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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Arts, Media and Business Administration

Department Name
Graphic Communications

Department Chair Name
Lillian Payn

Discipline Name
Graphic Communications - Imaging & Publishing (GCIP)

Department Chair email
LPayn@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Lillian Payn, Professor/Department Chair
Wade Rollins, Professor
Ken Dodson, Professor
Mark Bealo, Professor

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
PALOMAR COLLEGE VALUES: Vision Transforming lives for a better future.

Our mission statement reiterates the mission and values of the college:
GC DEPT: 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.

(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 (Active, stackable in Progress/Meta)
Graphic Designer I (stackable in Progress/Meta)
Screen Printer
Screen Printer I (stackable in Progress/Meta)

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
4

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
2.45

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
1.4

List the classified and other permanent staff positions that support this discipline.
Academic Department Assistant 50% (supports all three disciplines in the department)
Shared ADA duties with Business Dept.

List additional hourly staff that support this discipline and/or department
Currently none are employed, due to closing for the Pandemic. (This has impacted our students greatly, who frequently ask when they can return to campus for lab time and face-t-face help.

Prior to closing:
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 and evaluate your programs, including their program 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.
Both Screen Printing programs had great results confirming that we continue to head in the right direction. Graphic Communications also had strong results, so no need to change things there.

The Digital Arts and Digital Imaging programs saw some concerning drop off in results due to certain classes offered online only during COVID. This online only situation presented a variety of roadblocks for the students which attributed to their poor performance on this SLO. When offered face-to-face, the course is in the high-end Mac lab MD-119. GCIP has a variety of equipment and technology that are utilized throughout this course in an effort to prepare students for industry. Offering the course in an online only environment amidst the various difficulties associated with the COVID pandemic had an adverse effect on student performance. Open lab access would have been a benefit for the students, but that was not an option due to COVID restrictions.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. Click here for a link to Palomar's GE/ILOs.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.
Critical A Critical thinking: Apply, analyze, synthesize, and/or evaluate information
Critical B Information literacy: Develop a research question; find, evaluate and ethically use information
GE Foundational Knowledge
GE Integrative Learning
Community C Civic knowledge and engagement
Critical C Teamwork

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.
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. Students can get hurt. 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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Degrees and Certificates Awarded (Count)

Row Labels	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
AA/AS						
Associate in Arts Degree	1					
Associate in Science Degree	2	4	6	8	4	
AA/AS Total	2	5	6	8	4	
Certificate						
Certificate of Achievement	5	8	4	2	3	
Certificate of Proficiency	3	8	5	16	1	1
Certificate Total	8	16	5	20	3	4
Grand Total	10	21	5	26	11	8

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

What factors have influenced your completion trends?
From 2019 - 2021 for the last two years we've seen a decrease in completers.
We know this is a result of COVID related class offerings.
Our students have niot been able to complete some of the degrees because some of the classes were not offered.
For example; screen printing has not been taught for 3 semesters.

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
GCIP 105, Design for Print Production
GCIP 149, Page Layout and Design I
GCIP 152, Digital Publishing/Illustrator I
GCIP 168, Digital Imaging with Drones I
GCIP 170, Screen Printing
GCIP 172, Textile Screen Printing
GCIP 240, Photoshop II
GCIP 249, Page Layout and Design II
GCIP 252, Digital Publishing/Illustrator II
GCIP 268, Digital Imaging with Drones II
GCIP 270, Commercial Screen Printing

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
We need to re-offer our face-to-face and advanced courses.
We are using Combined Enrollment classes as a strategy for our face-to-face courses: grouping the beginning,
intermediate.and advanced courses into one class/section.
Advanced courses are being offered once every three semesters.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and
goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for
your program. 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.

What is your program standard for program completion?
4

Why did you choose this standard?
We always have a minimum of 4 completions. We determined this to be adequate..

A program stretch goal for completions is the number of completions you aspire to award for each program in your
discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider
strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to
set as your goal.

What is your stretch goal for program completion?
7

How did you decide upon your stretch goal?
We have added stackable certificates, and we have de-activated some certificates. We determined this will increase our
completion rate in the future.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to Program: Enrollment Trends

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Stayed the same

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Increased

Were these trends expected? Please explain.
Our enrollment actually increased in 2017/2018 and then decreased slightly in 2019 to match our enrollment from 2015. Our enrollment is cyclical with economic employment trends. We see growth in our field as the economy grows and when there is need for technical expertise in the graphic arts.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
Our enrollment actually increased in 2017/2018 and then decreased slightly in 2019 to match our enrollment from 2015. We see our enrollment increasing but as COVID restrictions become prevalent we see a decrease in enrollment. We believe that COVID our programs would have continued to increase as we had been seeing an upward trend from 2015 to 2019.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
During COVID we saw our face-to-face courses discontinued and we have seen a trend to lose course offerings each and every semester that aren't based on enrollment for our department. This makes it difficult for our students to complete their certificates and degrees.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
We see a rise in success in 2018/2019 and then a 6% drop this past year, which we believe is due to enrollment in online course during COVID.

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 though departmental collaboration. We believe that as students return to face-to-face instruction, they will catch up and complete their educational and career goals.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
Our retention rates have consistently stayed between 90 and 92% over four of the last five years. This last year we saw a drop to 83% retention which we believe is due to student burn out with online courses due to COVID.

Are there differences in success or retention rates in the following groups? (choose all that apply)
Gender

Gender: Why do you think gender differences exist? What do you need to help close the gap?
Our gender gap is opposite; we have more successful females than males by over 10%. We believe the female students adapted to the online teaching system much quicker than males students and were more comfortable with it.

Are there differences in success/retention between on-campus and online courses?
N/A

Please share any best practice methods you use for online courses.
Student engagement between students and between instructors and students. Engage the students prior to the start of the semester, and maintain contact consistently all semester by being active in the class, providing opportunities for students to engage with each other, and reflect on their learning. We have the students evaluate each others' projects and submissions to build community, and this promotes critical thinking and self-evaluation.Identifying at-risk students is important.
High Touch for High Tech: stay in contact with the class; spend time in the "playground" with them. Address them by their names.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
In our beginning and intermediate level Photoshop classes we had a 85-97% success in achieving the outcomes.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
The advanced Photoshop class had a 38% success rate as a face-to-face course; We are planning to offer this as an online section in Spring Semester, because we have been unable to offer the course without a combined enrollment with an intermediate Photoshop section.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
We recommend more portfolio projects in advanced classes based on creativity as opposed to basic skills.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

We schedule full-length semester (16-weeks) for software-based face-to-face and most online courses. (This also applies to screen-printing and camera courses.) 8-week courses may be scheduled as FT2 courses. Summer school courses may be offered either in 6- or 8-week lengths. Our hands-on courses are 3-hours long, and we find the 8-11 or 11 to 2 blocks have the best consistent enrollment.

While some of our students have less interest or the lifestyle to take face-to-face offerings, many of our students are less successful online, but thrive in a face-to-face environments. We strive to give choices to encourage all learning styles and preferences.

How do you work with other departments that require your course(s) for program completion?

We schedule times so that courses in the same certificate are not overlapping or at the same time.

In the past we have held larger joint meetings to collaborate with other departments, such as the Art, Communication, and Computer Sciences Departments. More recently, the lead professors collaborate to arrive at conclusions for joint certificates or certificates that are included courses from more than one department. This strategy has proven to be efficient and quicker to arrive at practical solutions.

Does your discipline offer cross-listed courses?

Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling and SLO assessment?

The only cross-listed course is GEOG/GCIP 158, which is a required regulations course for the Drone Certificate and Degree.

It is an online course, so there are no conflicts.

Are there curriculum concerns that need to be resolved in your department? What are they?

Our greatest concern is not being allowed to offer advanced courses, so our students are unable to complete their certificates. We are severely handicapped by the limitations on the FTEF that we are allowed to offer each semester.

Are there courses that should be added or removed from your program - please explain?

We are waiting for our 5 stackable programs to be inserted in the next catalog, which will yield more completions and offer a fast-track to complete a full certificate, since the core courses will have been taken.

How is the potential need for program/course deactivation addressed by the department?

In the last two years we deactivated about 9 courses and some programs that we were no longer offering or found to have sufficient interest. Our industry reflects "trends," which we need to respond to.

Are there areas you would like to expand?

In the future we would like to expand our video/multimedia program in conjunction with DBA and the Drone program.

Changes in the screen printing industry include printing directly to garments, which requires specialized equipment and inks.

Describe any data and/or information that you have considered as part of the evaluation of your program.

We use employment statistics from EDD to evaluate career and technical education. (CTE)

We have also used the COE (Centers of Excellence) to present our new and revised programs to the Regional Deans, who prefer COE over EDD.

To answer the next two questions, you will need to review your program maps and program information in the 2021-2022 Catalog.

Is the content in the program mapper accurate?

No

What needs to be corrected in the mapper?
We disagree with the LMI, in the mapper which use the US Bureau of Statistics rather than local and EDD LMI for the State of California.

The Graphic Communications, New Media Compositing, Multimedia Design, and Screen Printing contain courses that have been de-activated. These need to be updated.

Is the content in the catalog accurate?
No

What needs to be corrected in the catalog?
The order of the Programs, Certificates, and Degrees are counter-productive, since they are not listed by department. Students would logically seek what is offered by department, and not read every program in alphabetical order to find what they might be interested in.

META's impact reports have too many errors, and this may result in carry over of erroneous data into the catalog.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?
The GC 115 class is a multicultural requirement and meets Title 5 standards for diversity., and many graphics students gain insights for message design and sensitivity, etc. that they take to their software production courses.

We have discussed instructor-preparation, also. We do not consider that our professors are lacking in teaching a diverse student body. The college has a vast amount of resources and training for faculty and staff to broaden our sensitivity to, and interpersonal relationships with, our broad range of student diversity.

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? If so, how would the new or emerging careers impact your future planning?
The drone program, our newest, is evolving, certainly. Our Advisors recommend software and hardware for all of our programs, as well as the new techniques that they are using to meet rapid change in technology. Streaming is a significant distribution avenue.

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): The codes typically used are for the industries implementing UAV skills, and not UAV itself, 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. We have to "shoe-horn" this career niche into other SOC codes, since the published data has not caught up to industry practices and needs. According to a Report published by the COE, "Currently, there is no Standard Occupational Classification (SOC) code in the Bureau of Labor Statistics (BLS) coding system for jobs related to drone technology" (April, 2020).

Key Findings:
• Over the previous12 months, there were 585 online job postings related to drones in Los Angeles and Orange counties. The highest number of job postings were for pilot, software developer, and photographer.
• Compared to the same period from 2018 to 2019, there was an increase of168 online job postings.
• The job postings were within the individual employment sectors seeking pilots, e.g., architecture, oceanography, search and rescue, etc.
• There are 26 community colleges throughout California that offer drone-related courses listed under 21 different TOP codes ranging from Piloting (3020.20) to Journalism (0602.00) and Electro-Mechanical Technology (0935.00).

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. [note there is no SOC code for Screen Printing, so we extend this category to include printing apparel, etc.]

Media and Communication Workers (SOC 27-3099), and Film and Video Editors (SOC 27-4032)

Screen Printing (garment) does not have a Code in EDD... but is included in the PRINTING employment categories.

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-word 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?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

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, departrment tours, and booths.We do consistent outreach to high schools, and invite schools for field trips. As faculty, we are active in professional organizations and other educational institutions, which are a vehicle for publicizing our department.

What is the regional three-year projected occupational growth for your program(s)?
According to the Centers for Excellence (COE) September 2021 Top Occupations in San Diego County, Graphic Designers project 600 job openings requiring a Bachelor's Degree. This is an increase over previous projections. There is also an employment gap, because the wages tend to be poor and below living wage. This is disappointing considering that COE states that a BA is required for these positions.

Drone skills: according to the COE Report (April 2020): 585 online job postings related to drones in Los Angeles and Orange counties (28.2% increase)

The following is from EDD for projections 2018 to 2028 for San Diego County:
Graphic Designers (SOC 27-1024): 3290 annual openings (6.3% increase).
Art Directors (SOC 27-1011): 82 annual openings. (-3.8% decrease).
Multimedia Artists and Animators (SOC 27-1014): 126 annual openings. (11% increase).
Media and Communication Workers (SOC 27-3099) (23 openings) , and Film and Video Editors (SOC 27-4032) (140 openings, 62.4% increase)
Fashion Designers: 32 annual openings 6. 1 % increase.... one of the categories that may include screen printing
Drone skills: according to the COE Report (April 2020): 585 online job postings related to drones inLos Angeles and Orange counties (28.2% increase)

What is being done at the program level to assist students with job placement and workforce preparedness?
With the feedback from our Professional Advisory Board, we introduce industry trends, as well as software and hardware developments. We have a job board and we distribute openings for positions and internships to our enrolled classes. We are disappointed that local employers look for free labor disguised as internships, or unrealistic skill-sets (too advanced or or too many disciplines). We do our best to educate the employers about the fact that our students need to work and cannot fit in a non-paying opportunity, but might be able to substitute a paid internship if available. The professors in our department have been successful in matching students to worthwhile jobs with stable employers.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
February 24, 2021: Some of our advisors have also become adjuncts at other colleges, so they reported the organizational practices to grow their programs. They wanted to see our department grow, rather than be reduced further at every board meeting. They wanted to see more flexible scheduling alternatives. They approved the concept of "Stackable" Certificates and urged continuing developing those.They reported trends and recommended software and hardware. They lamented the constant reduction in our department offerings they are seeing at annual meetings. They recommend portfolio development, which is the major factor in hiring new creative employees.They don't care about graduation, diplomas, or even certificates.

What are the San Diego County/Imperial County Job Openings?
Drone skills: according to the COE Report (April 2020): 585 online job postings related to drones in Los Angeles and Orange counties (28.2% increase)
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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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?   **Goal Status**
Existing   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)
During the pandemic we have found that interest in our online subjects decreased at the high school level. Currently, as the high schools resume face-to-face sessions, we are seeing an interest by the students in our courses. This is evidenced by the current scheduling of a GCIP 152 at Bonsall High School in SPRING 2022. 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?
The GC Discipline aligns with the college's Strategic Plan goal to Implement instructional strategies that strengthen and connect teaching and learning across the college. In particular: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

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
5/31/2023

Goal 2

Goal Status

Ongoing

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.

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

5/31/2023

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 DiegoImperial 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 increase.

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
5/31/2023

Goal 4

Brief Description
Rebuild face-to-face presence in the GC Dept with students at the San Marcos Campus.

Is this a new or existing goal?
New

How will you complete this goal?
Use the smaller enrolled caps for face-to-face courses to encourage student participation and willingness to return to campus.

Outcome(s) expected (qualitative/quantitative)
We expect that our face-to-face classes will start as beginning level in the Spring, 2022.
The student participation show greater engagement in the smaller classes in the Fall, 2021. They express enthusiasm for taking our classes and learning the software.
We are also seeing a higher enrollment of DRC students in the face-to-face classes.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Diversity of students since many students don't have computers, internet or software at home; DRC students need face-to-face help in a classroom setting to be successful.

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
5/15/2023

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. N

Is this a new or existing goal?	**Goal Status**
Existing	Completed

How will you complete this goal?
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.

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
6/14/2022

Goal 6

Brief Description
Interdepartmental collaboration and student utilization of equipment and technology

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

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
5

Expected Goal Completion Date
5/31/2023

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?	**Goal Status**
Existing	Ongoing

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
5/31/2023

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?
Yes

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.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Graphic Communications Professor

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.
1. Replace a retired professor, in order to offer general education and technology subjects.
2. Grow the dual enrollment programs at the high schools.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?
Yes, we need to identify candidates who have specialized skills in current trends in social media for communication, as well as other skillsets, such as web design, and General Education GC discipline courses.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
No.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.
This is to fill a position vacated by the retirement of a professor.

Is your department affected by faculty on reassigned time? If so, please discuss.
No.

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

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Classified Position: Lab Supervisor

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
Health and safety, to oversee Screen Printing Operations and Open Labs, and to make sure students are following safety procedures when handling chemicals and working with moving equipment. We also need someone to oversee students working in the green screen room with expensive equipment, out of the line of sight.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?
Yes, students have more access to the labs to complete projects if we had a staff person, and learn the course objectives with more computer time.

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.
It supports open labs for all of the classrooms and programs in the GC area, including DBA Dept.

It allows the students to work on their projects for video classes and screen printing courses outside of class time. It also supports the open lab structure for online courses.

Since our ADA is no longer in our Dept. full-time, and the staff position would ensure not only safety but also security of our equipment and hardware.

Strategic Plan 2022 Objective

| 1:1 | 1:3 | 2:2 | 5:1 |

If the position is not approved, what is your plan?
The new hire would oversee the screen printing lab and other open labs so the students would be able to attend open labs for longer times outside of our class time.

We would need to close the labs, since we don't have adequate resources to keep the lab open, otherwise.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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.
Our funding for the prior year's PRPs (20-21) was locked, and our funds were not available to spend. We were told that there were issues with the account strings.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?
No

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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