

Status: **Read**      Status: **Submitted**

Entry #: 96

Date Submitted: 10/22/2021 5:00 PM

## 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 - Multimedia &amp; Web (GCMW)

**Department Chair email**

lpayn@Palomar.edu

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

Lillian Payn, Professor  
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 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 (and Certificate of Achievement):

- Digital Video
- Interactive Media Design: Emphasis in 3D Modeling and Animation
- Multimedia Design
- New Media Compositing, Authoring, and Distribution
- Web: Front End Design

Certificate of Proficiency:

Digital Media

Digital Video

Interactive Media Design: Emphasis in 3D Modeling and Animation

Multimedia Design

New Media Compositing, Authoring, and Distribution

Web Designer I

Web: Front End Design

**BASIC PROGRAM INFORMATION: 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?**

1.65

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

1.15

**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**

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.**

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 continue to emerge. Funds need to be acquired in order to incorporate the new technology along with replacing items due to equipment failure or malfunction.

While the students were successful in demonstrating the outcomes, during the courses it was quite difficult to get the teams of students to complete their fundamental skills in a timely manner, due to the inability for individual student rotations through the software, hardware, and equipment. The classes are over-enrolled for the facilities. The pressure for 85% minimum fill rates results in students being unable to complete their assignments during class time. The students request more open lab time and tutoring, since the library Star Tutoring services do not include GCMW-related Software skills.

We request that course maximums be lowered, especially if 85% or higher fill rates continue to be demanded, or that a staff position for supervised lab time be granted in order to remedy this issue.

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.**

- 1) Communication: Written & Visual (Our content focuses on written and visual production.)
- 2) Computation: Quantitative Literacy & Inquiry and Analysis, our content focuses on problem solving, and analysis of issues that are relevant to print, multimedia, and web development. Scaling, mathematical dimensions for labels print and 3D surfaces. Frame rate calculations for multimedia video projects are just a few examples.
- 3) Creative, Critical, and Analytical Thinking: Critical Thinking, Information Literacy & Teamwork and problem solving. Our students create their projects, critique each other's projects, and collaborate on project analysis, design, production, and evaluation. Most of our courses are project based where the student must create the content.
- 4) Community, Multicultural/Global Consciousness and Responsibility: Intercultural Knowledge & Ethical Reasoning. Our content includes ethics and industry standards; one of our courses in GC has the Multicultural designation. Our students are encouraged to create messages via digital video, print and web that show a multicultural cross sections and represent community standards.

**Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.**

Basic math skills are essential for creating digital documents and calculating sizes, Frame rate, speed, lines per inch to dots per inch for print, as just a few examples.

Basic writing using college English standards are required in each course for written critiques and project submissions. Beyond the basics some student choose to do projects that are inspired by GE History courses, Art classes, and science course that they take.

## 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.**

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

Associate in Arts Degree 1

Associate in Science Degree 11 13 12 8 24 8

AA/AS Total 11 14 12 8 24 8

Certificate of Achievement 13 21 17 12 27 7

Certificate of Proficiency 2 5 2 1 5

Certificate Total 15 26 19 13 32 7

Grand Total 26 40 31 21 56 15

The following Palomar College specific data is from CalPassPlus Strong Workforce Program Launchboard (<https://www.calpassplus.org/LaunchBoard/SWP.aspx>): The Information and Communications Technologies and Digital Media Sector (ICT/DM) increased from 4,037 students per year in 2016 to 6,195 in 2020. ICT/DM students who earned a Degree or Certificate totaled 2.65% in 16- 17, 1.9% in 17-18, 1.7% in 18-19 and 1.5% in 19-20. 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.

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

Decreased

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

COVID decimated the numbers. 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. 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.

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

Yes

**Please list them**

GCMW 100 - History of Multimedia: General Studies: Emphasis in Social and Behavioral Sciences; Foundations of Graphic Communications; Social Web Development

GCMW 102 - Web Page Layout I: Foundations of Graphic Communications

GCMW 112 - Mobile Devices/Web Page Layout: Web Design and Development; Social Web Development GCMW 115 - Web Page Layout/WordPress: Social Media; Foundations of Graphic Communications; Social Web Development; Digital Imaging; Graphic Communications

GCMW 154 - Preparing Web Graphics: Web Design and Development

GCMW 165 - Digital Video Design: Drone Technology; Drone Applications and Technologies; Digital Imaging; Graphic Communications

GCMW 190 - Copyright for Graphic Designers & Web Developers: Foundations of Graphic Communications

GCMW 201 - Multimedia II: Drafting Technology: Multimedia; Digital Imaging

GCMW 202 - Web Page Layout II: Web Design and Development

GCMW 204 - Motion Graphics for Multimedia: Digital Imaging; Graphic Communications

GCMW 205 - Digital Video for Multimedia: Drone Technology; Digital Imaging; Drone Applications and Technologies; Graphic Communications

GCMW 232 - Web Accessibility Design: Web Design and Development; Social Web Development

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

Yes

**What steps are you taking to address these completions?**

Transition back to F2F courses as the COVID pandemic subsides. We are looking for ways to better inform students that they may be approaching completion of program requirements and should apply for the relevant degree or certificate. An automated process would be greatly beneficial that alerts students about such progress toward completion.

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?**

8

**Why did you choose this standard?**

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

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?**

10

**How did you decide upon your stretch goal?**

Though departmental collaboration.

## **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)**

Decreased

**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.**

GCMW had a 427 wsch/ftf and 86% fill-rate in F2015. Those numbers increased to 498 wsch/ftf and 96% fill-rate in F2019. This was expected. Administrative actions continue to cut classes, schedule at times students do not wish to take courses or force them to take subsequent courses on different days rather than in succession with other program related courses scheduled on the same days, all in the name of efficiency. Students are left less likely to complete a program within a two year period and are often looking to take courses at other institutions since they keep getting driven away from Palomar College. All of these cuts have the result of packing more students into fewer courses in the name of efficiency, but have the adverse effect of providing poorer educational experiences rather than serving the needs of students.

**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, more so during the Pandemic impact.

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 recently (prior to covid)

**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**

**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 small rise in success in to 72% Fall 2019. (With a small dip the prior fall), Once the pandemic hit, we had a drastic drop, but we that is an outlier).

**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.**

We see a small rise in retention in to 88% Fall 2019. (With a small dip the prior fall), Once the pandemic hit, we had a drastic drop, but we that is an outlier). Compared to other colleges, this is an acceptable retention rate.

**Are there differences in success or retention rates in the following groups? (choose all that apply)****Are there differences in success/retention between on-campus and online courses?**

Yes

**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.

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.

**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. We had reached that once in the last 5 years, and with our revamped and clarified offerings, we intend to get that back when we return to the new normal.



## COURSE STUDENT LEARNING OUTCOMES (SLOs)

**Summarize the major findings of your course level student learning outcomes assessments.**

We emphasize outcomes and our students achieve the minimum or above when they leave our GCMW Courses.

**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?**

Perhaps coordinating and collaborating between the professors who teach the same course in alternating semesters to share successes and areas of improvement.

**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?**

Perhaps applying the recommendations from our Professional Advisory Board.

**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.**

No

**If you answered no, please explain.**

Since some of the courses have not been taught, and some of the adjuncts have not returned, it is difficult to get the data from them.

## 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 use the 3 hour block schedule 8-11 and 11-2 are our most successful times for face to face and synchronous scheduled courses.

We use 16 week schedule with 8 week FT2.

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

We try to coordinate with other departments like DBA so that all sections of the courses are not offered at the same time.

**Does your discipline offer cross-listed courses?**

No

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

We are cycling the advanced courses once every 3 semesters, it would be better to offer them once a year.

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

We have been rewriting and removing courses for the last few semesters so we think we are up to date.

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

We meet as a group and discuss deactivations.

**Are there areas you would like to expand?**

We would like to expand our offerings in Digital Video with the DBA department and other communications courses and programs.

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

We have been looking at employment figures beyond the EDD site and have found many more opportunities for growth that are not currently part of the statistics.

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.

Some of the maps 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?**

No

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

Our software and technology classes do not have time to cover this, which is certainly important, but communicated in other 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?**

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: Advertising Layout Workers; Art Directors; Catalog Illustrators; Desktop Publishers; Digital Artists; Graphic Artists; Layout Artists; Multimedia Specialists; and Production Artist.

Web Developers (SOC 15-1134): Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Job titles include: Web Developer; Front End Developer; Web Designer; User Experience (UX) Designer; and User Interface (UI) Developer.

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: Animator; Multimedia Artist; Digital Artist; Web Designer; Videographer; Production Manager; Production Assistant; and Multimedia Producer.

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, and Web Developers ranked #4 with 496 job openings requiring an Associates Degree.

The COE April 2015 Top Occupations In Demand In San Diego County and North County Regions had Web Developers requiring an Associates Degree ranked #16 with 908 openings in San Diego County and #14 with 318 job openings in North County. Graphic Designers requiring a Bachelor's Degree came in ranked #20 in North County with 497 openings. The COE June 2018 "Opportunities for Career Education to Close the Middle-Skills Jobs Gap" Summary for San Diego County listed Web Developers as one of the "TOP 100 MIDDLE-SKILL JOBS" and concluded that "A comparison of labor market demand (annual job openings) with labor supply (program awards) from the region's educational institutions indicates that the top middle-skill jobs have supply gaps." The report continued to provide "RECOMMENDATIONS FOR MORE PROGRAM SUPPLY".

Career Education programs can help fill labor supply gaps with short-term certificates or associate degrees." 050970 E-Commerce (Business Emphasis)\* was recommended for increased awards to close the supply gap. The asterisk (\*) indicated that E-Commerce may be suitable for short-term certificate programs.

According to the COE May 2018 Multimedia Artists and Animators Labor Market Analysis for San Diego County, the TOP codes associated with this occupation include 061400: Digital Media, 061410: Multimedia, 061420: Electronic Game Design, 061440: Animation, 061460: Computer Graphics and Digital Imagery and 103000: Graphic Art and Design. The top five employers in San Diego County for this occupation were Activision, Sony Electronics Incorporated, CBS Broadcasting, Rockstar Games Incorporated and Qualcomm.

Additionally, our students enter the alternative sports market creating online video for such sports as surfing, skating, off-road vehicles and racing .

Entrepreneurship: students create their own websites and promote products and services that they are learning in our program, such as real estate agents, car dealerships, and wedding videography. They also create social media such as YouTube channels to share information and content for entertainment and collect advertising revenue.

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

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 Web Developers in San Diego County:

**Technical Skills:** • JAVA, • Website Design, • Website Development, • Query, • HTML5, • Hypertext Preprocessor (PHP)

Non-Technical: • Communication, • Writing,  
• Research, • Problem Solving, • Creativity, • Organization, • Detail-oriented

Occupational Tasks for Web Developers in San Diego County:

• Design, build, or maintain web sites, using authoring or scripting languages, content creation tools, management tools and digital media. • Perform or direct web site updates. • Write, design, or edit web page content or direct others producing content. • Confer with management or development teams to prioritize needs, resolve conflicts, develop content criteria or choose solutions. • Back up files from web sites to local directories for instant recovery in case of problems. • Identify problems uncovered by testing or customer feedback, and correct problems or refer problems to appropriate personnel for correction. • Evaluate code to ensure that it is valid, is properly structured, meets industry standards and is compatible with browsers, devices or operating systems. • Maintain understanding of current web technologies or programming practices through continuing education, reading, or participation in professional conferences, workshops or groups. • Analyze user needs to determine technical requirements.

Top Skills for Multimedia Artists and Animators in San Diego County:

Specialized Skills: • Teamwork/Collaboration, • Animation, • Interaction Design, • UX Wireframes, • Maya

Soft Skills: • Creativity, • Communication Skills, • Organizational Skills, • Editing, • Detail-Oriented

Software Skills: • Adobe Photoshop, • Adobe Illustrator, • Adobe InDesign, • Adobe Acrobat, • Adobe Creative Suite

### **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 GCMW 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.

Also, Design for Production — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, etc.

The GCMW 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. GCMW 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.

### **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?**

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?**

We stay in contact with local business through our advisory board meetings and offer internship opportunities to students.

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. 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 O Net (<https://www.onetonline.org/link/summary/27-1014.00>), for Multimedia Artists and Animators, California projects a 10% job growth (2016-2026), based on 26,900 employees in 2016, and 29,500 employees by 2026.

Another employment sector, Special effects Artists and Animators reports that there were 71,600 employed in the industry in 2018, with 8,300 projected job openings by 2028.

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

We are providing the students with the skills needed to operate industry standard equipment and software.

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 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.

We have found that EDD is not accurate with job descriptions. For example if one of our students begins work with a clothing design company as a social media content promoter the EDD descriptors show the person is in Fashion industry not video content creation.

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

Graphic Designers in San Diego County: 352 annual openings, projected 3,180 by 2024.

Web Developers in San Diego County: 187 annual openings, projected 2,920 by 2024.

Multimedia Artists and Animators in San Diego County: 64 annual openings, with average of 107 online job postings per year, projected 1,670 by 2024.

Projections for local job markets:

Graphic Designers in San Diego County: 352 annual openings.

Web Developers: 187 annual openings

Multimedia Artists and Animators in San Diego County: 64 annual openings, with average of 107 online job postings per year.

Art Directors: 62 annual openings.

Fine Artists, Including Painters and Sculptors: 54 annual openings.

Film and Video Editors: 34 annual openings

Camera Operators, Television, Video, and Motion Picture: 21 annual openings.

**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?

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)

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

#### 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**

5/31/2023

**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?**

iversity 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?**

Existing

**Goal Status**

Ongoing

**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**

5/31/2022

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

Interdepartmental collaboration and student utilization of equipment and technology

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

Existing

**Goal Status**

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**

Stay current in Industry trends and technologies

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

Existing

**Goal Status**

Ongoing

**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.

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

Currency and training students for industry.

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

**Expected Goal Completion Date**

5/31/2023

**RESOURCES**

## 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**

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, tutoring student, and lab support.

**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**

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.

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

## 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?**

No

## ***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

## Technology Request

### Technology Request 1

**What are you requesting?**

Drone upgrade (not acquired in previous PRP requests,)

**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, which carry heavier LiDAR, videography and multispectral payloads acquired via Perkins, PRP, and Strongworkforce funding.

**Estimated Amount of Request.**

\$57,787.00

**If any, list ongoing costs for the technology (licences, support, maintenance, etc.)**

**Do you already have a budget for this request, or will you need additional funds?**

No

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

Goal 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)**

2

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

No

### Technology Request 2

**What are you requesting?**

Faculty Apple Laptop

**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.**

Current model and peripherals.

**Estimated Amount of Request.**

\$5,500.00

**If any, list ongoing costs for the technology (licences, support, maintenance, etc.)**

**Do you already have a budget for this request, or will you need additional funds?**

No

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

7

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

4:3

**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

### Technology Request 3

**What are you requesting?**

3 Apple Laptops for Faculty (If not funded by 2020-21 PRP)

**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.**

Current model and peripherals.

**Estimated Amount of Request.**

\$16,500.00

**If any, list ongoing costs for the technology (licences, support, maintenance, etc.)**

**Do you already have a budget for this request, or will you need additional funds?**

possibly if funded by 20-21 PRP

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

7

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

4:3

**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?**

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.**

\$27,945.00

**If any, list ongoing costs for the technology (licences, support, maintenance, etc.)**

**Do you already have a budget for this request, or will you need additional funds?**

possibly if funded by 20-21 PRP

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

7

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

4:3

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

5

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

No

### Technology Request 5

**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.**

\$28,865.00

**If any, list ongoing costs for the technology (licences, support, maintenance, etc.)**

**Do you already have a budget for this request, or will you need additional funds?**

possibly if funded by 20-21 PRP

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

7

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

4:3

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

6

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

No

### Technology Request 6



**What are you requesting?**

Livestream Technology

**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.**

Live streaming and multi camera video production technology for output to platforms such as YouTube, Facebook, Skype and Zoom.

**Estimated Amount of Request.**

\$45,485.00

**If any, list ongoing costs for the technology (licences, support, maintenance, etc.)**

**Do you already have a budget for this request, or will you need additional funds?**

No, Originally this request was submitted through Perkins, however, no monies were awarded through Perkins. It was suggested that this be applied for through CARES COVID related funding by Dean Smiley. Funding has not been approved as of yet.

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

7

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

4:3

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

7

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

No

## Technology Request 7

### What are you requesting?

GNSS System

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.

Ground control point surveying system for drones.

### Estimated Amount of Request.

\$19,899.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

### Do you already have a budget for this request, or will you need additional funds?

No

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

7

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

4:3

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

### 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 11/19/2021.
- 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.

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

Yes

## 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