more package-cutting equipment and technology that will speed up production of student projects.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Certificates and degrees continue to be achieved at a healthy rate and that program SLO assessments remain encouraging. No changes planned at this time.** |
| 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).**   **"NMC Horizon Report… highlight[s] emerging technologies with considerable potential for our focus areas of education." In regards to 3D Printing, "In an educational context, 3D printing is already implemented in a number of research and lab settings. Over the next four to five years, 3D printers will be increasingly used in the arts, design, manufacturing, and the sciences to create 3D models that illustrate complex concepts or illuminate novel ideas, designs, and even chemical and organic molecules."**  **Challenges common to the higher education community: "Too often it is education's own processes and practices that limit broader uptake of new technologies. Much resistance to change is simply comfort with the status quo, but in other cases, such as in promotion and tenure reviews, experimentation or innovative applications of technologies are often seen as outside the role of researcher or scientist, and thus discouraged. Changing these processes will require major shifts in attitudes as much as they will in policy."**  **We updated a number of our courses to incorporate the ability to create publications and apps for mobile devices. The NMC Horizon Report spoke of this by stating "In higher education, it is now a bit of an anomaly for a university to be without its own branded tablet app that integrates features like campus maps, access to grades, university news, and more." We are trying to rectify that anomaly here at Palomar with a planned course that teaches that very technology!**  **There are numerous applications for 3D Printing to be incorporated in the GC department as well as across various other disciplines on campus. 3D printing has great relevance for instruction at Palomar College. It "enables more authentic exploration of objects that may not be readily available to universities." "Geology and anthropology students, for example, can make and interact with models of fragile objects such as fossils and artifacts. Through rapid prototyping and production tools, organic chemistry students and those studying x-ray crystallography can print out models of complex proteins and other molecules."**  **Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., and Ludgate, H. (2013). NMC Horizon Report: 2013 Higher Education Edition. Austin, Texas: The New Media Consortium.**  **Our desire is to acquire the shared resource of 3D Printing technology for use by GC students and other departments on campus. The GC Department already has a student print center staffed by one of our trained student workers. We have the space, the staff to operate and process jobs from various departements on campus, and now just need the actual 3D printer to complete the package.**  **We already are developing a course that would include product conception, modeling, and output via the 3D printer. Then the students would develop the packaging for the product, and finally move onto the marketing aspects of the completed product and packaging. This is a collaborative effort between different departments and disciplines.**   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.**   **Surveyed students in the GC department are excited about the possibilities and skills that would be learned in these courses and with such technology. But first we need to acquire the technology.** |
| 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 growth for Multi-Media Artists in San Diego County is projected at 10% projected growth through 2020 when coupled with a growth market of 19% for graphic designers the Graphic Communications Imagine and Publishing program for the 0614 top codes is in a growth mode over the next 6 years. By preparing our students for entry level postions in both fields their, chances for employment have increased 10% to 20%.**  **"Initial research indicates that biotechnology, digital media and green technologies all represent relatively new sectors that include occupational opportunities ranging from those that require short-term training to those that demand more advanced education. These newer sectors are often driven by technology that can create rapid change in how they are defined, the kind of workforce they need and the preparation required to enter employment. Moreover, as they include emergent occupations, labor market data produced by federal and state agencies do not always reflect the breadth of jobs in these industries, making it difficult for community colleges to pin down specific labor market needs.**  **Digital media. This sector appears to be the most dynamic and rapidly changing of the three investigated, and therefore the hardest to define. Digital media skills are in demand across a broad range of industries and include the ability to create interactive content forms such as animation, game design and development, interactive design, social media and mobile computing." "Regardless of the position, digital media employers reported a strong desire for those with practical, demonstrable experience." "Reflective of this sector’s more emergent nature, this research revealed that California’s community colleges have launched a broad range of programs that prepare students for either entry-level digital media positions or advancement in current employment. These options include short- and long-term certificates and associate’s degrees under either the Digital Media (0614) or Graphic Art and Design (1030) TOP codes." One final point of interest in this report was the one of the ending questions "If neither California’s community colleges nor its public universities have the appropriate programmatic tools to respond quickly to employers’ changing workforce needs in these sectors, what new structures or arrangements should be explored?" We believe that Palomar College is supporting the GC department to be able to respond quickly to industry and workforce needs.**  **From: http://www.rpgroup.org/sites/default/files/Emerging%20Disciplines%20Brief%20FINAL.pdf**  **Detailed data follows with San Diego estimated current and projected numbers.**  **Occupation Est. - Projected Year Est. Employment Proj. Employment %**  **Multi-Media Artists and Animators 2010 - 2020 1,090 1,200 10.1**  **Graphic Designers 2010 - 2020 3,360 4,000 19.0**  **Art Directors 2010 - 2020 640 700 9.4** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our strengths are that we educate our students to be successful in our fast paced, technology driven industry and we teach them with the most current and up-to-date technology available in our industry providing our students with the best learning opportunity available.**   1. **Weaknesses**   **Outreach**   1. **Opportunities**   **Outreach - we need to get out, and into the local high schools to provide information on our programs and offerings. To have a presence. Repeatability of courses will eventually have an impact on our enrollment so we need to focus on getting new students in.**   1. **Challenges**   **Staying current with technology. Most technology changes in some way every 18 months whether it is equipment or software. Staying abreast of this technology is time consuming. Adapting course work to the industry as the industry changes, this affects our course offerings and our ability to get students into new and emerging fields.** |

**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** | **Acquire 3D printing capabilities - it will allow us to incorporate new technology into our curriculum that allows students the ability to include industrial design and manufacturing design for visual communications that relate to package design and structural design concepts.** |
| **Plans/Strategies for implementation** | **Acquire funding for new technology that will be a shared resource with Graphic Communications, Art, and Drafting and other constituant groups.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Relevant instruction and the development of skill sets that will be in incredible demand for the graphic designers of tomorrow.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Expand the package design curriculum by strengthen educational, business, and community partnerships to increase college connections and student learning experiences.** |
| **Plans/Strategies for implementation** | **Work with industry professionals to define industry practices as well as the industry outlook.** |
| **Outcome(s) expected (qualitative/quantitative)** | **To introduce students to industry partners, promote internships and job shadowing and to allow students to work and learn industry standard package design software and equipment.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Acquire technologies that continually allow our students the ability to learn on state of the art equipment so they may keep pace with industry practices.** |
| **Plans/Strategies for implementation** | **Put into use new technologies that allow students first hand and real world experiences.** |
| **Outcome(s) expected (qualitative/quantitative)** | **To produce quality, larger format screen printed images that meet industry standards. A large segment of the textile industry produces oversized images. This would give students the ability to produce industry standard designs.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Recruitment/Outreach** |
| **Plans/Strategies for implementation** | **Work alongside local high schools to provide information regarding our programs and offerings. Create an open house and invite local schools to see first hand what we have to offer.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increased enrollment, higher department and college visibility.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Goals 1, 2, 3 and 4 align by bringing industry-standard equipment and technology to provide an engaging teaching and learning environment and supports students seeking technical training. Helps prepare students to contribute effectively and creatively in industry.**   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>   **Goal 1 aligns with Goals and Objectives 1.6: Define career pathways for all disciplines and programs.**  **Goal 2 aligns with Goals and Objectives 2: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.**  **Goal 3 aligns with Goals and Objectives 1.6: Define career pathways for all disciplines and programs**  **Goal 4 align with Goals and Objectives 1.1: Implement a coordinated outreach plan that employs internal and external outreach.**   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.**   **Theft of technology and options to keep classrooms and labs secure.** |

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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.** | **Screen Printing Production Package** | **3** | **2, 3** | **2** | **This equipment would give students the ability to print large format textiles on industry standard equipment utilizing a 6 color screen printing textile press which would replace a 15 year old press, a wide format inkjet printer for producing wide format positives and side clamps for holding larger screen printing frames.** | **10,000** |
| **a2.** | **3 Dimensional Printer** | **1, 2, 3** | **1, 2, 3** | **4** | **Shared resource between Architecture, Art, Drafting, and Graphic Communications departments.** | **70,200** |
| **a3.** | **4 Color Printing Press** | **3** | **1, 2, 3** | **5** | **This is a shared resource with comet copy who is supplying 75% of the $400k funding needed. The press is used to instruct students in industry standard printing, as well as handles the bulk of the full color printing needs of much of the district.** | **100,000** |
| **a4.** |  |  |  |  |  |  |
| **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) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **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.** | **Large Format Injet Printer** | **2, 3** | **1, 2, 3** | **1** | **This equipment would give students access to industry standard equipment designed for producing prototype packages. Students could network with industry professionals who utilize like equipment which would further the goal of Graphics to create stronger industry partnerships.** | **7,600** |
| **b2.** | **2 Expansion chassis to enable use of existing peripherals with new computers being installed this semester.** | **3** | **3, 4** | **3** | **Critical need. The new Mac Pro computers rely on external expansion to utilize PCIe cards. Without these two expansion chassis, we will lose numerous capabilities and functionality of our currently installed instruction computers. This was an unforeseen expense and not requested in last year's PRP because no details for the New Mac Pros were released at that time.** | **4,000** |
| **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.** |  |  |  |  |  |  |
| **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.** | **Digital Signage software** | **3** | **1, 3** | **6** | **Needed as we switch from traditional print based output to creation of text, graphics, animation and full-motion video for digital signage, kiosk, mobile devices, and interactive display.** | **5,000** |
| **d2.** | **Software licenses, maintenance and agreements for technology, and marketing funds.** | **3** | **1, 3** | **7** | **The GCIP division must maintain existing software, licenses and maintenance agreements for technology. As Adobe software upgrades, third party software we use in conjunction becomes incompatible and must be upgraded.** | **5,500** |
| **d3.** | **Font Lab software** | **3** | **1, 3** | **8** | **Provides font editing capability for typography sections of class instruction. Not able to incorporate such topics and techniques in class without the software.** | **650** |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **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.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**