

**Entry #:** 38 - Arts, Media and Business Administration**Status:** Submitted**Submitted:** 3/28/2024 3:04 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 - Imaging &amp; Publishing (GCIP)

**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.**

Ken Dodson, Lillian Payn, Mark Bealo, Wade Rollins - Faculty

**Website address for your discipline**<https://www.palomar.edu/gc/>**Discipline Mission statement**

The mission of Graphic Communications is to provide our students with technical and creative skills through visual literacy and progressive technology with a foundation for career and educational advancement. We prepare students for: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment; and relevance in a multicultural and global market place. Our courses, programs, and diverse faculty offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems. By collaborating with multiple departments, Graphic Communications creates a bridge among various disciplines.

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

**Does your discipline have at least one degree or certificate associated with it?**

Yes

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

Yes

**List all degrees and certificates offered within this discipline.**

A.S. Degrees:

Digital Imaging

Drone Applications and Technologies

Graphic Communications

Screen Printing

Certificate of Achievement:

Drone Operator I

Graphic Designer I

Screen Printer I

Certificate of Proficiency:

Digital Arts

Screen Printer

**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)?**

4

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

2.22

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

.65

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

Academic Department Assistant 50% (supports all three disciplines in the Graphic Communications Department)

Shared ADA duties with Business Dept.

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

1 screen printing assistant 10-20 hours a week for 28 weeks

2 drone assistants 6 hours a week for 32 weeks

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

**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?**

Increased

**Was this expected? Please explain.**

Over the past five years our success rates have moved up and down slightly.

2019 76.1%

2020 69.5%

2021 73.1%

2022 74.1%

2023 72.7%

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

Increased

**Was this expected? Please explain.**

Over the past five years our retention rates have increased slightly from 91.5% to 92.5%.

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

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

**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?**

We offer courses in the morning and early day. roughly 8am to 2 pm works best.

**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.**

Student engagement between students and between instructors and students. Engage the students prior to the start of the semester, and maintain contact consistently all semester by being active in the class, providing opportunities for students to engage with each other, and reflect on their learning. We have the students evaluate each others' projects and submissions to build community, and this promotes critical thinking and self-evaluation. Identifying at-risk students is important.

High Touch for High Tech: stay in contact with the class; spend time in the "playground" with them. Address them by their names.

Our rates are fairly consistent whether face to face, online, or hybrid. We are finding the age group of the average student is slightly older in the 22 age range.

## 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-2.xls  
9 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 1

Associate in Science Degree 4 6 8 4 6

AA/AS Total 5 6 8 4 6

Certificate

Certificate of Achievement 8 4 2 3 5

Certificate of Proficiency 8 5 16 1 1 1

Certificate Total 16 5 20 3 4 6

Grand Total 21 5 26 11 8 12

## 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").**



[ScrnPrtn2. Last result, action, and follow-up date for each active program outcome.xls](#)  
5 KB



[DiglMag-2. Last result, action, and follow-up date for each active program outcome.xls](#)  
5.5 KB



[ScrnPrtr-2. Last result, action, and follow-up date for each active program outcome.xls](#)  
5 KB



[DigArts-2. Last result, action, and follow-up date for each active program outcome.xls](#)  
5.5 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.**

The program SLO's are comprehensive and specific to the industry that the programs encompass. Based on our advisory board we are meeting the expectations of our employers, our classes are transfer ready for 4 year college, and our students are entering industry after completing the courses. Our students are prepared for industry to meet the knowledge, skills and abilities that our region employers are looking for in entry level positions. Our students are often better prepared in the subject matter than their counterparts who bypass Community College in pursuit of higher degrees. Both Screen Printing programs had great results confirming that we continue to head in the right direction. Graphic Communications also had strong results, so no need to change things there.

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

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

Safety is our major concern in the printing labs and drone instruction. We can have anywhere from 20 - 80 students in our screen printing courses. During class and open lab times we can have 20 people or more working in the lab at one time. This can become a safety issue because one instructor cannot be everywhere at all times. Students can get hurt. We have been fortunate enough to have a part time lab assistant to help in the screen printing open lab times. This has helped to reduce the risk of accidents. Federal Work Study students who have their Part 107 Certification have been able to assist in the drone operations courses. The availability of such assistants varies widely from semester to semester.

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



## 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 drone program, our newest, continues to evolve. Our Professional Advisory Board recommends software and hardware for all of our programs, as well as the new techniques that they are using to meet rapid change in technology. Streaming is a significant distribution avenue.

**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)**

Critical thinking, computer skills, creative thinking, problem solving, software skills, file management, time management are the basic. Speaking and writing skills. College level English skills, and college math.

#### Top Knowledge for Graphic Designers in San Diego County:

Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models. Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture. Computers and

Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

#### Top Skills for Graphic Designers in San Diego County:

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Operations Analysis - Analyzing needs and product requirements to create a design. Speaking - Talking to others to convey information effectively.

Writing - Communicating effectively in writing as appropriate for the needs of the audience.

Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making.

Coordination - Adjusting actions in relation to others' actions.

Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Top Abilities for Graphic Designers in San Diego County:

Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Near Vision - The ability to see details at close range (within a few feet of the observer).

Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Occupational Tasks for Graphic Designers in San Diego County:

- Create designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
- Determine size and arrangement of illustrative material and copy and select style and size of type.
- Confer with clients to discuss and determine layout design.
- Develop graphics and layouts for product illustrations, company logos and Internet websites.
- Review final layouts and suggest improvements as needed.
- Prepare illustrations or rough sketches of material, discussing them with clients or supervisors and making necessary changes.
- Use computer software to generate new images.
- Key information into computer equipment to create layouts for client or supervisor.
- Maintain archive of images, photos or previous work products.
- Prepare notes and instructions for workers who assemble and prepare final layouts for printing.

Software Skills for Graphic Designers in San Diego County: • Adobe Photoshop, • Adobe Illustrator, • Adobe InDesign, • Adobe Acrobat, • Adobe Creative Suite, • Adobe After Effects, • Adobe Dreamweaver, • Apple Final Cut Pro, • Maxon Cinema 4D, • AJAX, • Drupal, • HTML • JavaScript

Top Skills for UAV Pilots and UAV Operators in San Diego County:

Specialized Skills: Training Materials; Customer Service; Autonomous Systems; Courseware Development; Curriculum Development; and Surveillance.

Soft Skills: Planning; Communication Skills; Writing; Research; and Troubleshooting.

Top Knowledge for Fashion Designers in San Diego County:

Direct and coordinate workers involved in drawing and cutting patterns and constructing samples or finished garments. Examine sample garments on and off models, modifying designs to achieve desired effects. Sketch rough and detailed drawings of apparel or accessories, and write specifications such as color schemes, construction, material types, and accessory requirements. Confer with sales and management executives or with clients to discuss design ideas. Attend fashion shows and review garment magazines and manuals to gather information about fashion trends and consumer preferences. Identify target markets for designs, looking at factors such as age, gender, and socioeconomic status. Select materials and production techniques to be used



for products. Provide sample garments to agents and sales representatives, and arrange for showings of sample garments at sales meetings or fashion shows. Adapt other designers' ideas for the mass market. Purchase new or used clothing and accessory items as needed to complete designs.

Top Skills for Fashion Designers in San Diego County:

Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making.

Coordination - Adjusting actions in relation to others' actions. Social

Perceptiveness - Being aware of others' reactions and understanding why they react as they do.

Speaking - Talking to others to convey information effectively. Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Management of Personnel Resources - Motivating, developing, and directing people as they work, identifying the best people for the job.

Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

Top Abilities for Fashion Designers in San Diego County:

Oral Expression - The ability to communicate information and ideas in speaking so others will understand.

Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.

Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Deductive Reasoning - The ability to apply general rules to specific problems to produce answers that make sense.

Inductive Reasoning - The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Written Comprehension - The ability to read and understand information and ideas presented in writing.

Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

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

Our courses are computer-based with hands on production that requires students to learn to communicate with other students and the teacher in addition to problem solving while producing assignments and projects.

We include creative projects where students design and produce their projects based on the skills taught and their own interests. These include but are not limited to photography, graphic design, typesetting, and color correction. The students present and assess their projects using oral communication and college level English writing.

The GCIP courses already train for skills-builders in the region. Skills-builders are students who take higher-level Career Education courses, but do not complete a community college program or transfer to a four-year institution. These skills- builders may take a college course to obtain new skills and/or to increase their earnings, but do not need to complete an associate degree program to achieve those goals. GCIP programs train many skills-builders as well as other students.

This fact can help direct which particular courses, rather than programs, to market to students and working professionals looking to increase their skills and earnings potential. Many students do not complete degrees or certificates because they take less than 9 units per year to prepare for workforce entry or upward movement in their current job. They are more interested in entering the workforce and earning higher wages than completing a degree or certificate. These factors have directed us to create five (5) stackable "mini" Certificates of Proficiency to fit the students' educational and workforce plans and goals. These shorter certificates can be completed in 1 to 3 semesters, depending upon the course load that the student is able to take. The CCC's official expectation is for Degree and Certificate completions. Since the majority of our students are not interested in earning degrees or even certificates, we promote, announce, and urge the students to petition for Certificates of Achievement and Proficiency, as well as degrees. According to recent conference data, our student completion rate reflects the trend to work, look for on-the-job training rather than earn degrees, since employers generally have not emphasized higher education credentials as they as been done in the past.

Many of our students do not bother to petition for a degree or certificates when all requirements have been met, in spite of our urging. Apparently there is software that can automatically award students credentials, but then, automatic awards may impact their ability to use financial aid in the future. Therefore, we are unable to override our academic need to award certificates and degrees, thereby impacting future financial aid opportunities. The bottom line for us is to ensure that we offer the most curriculum possible with the KSA's that the students can leverage for jobs quickly, which apparently is the case, as seen by the number of students in our courses versus the number of students completing degrees and certificates.

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 Centers for Excellence (COE) September 2021 Top Occupations in San Diego County, Graphic Designers project 600 job openings requiring a Bachelor's Degree. This is an increase over previous projections. There is also an employment gap, because the wages tend to be poor and below living wage. This is disappointing considering that COE states that a BA is required for these positions.

Drone skills: according to the COE Report (April 2020): 585 online job postings related to drones in Los Angeles and Orange counties (28.2% increase)

The following is from EDD for projections 2018 to 2028 for San Diego County:

- Graphic Designers (SOC 27-1024): 3290 annual openings (6.3% increase).
- Art Directors (SOC 27-1011): 82 annual openings. (-3.8% decrease).
- Multimedia Artists and Animators (SOC 27-1014): 126 annual openings. (11% increase).
- Media and Communication Workers (SOC 27-3099) (23 openings), and Film and Video Editors (SOC 27-4032) (140 openings, 62.4% increase)
- Fashion Designers: 32 annual openings 6.1 % increase....
- One of the categories that may include screen printing Drone skills: according to the COE Report (April 2020): 585 online job postings related to drones in Los Angeles and Orange counties (28.2% increase)

Please note that the Labor Market Indicators (LMI), data from the California Economic Data Department (EDD) continues to provide antiquated job titles and is slow in adding new careers or technology in their site. For example, Screen Printing is not represented in a meaningful LMI, which is a major career for designing and producing retail fashions. We must go to "similar" industries, such as "Printing" to get any data. Similarly, with Drone Technology, there is no such category, so we must go to video, etc. Meanwhile, we find that drone technology is significant for highway development, oceanography, search and rescue, real estate, and even archaeology, to name a few industries where drone technology is in demand. This delay in documented CTE opportunities creates skewed statistics, and TOP codes. While we continue to evolve with new technology used in printing on a variety of substrates, the TOP codes do not keep pace. The same can be said for new, emerging technologies like our Drone programs.

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

With the feedback from our Professional Advisory Board, we introduce industry trends, as well as software and hardware developments. We have a job board and we distribute openings for positions and internships to our enrolled classes. We are disappointed that local employers look for free labor disguised as internships, or unrealistic skill-sets (too advanced or too many disciplines). We do our best to educate the employers about the fact that our students need to work and cannot fit in a non-paying opportunity, but might be able to substitute a paid internship if available. The professors in our department have been successful in matching students to worthwhile jobs with stable employers.

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

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?**

- Drone skills: according to the COE Report (April 2020): 585 online job postings related to drones in Los Angeles and Orange counties (28.2% increase)
- Graphic Designers in San Diego/Imperial region: 316 annual openings, projected 3,199 by 2023 (a 4.4% increase).
- Art Directors: 58 annual openings, 659 by 2023 (a 5.6% increase).
- Multimedia Artists and Animators: 128 annual openings, projected 1,446 by 2023 (a 6.6% increase).
- Fine Artists, Including Painters and Sculptors: 100 annual openings, 1,067 by 2023 (a 10.9% increase)
- Fashion Designers: 32 annual openings, 292 by 2023 (a 11.5% increase). (for printed and computer generated designs for apparel)

## 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 GCIP 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.**

We have updated technology in the classroom/labs to included new industry standard equipment. This is an ongoing goal since the technology in our field is ever changing and we look to and rely on our advisory members to help us direct the industry path we should follow.

**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**

Completed

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

We have begun teaching dual enrollment at Bonsall High school.

**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.**

Our contacts with industry are growing; drone students are performing missions in the CE 100 internship course for SDSU and UCSD faculty and student researchers as well as Encinitas Fire Department performing beach cliff erosion detection and progress data.

**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.**

We just need to received funds to purchase the equipment and technology in our previous PRP and Strong Workforce requests so we can prepare students for industry jobs.

**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**

Completed

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

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



**Prior Year PRP Goal 6****Brief Description**

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

**Goal Status**

Completed

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

Marketing based on the Stackable/Mini Certificates has been distributed by our Public Relations Office, and is distributed to the frequent tours who ask to see our department and learn about the opportunities. We have been able to assist students in petitions to receive certificates at graduation, when they were not aware of the process. We urge students to go on for earn a Certificate of Achievement or Degree when they enroll in courses in the Stackables.

Another noteworthy outcome has been to establish a rotation of three courses over a 3-semester timeframe that will culminate in qualifications for all the students who participate in Dual Enrollment at Bonsall High School. The rotation includes, GCIP 152, GCIP 140, and GCIP 149. The first semester of the rotation has a full class enrollment. The professor teaching the course is eager to continue working with the students over the three-semester rotation. We shall encourage the students to attend Palomar College in order to earn a Certificate of Achievement and/or Degree since they will have already completed three core course.

**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.**

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

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

We have completed the goal to build stackable certificates. We have regained our dual enrollment position with Bonsall High School and are in communications with other high schools to launch a rotation plan for them, also..

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

Yes

**Establishing New Goals and Strategies for the Next Three Years****Goal 1**

**Brief Description**

Marketing

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

Hire student workers with video and graphic production and editing skills to create marketing promotions and post on GC related social media outlets.

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

There is no concentrated marketing effort to promote our program offerings, equipment, technology and capabilities to the community. We have no support to get our message directly to the potential students in the community-at-large who would continue their education in Graphic Communications.

Outreach efforts by the college as a whole do not adequately highlight the GCIP course offerings and the marketing efforts of the College are focused on general information, not specifics, as to what makes so many of our programs great. We need targeted marketing efforts to bolster enrollments and market our GCIP discipline and department. Methods such as billboards, posters on buses and ads at the DMV are not reaching the next generation who are far more focused on social media outlets.

We expect these efforts to increase community awareness of the GCIP offerings and programs and bring in additional students who previously didn't know Palomar College offered such opportunities.

**How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?**

Goal 1.4, 1.10, 1.11, 3.1, 3.2, 3.5, 3.7, 4.4, 5.1,

**Expected Goal Completion Date**

5/15/2025

## 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**

Graphic Communications Professor

**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.**

1. As of 12/31/2024, we will now have TWO retired professors with a need to replace AT LEAST one with a new full-time instructor in order to maintain the quality of course offerings and technical expertise that we currently have.
2. We are poised to grow dual enrollment programs at the high schools, as we see renewed interest in establishing dual enrollment by more school districts.
3. Another indicator for full-time instructors is the number of tours that middle schools and high schools (both charter and public) request by Oceanside, Fallbrook, Temecula, San Marcos, Escondido, and Poway districts. We need to staff with seasoned educators who are also experienced in our industry. The weekly tours we conduct exceed even our pre-covid traffic.

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

Yes, we need to identify candidates who have specialized skills in current graphic communication technology and trends. We have found that part-time candidates, as well-prepared as they may be, are increasingly less flexible about accepting assignments. For example, time constraints are not unusual, and many will only accept online course assignments. We look closely for industry experience as well as portfolios that include a range of software, substrates, and media with high quality examples that indicate an ability to prepare our students for jobs in our industry.

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

Safety is our major concern in the printing labs and drone instruction. We can have anywhere from 20 - 80 students in our screen printing courses. During class and open lab times we can have 20 people or more working in the lab at one time. This can become a safety issue because one instructor cannot be everywhere at all times. Students can get hurt. We have been fortunate enough to have a part time lab assistant to help in the screen printing open lab times. This has helped to reduce the risk of accidents. Federal Work Study students who have their Part 107 Certification have been able to assist in the drone operations courses. The availability of such assistants varies widely from semester to semester.

Without a full time lab assistant or assistants, there are severe needs to help cover student safety issues. With a computer lab, screen printing lab, prep areas, washout room and exposure room, and several drones in the air at any given time, instructors cannot be in all areas at all times. There are five screen printing presses, five heaters, two heat presses, a paper cutter, pressure washer, high intensity uv light sources, chemical use and over thirty drones. There is a potential for injury or accident from the equipment mentioned: results could be getting smashed, hit, crushed, cut, and/or burned. The addition of a full-time faculty position would reduce the risk of potential injury or accidents by replacing the supervision that will be vacated by the retirement in December 2024.

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

This request is to fill a position vacated by the retirement of two professors. A factor in selecting a full-time professor is the experience, and currency with technology and practices. Losing two seasoned, full-time professors left a gap in our department. It is a challenge to function with many part-time people who are only available for the hours they teach, and really cannot be expected to take on a larger role in department business, since typically adjunct professors have other jobs in the industry or teach at other colleges and universities. Since they are not compensated to deal with department business other than the hours they are in the classroom, they must fill their time with billable assignments.

Considering that the department will have only three full-time professors, and one of those will often be eligible for a sabbatical assignment, the Graphic Communications Department would be challenged to keep up with only two active professors.

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

Yes, we have a faculty member on sabbatical for spring 2025, which creates more strain on our department considering the timing of the December 2024 retirement. In the past, professors have served on other campus release assignments, which further created challenges for the remaining full-time professors.

**Are you requesting AA, CAST for Classified Staff?**

Yes

**REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA****Staff, CAST, AA request 1**

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

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

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

**Title of new position**

Instructional Support Assistant III 100%, 12 months

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

Classified

**Is this request for a full-time or part-time position?**

Full Time

**How does the position fill a critical need for current, future, or critical operations?( e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)**

A critical position will be to maintain a safe and secure environment and provide direct assistance to, and oversee production for, students working in print and multimedia production and computer labs. This ensures that regulatory compliance and safety precautions in handling chemicals are adhered to, along with proper use and care of machinery and equipment. This position will support SLO course requirements for student projects, safe use of equipment, chemicals and technology. The classified position is assigned to help sustain a clean and orderly learning environment in addition to performing maintenance and assisting with repairs. The classified position will help to provide a safe environment to avoid accidents involving chemicals, burns and being crushed, caught, or cut by machinery and equipment. This position would replace Federal Work Study student workers, if funded. The advantage is a more permanent presence and engagement with the students regarding the safety regulations and department standards and practices.

This vital need is growing as a result of recent reductions in temporary and student staffing. The position would satisfy student requests for additional lab time as well as ensure costly equipment and technology remains secure and in proper working order. Also meets priority factors P1, P3 and P4 in the Staffing Plan for Instruction.

We have LOTS of equipment that needs management and maintenance as well as safety oversight which an ISA could easily handle. Relying on a single faculty member to manage and maintain the equipment becomes a full time job in itself, and he will be retiring in December 2024. Some equipment is checked out by students - we need a better management system for inventory control. We are waiting for administration to decide which system they want to put in place for corresponding departments. Students use equipment at various times and return at when they complete their project. It is impossible to facilitate check out and return of equipment when we have no assistants to handle this. Our professors are in class, in office hours with students, or fulfilling other contract obligations. We really need an assistant to consistently be available to check out and check in equipment, maintain storage and inventory controls.

New technologies that have made their way into our industry that we MUST have in our programs require constant attention, specifically ink jet technology. With some of the new equipment we have acquired we are having problems because the equipment needs to run everyday. We do not have classes that utilize it everyday and having an instructional assistant to help maintain, clean and use the equipment will help keep the equipment running for years.

There are severe bottlenecks on certain projects in several courses that would only be alleviated via either lowering course maximums to previous levels or hire the GC Instructional Support Assistant III that was ranked #1 on the IPC Recommended Classified and Administrator Priority Positions for Instruction 2014-2015. This was evident during the assessment of 3 different Graphic Communications courses and 7 different programs. Expensive and technical equipment requires supervision while students are shooting projects. With pressure from administration to move to 85% fill rates or better, there will not be enough time in class for students to finish shooting their group projects.



Either class maximums will need to be lowered, or a staff position will need to be granted in order to provide more open lab time for students in the green screen studio. Lack of sufficient, qualified assistance causes some instructors to take class time for configuring computers, equipment and technology. Additional staff would alleviate this problem. This discipline is highly technical and in need of very skilled employees to plan, implement, maintain, and continually upgrade the lab environment. All of the courses in this discipline have very complex lab environments that are continually changing per class session and differ between class sections.

Listed as #10 in Staffing Master Plan 2016 Year 5 Update [https://www2.palomar.edu/pages/strategicplanning/files/2016/03/Staffing-Master-Plan-2016-Year-5- Update.pdf](https://www2.palomar.edu/pages/strategicplanning/files/2016/03/Staffing-Master-Plan-2016-Year-5-Update.pdf)

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

Yes, students will have more access to the labs to complete projects with a permanent staff person; and students would be able to learn the course objectives and content with more computer time and hands-on time with equipment available.

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

**Is there funding that can help support the position outside of general funds?**

No

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

This position is intended to:

- Maintain and upkeep equipment and technology to avoid maintenance issues arising during a semester and interrupting production of student projects.
- Check equipment in and out as well as maintain the inventory records.
- Reduce the potential for injury.
- Output student projects in a timely manner, freeing up instructors to teach and engage with students, rather than spend evenings printing projects.
- Assist students and instructors; oversee complex instructional labs, and provide technical support for instructional
- Assist in the preparation of instructional materials.
- Be available to tutor students.
- In summary: Assist production courses and open labs, print student projects, install and maintain equipment and inventory, work with instructors refining production processes, and tutor students.

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

**Educational Vision Plan 2035 Objective**

1:4	2:4	2:6	5:4
1:10	2:5	4:3	5:5

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

We can't address it any different than we have been. We have tried maintaining equipment on our own with our small core of professors, but with the new technology it is becoming a losing battle. Inkjet technology works better the more it is run, we use equipment two days a week for maybe half a semester and then we leave for long periods of time. Having someone who is available full-time to maintain equipment is the solution. Without the hire, we will keep striving to function in a way that benefits students while minimizing accident and injury risks, but the risks will remain present, .such as loss of supplies that are depleted more rapidly.

## 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.

New print technologies are primarily based on inkjet technology. We MUST incorporate this technology into our courses, but this technology requires regular use or the print heads will clog and need replacing. With the time away during breaks, we have a continual battle with print heads needing replacement at approximately \$1500 per head. We just replaced one print head in a machine and now we need to replace another. So \$1,500 - \$3,000 per year if we don't have a full-time ISA to be able to run the units periodically.

## 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?

USA Drone System

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

New Technology

**Provide a detailed description of the the request. Include in your response:****a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

The department needs to have capability to complete real world projects to properly train students for industry. Current Chinese made DJI Matrice 600's capability only provides for two short flight times per mission, which is nowhere near enough for each student to get hands-on experience. Our Professional Industry Advisory Board has directed us to train on USA made drone such as is used in Government and other sectors.

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

Drone students, professor, and GIS faculty who also utilize the data in their courses; facilities and campus police staff who use the images for various purposes; archaeology faculty and students benefitted by the GC Dept drone classes that have offered high-tech skills in excavations; community groups such as conservation managers and ecological foundation staff; and other local educators who use the data gathered from drone missions in their courses and research (ex SDSU & UCSD for the burn area of the Arboretum fire in January 2021).

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

Current technology and equipment will allow for larger data sets that meet the needs of the groups mentioned above. It allows us to expand career connections within guided pathways work. It strengthens and grows the College's community connections and partnerships. The implementation improved communication strategies for faculty and staff. It aligns curriculum with industry needs. We expect an ncreased recruitment and completion of certificate and degrees in a timely manne, as well as attract advanced students from various drone programs around southern California to continue building their skills with the technology we provide. We intent to assist students in successfully transitioning into the workforce for jobs that pay a livable wage by enabling them to acquire skills in the operation of equipment and technology that gives them a competitive advantage in industry. Our goal is to increase persistence of disproportionately impacted students by providing them with access to industry standard equipment and technology to better prepare them for the workforce.

**d. Timeline of implementation**

As soon as the order arrives.

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

\$64,701.30

**Do you already have a budget for this request?**

No

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

1, 4, 7

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

1:4	2:6	3:7	4:4
1:7	3:1	4:2	4:5
2:5	3:5	4:3	4:6

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

1

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

None

**Will you accept partial funding?**

No

## Technology Request 2

**What are you requesting?**

Rotary attachment for UV Printer

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

New Technology

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

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

This request is for supporting equipment and technology that will strengthen our offerings and better assist students in gaining marketable skills both in creating graphics and outputting to a variety of substrates. We currently can design student projects in Adobe Illustrator and Photoshop courses to be output on cylindrical materials and surfaces. However, but we don't have the attachment for our UV printer to actually output the designs.

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

GCIP students and instructors, Palomar faculty and staff who could benefit from printed cylindrical items such as promotional mugs, bottles, etc. that market Palomar College and/or its programs.

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

We expect to strengthen our existing program by providing technology necessary to develop student projects to be output on the large format UV printer. Students can design projects to be output on cylindrical substrates such as mugs and bottles, but we don't have the capability to actually print those projects without such an attachment.

**d. Timeline of implementation**

As soon as the order arrives.

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

\$4,739.02

**Do you already have a budget for this request?**

Partial

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

1, 4, 7

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

1:4	2:6	3:7
1:7	3:1	4:3
2:5	3:5	4:4

**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?**

No

**Technology Request 3****What are you requesting?**

Sony Drones to replace old Chinese DJI Inspire 2

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

New Technology

**Provide a detailed description of the the request. Include in your response:****a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

There are new Anti-Chinese Drone Restrictions for all Federal Agencies and Federal Grants. There is a prohibition of Federal grants for the procurement and operation of Chinese-made drones (which currently make up the vast majority of our drone fleet) within two years. Our current units are nearing end-of-life and we need replacements that conform to new Remote ID regulations and NDAA compliance. Next year we will apply for funds to replace our smaller learner drones, but currently our priority is to replace the larger workhorse drones with two new Sony units.

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

Drone students and instructor; GIS faculty who also utilize the data in their courses; facilities and campus police staff who use the images for various purposes; community groups such as conservation managers and ecological foundation staff; other local educators who use the data gathered from drone missions in their courses and research (ex SDSU & UCSD for the burn area of the Arboretum fire in January 2021).

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

Allows us to expand career connections within guided pathways work. Strengthen and grow the College's community connections and partnerships. Implement improved communication strategies for faculty and staff. Align curriculum with industry needs. Increase recruitment and completion of certificate and degrees. Assist students in successfully transitioning into the workforce for jobs that pay a livable wage by enabling them to acquire skills in the operation of equipment and technology that gives them a competitive advantage in industry. Increase persistence of disproportionately impacted students by providing them with access to industry standard equipment and technology to better prepare them for the workforce.



**d. Timeline of implementation**

As soon as the order arrives.

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

\$52,916.49

**Do you already have a budget for this request?**

No

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

1, 4, 7

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

1:4	2:6	3:7	4:4
1:7	3:1	4:2	
2:5	3:5	4:3	

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

4

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

None.

**Will you accept partial funding?**

Yes

**Technology Request 4**

**What are you requesting?**

Output Tools and Technology

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

New Technology

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

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

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

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

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

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

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

**d. Timeline of implementation**

Fall 2024.

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

\$19,546.40

**Do you already have a budget for this request?**

No

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

1, 4, 7

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

1:4

2:6

3:7

4:4

1:7

3:1

4:2

2:5

3:5

4:3

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

5

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

None.

**Will you accept partial funding?**

Yes

**Technology Request 5****What are you requesting?**

Rugged Laptop for drone field operations

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

New Technology

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

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

We need a rugged laptop to use in setting up drone missions utilizing our high-end Riegl LiDAR payload purchased last year. It needs RS-232, dual ethernet, and telnet capabilities that our current Apple Macbook Pro is not able to provide when running the Parellels Windows emulator. Thus we are in need of a dedicated rugged PC to handle these tasks while performing field operations or we will not be able to use the \$105,000 LiDAR system that was purchased last year.

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

Drone students and instructor; GIS faculty who also utilize the data in their courses; facilities and campus police staff who use the images for various purposes; community groups such as conservation managers and ecological foundation staff; other local educators who use the data gathered from drone missions in their courses and research (ex SDSU & UCSD for the burn area of the Arboretum fire in January 2021).

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

Will allow for larger data sets that meet the needs of the groups mentioned above. Allows us to expand career connections within guided pathways work. Strengthen and grow the College's community connections and partnerships. Implement improved communication strategies for faculty and staff. Align curriculum with industry needs. Increase recruitment and completion of certificate and degrees - we pull in advanced students from various drone programs around southern California to continue building their skills with the technology we provide. Assist students in successfully transitioning into the workforce for jobs that pay a livable wage by enabling them to acquire skills in the operation of equipment and technology that gives them a competitive advantage in industry. Increase persistence of disproportionately impacted students by providing them with access to industry standard equipment and technology to better prepare them for the workforce.

**d. Timeline of implementation**

As soon as the order arrives.

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

\$4,344.99

**Do you already have a budget for this request?**

No

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

1, 4, 7

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

1:4	2:6	3:7	4:4
1:7	3:1	4:2	
2:5	3:5	4:3	

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

4

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

None

**Will you accept partial funding?**

No

PART 4: FACILITIES REQUESTS

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

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Computer and equipment lab space at the Fallbrook center

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

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

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

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

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

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

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

d. Timeline of implementation

Fall 2024

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

\$33,333.00

Do you already have a budget for this request?

No

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

1, 4, 7

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

1:4	2:6	4:2	5:1
1:7	3:1	4:3	5:3
1:8	3:5	4:4	
2:5	3:7	4:6	

**If you have multiple requests for facilities 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)?**

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

**Will you accept partial funding?**

Yes

## 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?**

Travel to trade shows and conferences

**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)**

• Our professors need to travel to trade shows and conferences, have hands-on experiences with new industry products, take our story to events, showcase student projects, and maintain a presence with our community audiences.

Travel to:

- Print united conference x 2
- Xponential Drone Conference
- Commercial UAV Expo

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

Students benefit from professors who keep informed and current with new technology and industry trends. Professors establish contact and relationships with vendors and network with industry professionals and other educators which ties our efforts at Palomar to the professors at other universities where our students transfer.

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

1. Maintain or increase our enrollment.
2. Stay at the leading edge of our industry skills and trends.
3. Update knowledge of software and hardware industry standards.



**d. Timeline of implementation**

Fiscal year 24-25

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

Approximately \$1,500 per faculty member per conference x 4 = \$6,000

**Do you already have a budget for this request?**

No

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

1

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

1:6	2:5	3:5	4:4
1:10	2:6	3:7	4:6
1:11	3:1	4:2	
2:4	3:2	4:3	

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

1

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

None

**Will you accept partial funding?**

Yes

**Budget Category**

Travel Expenses for Faculty

**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.**

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