

Entry #: 102 - Career, Technical and Extended Education**Status:** Incomplete**Submitted:** 3/24/2024 11:18 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Career, Technical and Extended Education

Department Name

Design and Manufacturing Technologies

Microsoft_List_ID**Discipline Name**

Fashion (FASH)

Department Chair Name

Anita Talone

Department Chair email

atalone@palomar.edu

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

Rita Campo Griggs, Yoon Bahar, Nancy Galli

Website address for your discipline<https://www2.palomar.edu/pages/fashion>**Discipline Mission statement**

The Palomar College Fashion Merchandising and Design is dedicated to being the leading provider of education and equipping individuals with the skills and practical experience they require to handle the entire creative process of fashion – from concept to consumer. The Fashion program will provide an environment that promotes and fosters creativity, technical skills, and environmental consciousness. Instructors will inspire our students and give personalized attention to individual students to ensure growth and originality. The Fashion Industry is one of the largest, well-established industries in our state, our nation, and globally. The program offers opportunities that include certificates of achievements, associate degrees, and or transfer readiness to a four-year college or university. We strive to produce individuals who are ready to enter the fashion industry with the utmost expertise and confidence in this global 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

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

Yes

List all degrees and certificates offered within this discipline.

Fashion Merchandising: AS, Certificate

Fashion Design: AS, Certificate

Fashion Visual Merchandising: AS, Certificate

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

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

1

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

1.93

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

ADA

Administrative Specialist II

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

Federal Work Study - Comet's Closet

12 hours per week

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

Yes this was expected. Over the past five years the Fashion programs, Course Success, and Retention Rates, have been heavily affected by the pandemic. By reviewing the enrollment numbers for the past five years there is a sharp drop in 2020 and 2021 when the pandemic caused severe disruption in everyday life. Even though our instructors developed online zoom courses, this becomes difficult in a program like fashion design that is a hands-on practice.

Enrollment Success Rate Retention Rate

2019- 322 78% 95%

2020- 285 67% 84%

2021- 216 82% 94%

2022- 239 69% 91%

2023- 283 72% 92%

In the Fall semester of 2022, the program returned to face-to-face classes. Reviewing the data for returning to campus reveals an increase in enrollment, the student success rate, and retention rates.

Here it is important to note the phenomenon of pop-culture trends that can and do affect our enrollment. Currently, Project Runway and Making the Cut are both Fashion Design reality shows that are trending. A quick survey of students concluded the increase in interest in Fashion Design and fashion reality shows. The program needs to reinstate the marketing programs pre-pandemic to bring back interest and awareness of the program. This includes having a short-term hourly to: presentations for high schools and community events, a strong social media presence, on-site events, short-term classes, and bring back the MODA Fashion Show, to the California for the Arts.

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

Stayed the same

Was this expected? Please explain.

Retention Rates for the Fashion Program are strong. Yes this is expected. The Fashion Student is dedicated to their studies. Students drive from as far as the City of Hemet and Moreno Valley to take classes.

Enrollment Success Rate Retention Rate

2019- 322 78% 95%

2020- 285 67% 84%

2021- 216 82% 94%

2022- 239 69% 91%

2023- 283 72% 92%

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

When or where (time of day, term, location)

Modality (Online, Face to Face, Hyflex, etc.)

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Since the return to campus, the fashion students are very vocal in that they do not want classes in the evening. Many students have expressed they don't feel safe on the main campus. There are too many dark areas and not enough students on campus. Hopefully, the move to the Rancho Bernardo Center will solve this problem.

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

The Fashion program consists of two areas, Fashion Merchandising and Fashion Design. The Fashion Merchandising classes can be taught online or face-to-face without any difference in the modality it's taught.

However, the Fashion Design program must be taught face-to-face. This is a hands-on educational experience; all the tools and equipment are all in the classroom. The drawback is the limitation of the classroom holding only 24 students per class. As the program looks into moving to the Ranch Bernardo Center this should resolve itself.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

The Overall success rate for the past five years remains very steady and is always over the overall success rate of the college. With retention at 92%, the program should turn those students into completers. This can be accomplished by encouraging students to complete certificate programs first, outlining educational plans, creating new short-term workshops, and new industry-driven professional development certificates.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)

16 KB



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)

11.5 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

Degrees and Certificates Awarded (Count)

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 4

Associate in Science Degree 12 7 18 21 14 8

AA/AS Total 16 7 18 21 14 8

Certificate

Certificate of Achievement 15 10 20 26 14 11

Certificate Total 15 10 20 26 14 11

Grand Total 31 17 38 47 28 19

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
11.5 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

MODA Fashion Show: A collaboration of the Merchandising and Design students to produce and orchestrate an end-of-year signature event, MODA. This is a collaborative event between the Merchandising students and the Design students. Apparel Designs from our design students are showcased in the annual fashion show and the Merchandising students produce, coordinate, and market the show. This highly successful event in the past draws over 1,000 people each year. This event combines industry skills and knowledge in a real-world application.

The fashion show is a signature event that demonstrates a successful pathway. This event includes articulated high schools and industry professionals. The high school students are invited to participate in the event to showcase their work, leading industry employers are invited to the event with one honoree being featured as the night's master of ceremony. This is excellent community outreach, brings in new students to the program, provides exposure to the industry, and encourages industry participation in our program.

Comet's Closet: In the summer of 2018, the Fashion program rolled out a clothing bank for the entire campus. Comet's Closet is a free-service clothing bank for students in need of everyday casual clothing or business wear. Students have the opportunity to

sign up to receive a complete makeover from one of our fashion students. These are all free services for Palomar College students. Comet's Closet is used as a tool to implement work-based learning and develop a curriculum. To date, we have assisted over one thousand students.

Fashion Week San Diego: The Fashion program has partnered with Fashion Week San Diego for the past several years. This has provided students with opportunities for internships and exposure to the industry.

Advisory Committee: The committee is vital to a Fashion Merchandise and Design program, to keep them apprised of opportunities in our program and to connect with opportunities in the industry. Our Advisory Committee includes community members, industry professionals, and articulated high school programs. The Fashion Advisory committee draws from a broad spectrum of professionals and includes fashion designers, fashion manufacturers, managers of retail stores, faculty from secondary institutions, business owners, entrepreneurs, stylists, the entertainment industry, costume designers, textile designers, and manufacturers and former students currently working in the industry.

Field Study Class: Students travel to the MAGIC Conference in Las Vegas, Nevada. The MAGIC Conference is the largest fashion event. Students attend workshops and network with industry leaders. Before they leave for the conference students prepare a resume, business cards, and a 30 second elevator pitch. Students are also prepped on the importance of professionalism in their apparel and manners. This allows students to develop knowledge and skills in a real-world application.

Fashion Snoops: the most relevant source of forecasting information for the apparel industry, is an extremely important resource for Fashion students. This source serves every single student in the Fashion department. Understanding the industry and how it functions makes these students excellent job candidates at the time of their graduation.

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

In 2010-11 the fashion department at census had 1,215 students compared to today 2023-24 with enrollment at 283 students. Several factors have presented challenges to the program.

Department Cuts: A significant number of classes were cut due to a college-wide trend of low enrollment. Once these classes were cut there it is difficult to reestablish the class even when the students were there. For example, for several semesters there has been a high demand for FASH 135 (Beginning Sewing) this Spring semester a second section was added and instantly filled.

Full-time Faculty: The Fashion Merchandising and Design program always had two full-time faculty, one faculty for Merchandising and the other faculty for Design. The one faculty member is doing the job of two. A second faculty member is needed to distribute the workload mostly of administrative duties, which have increased, and marketing the program. This would increase the enrollment, allowing for time to create and promote events.

Field study trip to New York and or abroad: For 20 years the New York trip was an annual trip during Winter Intersession. Time and time again I have heard students and adults traveling with the class say the New York trip changed their lives. One of the site visits was always the Fashion Institute of Technology, (FIT). During those years Palomar's relationship with FIT was outstanding; each year we always had a student or two accepted into the program. FIT accepted all our classes. The class also expands the networking opportunities for students and faculty.

Budget: The budget for the MODA Fashion Show needs to be part of the Fashion budget again. Funds were cut from the Fashion Fields Study class (FASH 195) and the Fashion Show. Both the Field Studies class and the MODA Fashion Show created awareness for the program, created opportunity for industry networking, and gives students knowledge in a real-world application.

Repeatability of Classes: Many of our students want to repeat a class to increase their skills and knowledge. Having easy access to repeat a class would give some students more confidence in their skills and knowledge, and would help fill classes.

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?

The fashion industry is a major economic force in the United States and creates billions of dollars in revenue every year. Employment projections show that within San Diego County the demand for trained personnel will increase significantly in the next six years. Completion of the fashion merchandising or fashion design program will benefit from a wide variety of employment opportunities.

27-1022.00 Fashion Designers

41-9012.00 Models

27-1026.00 Merchandise Displayers and Window Trimmers

41-2031.00 Retail Salespersons Bright Outlook Bright Outlook

13-1022.00 Wholesale and Retail Buyers, Except Farm Products

41-9011.00 Demonstrators and Product Promoters

11-2021.00 Marketing Managers Bright Outlook

27-1013.00 Fine Artists, Including Painters, Sculptors, and Illustrators Bright Outlook

27-3023.00 News Analysts, Reporters, and Journalists

27-3041.00 Editors

51-6092.00 Fabric and Apparel Patternmakers

51-6063.00 Textile Knitting and Weaving Machine Setters, Operators, and Tenders

53-7065.00 Stockers and Order Fillers Bright Outlook

13-1199.06 Online Merchants Bright Outlook

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

Fashion Merchandisers or Fashion Design programs will benefit from a wide variety of employment opportunities. These include but are not limited to; Fashion Designers, Fashion Merchandiser, Marketing/Promotion Director, Visual Merchandiser, Textile Knitting and Weaving Machine Setters, Operators, and Tenders, Retail Buyer, Retail Associate, Pattern makers, Sample makers, Technical Designer, Production Managers only to name a few.

The Knowledge, Skills, and Abilities (KSAs) vary greatly for each profession. Common threads that run through each career are teamwork, strong work ethic, problem-solving, and communication skills. The industry foundational knowledge, skills, and abilities need to have current knowledge in specialized areas, individual technical skills, and interpersonal skills that transfer to the workplace

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

To ensure the Fashion program is preparing students with industry supported Knowledge, Skills, and Abilities (KSA's) several components are in place; an integration of work-based learning, academics, and connecting activities, a coherent sequence of courses that build on KSA's and program review by the advisory committee

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)?

Today the Fashion Industry is one of the largest, well-established industries in our state, our nation, and globally. The regional employment projections shows that within San Diego County the demand for trained personnel in the Fashion industry is projected to increase significantly. The occupational growth for the fashion program will be influenced by global conditions, technological advances, sustainability, growth and changes in populations, the economy, and public awareness. Southern California apparel careers steadily increase due to our location near to one of the largest fashion districts in the country, Downtown Los Angeles. This area encompasses the California Mart, the New Mart, Cooper Building, and the only zipper factory this side of the Mississippi. Los Angeles, Orange County, and San Diego County have become the global leaders for contemporary sportswear, swimwear, premium denim, and extreme sportswear. Emerging employment and job opportunities include ethical and legal accountability for the environment and sustainability in fashion products

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

Several factors assist with job placement and workforce preparedness. The MODA Fashion Show is a catalyst for promoting student careers. Industry professionals attend the show to scout talent for their companies.

The Fashion program provides work-based and Integrative learning through such methods as, cooperative work experience, internships, teamwork, guest speakers, and fieldwork.

The Advisory Committee is vital to a Fashion Merchandise and Design program for job placement. These industry individuals assist with internships and job placement. A real-world experience like the annual

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

The Fashion Merchandise and Design program holds an advisory meeting each year. The meeting is held in April to gain their participation in the MODA Fashion Show in May. Thanks to Zoom we have industry people from around the world participating. Several of our students now advisory members are working in New York, London, Milan, South America and Tokyo.

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

Currently, more than 25 million people are employed by the production and sale of apparel and accessories worldwide.

Annual job growth projections for Fashion Merchandising and Fashion Design in San Diego County are as follows:

49% increase for Market Specialists or estimated 369 annual positions

Meeting, Convention, and Event Planners show a 50% increase.

Advertising, Marketing, Promotions, Public Relations, and Sales Managers show a 20% increase or 399 annual openings. Fashion Designers, Cut and Sew Apparel Manufacturing, Piece Goods Merchants, Wholesalers as well are expected to grow by 4% through 2028. Several entry level positions are featured in the "Bright Outlook" include Marketing Managers and Retail Sales.

By highlighting only a few of the many employment opportunities, it is easy to see the sufficient choices for students that complete the fashion program with a certificate or A.S. Degree. According to the figures stated by California Employment Development Department, total annual job projections exceed 864 positions.

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

Prior Year PRP Goal 1

Brief Description

Develop a coordinated outreach plan that employs internal and external outreach strategies in order to increase awareness and enrollment of the fashion program.

Goal Status

Ongoing

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

Increasing enrollment is paramount. These areas for marketing should be considered for expansion of the program and to increase enrollment:

Creating short-term classes/skill workshops

Reinstating travel courses to New York

Reinstating buses for Field Study courses

Social Media coordinator/high school presenter

Budget for production of the annual fashion show, MODA, at the Center for the Arts

Prior Year PRP Goal 2

Brief Description

Strengthen industry and community partnerships to increase student experiences that will lead to employment opportunities

Goal Status

Ongoing

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

With the move to RB, new opportunities are available to the program. The Fashion program has a strong core of advisory members that support the program. We will reach out to new industry partners and make sure we hold on to our established partnerships.

Prior Year PRP Goal 3**Brief Description**

Provide educational opportunities in the field of fashion for advanced study, and transfer readiness

Goal Status

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

Follow in the footsteps of Architecture and Interior Design to pursue higher education opportunities.

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

The Fashion Merchandising and Design Program will be moving to the Rancho Bernardo Center for Fall 2024. This move could change the entire plan for the program. Goal 1 is ongoing, is a necessary element of any business plan.

Do you have any new goals you would like to add?

No

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 [Vision Plan 2035](#).

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

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Fashion Merchandising and Design

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

A full-time faculty is needed in the Fashion Program for several reasons. A full-time faculty member is needed in the Fashion Design Program to continue to improve the aspects of our program that align with Palomar's Institutional Learning Outcomes and Strategic Goals. Currently, we are relying on all part-time faculty in the Design program to help us assist students in successfully achieving these outcomes and goals. A full-time faculty will ensure success in the stated Values of Palomar College such as excellence in teaching, access to programs and services, diversity in the learning environment, inclusiveness of individual and collective viewpoints in collegial decision-making processes, creativity and innovation in engaging students, and participation in the community. A full-time Faculty position will enable more consistent outreach and guidance as well as counseling of students as they enter and progress through our programs. The Strategic Plan which states to strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention. Develop curriculum to ensure equity and the fair treatment of all in our policies and procedures, diversity in learning environments, philosophies, cultures, beliefs, and people, inclusiveness of individual and collective viewpoints in collegial decision-making processes, mutual respect and trust through transparency, civility, and open communications.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

It is difficult to find candidates with the right combination of professional experience and the proper formal educational. Instructors must be able to teach all classes in the two disciplines: Fashion Merchandising and Fashion Design. They must have an extensive working background as well as be highly specialized in one field.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

The Fashion Merchandising and Design program always had two full-time faculty, one faculty for Merchandising and the other faculty for Design. The one faculty member is doing the job of two. A second faculty member is needed to distribute the workload mostly of administrative duties, which have increased, and marketing the program. This would increase enrolment.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Employment projections from the California Employment Development Department show that within San Diego County the demand for trained personnel will increase significantly in the next six years. A completer of the fashion merchandising or fashion design program will benefit from a wide variety of employment opportunities. Los Angeles, Orange County, and San Diego County have become the global leaders for contemporary sportswear, swimwear, premium denim, and extreme sportswear.

Is your department affected by faculty on reassigned time? If so, please discuss.

The Fashion department will be affected by a retirement.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

The cost for the annual MODA Fashion Show should be added to the Fashion budget. For over 10 years the event was held at the California Center for the Arts in Escondido. The MODA event draws over 1,000 people and there is no place on campus that holds that many people. The cost has increased from pre-covid. Recent estimates are about \$15,000. To \$17,000. Using the Center for the fashion show promotes a professional event and gives students the opportunity to experience the real thing.

A full-time faculty member. A full-time Faculty position will enable more consistent outreach and guidance as well as counseling of students as they enter and progress through our programs. The Strategic Plan which states to strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention. Develop curriculum to ensure equity and the fair treatment of all in our policies and procedures, diversity in learning environments, philosophies, cultures, beliefs, and people, inclusiveness of individual and collective viewpoints in collegial decision-making processes, mutual respect and trust through transparency, civility, and open communications.

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.

1. 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

Technology Request

Technology Request 1

What are you requesting?

Upgrade the computers for the Rancho Bernardo Classroom or new laptops.

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?

Students in the program

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)

The move to the RB campus has left us with less space. The plan would be to acquire an additional classroom and buy laptops for the classroom instead of upgrading one of the computer labs. The plotter would be installed in the classroom.

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

Students in the program

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

The outcome would be space to layout all of the tools needed to teach the students.

d. Timeline of implementation

Fall 2024

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

Cost for 30 laptops would be about \$60,000.00

Do you already have a budget for this request?

Partial

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

Goals 1 and 2 both align with the plan.

What Educational Vision Plan 2035 Goal/Objective does this request align with?

5:2

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)?

No impact to facilities.

Will you accept partial funding?

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: OTHER ONE-TIME NEEDS

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

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

Yes

Requests

Item 1

What are you requesting?

Funding for the Fashion move to Rancho Bernardo

To complete the move to Rancho Bernardo, the Fashion Merchandising and Design program is requesting several items listed below. These items include an additional classroom, laptops, water service for the irons, addition of one electrical outlet, and bringing the furniture over from the main campus.

Now that the fashion move to Rancho Bernardo is complete, we have a better understanding of the space provided and the additional room needed. To remedy the situation, I would like to request an additional room for the fashion program, either 317 or 324. This room would be used in lieu of the computer classroom upstairs. No construction needed; it would be used as an independent classroom. Throughout the school year we have ten classes that will be taught in the room. Classes would include Fashion Industry, Fashion Analysis, Textiles, Visual Merchandising, Illustration, Digital Design, Evaluation of RTW, Buying and Management, and the Fashion Show Presentation Class.

The plan would be to buy laptops for the classroom instead of upgrading one of the computer labs. The plotter would be installed in the classroom. This classroom would use almost everything in the storage area. The bookshelves, wardrobe closets, mannequins, the plotter, even a small Comet's Closet could be added.

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)

After we unpacked at RB we found there were several items that would not fit. The attached budget request will help satisfy the needs.

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

Students in the Fashion Merchandising and Design program.

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

A safe place to work and for students to learn.

d. Timeline of implementation

Fall 2024

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

See budget plan that is attached.

Do you already have a budget for this request?

No

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

This meets goals 1 and 2.

What Educational Vision Plan 2035 Goal/Objective does this request align with?

4:1

5:1

5:2

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)?**

Complete the move that complies with industry standards.

Will you accept partial funding?

No

Budget Category**Please upload a copy of the quote, if available.**

[budget plan PRP.docx](#)
20.2 KB



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

Yes

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

rcampogriggs@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Anita R. Talone

Date

4/3/2024