Entry #: 50 - Arts, Media and Business Administration   **Status:** Submitted   **Submitted:** 3/22/2024 4:17 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 - Multimedia & Web (GCMW)

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, 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.

A.S. Degrees (and Certificate of Achievement):
• Digital Video
• Interactive Media Design: Emphasis in 3D Modeling and Animation
• Multimedia Design
• New Media Compositing, Authoring, and Distribution
• Web: Front End Design
• Graphic Communications

Certificate of Achievement
Digital Media
Digital Video
Interactive Media Design: Emphasis in 3D Modeling and Animation
Multimedia Design
Multimedia Production I
New Media Compositing, Authoring, and Distribution
Web Designer I
Web: Front End Design

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

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

4

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

1.13

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

50% or 0.5

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.

2 - Graphic Assistant working 12 - 15 hours a week for 30 weeks a year.
We have 2 student hourly position.

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.

They have increased slightly from 71% to 73%

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

Increased

Was this expected? Please explain.

Our retention rates had dipped to 84% in 2020-2021 and are currently at 92%

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

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

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 wether 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")

XLS	[0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.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 "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)
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 13 12 8 24 8 11
AA/AS Total 14 12 8 24 8 11
Certificate
Certificate of Achievement 22 17 12 27 7 14
Certificate of Proficiency 5 2 1 5 2
Certificate Total 27 19 13 32 7 16
Grand Total 41 31 21 56 15 27

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").

NewMed-2. Last result, action, and follow-up date for each active program outcome.xls
5 KB

Web-2. Last result, action, and follow-up date for each active program outcome.xls
5 KB

DigMed-2. Last result, action, and follow-up date for each active program outcome.xls
5 KB

DigVid-2. Last result, action, and follow-up date for each active program outcome.xls
5 KB

IntActMed-2. Last result, action, and follow-up date for each active program outcome.xls
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.

As the covid crisis has passed we are seeing a revitalization in face-to-face enrollment. The face-to-face courses in Fall 23/Spring 24 are filling.

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

We have been implementing new technology when available. Recently we began introducing the students to Ai applications and uses.

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

Post covid we have been having trouble with student retention. The students seem to lose interest easily when the process becomes slightly difficult or if they have "life" problems.

We are limited by faculty enrollment caps for our entire department to the number of sections that we can teach. For example our Photoshop courses often completely fill even through the late start fast track courses.

COVID had resulted in less face-to-face courses and students. Online-only students had an unyielding challenge to overcome: 1) personal computers without sufficient system requirements and software to handle the rigor of our courses, or 2) the knowledge of how to install the software and update their computers. These issues left such students less prepared to succeed in the courses and industry, and some had to drop due to the impediment of such circumstances.

There is no concentrated marketing effort to promote our program offerings, equipment, technology and capabilities to the community. We have no support to get our message directly to the potential students 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 GCMW 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 individual disciplines and departments. Methods such as billboards, posters on buses and ads at the DMV are not reaching the next generation who are far more focused on social media outlets.

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

Because equipment and technology required to train students to be prepared to enter industry is expensive, it is imperative that the learners have access and exposure to up-to-date equipment. New advancements in digital media, technology and equipment have come about. Funds need to be acquired in order to incorporate the new technology.

The Digital Video program saw some concerning drop off in results due to certain classes offered online only during COVID. This online only situation presented a variety of roadblocks for the students which attributed to their poor performance on some SLOs. When offered face-to-face, the course is in the high-end Mac lab MD-119. GCMW has a variety of equipment and technology that are utilized throughout the courses in an effort to prepare students for industry. Offering the course in an online only environment amidst the various difficulties associated with the COVID pandemic had an adverse effect on student performance. Open lab access continues to be a benefit for students.

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 newest emerging career is Ai operator/designer.
Social Media Producer, influencer, Public relations, Assistant Film Editor, Editor, Film Editor, Online Editor, Video Editor, Producer, Associate Producer, Executive Producer, Videographer, Audio Engineer, Audio Operator, Broadcast Engineer, Broadcast Technician, Master Control Operator, Mixer, Recording Engineer, Sound Engineer, Sound Technician, Studio Engineer, Multimedia Artists and Animators, Animator, Art Director, Artist, Creative Director, Graphic Artist, Graphic Designer, Graphic Designer, Illustrator

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: Advertising Layout Workers; Art Directors; Catalog Illustrators; Desktop Publishers; Digital Artists; Graphic Artists; Layout Artists; Multimedia

Specialists; and Production Artist.

Web Developers (SOC 15-1134): Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Job titles include: Web Developer; Front End Developer; Web Designer; User Experience (UX) Designer; and User Interface (UI) Developer.

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: Animator; Multimedia Artist; Digital Artist; Web Designer; Videographer; Production Manager; Production Assistant; and Multimedia Producer. According to the Centers for Excellence (COE) September 2016 Top Occupations in San Diego County, Graphic Designers ranked #8 with 505 job openings requiring a Bachelor's Degree, and Web Developers ranked #4 with 496 job openings requiring an Associates Degree.

The COE April 2015 Top Occupations In Demand In San Diego County and North County Regions had Web Developers requiring an Associates Degree ranked #16 with 908 openings in San Diego County and #14 with 318 job openings in North County. Graphic Designers requiring a Bachelor's Degree came in ranked #20 in North County with 497 openings. The COE June 2018 "Opportunities for Career Education to Close the Middle-Skills Jobs Gap" Summary for San Diego County listed Web Developers as one of the "TOP 100 MIDDLE-SKILL JOBS" and concluded that "A comparison of labor market demand (annual job openings) with labor supply (program awards) from the region's educational institutions indicates that the top middle-skill jobs have supply gaps." The report continued to provide "RECOMMENDATIONS FOR MORE PROGRAM SUPPLY'.

Career Education programs can help fill labor supply gaps with short-term certificates or associate degrees." 050970 E-Commerce (Business Emphasis)* was recommended for increased awards to close the supply gap. The asterisk (*) indicated that E-Commerce may be suitable for short-term certificate programs.
According to the COE May 2018 Multimedia Artists and Animators Labor Market Analysis for San Diego County, the TOP codes associated with this occupation include 061400: Digital Media, 061410: Multimedia, 061420: Electronic Game Design, 061440: Animation, 061460: Computer Graphics and Digital Imagery and 103000: Graphic Art and Design. The top five employers in San Diego County for this occupation were Activision, Sony Electronics Incorporated, CBS Broadcasting, Rockstar Games Incorporated and Qualcomm.

Additionally, our students enter the alternative sports market creating online video for such sports as surfing, skating, off- road vehicles and racing .

Entrepreneurship: students create their own websites and promote products and services that they are learning in our program, such as real estate agents, car dealerships, and wedding videography. They also create social media such as YouTube channels to share information and content for entertainment and collect advertising revenue.

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

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

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.

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.

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.

Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

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.

Speaking — Talking to others to convey information effectively.

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

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

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

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

Coordination — Adjusting actions in relation to others' actions.

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

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

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

Time Management — Managing one's own time and the time of others.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Negotiation — Bringing others together and trying to reconcile differences.

Persuasion — Persuading others to change their minds or behavior.

Service Orientation — Actively looking for ways to help people.

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 Web Developers in San Diego County:
Technical Skills: • JAVA, • Website Design, • Website Development, • Query, • HTML5, • Hypertext Preprocessor (PHP)

Non-Technical: • Communication, • Writing • Research, • Problem Solving, • Creativity, • Organization, • Detail-oriented

Occupational Tasks for Web Developers in San Diego County:
• Design, build, or maintain web sites, using authoring or scripting languages, content creation tools, management tools and digital media. • Perform or direct web site updates. • Write, design, or edit web page content or direct others producing content. • Confer with management or development teams to prioritize needs, resolve conflicts, develop content criteria or choose solutions. • Back up files from web sites to local directories for instant recovery in case of problems. • Identify problems uncovered by testing or customer feedback, and correct problems or refer problems to appropriate personnel for correction. • Evaluate code to ensure that it is valid, is properly structured, meets industry standards and is compatible with browsers, devices or operating systems. • Maintain understanding of current web technologies or programming practices through continuing education, reading, or participation in professional conferences, workshops or groups. • Analyze user needs to determine technical requirements.

Top Skills for Multimedia Artists and Animators in San Diego County:
Specialized Skills: • Teamwork/Collaboration, • Animation, • Interaction Design, • UX Wireframes, • Maya
Soft Skills: • Creativity, • Communication Skills, • Organizational Skills, • Editing, • Detail-Oriented
Software Skills: • Adobe Photoshop, • Adobe Illustrator, • Adobe InDesign, • Adobe Acrobat, • Adobe Creative Suite

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

Our course projects are based on real world experience and projects that would done within the industry. We try to keep our equipment and software up to date so the students are building the same skills they will use in the industry. 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.

Also, Design for Production — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, etc.

The GCMW 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. GCMW 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.

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)?

A 5% increase from 22-27 from AME occupations

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

We have been working closely with our industry partners and have been able to offer internships, apprenticeships and jobs inn a variety of industries that need social media and public relations content. A few of these are Hunter Irrigation, Mad Media and Tempt Media, Hoonigan, Baja off road industry partners, Palomar College PR, Alex Friedburg Animation, Bourdreau Pipelines. Many of these companies are run by or owned by ex-students that contact us directly for employees or interns so it has become a employment pipeline for our students and industry partners.

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

March 20th 2024 - Teach switching with multi-camera production for podcasting (not live broadcast, but rapid edit to upload). Instruct students on corporate video production techniques using current Red Digital Cinema and BlackMagic cameras. Add Elementor as a unit in the WordPress course. Expand Web Design courses to include Mobile Apps and Digital Product Interfaces while maintaining accessibility techniques. Pursue non-credit versions of the GCMW face-to-face courses to tap into that population and increase enrollment. Incorporate realtime, in-camera visual effects similar to Jon Favreau's use of "The Volume" in "The Mandalorian." Implement a Blackmagic Cloud NAS system to facilitate collaborative projects and secure storage of large video files, reflecting the collaborative and data-intensive nature of modern video production.

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, including production document writing, storyboard creation, and voiceover scripting. This integration will not only enhance creative workflows but also prepare students for the technological advancements shaping the future of digital media.

By investing in quality cinema cameras, microphones, support equipment like tripods and gimbals, advanced computing resources, networked storage solutions, and AI education, we can ensure that Palomar College remains at the forefront of digital media education in our GCMW courses.

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

Long term
1,878 Projected Annual Job Openings in the San Diego-Imperial Region 22-27

Annually
Graphic Designers 269
Web and Digital Interface Designers 112
Film and Video Editors 38
Media and Communication Workers 46
Audio and Video Technicians 87

PROGRAM GOALS

Progress on Prior PRP Goals

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

Click here for previous PRPs with goal information.

Prior PRP Goals

Prior Year PRP Goal 1

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 2

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.

We have successfully placed new employees with some of our industry partners and are continuing to keep good relations with them.

Prior Year PRP Goal 3

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.

Our students continue to enter the work force and/or seek higher degrees.

Prior Year PRP Goal 4

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.

Some of our courses are seeing growth in f2f courses while others remain with low enrollment.

Prior Year PRP Goal 5

Brief Description

Maintain industry currency and relevance of existing courses in GCMW 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.

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

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 rewritten the GCMW 106 course and are waiting for units so we can offer it. We have regained our dual enrollment position with Bonsall High School.

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

Rewrite the Digital Video and Multimedia Certificates to include the GCMW 106 course.

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

We will need 3 units to offer the course.

Outcome(s) expected (qualitative/quantitative)

This will give the students an opportunity to learn digital video functions and apply them to social media sites.

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

Goal 1. Reimagine and redesign instruction and student services to increase student success.
7. Establish a technology-enhanced space where faculty engage in learning communities that facilitate ongoing and sustained dialogue and training to support excellence in teaching

Expected Goal Completion Date

12/31/2024

Goal 2

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 GCMW 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 GCMW 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 GCMW 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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

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.)

There are no GCMW classified ISA staff who could fill the needs that current faculty do not have sufficient time outside of teaching to complete. A qualified ISA could: 1) assist students in open labs ensuring the safe operation of expensive equipment and technology; 2) output student projects on various equipment and technology; 3) checkout and maintain equipment and inventory. There is potential for injury from use of equipment such as getting smashed, hit, crushed, cut and/or burned. The addition of a classified ISA staff would reduce the risk of such accidents. Currently this has been slightly offset through the use of short-term lab assistants, but there is no ongoing funds to ensure this continues or consistent and regular assignment of hours to hourly assistants.

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

It would create a more efficient use of our present technology since the support assistant could keep the computer labs open longer. This would allow the students to work with computers, expensive camera equipment, and specifically work time in the Green Screen room.

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 would allow all students that need help a chance to work with someone in the lab. This person would act as a care taker of the labs and the equipment. We have found that when there are open labs compared to no labs available, as during the covid crisis, the student had a higher success rate.

Educational Vision Plan 2035 Objective

1:1	2:2	2:4
1:5	2:3	4:3

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

Student hourly positions.

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

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

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

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

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?

Faculty Apple Laptop

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

Replacement of Technology

Who is the current user of the requested replacement technology?

Wade Rollins

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)

Apple Pro laptop $5,500.00

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

This laptop would be used to teach on-line courses and create support materials for face to face
courses.

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

Increase in enrollment for on-line courses.

d. Timeline of implementation

Fall 24

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

Apple Pro laptop $5,500.00

Do you already have a budget for this request?

No

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

7

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

4:3

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)?

Will you accept partial funding?

No

Technology Request 2

What are you requesting?

Upgrading Digital Video Technology

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

Replacement of Technology

Who is the current user of the requested replacement technology?

GCMW 165, GCMW106, GCMW 204, GCMW 205 students.

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

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

Blackmagic Design Pocket CinemaCamera 6K Pro (Canon EF) x 4 each

Panasonic Lumix GH6 MirrorlessCamera X 4 each

GoPro HERO12 Black X 10 each
Various supporting equipment Gimbles, Microphones, Cables, Memory cards.
See attached quote from BB&H video

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

GCMW 165, GCMW106, GCMW 204, GCMW 205 students.

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

The students will be able to work with current DSLR technology. The cameras that they are currently
working with are approximately 7 years old and starting to fail.

d. Timeline of implementation

Fall 24

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

43578.31

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)

2

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

Will you accept partial funding?

Yes

Technology Request 3

What are you requesting?

Red Komodo

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 Professional Advisory Board is directing us to add a Red Komodo and associated gear for class projects to prepare students with the skills and experience to meet this need. This request is for additional equipment and technology that will strengthen our offerings and better assist students in achieving gainful employment.

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

GCMW 165, GCMW106, GCMW 204, GCMW 205 students.

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.

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.).

$15,956.01

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
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)

3

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

None

Will you accept partial funding?

Yes

Technology Request 4

What are you requesting?

Blackmagic Design Cloud Store

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 Professional Advisory Board is directing us to implement Blackmagic Design Cloud Store technology for students to collaborate on class projects in a real world shared storage environment to prepare them with the skills and experience to meet this need in industry. This request is for additional equipment and technology that will strengthen our offerings and better assist students in achieving gainful employment.

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

GCMW 165, GCMW106, GCMW 204, GCMW 205 students.

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.

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.).

$21,118.40

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
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)

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

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. Inlude in your response:

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

GCMW 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 "Multimedia and Drone Space" utilizing existing equipment such as digital video, drones, audio, animation capabilities 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 produce marketing videos and graphics for their own brands 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)?

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. Inlude in your response:

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

2 for NAB National Association of Broadcasters conference

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's skills and trends.
3. Update knowledge of software and hardware industry standards and practices.
4. Maintain our reputation for quality hands-on training that is never stale.

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.).

$4,000.00

Do you already have a budget for this request?

No

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

3,4,5

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

| 1:6 | 1:7 | 2:1 | 2:7 |

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)?

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.

No

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

wrollins@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