

Status: **Reviewed**

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## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

### BASIC PROGRAM INFORMATION

**Academic Year**  
2020-2021

**Are you completing a comprehensive or annual PRP?**  
Annual

**Department Name**  
Graphic Communications

**Discipline Name**  
Graphic Communications - Imaging & Publishing (GCIP)

**Department Chair Name**  
Lillian Payn

**Division Name**  
Arts, Media and Business Administration

**Website address for your discipline**  
<https://www2.palomar.edu/pages/gc/>

#### Discipline Mission statement

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.

[\(click here for information on how to create a mission statement\)](#)

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs TOP coded as vocational (CTE/CE)?**  
Yes

**List all degrees and certificates offered within this discipline.**

A.S. Degrees:

Digital Imaging

Drone Applications and Technologies

Graphic Communications

Screen Printing

Certificate of Proficiency:

Drone Operator I (stackable in Progress/Meta)

Graphic Designer I (stackable in Progress/Meta)

Screen Printer

Screen Printer I (stackable in Progress/Meta)

**Please list the names and positions of everyone who helped to complete this document.**

Lillian Payn, Professor/Chair, Graphic Communications Dept.

Mark Bealo, Professor

Ken Dodson, Professor

Wade Rollins, Professor

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.  
Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

4

**Full-time Faculty (FTEF)**

2.45

**Part-time faculty (FTEF)**

1.40

**Classified and other permanent staff positions that support this discipline**

Academic Department Assistant 100% (supports all three disciplines in the department)

**Additional hourly staff that support this discipline and/or department**

1 - Graphic Assistants working 12 - 15 hours a week for 30 weeks a year.

We have 1 student hourly position.

We have 1-2 Federal work study students.

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

## PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?**

The program SLO's are comprehensive and specific to the industry that the programs encompass. Based on our advisory board we are meeting the expectations of our employers, our classes are transfer ready for 4 year college, and our students are entering industry after completing the courses.

**How do they align with employer and transfer expectations?**

Our students are prepared for industry to meet the knowledge, skills and abilities that our region employers are looking for in entry level positions. Our students are often better prepared in the subject matter than their counterparts who bypass Community College in pursuit of higher degrees.

**Describe your program's plan for assessing program learning outcomes.**

Review on a three-year assessment cycle.

**Summarize the major findings of your program outcomes assessments.**

Of the 15 Program Outcomes we have an average of 91% success rate in SLO performance.

Because equipment and technology required to stay competitive in the industry is expensive, it is imperative that the learners have access and exposure to the most up-to-date equipment. New advancements in Drone Technology and Equipment have come about that create safer operation and reduce the risk of collision and accidents. Funds need to be acquired in order to incorporate the new technology along with replacing items due to equipment failure or malfunction.

Safety is our major concern in the printing labs and drone instruction. We can have anywhere from 20 - 80 students in our screen printing courses. During class and open lab times we can have 20 people or more working in the lab at one time. This can become a safety issue because one instructor cannot be everywhere at all times. (The washout room and the vacuum room are out of the line of site from the press room, which is also separate from the computer labs for the digital illustration work where the art work is designed and created.) Students can get hurt, and certainly work without supervision. We have been fortunate enough to have a part time lab assistant to help in the screen printing open lab times. This has helped to reduce the risk of accidents. Federal Work Study students who have their Part 107 Certification have been able to assist in the drone operations courses. The availability of such assistants varies widely from semester to semester.

A full time lab assistant or assistants are needed to help cover student safety issues. With a computer lab, screen printing lab, prep areas, washout room and exposure room, and several drones in the air at any given time, the instructors cannot be in all areas at all times. There are five screen printing presses, five heaters, two heat presses, a paper cutter, pressure washer, high intensity uv light sources, chemical use and over thirty drones. There is a potential for injury or accident from the equipment mentioned: results could be getting smashed, hit, crushed, cut, and/or burned. The addition of lab assistants would reduce the risk of potential injury or accidents.

## **PROGRAM COMPLETIONS**

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

GCIP 18-19 6 completed degrees, 20 completed certificates

GCIP 19-20 8 completed degrees, 3 completed certificates (COVID)

The 5 year average for GCIP has increased from 3 to 5 degrees per year and from 12 to 14 certificates per year.

The following Palomar College specific data is from CalPassPlus Strong Workforce Program Launchboard:

The Information and Communications Technologies and Digital Media Sector (ICT/DM) averaged 5,221 students per year from 2016-19. ICT/DM students who earned a Degree or Certificate totaled 2.65% in 16-17, 1.9% in 17-18 and 1.7% in 18-19. During that period, over 83% of these students were taking less than 9 units per year. The data also reveals a 70% increase in Median Annual Earnings since 2011. An average of 371 transferred 2015-18. This data reveals that 61% of these students are working in a job closely related to their field of study. The Median Change in Earnings for these students increased from 18% in 11-12 to 34% in 17-18.

Desktop Publishing (061450) students increased from 42 in 2016-17 to 64 in 2018-19. Over 55% of those students were taking less than 9 units per year.

Computer Graphics and Digital Media (061460) averaged 274 students over the 2016-2019 period. Over 64% of those students were taking less than 9 units per year. From 2012 to 2018, the number of these students who transferred decreased from 24 to 11. This data reveals that 59% of these students are working in a job closely related to their field of study. The data also reveals a 65% increase in Median Annual Earnings since 2011. The Median Change in Earnings for these students was over 24%.

Graphic Art and Design (103000) From 2016-2019, over 64% of these students were taking less than 9 units per year. The data also reveals a 70% increase in Median Annual Earnings since 2011.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

Increased

**What factors have influenced your completion trends?**

Many students do not complete degrees or certificates because they take less than 9 units per year to prepare for workforce entry or upward movement in their current job. They are more interested in entering the workforce and earning higher wages than completing a degree or certificate. These factors have directed us to create stackable mini certificates to fit the students educational and workforce plans and goals. We are aware of the current focus on Degree and Certificate completions due to funding formula trends, which doesn't match the reality or the needs of the majority of our students who are focused on taking smaller numbers of courses (usually while they are employed) that will lead to gainful employment quicker.

**Program Information Summary**

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

**How have these factors contributed to the success of your program(s)?**

These factors have directed us to create stackable mini certificates to fit the students educational and workforce plans and goals.

**How have these factors presented challenges for your program(s)?**

We believe our completion rates may be lower this coming year due to the covid-19 pandemic obstacles. With an increased focus on Degree and Certificate completions, we are striving to find creative solutions to meet the needs of the majority of our students who are focused on taking smaller course loads that will lead to gainful employment. One solution is to promote our new "stackable" certificates that will increase our completion rate while preparing students to get into the workforce quicker. We shall also be positioned to motivate students to continue a bit longer to complete a more comprehensive certificate or even a degree, since they would have completed many of the required courses in their "stackable" certificate.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.**

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## COURSE INFORMATION

### COURSE SUCCESS AND RETENTION

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

It complies with the standard set by the College.

**What is your stretch goal for course success rates?**

72.0%

**How did you decide upon the goal?**

It is above the negotiated College goal, which we used as a base. This was determined through departmental collaboration.

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**

Fall 2019 gender differences are statistically insignificant in GCIP for enrollment with 141 female and 145 male students.

Success difference is only 1.3%

Retention difference is 7.3% with 95.2% for males and 87.9% for females. The college average for both genders was 91.7% in Fall 19, and had a low of 90.3% for females in Fall 17 and 90.7% in Fall 14 for males. A deeper dive into the data revealed an outlier class, GCIP 152 which was delivered online and retained 81% females versus 100% males. All other GCIP courses exceeded the college average for retention or were within a few percentage points.

It is difficult to decipher why the gap exists or what factors may be causing the disparity. More detailed data may aid in narrowing down the culprits. One possible area that may reveal issues would be looking at delivery formats such as distance education and demographics. The current data source does not allow this functionality by easily accessed means. It would also be beneficial and likely eye opening to see how GCIP data compares with Information and Communication Technologies / Digital Media (ICT/DM) sector data for Palomar College.

**Age: Why do you think age differences exist? What do you need to help close the gap?**

The "19 and under" category had the greatest success (82%), 20-24 had 71%, 25-49 had 75%, and "50 and over" had the lowest success rate (65%). This was the opposite last year, so with such a large fluctuation, an accurate assessment may prove to be difficult. The institutional success rates for age in Fall 19 were 68%, 68%, 73%, and 80% respectively.

Retention rates are high with 93% for "19 and under," 91% for 20-24, 94% for 25-49, and "50 and over" with a low of 82%. The institutional Retention rates for age in Fall 19 were 93%, 91%, 90%, and 91% respectively.

With various influences and responsibilities for these demographics such as families, jobs, and homes to maintain, college homework often takes the back seat to pressing life crises and responsibilities. While offering online classes may partially solve the challenges the middle age-group faces, we offer many courses that are tied to expensive equipment. The students must be on campus to learn how to use the equipment and to demonstrate mastery of the skills.

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**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

Asian had 92% success, Filipino had 73%, Hispanic had 74%, White had 78%, multi-ethnicity had 77%, other categories did not have sufficient numbers for data analysis. The institutional Success rates these categories in Fall 19 were 78%, 75%, 65%, 75 and 72% respectively. These ethnicity differences exist across the campus, though most of the GCIP numbers exceed institution numbers.

Asian had 100% Retention, Filipino had 100%, Hispanic had 92%, White 88%, multi-ethnicity had 96%, other categories did not have sufficient numbers for data analysis. The institutional Retention rates these categories in Fall 19 were 94%, 92%, 91%, 92%, and 92% respectively. These ethnicity differences exist across the campus, though most of the GCIP numbers exceed institution numbers.

It would also be beneficial and likely eye opening to see how GCIP data compares with Information and Communication Technologies / Digital Media (ICT/DM) sector data for Palomar College.

**Special Populations: Why do you think special population differences exist? What do you need to help close the gap?**

Veterans had success of 55% with non-veterans at 77%. The institutional Success rates in these categories for Fall 19 were 68% and 69% respectively. A deeper dive into the data revealed a couple outlier classes, GCIP 141 and 152, both delivered online had 0% success for Veterans. It is difficult to decipher why the gap exists or what factors may be causing the disparity. More detailed data may aid in narrowing down the culprits. One possible area that may reveal issues would be looking at delivery formats such as distance education and demographics. The current data source does not allow this functionality by easily accessed means.

The retention rate was impressive at 91%, which reveals a commitment to complete the courses, in spite of the personal challenges that veterans experience; while non-veterans had a 92% retention rate. The institutional retention rates in these categories for Fall 19 were 93% and 92% respectively.

The foster youth category did not have sufficient numbers for data analysis.

**COURSE LEARNING OUTCOMES****How have you improved course-level assessment methods since the last PRP?**

Course-level assessment methods have remained consistent. Additional SLOs have been added to courses that needed them.

The assessments show us where we have lack of success and direct us where to adjust in those areas. We do ongoing assessments for each new project as addressed in the classroom with feedback from the students. This is particularly important with the transition to online learning during the pandemic.

The reporting cycle motivates us to collaborate about fundamental issues.

**Summarize the major findings of your course outcomes assessments.**

Some courses need more instruction before our creative projects are assigned. Some courses need to move beyond technical instruction to stimulate creative and critical thinking.

Because the technology in the printing industry and graphic arts is changing quickly, and with the emphasis on digital technology, it is imperative that all learners stay knowledgeable in the new trends in the printing industry. Some courses focus on the various methods of output after the design process is complete.

By ensuring frequent contact with students about their goals and projects, we exceeded our expectations.

Several obstacles had to be avoided but the students were all able to successfully complete the project. New advancements in Drone Technology and Equipment have come about that create safer operation and reduce the risk of collision and accidents. Funds need to be acquired in order to incorporate the new technology.

Refine project requirements to allow a larger percentage of students to complete the project within the level of industry standards.

There is not enough time in class for all the students to complete their projects. Therefore a staff position is needed to assist during open lab time and maintain a safe environment.

Because equipment and technology required to stay competitive in the industry is expensive, it is imperative that the learners have access and exposure to the most up-to-date equipment. New advancements in Drone Technology and Equipment have come about that create safer operation and reduce the risk of collision and accidents. Funds need to be acquired in order to incorporate the new technology along with replacing items due to equipment failure or malfunction.

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**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

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## **CAREER AND LABOR MARKET DATA**

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

Graphic Designers (SOC 27-1024): Design or create graphics to meet a client's specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Job titles include: Artist, Creative Director, Creative Manager, Design Director, Designer, Graphic Artist, Graphic Designer, Online Producer, Production Artist, Publications Designer, Advertising Layout Workers; Art Directors; Catalog Illustrators; Desktop Publishers; Digital Artists; Layout Artists; and Multimedia Specialists.

Art Directors (SOC 27-1011): Formulate design concepts and presentation approaches for visual communications media, such as print, broadcasting, and advertising. Direct workers engaged in art work or layout design. Job title include: Art Director; Art Supervisor; Creative Director; Creative Guru; Design Director; Designer; Director of Creative Services, Consumer Products; Group Art Supervisor; Production Manager; Senior Art Director.

Multimedia Artists and Animators (SOC 27-1014): Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. Job titles include: 3D Animator, 3D Artist, Animation Director, Art Director, Artist, Creative Director, Graphic Artist, Graphic Designer, Illustrator, Animator; Multimedia Artist; Digital Artist; Web Designer; Videographer; Production Manager; Production Assistant; and Multimedia Producer.

Fine Artists, Including Painters, Sculptors, and Illustrators (SOC 27-1013): Create original artwork using any of a wide variety of media and techniques. Job titles include: Artist, Automotive Artist, Fine Artist, Illustrator, Muralist, Painter, Portrait Artist.

Unmanned Aerial Vehicle (UAV) Pilots (currently there is no SOC code associated with UAV Pilots): Unmanned aircraft systems and industries include: Event photography; Movie filming; Aerial mapping; Search and rescue; Deliveries; Building inspection; Defense industry or military; and Precision Agriculture. Job titles include: Unmanned Aircraft Pilots, Unmanned Aircraft Systems Operators, Commercial Drone Pilots/Operators and Remote Pilots/Operators. California is expected to create 14,064 jobs between 2015 and 2025 that are directly related to unmanned aircraft systems. Related jobs include flying, building, developing, selling, maintaining, and customizing drones as well as training people to use drones.

Fashion Designers (SOC 27-1022): Design clothing and accessories. Create original garments or design garments that follow well established fashion trends. May develop the line of color and kinds of materials. Job titles include: Designers; Fashion Advisors; Costume Designers; Custom Furriers; and Stylists.

According to the Centers for Excellence (COE) September 2016 Top Occupations in San Diego County, Graphic Designers ranked #8 with 505 job openings requiring a Bachelor's Degree.

The COE April 2015 Top Occupations In Demand In San Diego County and North County Regions had Graphic Designers requiring a Bachelor's Degree ranked #20 in North County with 497 openings.

The emerging career in this category is drone technology, and YES, it will impact our future planning.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

Critical thinking, computer skills, creative thinking, problem solving, software skills, file management, time management are the basic.

Speaking and writing skills. College level English skills, and college math.

**Top Knowledge for Graphic Designers in San Diego County:**

Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models. Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media. English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture. Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

**Top Skills for Graphic Designers in San Diego County:**

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Operations Analysis - Analyzing needs and product requirements to create a design. Speaking - Talking to others to convey information effectively. Writing - Communicating effectively in writing as appropriate for the needs of the audience. Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. Reading Comprehension - Understanding written sentences and paragraphs in work related documents. Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one. Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making. Coordination - Adjusting actions in relation to others' actions. Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

**Top Abilities for Graphic Designers in San Diego County:**

Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. Near Vision - The ability to see details at close range (within a few feet of the observer). Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

**Occupational Tasks for Graphic Designers in San Diego County:**

- Create designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
- Determine size and arrangement of illustrative material and copy and select style and size of type.
- Confer with clients to discuss and determine layout design.
- Develop graphics and layouts for product illustrations, company logos and Internet websites.
- Review final layouts and suggest improvements as needed.
- Prepare illustrations or rough sketches of material, discussing them with clients or supervisors and making necessary changes.
- Use computer software to generate new images.
- Key information into computer equipment to create layouts for client or supervisor.
- Maintain archive of images, photos or previous work products.
- Prepare notes and instructions for workers who assemble and prepare final layouts for printing.

**Software Skills for Graphic Designers in San Diego County:** • Adobe Photoshop, • Adobe Illustrator, • Adobe InDesign, • Adobe Acrobat, • Adobe Creative Suite, • Adobe After Effects, • Adobe Dreamweaver, • Apple Final Cut Pro, • Maxon Cinema 4D, • AJAX, • Drupal, • HTML • JavaScript

**Top Skills for UAV Pilots and UAV Operators in San Diego County:**

Specialized Skills: Training Materials; Customer Service; Autonomous Systems; Courseware Development; Curriculum Development; and Surveillance.

Soft Skills: Planning; Communication Skills; Writing; Research; and Troubleshooting.

**Top Knowledge for Fashion Designers in San Diego County:**

Direct and coordinate workers involved in drawing and cutting patterns and constructing samples or finished garments. Examine sample garments on and off models, modifying designs to achieve desired effects. Sketch rough and detailed drawings of apparel or accessories, and write specifications such as color schemes, construction, material types, and

accessory requirements. Confer with sales and management executives or with clients to discuss design ideas. Attend fashion shows and review garment magazines and manuals to gather information about fashion trends and consumer preferences. Identify target markets for designs, looking at factors such as age, gender, and socioeconomic status. Select materials and production techniques to be used for products. Provide sample garments to agents and sales representatives, and arrange for showings of sample garments at sales meetings or fashion shows. Adapt other designers' ideas for the mass market. Purchase new or used clothing and accessory items as needed to complete designs.

#### Top Skills for Fashion Designers in San Diego County:

Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one. Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making. Coordination - Adjusting actions in relation to others' actions. Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do. Speaking - Talking to others to convey information effectively. Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. Management of Personnel Resources - Motivating, developing, and directing people as they work, identifying the best people for the job. Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

#### Top Abilities for Fashion Designers in San Diego County:

Oral Expression - The ability to communicate information and ideas in speaking so others will understand. Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences. Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. Deductive Reasoning - The ability to apply general rules to specific problems to produce answers that make sense. Inductive Reasoning - The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). Written Comprehension - The ability to read and understand information and ideas presented in writing. Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

#### How does your program help students build these KSA's?

We include creative projects where students design and produce their projects based on the skills taught and their own interests. These include but are not limited to photography, graphic design, typesetting, and color correction. The students present and assess their projects using oral communication and college level English writing.

The GCIP courses already train for skills-builders in the region. Skills-builders are students who take higher-level Career Education courses, but do not complete a community college program or transfer to a four-year institution. These skills-builders may take a college course to obtain new skills and/or to increase their earnings, but do not need to complete an associate degree program to achieve those goals. GCIP programs train many skills-builders as well as other students. This fact can help direct which particular courses, rather than programs, to market to students and working professionals looking to increase their skills and earnings potential.

Many students do not complete degrees or certificates because they take less than 9 units per year to prepare for workforce entry or upward movement in their current job. They are more interested in entering the workforce and earning higher wages than completing a degree or certificate. These factors have directed us to create stack-able mini certificates to fit the students educational and workforce plans and goals. The administration continues to focus on Degree and Certificate completions, rather than meeting the needs of the majority of our students who are focused on taking smaller numbers of courses that will lead to gainful employment.

#### Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

#### Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

#### What have you done to integrate work-based learning?

Our teaching methods are based heavily on project-based learning and hands-on experiential tasks. The students have consistent opportunities to apply theory and what was learned in tutorials to real-world applications that are creative and original. Students are encouraged to design projects that they can take with them to real businesses, organizations, and volunteer or non-profit service. Many of our students have dreams of their own brand, or may have already started, and they are serious about learning skills to bring life into their dreams.

We currently have an internship programs in place, students can study with the Graphics and multimedia department as lab technicians and student helpers, or choose from several available internships with professionals like, Madmedia, Studio 2055, Outreach marketing and Compass Rose GIS. Recently Mad Media hired 4 current students as employees and paid interns, while Compass Rose paid for 3 interns for some drone-based projects.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

We strive to ensure that work-based learning opportunities mirror real-world problems and projects that students would encounter in industry. Field trips and guest speakers are inspiring and offer a view as to how their goals will look when they complete their college career.

**How do you engage with the community to keep them apprised of opportunities in your program?**

Connections with local High Schools, Career and College Fairs in the School Districts around us, dual enrollment (Bonsall HS), business partnerships (Mad Media, Studio 2055, Outreach Marketing, Compass Rose GIS), and various Palomar Events that promote our presentations, department tours, and booths.

**What is the regional three-year projected occupational growth for your program(s)?**

Graphic Designers in San Diego/Imperial region: 316 annual openings.

Art Directors: 58 annual openings.

Multimedia Artists and Animators: 128 annual openings.

Fine Artists, Including Painters and Sculptors: 100 annual openings.

Fashion Designers: 32 annual openings.

**What is being done at the program level to assist students with job placement and workforce preparedness?**

We work with the latest equipment that is used in industry for an easy transition to the workplace. Our advisory committee recommends software and hardware for training. Our students ultimately enter the industry through internships and hiring from industry partners and past students. We maintain a Job Board in the department regularly pass along leads to all of our students.

**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

February 26, 2020

The advisors also had program-specific break-out sessions:

**DroneProgram**

Several members were interested in the status of the drone program, because it is a trend. Mr. Mark Bealo shared how he does in Drone 1 and 2 classes and reported that he has recently purchased a new laser sensing device called LiDAR for accurate scanning and mapping.

The best time and days to offer drone classes was also discussed. Members agreed that it is safer to offer the class on Fridays or weekends when the campus has less people. A time frame that is more than three hours during daytime also helps setting up and flying drones out of classrooms.

Advisors requested students trained in 3D laser cutting and engraving for local industry.

**Screen Printing Trends in the Industry**

• Direct to Garment Printing, • Relabeling apparel, • Long Beach Trade Show for Imprinted Sportswear, • How to Make Connections with students from the Digital Age  
Entry Level Skills Needed: • Business & Social Media, • How to Make Connections with Industry • Entrepreneur: how to run a business; resale, taxes in business aspect.

Need Dryer for water based ink (exhausted dryer)

**Stackable Certificates**

"I ended up coming back and taking classes at Palomar in the GC department because I was a business/marketing major that ended up realizing that marketing programs don't teach you how to create marketing material or use any of the software needed to serve marketing clients. They just taught the theory and thought we would just work for a marketing studio that would teach us the rest. Having short, 1 to 4 class certifications in things that people may want to learn outside of work then take back to their job would be ideal."

The idea of stackable programs that contains only 3 or 4 core courses was discussed. Dr. Payn explained that the new funding formula is based on completion rates. Several members agreed that stackable programs/mini certificates will help the enrollment and attract new populations.

New Concepts/Topics: Social Media; User Experience; Printing technology: companies are using new innovative products as they leave traditional production practices and technology; Marketing: capturing and turning around information from hits to website into productive leads.

ICT small business owners find that social media/marketing is the most useful knowledge area and skill for starting a business.

**What are the San Diego County/Imperial County Job Openings?**

Graphic Designers in San Diego/Imperial region: 316 annual openings, projected 3,199 by 2023 (a 4.4% increase).

Art Directors: 58 annual openings, 659 by 2023 (a 5.6% increase).

Multimedia Artists and Animators: 128 annual openings, projected 1,446 by 2023 (a 6.6% increase).

Fine Artists, Including Painters and Sculptors: 100 annual openings, 1,067 by 2023 (a 10.9% increase).

Fashion Designers: 32 annual openings, 292 by 2023 (a 11.5% increase).

**Program Goals**

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

## Goals

### Goal 1

#### Brief Description

Build new, and enhance current, dual enrollment programs by providing requested courses, and needed equipment, recommend new options, continue outreach activities, and collaborate with decision makers.

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

Perpetuate and expand our current dual enrollment arrangements as well as acquire new ones. Meet with students on campus tours. Meet with High School counselors. Visit High Schools and present our programs. Make contact during the pandemic via phone and email, for example.

#### Outcome(s) expected (qualitative/quantitative)

Each group we meet with stimulates the interest of students who are potential students in the program. The Bonsall courses could double in size if the students are interested.

The majority of students who have completed the Bonsall dual enrollment classes have enrolled in Palomar College after graduation, though not all in GC Dept. We find that the dual enrollment program is an important vehicle to guide the students to higher education.

#### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

GC MISSION STATEMENT: 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.

STRATEGIC PLAN/2022:

Goal 2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

Goal 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

GUIDED PATHWAYS: 1: Clarify the Path: Create Clear Curricular Pathways to Employment and Further Education; 4: Ensure Learning: Follow Through, and Ensure that Better Practices are Providing Improved Student Results

#### Expected Goal Completion Date

5/31/2022

### Goal 2

#### Brief Description

Build industry connections with more related industries and social media companies and emerging technologies and industry practices and standards in order to stay current.

**Goal Status**

Ongoing

**Is this a new or existing goal?**

Existing

**How will you complete this goal?**

Acquire equipment and technology that aligns with industry needs, advisory recommendations, and provides students with the necessary skills to succeed in the workforce.

This past year we developed a new LiDAR Drone Operations course to be part of the Drone Technology Degree and Program, we developed stackable certificates which are in process of being approved. We still plan to investigate the feasibility of non-credit and not-for-credit courses. Start offering GCIP 140 at the center(s), then keep offering it in subsequent semesters while slowly adding GCIP 141, 149, 152, 240 and 252 in a rotation that meets students needs. Look into demand for GCIP 168 and 268 at centers to increase enrollment and reach.

**Outcome(s) expected (qualitative/quantitative)**

Skills builders will receive certificated credit for the focused coursework they complete. We hope this will lead them to pursue further courses in GCIP that lead to higher unit certificates and degrees. Increased enrollments.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

GC MISSION STATEMENT: 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.

**STRATEGIC PLAN/2022:**

Goal 2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

Goal 3.2 and 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

GUIDED PATHWAYS: 1: Clarify the Path: Create Clear Curricular Pathways to Employment and Further Education; 4: Ensure Learning: Follow Through, and Ensure that Better Practices are Providing Improved Student Results

**Expected Goal Completion Date**

5/31/2022

**Goal 3****Brief Description**

Prepare students for industry jobs as skills builders or for degrees and transfer to four-year colleges.

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Give the students a strong foundation in skills that support Digital Video and social media programs.

**Outcome(s) expected (qualitative/quantitative)**

Higher Earnings for students:

San Diego-Imperial ICT & Digital Media college programs had 374 "skills-builders." Skills-builders are students who took non-introductory courses and reported higher earnings one year after exiting post-secondary education compared to their earnings reported one year before exiting. Of the 10 sectors in San Diego-Imperial, ICT & Digital Media has the lowest Term-to-Term Retention Rate by Sector at 21%. This indicates the large number of students who get the skills they need in a course or courses, and reenter the workforce or attain higher earnings at their current jobs. The Persistence Rate (the percentage of students who enrolled in college in all three consecutive primary semester terms) for ICT & Digital media in San Diego-Imperial is 6%. The ICT & Digital Media sector in San Diego-Imperial also ranks as the top sector for the # of Students Who Completed 12+ CTE Units in One Year with 2,635. Business and Entrepreneurship, Health Care, and Energy, Construction & Utilities follow with 2,410, 2,296, and 1,092 respectively. The other six sectors combined for only 2,155 students.

Student graduations with AAs will grow.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

GC MISSION STATEMENT: 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.

**STRATEGIC PLAN/2022:**

VfS Goal 2: Transfer: VFS-2A. Palomar College will increase among all students the number who earned an associate degree for transfer in the selected or subsequent year from 304 in 2016-17 to 456 in 2021-22.

VFS-2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU) from 1,629 in 2016-17 to 1,872 in 2021-22.;

2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

GUIDED PATHWAYS: 3: Stay on the Path: Help Students Stay on Their Path

**Expected Goal Completion Date**

5/31/2022

**Goal 4****Brief Description**

Response to Covid-19 Pandemic online delivery.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

Explore and create new teaching methods that are conducive to online delivery; methods, such as Zoom to show camera functions and assembly, working with existing home lighting, explore outdoor videography.

Find methods that work for multiple learning styles and and a wide range of DRC student needs in online delivery.

**Outcome(s) expected (qualitative/quantitative)**

Compare completion rates between traditional face-to-face and online results, prior to, and during the pandemic.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

GC MISSION STATEMENT: 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.

STRATEGIC PLAN/2022:

Goal 2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

GUIDED PATHWAYS: 3: Stay on the Path: Help Students Stay on Their Path

**Expected Goal Completion Date**

5/31/2022

**Goal 5****Brief Description**

Develop a series of "Stackable Certificates" in this sub-discipline, in order to facilitate rapid program completion, as well as incorporate non-credit courses, not-for-credit courses, and education center courses.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

Launch "Screen Printer I" and "Drone Operator I" in META, and process the IPC and Curriculum Committee approvals.

**Outcome(s) expected (qualitative/quantitative)**

Increase number of certificate completions in the GCMW sub-discipline. Motivate those students and employees in our local industry to update their software and design skills, since they tend to take one course. We expect to make certificate completion worthwhile and significant, as well as a ladder to go on to the longer Certificate of Achievements and Degrees

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

GC MISSION STATEMENT: 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.

**Expected Goal Completion Date**

5/31/2022

**Goal 6****Brief Description**

Interdepartmental collaboration and student utilization of equipment and technology.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

We have been interacting with other departments to come up with strategies and workflows for students and instructors to access equipment and technology relevant to industry trends and employer needs. This process maximizes use of equipment on campus while reducing replicated expenditures for each department to have similar capabilities.

**Outcome(s) expected (qualitative/quantitative)**

More students trained to meet the needs of industry. Also, currency in training students for industry.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?****GC MISSION STATEMENT:**

1. Progressive technology with a foundation for career and educational advancement.
2. 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 marketplace.
3. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

**STRATEGIC PLAN/2022:**

Goal 3.2 and 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

GUIDED PATHWAYS: 2: Enter the Path: Help Students Choose and Enter their Pathway;

3: Stay on the Path: Help Students Stay on Their Path

**Expected Goal Completion Date**

5/31/2022

**Goal 7****Brief Description**

Maintain faculty currency in industry trends, leading edge technologies; market our programs and courses;; and showcase student projects.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

Our professors need to travel to trade shows and conferences, have hands-on experiences with new industry products, take our story to events, showcase student projects, and maintain a presence with our community audiences.

Our professors need to have access to the latest software and hardware to make evaluations and update their skills in order to continue to be in synch with industry standards.

**Outcome(s) expected (qualitative/quantitative)**

1. Maintain or increase our enrollment.
2. Stay at the leading edge of our industry skills and trends.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?****GC MISSION STATEMENT:**

1. Progressive technology with a foundation for career and educational advancement.
2. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

**STRATEGIC PLAN/2022:**

Goal 2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

Goal 3.2 and 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

Goal 4: HUMAN RESOURCES: Attract, support, and engage a workforce to meet the needs of the College's diverse student body;

Values: • Excellence in teaching, learning, and service; Creativity and innovation in engaging students, faculty, staff, and administrators' • Physical presence and participation in the community

GUIDED PATHWAYS: 2. Clarify the Path, Ensure Learning

3: Stay on the Path: Help Students Stay on Their Path

4: Ensure Learning: Follow Through, and Ensure that Better Practices are Providing Improved Student Results

**Expected Goal Completion Date**

5/31/2022

## RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

### PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

***NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.***

**Are you requesting new Classified, CAST or AA positions?**

Yes

### REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

#### Staff, CAST, AA request 1

**Title of position**

Instructional Support Assistant III 100%, 12 months

**Is this request for a full-time or part-time position?**

Full Time

**How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability** **Untitled**

A critical position to maintain a safe and secure environment and provides direct assistance to and oversees students working in print and multimedia production and computer labs. Ensures regulatory compliance and safety precautions in handling chemicals are adhered to along with proper use and care of machinery and equipment. Supports SLO course requirements for student projects, safe use of equipment, chemicals and technology. Helps sustain a clean and orderly learning environment in addition to performing maintenance and assisting with repairs. Helps to provide a safe environment to avoid accidents involving chemicals, burns and being crushed, caught, or cut by machinery and equipment. Position would replace student workers if funded. This vital need is growing as a result of recent reductions in temporary and student staffing. The position would satisfy student requests for additional lab time as well as ensure costly equipment and technology remains secure and in proper working order. Also meets priority factors P1, P3 and P4 in the Staffing Plan for Instruction.

There are severe bottlenecks on certain projects in several courses that would only be alleviated via either lowering course maximums to previous levels or hire the GC Instructional Support Assistant III that was ranked #1 on the IPC Recommended Classified and Administrator Priority Positions for Instruction 2014-2015. This was evident during the assessment of 3 different Graphic Communications courses and 7 different programs. Expensive and technical equipment requires supervision while students are shooting projects. With pressure from administration to move to 85% fill rates or better, there will not be enough time in class for students to finish shooting their group projects. Either class maximums will need to be lowered, or a staff position will need to be granted in order to provide more open lab time for students in the green screen studio. Lack of sufficient, qualified assistance causes some instructors to take class time for configuring computers, equipment and technology. Additional staff would alleviate this problem.

This discipline is highly technical and in need of very skilled employees to plan, implement, maintain, and continually upgrade the lab environment. All of the courses in this discipline have very complex lab environments that are continually changing per class session and differ between class sections

Listed as #10 in Staffing Master Plan 2016 Year 5 Update <https://www2.palomar.edu/pages/strategicplanning/files/2016/03/Staffing-Master-Plan-2016-Year-5-Update.pdf>

**Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?**

Use of technology.

**Is there funding that can help support the position outside of general funds?**

No

**Describe how this position helps implement or support your three-year PRP plan.**

Enables students to develop skills and complete projects by extending lab times and access to equipment and technology.

**Strategic Plan 2022 Objective**

1:1	1:5	2:1	2:2
2:3	2:4	4:1	4:3

**If the position is not approved, what is your plan?**

Keep striving to function in a way that benefits students while minimizing accident and injury risks.

Less lab time and insufficient time in the labs to master the required skills.

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Classified staff and Student Hourly: Review for funding

## **NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

### **PART 3: TECHNOLOGY AND FACILITIES NEEDS**

Will you be requesting any technology (hardware/software) this upcoming year?

Yes

#### **Technology Request**

##### **Technology Request 1**

What are you requesting?

Direct to Garment Printer

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

CMYK + white pigment inks to print high resolution graphics onto light and dark colored fabrics.

Fits industry trend in on-demand garment printing.

Specific Mission Statements:

1. Progressive technology with a foundation for career and educational advancement.
2. 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 marketplace.
3. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

Estimated Amount of Request.

\$21,496.13

Will you fund the request through your budget or other sources?

One Time Request

**What PRP plan goal/objective does this request align with?**

2, 3, 6 & 7

**What Strategic Plan 2022 Goal/Objective does this request align with?**

3:4

4:1

4:2

4:3

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

2

**Do you think that your request for technology will require changes to a facility?**

No

## Technology Request 2

**What are you requesting?**

Drone Upgrades

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

Upgraded drone technology to keep current with industry needs.

Specific Mission Statements:

1. Progressive technology with a foundation for career and educational advancement.
2. 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 marketplace.
3. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

**Estimated Amount of Request.**

\$15,500.00

**Will you fund the request through your budget or other sources?**

Existing Budget, One Time Request

**What PRP plan goal/objective does this request align with?**

2, 3, 6, & 7

**What Strategic Plan 2022 Goal/Objective does this request align with?**

3:4

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

3

**Do you think that your request for technology will require changes to a facility?**

No

## Technology Request 3

**What are you requesting?**

Benchtop digital fabrication router

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

Our new UV Large Format InkJet printer utilizes jigs and print fixtures for positioning and replication. This device enables us to create those items and expands the skills and knowledge of our students to better prepare them for the new trends in industry jobs.

**Specific Mission Statements:**

1. Progressive technology with a foundation for career and educational advancement.
2. 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 marketplace.
3. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

**Estimated Amount of Request.**

\$11,136.60

**Will you fund the request through your budget or other sources?**

Existing Budget

**What PRP plan goal/objective does this request align with?**

2, 3, 6, & 7

**What Strategic Plan 2022 Goal/Objective does this request align with?**

3:4

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

4

**Do you think that your request for technology will require changes to a facility?**

No

#### **Technology Request 4**

**What are you requesting?**

3 Faculty Apple Laptops plus Monitors/keyboards and Docking Systems for Professors Bealo, Dodson and Payn

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

Faculty Apple Laptop to replace old out-of-warranty desktop systems for Professors Dodson and Payn, and for Professor Bealo who doesn't have a desktop system in his office. Prof. Bealo also needs a docking system for his drone technology needs that is compatible with classrooms and office. These laptop systems will serve double duty as field computers for presentations, high school visits, and classroom computers, also, while meeting traditional office requirements on campus .

A Mac Laptop is needed for Chair/Professor Lillian Payn. The current computer has been repaired 3 times and is out-of-warranty. It probably will not be able to be repaired or upgraded one more time (IS policy is to not to maintain or repair out-of-warranty computers) . The Chair is challenged to attend conferences, lead outreach events and presentations, or do the extensive computer work that needs to be done to meet the requirements of Accreditation, Curriculum, Chancellor's Initiative, and communicating with students for their educational plan and certificate and degree completion, as well as so many communications that students have with the chair and professors. The Chair also needs to have a reliable computer to complete college requirements and continue communicating with peers and administrators.

An itemized list for 3 faculty offices: Total for Computer Quotes issued by IS:

9,784.00 (3 Macbooks, 2 mice)  
 1,290.00 (3 Dell monitors and cables)  
 352.00 (1 Thunderbolt doc)  
 210.00 (3 keyboards and 1 mouse)

\$11,636.00 TOTAL

**Estimated Amount of Request.**

\$11,636.00

**Will you fund the request through your budget or other sources?**

One Time Request

**What PRP plan goal/objective does this request align with?**

Goals 1, 2, 3, 4 & 5.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

2:1	2:2	2:3	2:4
3:1	3:2	3:3	3:4
3:5	4:1	4:2	

**If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)**

1

**Do you think that your request for technology will require changes to a facility?**

No

#### **Note about technology requests:**

*All technology requests will now go through a review process before prioritization.*

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 10/30/2020.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*

- *The results of the review will be sent to the dean and chair with feedback.*
- *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
  - *Requests for one-time funding will move forward for prioritization.*
  - *Requests that use funding from your department budget may move forward for purchase.*

**Do you have resource needs that require physical space or modification to physical space?**

No

## PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

**Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?**

No

**I confirm that the Program Review is complete and ready to be submitted.**

Yes

**Enter your email address to receive a copy of the PRP to keep for your records.**

lpayn@palomar.edu

## Review

### Chair Review

#### Chair Comments

This process incorporated a lot of collaboration with our faculty over strengths, weaknesses, priorities, and common vision.

**Chair Name**

Lillian S Payn

**Chair Sign Date**

10/30/2020

### Dean Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

**Areas of Concern, if any:**

**Recommendations for improvement:**

**Dean Name**

**Dean Sign Date**

### IPC Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

**Areas of Concern, if any:**

**Recommendations for improvement:**

**IPC Reviewer(s)**

**IPC Review Date**

## Vice President Review

### Strengths and successes of the discipline as evidenced by the data and analysis:

increased program completions; connection between SLOs and adjustments made; WBL

### Areas of Concern, if any:

1. PLOs aligned with employer expectations? How do you determine employer expectations? Do you follow up with advisory group to discuss assessment results?
2. completions -- sounds like stacking certificates is a good idea -- is this a conversation you've had with advisory group and local employers? how can we help you educate your workforce? what certificates would be of value to your employees/our students and ultimately to you as employer? (helping students and employers see the value in achieving certificates)
3. more time needed for project completion

### Recommendations for improvement:

1. re: project completion, how does continued remote access figure in?
2. work with dean and dual enrollment for support in achieving Goal 1 -- the support structure is improving! How does this fit in with courses articulated with HS?
3. Be sure to connect with Nichol Roe to discuss WBL and Career Continuum, which may identify extra institutional support available to you.
4. For Goal 6, be more specific in identifying 1-2 disciplines to work with. Goals should precise and measurable.

### Vice President Name

Shayla Sivert

### Vice President Sign Date

1/3/2021