PALOMAR COLLEGE®
Learning for Success

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Graphic Communications
Department Name:	Graphic Communications
Division Name:	AMBA

Please list all participants in this Program Review:

Name	Position
Lillian Payn	Professor
Ken Dodson	Associate Professor

Number of Full Time faculty	3 in discipline	**Number of Part Time Faculty**	1 in discipline

Please list the Classified positions (and their FTE) that support this discipline:

Academic Department Assistant - 100% (ADA supports all three disciplines.)

What additional hourly staff support this discipline and/or department:

Graphics Assistant

Discipline mission statement (click here for information on how to create a 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 marketplace. 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.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

Graphic Communications Foundations Program was recommended and proposed by the Advisory Board. This has not been approved yet through Curricunet.

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased	7%	Steady/No Change		Decreased	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
These are General Education courses that have consistent enrollment.						

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?
There is no indication that any one of the four courses in this discipline is weak or should be de-activated.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	29%	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	498

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?
The enrollment trend for WSCH/FTEF has been increasing over the past 5 years, perhaps because we added a new course, GC 115, that has been increasing enrollment as students become aware of it.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.
Our FT faculty often teach these courses as their overload, so there are no challenges to staffing.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.
 	
    A. **On-Campus Course Success Rates**
    B. **Online Course Success Rates**
    C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
    D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**
 	
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?
Practically speaking, students in GC courses were not registering for face-to-face courses at the same rate as distance education courses; therefore, we have been offering only distance ed sections for the past several years. Over the past 5 years, enrollments jumped from 220 to 487 for distance education GC courses. This exceeded our expectations, and indicate that if we are to build enrollment, offering more distance education courses is an obvious solution. Success rate has been steady, dropping a little from 79.1% to 72.7% over the last 5 years.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups? Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website **https://www2.palomar.edu/pages/ssec/**

Gender	Males' and Females' success rates have been steady, with a difference of about 6% higher consistently for women, but overall both genders have dropped about 7% over the past 5 years. Gender success overall has decreased about 6% over the past 5 years. What is also very interesting is that enrollment in general has increased significantly, with a jump from 136 to 241 for females, and 148 to 229 for males.
Age	The youngest students 19 and younger are the most successful, though not significantly higher than the other age groups. Overall, all age groups have decreased in success, by about 5% in the last 5 years.
Ethnicity	Only Hispanic and White students are identified in the data. Overall ethnicity success rates have gone down almost 8%, with HIspanics have the greatest drop, from 83.3% to 65.7% and Whites from 79.3% to 75.8% over the past 5 years.
Special Population (examples- veteran, foster youth, etc)	These special populations were not represented in the charts. (BTW, the chart was not consistent, since it stated that N or Not…[special population], but below at the bottom, it stated data for the groups that were N above.)

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.
Interesting to see that "Returning Students" were consistently (when enrolled) more successful than other types of students, and continuing and returning students were higher or lower compared to each other alternating years. Full-time students consistently had greater success than part-time students, until this past year.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.
 	
Discipline Level Course Success Rate:
    A. **The College's institutional standard for course success rate is 70%.**
    B. **Review your discipline's course success rates over the past five years.**
    C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	**70%**
Why? C is average and we accept this as the standard for success.	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

   A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
   B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

We dropped from 13 degrees and 19 certificates 5 years ago to only 1 in 2013-14, which is the last year reported in the data. Students tell me in my classes that they are transfer students and are taking our GC courses to transfer, and they tell me that their goals are degrees at UC and CSU mostly.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

See above, #1, and we anticipate that we shall have an increase perhaps when we offer the GC Foundations Certificate. It is possible that since the students are picking up the minimum transfer classes, that the fact that there is a certificate will not make any difference.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data.
This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

In San Diego County there is an average of 100 new openings in our county for graphic designers (27-1024) per year, and over the next 3 years they expect 300 openings.

In San Diego County there is an average of 4 new openings in our county for desktop publishers (43-9031) per year, and over the next 3 years they expect 11 openings.

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

We solicit internship opportunities and announce these to students, as well as take students on field trips. We connect our students with our Advisory Board partners, who often hire our students.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

na

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

We hold an Advisory Board meeting every Spring semester. The advisors evaluate our courses, programs, curriculum, and make recommendations for the latest software, hardware, and equipment. They also give us the profile of the opportunities in our industry. We also use these meetings to connect with our partners and arrange field trips as well has having our partners to speak to our students. 0

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

We attend industry conferences as we are able to. We also are active in the state and county graphics showcases, where our students typically win many high and the highest awards for their projects.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Assessment results enable our faculty to gauge the effectiveness of instruction for a given learning outcome, and make any needed and necessary adjustments to the instruction or course content to increase comprehension and success for the SLO. Perhaps the most useful benefit of the SLO assessments is to clearly inform our students what they will be able to do when they are done with the course, as well as what to tell employers what they can do. Certainly as we look at our measurements, we can determine, or at least explore, how to increase our results. The courses have an average of 82% success rate of the past 3 years.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Overall the students are achieving the outcomes; one factor that needs to be addressed is identifying the at-risk students to determine how we can facilitate their success and retention. Department standards of passing with a C (70%) is still in effect. The courses have an average of 82% success rate of the past 3 years.

Assessing an SLO that has lower than expected success rate is fairly easy, as is addressing the situation and finding corrective means to bring the rates back up. What is incredibly difficult is getting students into the program. It is clear that there is a need in industry for students coming out of our programs. The problem is so many potential students just don't know who we are, what we have to offer, and why Palomar College is a quality institution to further their education. The word needs to get out to the regional High School classes that are direct feeders to our programs, if they only knew that we existed. What needs improvement? Marketing!

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Our SLOs are overarching outcomes. At the moment, they do not need to be improved. If we were to change our curriculum or the courses in the programs, then it would be necessary to revise the SLOs. However, we have proposed our Program at this point, and have not yet reviewed it. However, we have reviewed the individual courses. (The courses have an average of 82% success rate of the past 3 years.)

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

Since all of our courses are offered almost every semester, we are satisfied. In fact, the GC 115 course has had wait lists in the past, so that we were able to open additional sections, which filled quickly.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

Since our GC courses are all 100 level and are not skill-based, they can be taken in any order.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

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PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Pro.)ram
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf

Strengths:	We are increasing our enrollment in GC classes.
Weaknesses:	Since student preferences have compelled us to offer only online classes, we realize that some students would prefer face-to-face delivery. However, we do not have enough enrollment early enough to prevent face-to-face sections from being canceled. We cannot reconcile these two opposing forces.
Opportunities:	Our opportunity is to complete the process for our Graphic Communications Foundations Certificate.
Threats:	We have had to cancel classes early due to low enrollment at pre-course dates. We believe that we could have filled those sections if they were able to meet the first week of classes.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Structuring and implementation of ONLINE certificate.		X	
Write a new GC history course to enhance the general education offerings. "History of Screen Printing"			X

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Structuring and implementation of ONLINE certificate.
Strategies for implementation	Received grant $$$ to begin organizing and structuring of course content and design.

Timeline for implementation	Fall 2018 to be offered for the first time.
Outcome(s) expected (qualitative/quantitative)	Expect to see increase of students enrolling and completing online certification in GC / GCIP.
Goal #2	
Program or discipline goal	Process/Complete the Foundations of Graphic Communications Certificate.
Strategies for implementation	Fulfill the requirements for approval of a new certificate.
Timeline for implementation	2018
Outcome(s) expected (qualitative/quantitative)	1. Inform our Advisory Board that we did what we the Advisors recommended. 2. Expect increased enrollment as students seek to achieve the certificate.
Goal #3	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
Goal #4	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
Goal #5	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline's mission statement?
These certificates offer "technical and creative skills through visual literacy and progressive technology with a foundation for career and educational advancement." Our Advisory Board recommended the new certificates in order to "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 marketplace."

4. How do your goals align with the College's Strategic Plan Goals?
These certificates offer "support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Ken Dodson
Date	Jan. 3, 2018

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean	
Reviewer(s)	Norma Miyamoto
Date	Nov. 25, 2017
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
As stated, the four courses in this discipline meet GE transfer requirements. Enrollments are steady.	
2. Areas of Concern, if any:	
From the descriptions provided, I'm uncertain whether SLOs are being considered carefully and assessed regularly.	
3. Recommendations for improvement:	

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Nick Vallone, Monica Galindo, Barb Kelber, Shayla Sivert
Date	12/11/17
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Responsiveness to students' desire to study online; strengthening WSCH/FTEF	
2. Areas of Concern, if any:	
Lack of completions; unclear whether curriculum is current with the needs of what I can assume is a quickly changing,	

constantly evolving industry	

3. Recommendations for improvement:

You mentioned that your courses were not sequential; perhaps it would help to lay out a finite number of stackable certificates (3 e.g.) and show students how completion of related courses will result in a certificate and how one more course results in yet another.

4. Recommended Next Steps:

	Proceed as Planned on Program Review Schedule
X	**Repeat Comprehensive Review**

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/12/2018

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. I enjoyed the mission statement
2. Any hypotheses on demographic differences? Well presented
3. LMI data is well presented
4. 2 goals are very interesting

2. Areas of Concern, if any:

a. Incomplete data for entire 1st section- redo
b. See comments of reviewers the intro enrolment info is incomplete
c. Section 4 is incomplete
d. SLO data is incomplete- see rubric for detail on what is needed- actual SLOs, results etc.
e. Curriculum section is extremely sparse
F. SWOT is a good start but sparse

3. Recommendations for improvement:

4. Recommended Next Steps:

	Proceed as Planned on Program Review Schedule
X	**Repeat Comprehensive Review**

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.