2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Arts, Media and Business Administration

Department Name

Graphic Communications

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Graphic Communications - Imaging & Publishing (GCIP)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Lillian Payn

Department Chair email

lpayn@palomar.edu

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

Lillian Payn, GC Department Chair
Ken Dodson, Faculty.
Mark Bealo, Faculty.

Website address for your discipline

https://www.palomar.edu/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, Graphic Communications creates a bridge among various disciplines.

(Click here for information on how to create a mission statement.)

Does your discipline have at least one degree or certificate associated with it?
⊙ Yes ○ No

Are any of your programs TOP coded as vocational (CTE/CE)?
⊙ Yes ○ No

List all degrees and certificates offered within this discipline.

A.S. Degrees:
Digital Imaging
Drone Applications and Technologies
Graphic Communications
Screen Printing

Certificate of Achievement:
Drone Operator I
Graphic Designer I
Screen Printer I

Certificate of Proficiency:
Digital Arts
Screen Printer

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

4

Enter a number.

Link: Permanent Faculty and Staff Count

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

1.67

*Link: **FTEF Data***

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.3

*Link: **FTEF Data***

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Meei-Chun Gau, Academic Department Assistant, 12 month, 100%.

*Link: **Permanent Faculty and Staff Count***

List additional hourly staff that support this discipline and/or department. Include weekly hours.

1 screen printing assistant 6-12 hours a week for 28 weeks

2 drone assistants 6-12 hours a week for 32 weeks

1 graphic/lab assistant 20 hours a week for 28 weeks (GCIP/GCMW)

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. 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? Please explain.

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 regional employers are looking for in entry level positions or to re-enter with upgraded skills that fit emerging areas of employment. Our students are often better prepared in the subject matter than their counterparts who bypass Community College in pursuit of higher degrees. Our program learning outcomes are designed around all of these requirements, and cover this range of expectations.

Discipline SLOs are designed to build upon one another and reflect both conceptual understanding of content as well as focus on fundamental technical skills for students to transfer to a 4-year institution or enter the workforce.

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

Review on a three-year assessment cycle but we have them offset from each other so we review some each year.

Summarize the major findings of your program outcomes assessments.

Face-to-face students perform better than their online counterparts when it comes to completing advanced output projects that require students to better understand concepts, capabilities, and operation of equipment and technology. Such courses should be offered face-to-face.

Our dual-enrollment courses at Bonsall require updated computers, textbooks and technology that the High School has not been able to supply. Palomar needs to fund such items or Bonsall needs to take the responsability, or the two need to partner in ensuring that that particular student population is set up for success. A clear path of funding needs to be defined if dual enrollment is to continue and produce successful students.

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

Safety is our major concern in the printing labs and drone instruction. We can have anywhere from 20 - 80 students in our screen printing courses. During class and open lab times we can have 20 people or more working in the lab at one time. This can become a safety issue because one instructor cannot be everywhere at all times. (The washout room and the vacuum room are out of the line-of-site from the press room, which is also separate from the computer labs for the digital illustration work where the art work is designed and created.) Students can get hurt, and certainly work without supervision. We have been fortunate enough to have a part time lab assistant to help in the screen printing open lab times.

This has helped to reduce the risk of accidents. Federal Work Study students who have their Part 107 Certification have been able to assist in the drone operations courses. The availability of such assistants varies widely from semester to semester.

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

While Drone students successfully achieved the SLOs, our industry advisory members have directed us to train students on USA made drones in addition to the current models we have so students will be prepared for Government and Public Safety drone based jobs.

Additional drawing tablets are needed so that every student can get used to using the industry standard input devices rather than just a mouse. Plus the ergonomic benefits reduce the onslaught of carpal tunnel damage.

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: **Program Completions**

Access the link above titled "Progam Completions" and 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?
○ Increased ○ Stayed the same ⦿ Decreased
Choose one

What factors have influenced your completion trends?

Our degree completion trends were gradually increasing until COVID hit, then a marked drop of 50% occurred.

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.

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.

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.

The industry-standard equipment and technology we utilize in face-to-face courses ensures our students will be ready to enter into the workforce. Our faculty continue to keep up-to-date with trends and changes in the industry through attending trade shows and creating relevant works. This enables our faculty to prepare our students to meet current industry needs.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

COVID has resulted in fewer students interested in taking face-to-face courses. Online only students have an unyielding challenge to overcome personal computers without sufficient system requirements and software to handle the rigor of our courses, or the knowledge of how to install the software and update their computers. These issues leave such students less-prepared to succeed in the courses and industry, and some have had to drop due to the impediment of such circumstances.

There is no concentrated marketing effort to promote our program offerings, equipment, technology and capabilities to the community. We have no support to get our message directly to the potential students who would continue their education in
Graphic Communications. Outreach efforts by the college as a whole do not adequately highlight the GCIP course offerings and the marketing efforts of the College are focused on generals, not specifics of what makes so many of our programs great. We need targeted marketing efforts to bolster enrollments and market individual disciplines and departments. Methods such as billboards, posters on buses and ads at the DMV are not reaching the next generation who are far more focused on social media outlets. Our physical presence and representation at our regional career fairs and college outreach events came to an abrupt halt during the pandemic. While not a "broadcast" method, certainly the loss of the face-to-face presence was harmful to our recruitment efforts.

There is no GCIP classified ISA staff who could fill the needs that current faculty do not have sufficient time outside of teaching to complete. A qualified ISA could: assist students in open labs ensuring the safe operation of expensive equipment and technology; output student projects on various equipment and technology; checkout and maintain equipment and inventory. There is potential for injury from use of equipment such as getting smashed, hit, crushed, cut and/or burned. The addition of a classified ISA staff would reduce the risk of such accidents. Currently this has been slightly offset through the use of short-term lab assistants, but there is no ongoing funds to ensure this continues.

The 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.

Because equipment and technology required to train students to be prepared to enter industry is expensive, it is imperative that the learners have access and exposure to 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.

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.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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?

80.0%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

Our success rates dropped off during COVID ,,and we are back on track approaching our 80% goal, which seems to be an achievable number.

What is your stretch goal for course success rates?

85.0%

How did you decide upon the goal?

It's a manageable push, given the fluctuations in student skill levels that naturally occur from semester to semester.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

1) Acquire funding for Mac Laptops, equipment and supplies for Palomar's Dual Enrollment at Bonsall High School.
2) Seek funding for additional Equipment and Technology in GCIP courses.
3) Seek funding for a lab assistant.
4) Offer courses face-to-face to minimize student performance issues related to lack of access to quality equipment and technology, or at least offer them as hybrid. Also, many of our students are unable to be successful in online environments due to their time management skills, lack of self-discipline to be self-starters to study, learning preferences and styles, lower reading levels, lack of independent problem-solving skills, and other challenges that prevent them from thriving in an online environment.
5) Present leading edge substrates to demonstrate, and that students can print to, in order to ensure competencies for this SLO.

Our ongoing assessments arrived at the following:
- Students in 2D and 3D computer-based courses produce work that demonstrates:
    70% high technical skill levels,
    25%average technical skill levels and
    5% low technical skill levels.

Previous exposure to the digital work environment and different learning styles are a contributing factor, and it is noticeable that more graphic design classes are offered in high schools.

Students in traditional courses struggle mostly with the challenge of taking enough time to complete their work; they are
accustomed to a fast-paced world. They perform at slightly lower technical skill levels than the students enrolled in
digital courses but they are demonstrating growth conceptually. Online classrooms have had no impact on the quality of
work.

Course level SLOs can be accessed through [Nuventive Improve](#)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⊙ Yes ○ No

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

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Graphic Designer, Web Designer, Art Director, Video Game Design, Motion Graphics for Television and/or Film, Title
Design, Advertising design, UX (user interface) design, Application Design, Industry specific application design.
Regarding new careers, UX (user interface) design is growing considerably as more industries as well as consumer
products use custom applications that require interaction between machines and humans. There is also growth in the
melding of design with 3D art, as the customization of products develops with consumer friendly 3D printing, laser cutting/etching and CNC output processes. This isn't a field that can be named at the moment, but it is something that designers and 3D modelers are evolving with. We already have equipment and technology in place to meet the needs of these emerging careers, but need additional support equipment to prepare substrates and output student projects.

Link: https://www.onetonline.org/

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

Analytical skills. Graphic designers must be able to look at their work from the point of view of their consumers and
examine how the designs they develop will be perceived by consumers to ensure they convey the client's desired
message.

Artistic ability. Graphic designers must be able to create designs that are artistically interesting and appealing to clients
and consumers. They produce rough illustrations of design ideas, either by hand sketching or by using computer
programs.

Communication skills. Graphic designers must communicate with clients, customers, and other designers to ensure that
their designs accurately reflect the desired message and effectively express information.

Computer skills. Most graphic designers use specialized graphic design software to prepare their designs.
Creativity. Graphic designers must be able to think of new approaches to communicating ideas to consumers. They
develop unique designs that convey a certain message on behalf of their clients.

Time-management skills. Graphic designers often work on multiple projects at the same time, each with a different
deadline.

ref: https://collegegrad.com/careers/graphic-designers

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

All of our degree required courses emphasize both technical skills as well as aesthetic development. Students are made
aware at all times that they must develop both attributes to succeed in the courses as well as in the workplace. Different
courses have different emphases, but all demand that students build aesthetic and communication skills while meeting
the requirements of the specific class.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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.

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. Our students from previous years that are successfully working in industry will contact our full time instructors in search of new student employees.

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

February 23 2022: 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 graphic designer the statistic shows up in the clothing industry not graphic design.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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.

Include short- term # of projected job openings and long -term # of projected job openings

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?
⊙ Yes ○ No

What have you done to integrate work-based learning?

We have local businesses that take our drone students on as interns. We also run missions based on needs from facilities and other entities so students get real-world experience setting up and completing projects.

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

It is good for the students to understand how fast paced the work environment outside of College really is and learn to work as a team to meet deadlines.

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

We don't have a formal system in place to apprise the community regarding opportunities in our program. We would like to meet
with individuals as well as businesses via an Open House or other outreach efforts. We help businesses find qualified
students to apply for jobs or projects when they contact us.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Maintain industry currency and relevance of existing courses in GCIP programs as well as trends, technology and equipment.

Goal Status
○ Completed   ⦿ Ongoing   ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Acquire equipment and technology that aligns with industry needs, advisory recommendations, and provides students with the necessary skills to succeed in the workforce. Maintain contacts with discipline/industry experts from relevant 4-year GCIP related departments and employers. Continuously update courses and program requirements in regards to revised and new curriculum, accreditation and workplace readiness.

Goal 2

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.

Goal Status
○ Completed   ⦿ Ongoing   ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

At one time we had 3 courses offered at Bonsall High school. This last year as the school was recovering from the Covid crisis, we offered 1 course that was minimally attended. To rebuild the courses we need to work closely with the High School or any other local high schools to obtain support for computers, software, and books.

Goal 3

Brief Description

Build industry connections with employers needing social media marketing and those utilizing emerging technologies that we are teaching. Also continue implementing industry practices and standards in order to stay current.

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Our contacts with industry are growing as the economy recovers post covid.

Goal 4

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Give the students a strong foundation in skills that support GCIP programs. Since we have been able to meet with our students again post covid, our students are getting hands on instruction and experience with drones, software, printing processes and related technology and equipment.

Goal 5

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are seeing an interest in face-to-face courses post-covid.

Goal 6

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We complete our first version of this goal after many years (5) of waiting for the smaller 9 unit certificates to be cleared for approval. We will look and see if the environment is conducive to moving forward with a version two of the stackable that build on the previous.

Goal 7

Brief Description

Interdepartmental collaboration and student utilization of equipment and technology

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

This goal will always be ongoing as equipment and technology is continuously changing. We have been collaborating with the GIS faculty and fashion department with this goal in mind.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

VFS-1B. The scaffolding approach to the mini-certificates and stackable certificates helps the student build interest in achieving a larger goal.

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

Being post-covid we are trying to rebuild our student base and help the students achieve graduate status while incorporating the courses and skills they were able to complete during the covid crisis. We are actively promoting graduation and degrees that are achievable. Some student do not know that they have already achieved enough units for a degree or that they only need one or two courses to complete it. Only after we review their courses with them and compare them with the degree requirements, do they become aware of their accomplishments.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ⊙ No

Are you requesting AA, CAST for Classified Staff?
⊙ Yes ○ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the Benefits Worksheet for additional costs related to benefits for the position.

Title of new position

ISA

Is the position request for AA, CAST, or Classified staff?

Is this request for a full-time or part-time position?
⊙ Full Time ○ Part-Time

Classified	○	

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.)

Strategic Enrollment Management to assist the instructor with many students in classes that involves dangerous or delicate equipment. Drone courses require FAA Part 107 certified assistants. An ISA would support multiple production courses and labs while maintaining expensive equipment and technology for student use.

Guided Pathways to help students progress through their educational plan in a timely manner. The aide can tutor a student who is getting behind, since the Star Tutor Center does not have tutors for our course content.

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

Production classes operate industry standard equipment in various labs. Instructors can't be in more than one location at a time. Potential for injury or equipment failure increases without proper instructional support. We request an ISA skilled in GCIP areas that can also provide technical support. The ISA could also provide support to ART, CINE, DBA, GC, Journalism, Photo and other students in our open labs.

Is there funding that can help support the position outside of general funds?
○ Yes ⊙ No

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

Maintain and upkeep equipment and technology to avoid maintenance issues arising during a semester and interrupting production of student projects. Potential for injury would be reduced. Student projects could be output in a timely manner freeing up instructors to teach, rather than output projects in class. This ISA would assist production courses and open labs, print student projects, install and maintain equipment and inventory, work with instructors refining production processes, and tutor students. The ISA assists students and instructors; oversees complex instructional labs and provides technical support in an instructional lab setting for graphic communications; assists in the preparation of instructional materials and performs related clerical duties as assigned.

GC Department goals are tied to growth and success, which requires that students have the support required to succeed.

Strategic Plan 2022 Objective

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☑ 2:1	☑ 2:2	☑ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf

If the position is not moved forward for prioritization, how will you address this need?

Struggle with less qualified student workers, Federal Work Study and other inadequate candidates.

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
⊙ Yes ○ No

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.

240010 needs yearly budget of $15,204
400010 needs $1,440 increase per year
500010 needs yearly budget of $4,150

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review

committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
⊙ Yes ○ No

Technology Request

Technology Request 1

What are you requesting?

(6) Apple iPads for Drone Technology courses. Necessary to replace 2016 old iPads which will soon not be upgradeable to current iPadOS nor App updates.

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Drone technology students and faculty as well as GCMW students and faculty. Faculty and staff can also use the iPads when promoting courses and programs on campus and in the community to strengthen and grow Graphic Communications connections and partnerships.

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Necessary to replace 2016 old iPads which will soon not be upgradeable to current iPadOS nor iPad App updates. These are used to: program and operate drones and other GCIP and GCMW technology; showcase student projects and program equipment and technology to the community and industry representatives.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Drone technology students and faculty as well as GCMW students and faculty. Impacts the community when participating in outreach events allowing the department to target specific markets or student groups. Impacts additional faculty and educators who participate in any of our drone workshops.

c. What are the expected outcomes or impacts of implementation?

Target specific markets or student groups. Promote courses and programs in the community to strengthen and grow Graphic Communications connections and partnerships. Provide professional development and training opportunities to strengthen employee skills in utilizing technology.

d. Timeline of implementation

As soon as the order arrives.

What is the anticipated cost for this request? If any, list ongoing costs for the technology

(licences, support, maintenance, etc.).

$4,407.27

Do you already have a budget for this request?

No

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

1, 3, 4, 7.

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

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☑ 3:3
☑ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☑ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

None.

Will you accept partial funding?
⊙ Yes ○ No

Technology Request 2

What are you requesting?

Heat Press system

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Ken Dodson and GCIP students.

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Necessary to replace old and non-functional heat press.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Ken Dodson and GCIP students.

c. What are the expected outcomes or impacts of implementation?

Expand output capabilities to prepare students for a wider variety of applications in industry.

d. Timeline of implementation

Spring 2023.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

$10,180.87

Do you already have a budget for this request?

No

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

1, 4, 5, 7.

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

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☑ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

4

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

None. Works with existing electrical/air, etc.

Will you accept partial funding?
⊙ Yes ○ No

Technology Request 3

What are you requesting?

(2) Graphics Cards

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

The Graphics Cards would speed up intense data processing tasks. For example, data image processing of the small January 2021 11-acre burn area of the Arboretum took 10 hours. Such tasks can be sped up drastically through adding a quality graphics card.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Drone students and instructor; GIS faculty who also utilize the data in their courses; facilities and campus police staff who use the images for various purposes; community groups such as conservation managers and ecological foundation staff; other local educators who can use the data in their courses and research.

c. What are the expected outcomes or impacts of implementation?

More efficient use of time as tasks will get completed faster. Will allow for larger data sets that meet the needs of the groups mentioned above. Allows us to expand career connections within guided pathways work. Strengthen and grow the College's community connections and partnerships. Implement improved communication strategies for faculty and staff.

d. Timeline of implementation

Spring 2023.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

$5,170.90

Do you already have a budget for this request?

No

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

1, 3, 7.

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

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☑ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☑ 3:4	☑ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

5

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

None.

Will you accept partial funding?

⊙ Yes ○ No

Technology Request 4

What are you requesting?

Hybrid Heavylift Drone

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Our current large drone has a limited flight time of 15 minutes and we only have 2 battery sets (at $1250 each). We need a solution that allows multiple students to log flight times for projects. Industry is asking us to provide training in real world applications, which requires a longer endurance drone so our students are better prepared to impact the workforce. Battery sets are expensive and require several hours to charge, whereas a hybrid drone can be refueled as needed for subsequent flights and is just as safe as a battery only powered drone.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Drone students and instructor; GIS faculty who also utilize the data in their courses; facilities and campus police staff who use the images for various purposes; community groups such as conservation managers and ecological foundation staff; other local educators who can use the data gathered from drone missions in their courses and research.

c. What are the expected outcomes or impacts of implementation?

More efficient use of class time as more students will be able to complete a project without extended time wasted waiting for batteries to charge. Will allow for larger data sets that meet the needs of the groups mentioned above. Allows us to expand career connections within guided pathways work. Strengthen and grow the College's community connections and partnerships. Implement improved communication strategies for faculty and staff. Align curriculum with industry needs. Increase recruitment and completion of certificate and degrees - we pull in advanced students from various drone programs around southern California to continue building their skills with the technology we provide. Assist students in successfully transitioning into the workforce for jobs that pay a livable wage by enabling them to acquire skills in the operation of equipment and technology that gives them a competitive advantage in industry. Increase persistence of disproportionately impacted students by providing them with access to industry standard equipment and technology to better prepare them for the workforce.

d. Timeline of implementation

Spring 2023

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

$57,646.25

Do you already have a budget for this request?

No

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

1, 3, 4, 5, 7.

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

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☑ 2:2	☐ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☑ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

2

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

None.

Will you accept partial funding?
○ Yes ◉ No

Technology Request 5

What are you requesting?

Output Tools and Technology

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Our 2021-2022 PRP funds for the "Benchtop digital fabrication router" provided a base level from which to grow from. This request is for additional tools, equipment and technology that will strengthen our offerings and better assist students in gaining marketable skills.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students in GCIP 140, 141, 152, 170, 172, 252 and 270.

c. What are the expected outcomes or impacts of implementation?

Strengthen our existing program by providing technology to provide the training needed to meet the needs of industry. Align curriculum with industry needs. Increase recruitment and completion of certificate and degrees. Assist students in successfully transitioning into the workforce for jobs that pay a livable wage by enabling them to acquire skills in the operation of equipment and technology that gives them a competitive advantage in industry. By getting industry standard equipment and technology into the hands of our students and raising their skill level in Graphic Art and Design, we can better prepare them for success when transferring to continue their education or for entry into industry. There is an emerging trend that continues to gain momentum in the personalization of products, and our advisory board has requested that we train students in some of these new methods of output related to advanced manufacturing techniques.

d. Timeline of implementation

Spring 2023.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

$19,546.40

Do you already have a budget for this request?

No

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

1, 3, 4, 5, 7.

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

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☑ 2:2	☐ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☑ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

3

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

None.

Will you accept partial funding?
⊙ Yes ○ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
⊙ Yes ○ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

Facilities Requests

Facility Request 1

What are you requesting?

Computer and equipment lab space at the Fallbrook center

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

GCIP would like computer and equipment lab space at the Fallbrook center. This would create a hub to meet the requirements for college coursework and for hands-on elective courses that are not offered at Bonsall, Mission Vista or Fallbrook High. This would create a "Maker Space" utilizing existing equipment such as screen printing and garment decorating, digital fabrication routers, 3D printers, laser cutter/etchers and the like.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

This would be of particular interest to disproportionately impacted students who would like to create their own brands, graphics and/or products.

c. What are the expected outcomes or impacts of implementation?

Implementing strategies to increase persistence of disproportionately impacted students. Allows us to expand career connections within guided pathways work.

d. Timeline of implementation

Fall 2023

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

$33,333.00

Do you already have a budget for this request?

No

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

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

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☑ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Will need to be investigated as it could vary from minor, if any, up to electrical/HVAC/air and other facility needs. This could be in phases to take current equipment from the San Marcos campus and add additional as the program is built out.

Will you accept partial funding?
◉ Yes ○ 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?
○ Yes ◉ No

☑ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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

lpayn@palomar.edu