

Entry #: 39 - Arts, Media and Business Administration**Status:** Submitted**Submitted:** 3/28/2024 1:11 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

Arts, Media and Business Administration

Department Name

Graphic Communications

Microsoft_List_ID**Discipline Name**

Graphic Communications (GC)

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, Department Chair & Professor, Graphic Communications Dept.

Wade Rollins, Professor, Graphic Communications Dept.

Mark Bealo, Professor, Graphic Communications Dept.

Ken Dodson, Associate Professor, Graphic Communications Dept.

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, Graphics 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

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

Yes

List all degrees and certificates offered within this discipline.

None

We were told that GE courses by the Curriculum Committee that this subdiscipline is not to have any programs, since the courses are II General Education courses.

GC 115 is listed in the Web Front End Design Program.

It is AA General Education Area C, UC and CSU Transfer Course, UC IGETC Area 3A, and CSU GE Area C1.

Please note that the Catalog still lists GC 100, GC 101, and GC 102. These three courses have been deactivated, Fall 2023 and will not be in the 2024-25 Catalog. These courses will not be discussed in this PRP.

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?

.4

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

none

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

1 ADA

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

none

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?

Decreased

Was this expected? Please explain.

First, let's recap the enrollment in general:

Five (5) years of Fall sections (2-online each semester: 1 Full 16-week section, 1 FT2 8-week section) and the same schedule for Spring sections (2-online each semester: 1 Full 16-week section, 1 FT2 8-week section), and one 8-week section each Summer.

Spring= 345 students total for 5 years

Summer= 139 students total for 5 years

Fall= 348 students total for 5 years

Over 5 years there has been a notable increase then a sudden slight drop again for fall delivery:

Over 5 years there has been a notable increase then a sudden slight drop again or spring delivery:

Summer has not met the Full Semester enrollments, but is not discouraging enough to cancel the course offerings.

Overview:

Fall 2019: Success: 60%. Fall 2022: Success: 77%. Fall 2023: Success: 61%.

Spring 2019: Success: 68%. Spring 2022: Success: 86%. Spring 2023: Success: 70%.

The cancellation of the Multicultural Requirement may have caused a reduction in enrollment, but this course is significant for AA/AS GE, CSU GE, UCSD IGETC,. Overall, Spring has GREATER SUCCESS.

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

Increased

Was this expected? Please explain.

Over 5 years there has been a notable increase then a sudden slight drop again slight for Fall delivery:

Over 5 years there has been a notable increase then a sudden slight drop again slight for Spring delivery::

Fall 2019: Retention: 83% Fall 2022: Retention: 97% Fall 2023: Retention: 88%

Spring 2019: Retention: 95% Spring 2022: Retention: 98% Spring 2023: Retention: 95%

There may be a reduction in enrollment due to the cancellation of the Multicultural Requirement, but this course is still popular and significant for AA/AS GE, CSU GE, UCSD IGETC designations,

Overall, Spring has GREATER RETENTION.

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

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

Age

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

Ethnicity

Gender

Special Pop. (Veteran, foster youth, 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?

Delivery is only online, so comparisons for delivery location, time, or modality doesn't apply. Let's look at Gender, Age, Ethnicity, and Special Populations below, ad significant indicators.

Enrollment has been steady at or above cap for all sections.

Modailty: 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.)

GC 115 online classes are offered fully online, and only occasionally hybrid or hyflex. The fully online seems to have had the best enrollment and continuous engagement. Retention has been impressive, and the students continue even when they were not having stellar grades. Given choices to resubmit to improve grades, many do not resubmit, since they are satisfied with the grade earned, or perhaps life's obstacles prevent spending any more time on a submission.

Spring 2021: Retention: 95% Success: 81%

Spring 2022: Retention: 98% Success: 86%

Spring 2023: Retention: 95% Success: 70%

Note that this course had been offered face-to-face prior to the Covid Pandemic, but was eventually phased out for in-person delivery, when we found that enrollment was decreasing, while online delivery was increasing. Students clearly preferred to take this class online, which generally has enrollment at or above cap.

The fact that students are not dropping or totally giving up despite decreased success rates is notable. We have observed an apathy in our courses in the GC Dept. We trust the behavioral impact of the Covid Pandemic will evaporate as students mature and process their experiences. What "carrots" can be dangled to motivate students to strive for greater success and excellence class outcomes?

Already standard in GC 115 are the following features:

- Clear and detailed Syllabus and Submission Instructions.
- Online Orientation to encourage time management skills and study skills.
- Generous office hours via Zoom and in-person, beyond the required, by appointment 6 days a week.
- Optional Zoom classes to launch the course and projects, which are recorded and posted.

- Tutoring offered 6 days a week.
- Delivery via multiple modalities (read/write; video, audio) to accommodate personal learning styles and preferences, as well as students with disabilities.
- Active learning with requirements structured to demonstrate achievement.
- Metacognitive exercises giving opportunities to reflect on learning, thinking about one's thinking. Critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.
- Scaffolded learning with formally phased processes to plan, draft, present, and assess one's understanding and performance.
- Late submissions allowed.
- Ample feedback for missing requirements, prompts for improvement, with iterative submissions to improve grades.
- Frequent announcements as reminders and motivators for due dates.
- Frequent Inbox messages, e-mail messages, and phone calls to remind and prompt.
- Free online "CALM" text book with Study Guide in Canvas and ample supporting content, instructor- and publisher-generated.
- Choices for topics, discussions, and projects. (Adult learners particularly are motivated by choices, according to M. Knowles*.)

* Knowles, Malcolm S. "The Modern Practice of Adult Education; Andragogy versus Pedagogy." ERIC, The Association Press, 291 Broadway, New York, N.Y. 10007 (\$12.95), 30 Nov. 1969, eric.ed.gov/?id=ED043812.

In the end, students need self-motivation. A few year's back, a GC Dept. instructor offered gift cards and books as prizes to motivate students, but apparently exterior motivation had little difference. In GC 115, the grades are readily available to track "points" for the letter grades, and there are ample extra credit opportunities for students to raise their grades throughout the semester, with many announcements and reminders. While the good news is that the students do not drop the class... so retention stays high, the motivation to match our "success benchmarks" is missing. A small percentage take advantage of the extra credit to raise grades or strive for an A.

Certainly some students really excel, and most take advantage of the documented standards listed above.

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Actually, unlike an overall feminization of higher education in general, the data collected for the past five years for GC 115 show strong enrollment.

GENDER: Over 5 years there has been a notable increase then a sudden slight drop again slight:

GENDER:

Female:

SP '23: Retention: 97% Success: 68% /// SU '23: Retention: 78% Success: 74% /// FA '23: Retention: 80% Success: 63%

Male:

SP '23: Retention: 94% Success: 72% /// SU '23: Retention: 73% Success: 67% /// FA '23: Retention: 95% Success: 67%

Both genders had exemplary retention, though success was only a little better with males, though even at that, average.

At least the students stayed the course and expressed appreciation for what they learned, for which they kept "showing up"!

For "closing the gap" please see the STANDARD FEATURES documented above in the MODALITY section.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

AGE: Over 5 years there has been a notable increase then a sudden slight drop again recently:

19 and under: SP 2019: Success: 75% SP 2022: Success: 89% SP 2023: Success: 79%
SP 2019: Retention: 100% SP 2022: Retention: 100% SP 2023: Retention: 96%

20-24: SP 2019: Success: 56% SP 2022: Success: 85% SP 2023: Success: 79%
SP 2019: Retention: 91% SP 2022: Retention: 100% SP 2023: Retention: 100%

25-49: SP 2019: Success: 58% SP 2022: Success: 77% SP 2023: Success: 63%
SP 2019: Retention: 100% SP 2022: Retention: 92% SP 2023: Retention: 88%

Overall, all age groups seemed not to be motivated by grades or points. Retention was great and perfect for some age groups some of the time. It might be expected that the youngest were used to school and would step easily into higher education. While they stayed enrolled, perhaps new freedoms and independence were distracting. Retention was high before the pandemic, but did not drop or drop much during the pandemic. The 25-49 year olds are probably working and managing a family, so multi-tasking is challenging and college commitments often take a back seat to family and work. Looking at the Retention of that age group shows a high level of commitment, even if quality was sacrificed.

For "closing the gap" please see the STANDARD FEATURES documented above in the MODALITY section.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Ethnicity: Overall, the only reported ethnicities were Hispanic and White students. Spring 23 Hispanics and White students had a similar, not noteworthy retention rate, but both demographics had impressive success, for those who stayed enrolled and completed their courses.

Hispanics: Spring 2023: Retention: 69% Success: 97%
White: Spring 2023: Retention: 73% Success: 93%

No other ethnicities were reported for any of the semesters included in this 5-year research.

For "closing the gap" please see the STANDARD FEATURES documented above in the MODALITY section.

Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?

Special Populations: Foster Youth and Veterans

Foster Youth:
SP23: Success: 70%. Retention: 95% /// SU23: Success: 74% Retention: 79% /// FA23 : Success: 61%. Retention: 88%

Veterans:
SP23: Success: 80% Retention: 100% /// SU23: Success: 67% Retention: 70% /// FA23 : Success: 65%. Retention: 90%

Veterans must stay enrolled, as it is required and part of their duties. With 100% retention, Active Military are definitely in compliance. If at-risk and special populations took advantage of all that was available to them at Palomar College, there is no doubt that they would be more successful. The issues experienced by Special Populations are complex; there is not a "one-size" solution even within a demographic. There are many categories of Special Populations. DRC students are attracted to the GC Dept. courses and programs, since often those students are more comfortable with visual information. We all work with our students to help them be successful and earn degrees and certificates.

For "closing the gap" please see the STANDARD FEATURES documented above in the MODALITY section.

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.

Already standard in GC 115 and other courses in the department are the following features:

- Clear and detailed Syllabus and Submission Instructions.
- Online Orientation to encourage time management skills and study skills.
- Generous office hours via Zoom and in-person, beyond the required, by appointment 6 days a week.
- Optional Zoom classes to launch the course and projects, which are recorded and posted.
- Tutoring offered 6 days a week.
- Delivery via multiple modalities (read/write; video, audio) to accommodate personal learning styles and preferences, as well as students with disabilities.
- Active learning with requirements structured to demonstrate achievement.
- Metacognitive exercises giving opportunities to reflect on learning, thinking about one's thinking. Critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.
- Scaffolded learning with formally phased processes to plan, draft, present, and assess one's understanding and performance.
- Late submissions allowed.
- Ample feedback for missing requirements, prompts for improvement, with iterative submissions to improve grades.
- Frequent announcements as reminders and motivators for due dates.
- Frequent Inbox messages, e-mail messages, and phone calls to remind and prompt.
- Free online "CALM" text book with Study Guide in Canvas and ample supporting content, instructor- and publisher-generated.
- Choices for topics, discussions, and projects. (Adult learners particularly are motivated by choices, according to M. Knowles*.)

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In the end, students need self-motivation. A few year's back, a GC Dept. instructor offered gift cards and books as prizes to motivate students, but apparently exterior motivation had little difference.

As seen by the data collected, certainly some students really excel, and most take advantage of the documented course standards listed above.

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")



[Nuventive-2023-GC115-Report.jpg](#)
0.3 MB



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.

This discipline is in a transitional state, since it houses our only general education lecture class, GC 115, since the other lecture courses (GC 100, 101, and 102) were deactivated this academic year.

PROGRAM LEARNING OUTCOMES

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

No

If you answered no, please explain.

Not Applicable for this one course.

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



[Nuventive-2024-Report-for-GC115.pdf](#)
0.4 MB



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.

Not Applicable for this one course.

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

Not Applicable for this one course.

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?

Most of the students enrolled in GC 115 plan for careers in marketing, communications or graphic communications. Actually any career that involves dealing with the public and our increasingly diverse society would find that the content of GC 115 will provide a context for interacting or designing promotional campaigns.

Corresponding Labor Market Data includes:

11-2021.00 Marketing Managers: Bright Outlook

>>> In California:

- Employment. (2020) 49,800 employees
- Projected employment. (2030) 61,100 employees
- Projected growth (2020-2030) 23%
- Projected annual job openings (2020-2030) 5,740

13-1161.01 Marketing Strategists: Bright Outlook

>>> In California:

- Employment. (2022) 868,600 employees
- Projected growth (2022-2032) Much faster than average (9% or higher)
- Projected job openings. (2022-2032)

13-1161.00 Market Research Analysts and Marketing Specialists

>>> In California:

- Employment (2022) 868,600 employees
- Projected growth (2022-2032) Much faster than average (9% or higher)
- Projected job openings. (2022-2032)

Graphic Designers (SOC 27-1024): Design or create graphics to meet a client's specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Job titles include: Artist, Creative Director, Creative Manager, Design Director, Designer, Graphic Artist, Graphic Designer, Online Producer, Production Artist, Publications Designer, Advertising Layout Workers; Art Directors; Catalog Illustrators; Desktop Publishers; Digital Artists; Layout Artists; and Multimedia Specialists.

Art Directors (SOC 27-1011): Formulate design concepts and presentation approaches for visual communications media, such as print, broadcasting, and advertising. Direct workers engaged in art work or layout design. Job title include: Art Director; Art Supervisor; Creative Director; Creative Guru; Design Director; Designer; Director of Creative Services, Consumer Products; Group

Art Supervisor; Production Manager; Senior Art Director.

Multimedia Artists and Animators (SOC 27-1014): Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. Job titles include: 3D Animator, 3D Artist, Animation Director, Art Director, Artist, Creative Director, Graphic Artist, Graphic Designer, Illustrator, Animator; Multimedia Artist; Digital Artist; Web Designer; Videographer; Production Manager; Production Assistant; and Multimedia Producer.

Fine Artists, Including Painters, Sculptors, and Illustrators (SOC 27-1013): Create original artwork using any of a wide variety of media and techniques. Job titles include: Artist, Automotive Artist, Fine Artist, Illustrator, Muralist, Painter, Portrait Artist.

Unmanned Aerial Vehicle (UAV) Pilots (currently there is no SOC code associated with UAV Pilots): The codes typically used are for the industries implementing UAV skills, and not UAV itself, Unmanned aircraft systems and industries include: Event photography; Movie filming; Aerial mapping; Search and rescue; Deliveries; Building inspection; Defense industry or military; and Precision Agriculture. Job titles include: Unmanned Aircraft Pilots, Unmanned Aircraft Systems Operators, Commercial Drone Pilots/ Operators and Remote Pilots/Operators. California is expected to create 14,064 jobs between 2015 and 2025 that are directly related to unmanned aircraft systems. Related jobs include flying, building, developing, selling, maintaining, and customizing drones as well as training people to use drones. We have to "shoe-horn" this career niche into other SOC codes, since the published data has not caught up to industry practices and needs. According to a Report published by the COE, "Currently, there is no Standard Occupational Classification (SOC) code in the Bureau of Labor Statistics (BLS) coding system for jobs related to drone technology" (April, 2020).

Key Findings:

- Over the previous 12 months, there were 585 online job postings related to drones in Los Angeles and Orange counties. The highest number of job postings were for pilot, software developer, and photographer.
- Compared to the same period from 2018 to 2019, there was an increase of 168 online job postings.
- The job postings were within the individual employment sectors seeking pilots, e.g., architecture, oceanography, search and rescue, etc.
- There are 26 community colleges throughout California that offer drone-related courses listed under 21 different TOP codes ranging from Piloting (3020.20) to Journalism (0602.00) and Electro-Mechanical Technology (0935.00).

Fashion Designers (SOC 27-1022): Design clothing and accessories. Create original garments or design garments that follow well established fashion trends. May develop the line of color and kinds of materials. Job titles include: Designers; Fashion Advisors; Costume Designers; Custom Furriers; and Stylists. [note there is no SOC code for Screen Printing, so we extend this category to include printing apparel, etc.]

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

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

The emerging career in this category is drone technology, and impacts our future planning by having to keep up to date with FAA requirements (such as Remote ID) and funding changes (such as restrictions on purchasing drones made in China like DJI who have 70% of the market share).

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

EXAMPLE: MARKETING KNOWLEDGE

- Identify, develop, or evalcost and markup factors.
- Formulate, direct, or coordinate marketing activities or policies to promote products or services, working with advertising
- Evaluate the financial aspects of product development, such as budgets, expenditures, research and development
- Develop pricing strategies, balancing firm objectives and customer satisfaction.
- Compile lists describing product or service offerings.

EXAMPLE: ACTIVITIES

- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships.
- Working with Computers — Using computers to program, write software, set up functions, enter data, or process information.
- Making Decisions and Solving Problems — Analyzing information/evaluating results finding best solution and solve problems..
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and complete work.

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

EXAMPLES of what student learns:

- Demographics for customers/public
- Values/Diversity/Culture/Race/Ethnicity/Styles/Market Growth for customers/public
- Communicating with specific demographics such a people with disabilities
- Stereotypes
- Content Analysis for communication pieces, such as ads
- Media Vehicles: Print, Music, Movies, Video Games, Internet
- Graphics for political activism
- Globalism
- Legal & Ethhical Implications

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)?

One path would be MARKETING, and according to ONET:

Projected growth (2020-2030) 23%

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

1. We post job offers.
2. When we hear of a particular, offer we match a student immediately.
3. Our Professional Advisory Board knows of our reputation and student skills, and is a direct path to internships and positions.

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

March 20th, 2024 - Continue pursuing USA and allied country drones rather than the current DJI Chinese made options. Replace outdated equipment with modern technology to keep current with industry and ensure the techniques students learn will translate to industry employment. Look into new and emerging technology options in customization of printed apparel and products produced for other substrates.

Artificial Intelligence Education and Integration:

The adoption of AI tools such as ChatGPT and 11Labs into our curriculum will equip students with cutting-edge skills in content creation. This integration will not only enhance creative workflows but also prepare students for the technological advancements shaping the future of graphics and digital media.

By investing in quality drones, imaging equipment, additive and subtractive manufacturing techniques, advanced computing resources, networked storage solutions, and AI education, we can ensure that Palomar College remains at the forefront of imaging and production education in our GCIP courses. As technology advances so rapidly, we do not let our curriculum become stale as we strive to stay at the leading edge with emerging technology.

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

EXAMPLE: Marketing Analyst

In San Diego County there are currently 385 positions open.

In Imperial County there are currently 32 positions open.

According to Linked in, March 22, 2024.

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**

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

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.

Routine updating programs per college standards and best practices as required, and courses updated for link rot and content currency prior to every semester.

Prior Year PRP 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

Ongoing

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

Progress made to renew Dual Enrollment program at Bonsall High School, with GCIP 140 taught Spring 2024 and plans projected to establish a 3 semester rotation: GCIP 140, GCIP 152, GCIP 149.

Plans are being explored for similar programs at other High Schools for Spring 2025.

Prior Year PRP 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

Ongoing

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

A 197B course was delivered as a pilot 1st academic year. It was popular and the students were enthused. We proposed that it be moved to an existing Course already with a number in Meta through a Course Change process. We were unable to get approval to offer 3 units to include this course in new schedules this year. We shall plan for this in future semesters.

Prior Year PRP Goal 4**Brief Description**

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

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.

This continues to be a routine commitment to our students.

Prior Year PRP Goal 5**Brief Description**

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

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.

We continue to have a mix of face-to-face and online classes. Students prefer the flexibility of online classes, but since much of our curriculum uses specialized equipment on campus, we need to pursue and encourage students to register for face-to-face classes to get proper preparation.

Prior Year PRP Goal 6**Brief Description**

Develop a series of "Stackable Certificates" in GC sub-disciplines in order to facilitate rapid program completion, and motivate students to continue to complete Certificates of Achievement and Degrees.

Goal Status

Completed

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

Five new Certificates of Proficiency are in the catalog. We are marketing them now to our students and tours for potential students. .

Prior Year PRP Goal 7**Brief Description**

Interdepartmental collaboration and student utilization of equipment and technology

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.

We continue to collaborate with the Art Department and Digital Broadcast Department, and our team members in Geography through the joint efforts for the Drone programs. Of particular note is our collaboration about scheduling and other items of concern.

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

Routine updating.

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1**Title of Full-Time Faculty position you are requesting**

NA- not for GC (FT Faculty added on another Discipline PRP)

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.

NA

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

NA

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

NA

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

NA

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

NA

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?

No

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?

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: OTHER ONE-TIME NEEDS

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

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

No

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

Yes

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

lpayn@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Lillian S. Payn, PhD

Date

4/2/2024