



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

Media Studies

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

Discipline Name

Journalism (JOUR)

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

Department Chair Name

Candace Rose

Department Chair email

crose@palomar.edu

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

Erin Hiro, Professor of Journalism
Candace Rose, Chair of Media Studies
Justin Smiley, Dean of AMBA

Website address for your discipline

<https://www.palomar.edu/journalism/>

Discipline Mission statement

The Journalism program provides students with an education that prepares them to become critical producers and consumers of mass media content. Our goal is to make them better able to understand our media institutions and add their voice to the process of shaping their cultural environment. We seek to fulfill our mission by helping students develop abilities to think critically, to communicate clearly, to understand the ethical dimensions of the decisions they make, and to fully recognize the central role of news media in a free society.

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

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.

Degree option #1: State Transfer Degree: Journalism AS-T Transfer

The Associate in Arts in Journalism for Transfer teaches students the methods and techniques for gathering, processing and delivering news. It prepares students for careers in print and multimedia journalism. It includes instruction in news writing and editing, reporting, multimedia story production, and professional standards and ethics.

Degree option #2: Degree #2: A.A. Degree Major or Certificate of Achievement. This is the traditional associate's degree for journalism. This can also be modified for a 16-unit certificate.

Degree #3 Journalism/Blogging Certificate of Achievement

This certificate is designed for students or working adults who want to sharpen their skills in journalism writing or blogging. The classes teach journalism/blogging principles with an online focus, showing tools that make online reporting, writing and videography more effective.

Journalism courses are also part of a collaboration between Business and Graphics for an 18-unit Social Media certificate. This trains students to take on social media manager roles at local companies.

AA, AS, ADT, Certificates, etc.

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 links shown in red.

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

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

.40

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.)

.40

Link: [FTEF Data](#)

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

ADA Rita Walther. A guess is that the Journalism Department takes up no more than 10 percent of her time.

Link: [Permanent Faculty and Staff Count](#)

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

Designer Nick Ng, who works about 15 hours per week during the Fall and Spring semesters.

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 journalism program's learning outcomes are effective at communicating the scope and depth of the degrees and certificates offered because the program goals are expanded versions of the course goals. For example, all courses and programs have a technology goal that focuses on new technology in the field. But some courses' technology goals are narrowly focused for skills application. Other program technology goals are broader, instead focusing on the critical evaluation of technology and its effects on the media. In both cases, these courses lead to an overall meeting and exceeding of program goals.

How do they align with employer and transfer expectations?

The program goals do align with employer and transfer expectations. All of the courses build on foundational journalism skills and require students to create well-researched, well-reported, fair and balanced journalism content. The journalism classes require students to include ethical guidelines, writing and editing knowledge and multimedia skills. It also include lessons on media ownership. This training is needed both in the career field and in journalism transfer programs.

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

The program learning outcomes were just assessed earlier this year and will be revisited in another three years.

Summarize the major findings of your program outcomes assessments.

Overall, the program outcomes were positive, with strong showing in areas such as foundational skills and ethics. The course data across the discipline show that students remain strong in those areas. The topics we need to work on are subjects such as critical thinking-specific assignments as well as emphasis on media ownership and how it affects the field. We have already developed new assignments and learning materials in those areas.

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 "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Academic Year AT APD Student Count				Column Labels		
Row Labels	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
AA/AS						
Associate in Arts Degree		1				
Associate in Arts Degree for Transfer	12	7	9	7	6	8
Associate in Science Degree			1	1	1	
AA/AS Total	13	7	10	8	6	9
Certificate						
Certificate of Achievement		1		1	1	2
Certificate of Proficiency		1	1	1		
Certificate Total	2	1	2	1	2	
Grand Total	15	8	12	9	6	11

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?

Palomar Journalism is a small program so 15 students earned degrees or certificates in 2016. The program struggled in 2017 but rebounded in 2018 before the pandemic shutdown dropped it to a low of 6 degrees awarded in 20/21. With the campus opening back up and updated recruited efforts, we saw our program rebound to 11 last year. We hope to continue to work toward more degree and certificate completions this year.

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 journalism department is small but we have recently hired a fantastic professor -- who works as an adviser at SDSU -- to teach our Journalism 200 course. That course articulates to SDSU. We are hoping to use our new hire to bring more SDSU students to Palomar to take that online, 4-week course. Our other adjunct professor is a Pulitzer-prize winning journalist with decades of newsroom experience. Both are excellent professors.

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

We need support and help in marketing and recruitment. It is hard to spread the word about Palomar journalism to counselors, staff and the community. We also struggle to reach current and potential college students. We need support in the form of staffing and money for outreach.

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?

75.0%

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?

Last year in our PRP, we noticed that our success rate climbed steadily for the last five years from .68 percent to 78 percent. So, we increased our rate from the institution's 70 percent to 75 percent. We felt that 75 percent was a solid and obtainable goal. We were right. Last year's success rate was 77 percent. We will continue with this standard for another year.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

It felt like a challenging but doable goal since the current success rate is 77 percent. We noticed it has inched up every year so we hope to continue that trend.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Ethics: This goal is included in every course in the journalism program because it is so essential in the world of media.

Two assessment cycles ago, we were struggling in this area. We made adjustments and our most recent results in 2020

found a much better result. Students are scoring high in ethical assignments because of a renewed focus on this area in

the classes. Instead of ethics being taught once at the beginning of the semester as was the practice, it is introduced at

the beginning and revisited at least twice more during the course.

News Writing is another area of importance at the course level for journalism. This is a foundational skill for all classes

and is taught at every level. We found that students are meeting and exceeding this standard as well. We see these

results because the students are consistently working on this skill with every assignment and getting detailed feedback.

We feel our curriculum is working well for those students. The only sticking point here is that our focus on this area

creates a lot of writing assignments that students complain feels overwhelming with their busy life. We saw some

retention issues as students said they have to drop the class because they do not have the time to research, report and

write as often as the course requires to meet this goal. We will look into possible solutions for this issue.

Technology: The third major SLO for our courses is technology. It is an essential part of the journalism career because it

impacts how content is made and distributed. We have always emphasized technology and made it a part of course

curriculum. That benefits students who need those skills and seem to enjoy a different kind of project from other classes.

Students scored high above our target goals in the area of using technology but they didn't do as well (just met our

standards) in the area of evaluating technologies. Many of the practical CTE classes don't have as much focus on the

critical thinking and analysis assignments. Instead, they focus on application as expected in CTE classes. Those classes

are too busy using the technology. But our department will work together to tackle this issue.

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?

There are several careers available to journalism majors.

Here is a list:

Print/Online/Television reporter

Print/Online Editor

Photojournalism/ Camera operator

Public Relations

Social Media Marketing

Website writing

Technical writing

Grant writing

Creative writers

The jobs that seem to be in high demand are in companies that are looking for writers to update their website or run their

social media content. We have added a social media content class as well as an online journalism class that address

these two needs. Both classes are doing well in enrollment and have been recently updated. The social media class

articulates to SDSU

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)

Some of the main skills they need for most of these jobs are:

- Write commentaries, columns, or scripts, using computers.
- Coordinate and serve as an anchor on news broadcast programs.
- Examine news items of local, national, and international significance to determine topics to address, or obtain assignments from editorial staff members.
- Analyze and interpret news and information received from various sources to broadcast the information.
- Receive assignments or evaluate leads or tips to develop story ideas. See more occupations related to this task.
- Manage tracking and reporting of search-related activities and provide analyses to marketing executives.
- Optimize digital assets, such as text, graphics, or multimedia assets, for search engine optimization (SEO) or for display and usability on internet-connected devices.
- Collect and analyze Web metrics, such as visits, time on site, page views per visit, transaction volume and revenue, traffic mix, click-through rates, conversion rates, cost per acquisition, or cost per click.
- Participate in the development or implementation of online marketing strategy.
- Optimize Web site exposure by analyzing search engine patterns to direct online placement of keywords or other content.

The programs they need to use are:

- Desktop Publishing Systems such as Adobe Suites
 - Web design programs such as WordPress
 - Video editing programs such as Adobe and Apple
 - Design programs such as Photoshop
 - Business intelligence and data analysis software — BrightEdge; Conductor Searchlight; IBM Digital Analytics; Searchmetrics
 - Data base user interface and query software — Microsoft Access Hot technology ; Microsoft SQL Server Hot technology ; Online databases;
-

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

Our program starts with the foundational writing, research and reporting abilities. Once those are established, it continues to reinforce them but expands to include technology related skills such as video editing, audio editing, and web content creation and design. We have traditionally incorporated Adobe InDesign training to put out the print edition of the newspaper. With the retirement of a professor who specialized in that area, the pandemic and a limited time to focus on InDesign, our emphasis on that has moved more toward web design and social media creation. That was the right move during the pandemic but might be the right path forward after Covid-19 as most journalism jobs center more on digital than print content.

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 the state, there were currently 3,200 jobs for reporters in 2018 with a 10-year projection of that number dropping slightly. Luckily, reporter isn't the only job description for this field. For editors, the 10-year project shows an increase from 14,900 in 2018 to 15,100 estimated jobs in 2028.

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

Palomar Journalism works closely with Cooperative Education, including training students in how to use HandShake and other job placement tools. We also offer an internship class each semester to help our students get important job experience.

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

Our program's last advisory meeting was held in conjunction with Media Days in the Spring. We learned that the industry needs students with strong writing and reporting skills. They also called for a need for media literacy and adherence to deadlines.

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?

We struggled to find good data on the state website so we went to websites specific to journalism. On JournalismJobs.com, there are 17 active, full-time job posts for California, with three in San Diego. ZipRecruiter had 80 positions in San Diego for the search term, reporter.

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-world experience. WBL exists on a continuum that reflects the progress of

experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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

☒ Yes ☐ No

What have you done to integrate work-based learning?

We have included a Cooperative Education class in our certificate that allow students to get internship experience as part of their learning.

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

Work-based learning helps students experience the deadlines and demands of a newspaper or magazine.

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

We have launched a marketing campaign for the entire Media Studies department and are asking our dean for money to advertise our programs to the community. We could use more staffing in this area.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, 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 identified 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

Improve on SLO assessment and connection with curriculum planning

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 took a lot of work during the spring and summer but the Journalism Department has connected our SLO assessments to our curriculum and strengthened the entire program. The outcome is the journalism curriculum will always be up-to-date and evolving to reflect industry standards and the challenges and needs of students. We will track our SLO assessments and link them to curriculum changes over the next two years.

Goal 2

Brief Description

Grow the journalism program and increase the number of completions

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 has been a goal for a long time and it continues to elude us. We have been trying to grow this program for years and it has remained stubbornly small. The key to the program's success is to have more students AND more

students complete the program. We feel those two goals go hand-in-hand so we need to work on both to successfully improve the number of successful journalism students.

Outcome(s) expected (qualitative/quantitative)

We feel there are several ways we can measure the results of this goal.

- The journalism program has good retention and success rates (over 70 percent) and we need to keep those up and try and get them even higher.

- We need to improve our program through cutting-edge curriculum that reflect the changing journalism profession and its new technologies.

- We must continue to promote the journalism program among Palomar students, to counselors and at community events once they return.

- We must make sure to seek out and include special groups of students, such as foster youth, veterans, etc.

- We will continue to organize special events such as Media Days and department open houses

- We must continue with our equity training and new pedagogy that helps at-risk students succeed.

- We must continue to test out new technologies such as HyFlex to make our classes available to more students.

Goal 3

Brief Description

Improve diversity of students and curriculum

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.

Right before Covid-19, the Palomar Journalism faculty were part of a Strong WorkForce Institute grant that allowed them to study the success and retention rates of students. We found that student of color and males particularly struggle with retention and success in our classes. As part of that grant, journalism joined with its Media Studies department colleagues to enact the following changes.

- Adding diversity curriculum into the class. For example, require students to complete a report on a journalist of color as part of the course assignments.
- Launching a Media Studies campaign to recruit and retain students of color
- Making changes in the course and syllabus that will help students of color succeed in the class.

The pandemic has slowed down our work but not stopped it all together. We are still working on this goal and plan to

for the next three years and beyond. We hope to see the following at the conclusion of this goal:

- Every journalism class will have one at least one diversity project or assignment as part of its curriculum
- Three years of active participation in the Media Studies campaign to recruit and retain students of color
- Every journalism class will have a syllabus that is more understandable and equitable for all students.

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.

The Journalism Department will focus on VfS Goal 1: Completion. We need to increase the number of students who complete our journalism degrees and certificates. That is part of our second goal and crucial to the future success of this department.

[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.

These are all still crucial goals that we need to continue working on. We can't add new goals until we complete these foundational ones.

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 requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ No

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.

The Journalism Department would like funding for a concerted recruitment/advertising program that could help boost enrollment and lead to more completions.

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 and 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?

Updated computers for H103 and H105 to be able to run the Adobe Suite and other programs.

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?

Journalism and other students

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

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

I.S. came to update the Mac desktop computers in H103 and H105 and found that they are too old to handle the operating system update. Without the update, the computers cannot support the Adobe Suite programs, that include Indesign. InDesign is used to design the campus magazine. Without this upgrade, we cannot produce Impact magazine in the Spring. This also impacts the DBA program that produces videos in this classroom.

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

Students and faculty in journalism and photography classes that contribute content to the campus magazine. Also students in DBA and others that use this classroom.

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

The campus community will not get a printed magazine written by students that document life at Palomar College.

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.).

Replacing 40 Mac computers at \$2,000 each will cost \$80,000.

Do you already have a budget for this request?

No

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

This will support all three goals by providing technology to journalism students. This will allow them to produce better content, learn new technology skills and remove barriers to a lack of equipment and programs.

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

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> 1:1 | <input checked="" type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input checked="" type="checkbox"/> 1:4 |
| <input checked="" type="checkbox"/> 1:5 | <input checked="" type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 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. It replaces existing computers.

Will you accept partial funding?

☒ Yes ☐ No

Technology Request 2

What are you requesting?

Mac laptop for journalism faculty.

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?

Professor Erin Hiro

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

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

Professor Hiro was given a Mac laptop several years ago, which has been crucial in teaching online classes on a computer that can demonstrate journalism technology. The field of journalism uses Apple computers almost exclusively. The laptop is several years old and is having trouble logging in and processing quickly. It cannot be updated and needs to be replaced.

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

Erin Hiro

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

This will allow for better teaching of technology since a new computer can allow for new programs.

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.).

MacBook Pro 13 costs \$1,299.

Do you already have a budget for this request?

No

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

This will allow us to continue on goal one of updating curriculum.

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

☒ 1:1

☒ 1:2

☒ 1:3

☒ 1:4

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> 1:5 | <input checked="" type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 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

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.

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

Requests

Item 1

What are you requesting?

Money for speakers for Media Days

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

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

Offering money to journalists from around the state allows our students to see what is possible for their futures.

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

This will positively impact journalism students and all students as the Palomar community is always invited to our annual Media Days conference. It is free and available online or in person.

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

This would allow us to improve the quality and crowd-appeal of our media speakers.

d. Timeline of implementation

Spring 2023

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

\$5,000

Do you already have a budget for this request?

No

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

This will help us grow our journalism department by community exposure.

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

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> 1:1 | <input checked="" type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input checked="" type="checkbox"/> 1:4 |
| <input checked="" type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 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)?

None

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Please upload a copy of the quote, if available.

☒ 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.

ehiro@palomar.edu