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 Imaging and Publishing
Department Name:	Graphic Communications
Division Name:	AMBA

Please list all participants in this Program Review:

Name	Position
Ken Dodson	Associate Professor
Mark Bealo	Associate Professor

Number of Full Time faculty	5 in this discipline	**Number of Part Time Faculty**	6 in this discipline

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

Academic Department Assistant 100% (supports all three disciplines in the department)

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

2 - Graphic Assistants working 10-11 hours/week each for 30 weeks of the year.

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 any new degrees and certificates offered within this discipline since your last comprehensive review:
GCIP Drone Technology A.S. Degree Major/Cert. Achievement 18 units/more *New Program* Launched and set for Fall 2018.

Discipline Level Data: https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.
Enrollment has declined from 1000 in 11-12 to 552 in 16-17, a 45% reduction over the period.   Fill rates have fluctuated: 83% in 11, 88% in 12, 76% in 13, 62% in 14, 84% in 15 and 76% in 2016.   WSCH/FTEF was 432 in 15 and 430 in 2016.   Part-Time FTEF has dropped from 5.4 in 11 to the current low of 1.47 in 2016.   Enrollments have dropped for 19 And Under from 143 in 2011-12 to 51 in 2015-16 for a 64% reduction.   Those 20 To 24 declined from 300 in 2011-12 to a low of 126 in 2016-17 for a 58% reduction.   Students 25 To 49 declined from 234 in 2012-13 to 93 in 2016-17 for a 60% reduction.   Those 50 And Over declined from 43 enrolled in 2011-12 to just 10 in 2015-16 for a 77% reduction.   Our Overall Retention Rates are 89.8%, 81.3%, 81.4%, 77.6%, 78.1%, 83.2% and 92.3% for years 2011-12 through 2017-18 respectively. Retention is high because students enjoy our courses and often request more open lab access so they can work on projects and hone their skills.   Overall Success Rates for that same period are 75.2%, 72.3%, 73.1%, 72.7%, 75.6%, 70.5% and 80.8% respectively.   The decline in enrollment numbers is alarming. There is no concentrated marketing effort to showcase our program offerings, equipment, technology and capabilities to the feeder High Schools in our district. All we receive is pressure from administration to cut, cut, cut, but no support to get our message directly to the potential students 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 generals, not specifics of what makes so many of our programs great. We are getting fed up with pressures from above without any targeted support to bolster enrollments and market individual disciplines and departments. Utilizing outdated methods such as billboards, posters on buses and ads at the DMV are not reaching the high school graduates that are simply bypassing Palomar College as a viable stop in their education journey.

2. 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**

Standard for Discipline Course Success Rate: 70%

Why?
C is average and we accept this as the minimum standard for success.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.
When you see students understand the information and apply it. When students take learned information and start their own business.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.
Market our course offerings and department. But there is no funding mechanism in place to support faculty to reach out to local high schools that are currently teaching foundational concepts that lead into our courses and programs.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?
Low enrollment… it is really hard to offer new courses and or try new things when the whole of the educational model is "Efficiency" and our programs/courses keep getting cut. There is no department or course marketing or promotion.

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/
Assessment results enable our faculty to gage 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. Results in our various GCIP courses consistently show that new advancements in various technology and equipment have come about that create more capabilities and expand the quality of materials that can be utilized in real world projects. Funds need to be acquired in order to incorporate the new technology. There is a problem that needs to be addressed in our drone courses, as the course maximums were set at 30, but need to be reduced to a proper 24 students for safety reasons and in order to ensure students have adequate time to complete their projects. When there are not enough available drones, students get frustrated and that reflects poorly on the reputation of the department and the college. This issue needs to be rectified and addressed in an appropriate manner. Either class maximums will need to be lowered to accommodate all of the students, or a staff position will need to be hired to allow for supervised lab time along with the allocation of additional funds to provide the necessary equipment. The latter is a more expensive solution than the former.

PART 3: PROGRAM GOALS

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**
Create new course offerings: industrial/graphics screen-printing, non credit courses, not-for-credit courses, south center courses.		X	
Write and implement new History of Screen Printing General Ed Class		X	
Build new, and enhance current dual enrollment programs by providing requested courses and needed equipment.		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	Market the department and course offerings
Strategies for implementation	Request funding to follow through with a marketing plan
Timeline for implementation	Fall 18
Outcome(s) expected (qualitative/quantitative)	Increase in student enrollment
Goal #2	
Program or discipline goal	Create new course offerings: industrial/graphics screen-printing, non credit courses, not-for-credit courses, south center course, and History of Screen Printing General Ed Class.
Strategies for implementation	Learn the process for implementing non-credit and not-for-credit courses. Implement these course within curricunet. Request funds for industrial screen printing equipment.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increase enrollment by offering a more diverse section of courses to a larger group of possible students via non-credit and not-for-credit offerings. Obtain new cutting edge, current technology in screen printing.
Goal #3	
Program or discipline goal	Build new, and enhance current dual enrollment programs by providing requested courses and needed equipment.
Strategies for implementation	Reach out to interested high schools who have shown an interest in our courses and programs for dual enrollment. Request funding to implement a computer lab on Bonsall HS campus.
Timeline for implementation	Currently in progress. Ongoing.
Outcome(s) expected (qualitative/quantitative)	College and department exposure around the county, increase in student enrollment from a captive audience.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Ken Dodson
Date	11-2-2017

*****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. 22, 2017

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

Retention is strong, but the writers do not share any strategies as to how this is achieved.

2. Areas of Concern, if any:

This PRP reflects a minimal effort. The Program Analysis is almost non-existent and the on-going goals are not re-stated with updates. Faculty need to set aside time to write a meaningful annual PRP. This is their roadmap to better their program.

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 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.   Strong mission statement
2.   Thank you for including all the data in the program section- well done.
3.   Success rate needs to be a percentage.
4.   Goals make sense- I agree that noncredit and not for credit may make sense as options (and in some cases more so than credit)- excellent point.

2. Areas of Concern, if any:

1.   Good start here but brief and lacking a genuine analysis of the concerns.

2. I appreciate your comments about the program and the marketing concern is certainly one we have discussed. This discussion is lacking a critical analysis of your programs and what isn't working. This isn't an either/or discussion (marketing could help etc.) - we need to start looking at other programs to see what is working and no working in other colleges- certainly three are state trends downward- but the problem isn't just marketing. None of our programs have much marketing. And some programs are increasing.

b.   See Deans comments.

3. Recommendations for improvement: