



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:	GCMW
Department Name:	Graphic Communication
Division Name:	AMBA

Please list all participants in this Program Review:

Name	Position
Wade Rollins	Associate Professor
Mark Bealo	Associate Professor

Number of Full Time faculty	5	Number of Part Time Faculty	8
------------------------------------	---	------------------------------------	---

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 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.

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

A.S. Degrees:
 Digital Video
 Interactive Media Design: Emphasis in 3D Modeling and Animation
 Interactive Media Design: Emphasis in Multimedia Design
 Interactive Web Multimedia and Audio
 Internet: Graphic Communication Emphasis
 New Media Compositing, Authoring, and Distribution;

Certificate of Proficiency:
 Digital Animation, Compositing, and Music
 Digital Media
 E-Commerce Design
 Web Database Design

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		Steady/No Change		Decreased	X
---	-----------	--	------------------	--	-----------	---

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

We had a slowing negative trend in enrollment at census from 453 in 12-13 to 307 in 15-16 but have had a recent rise of approximately 9% from 15-16 to 334 in 16-17. The trend, while more pronounced, reflected the falling enrollment of the overall college. However, while the whole for the college continues to trend in the negative, our recent growth and success is encouraging us to press forward. We are hoping for a rise in students for the next year if we can offer our next-level courses.

There is extreme pressure from administration to continue to cut classes but no concentrated effort or strategy to allow departments to directly market their courses to our district area feeder high schools. There are outreach staff and efforts for the campus as a whole, but the most effective thing that can stimulate enrollment in our disciplines would be to take the message of what our department is able to offer directly to the high school classes that are laying the foundation and providing an introduction in areas related to our higher-level course content. Unfortunately, there has not been a funding mechanism presented to us that will allow that to occur. And with morale as a whole continuing to decline, asking our faculty to go above and beyond and volunteer their time and efforts to take on such marketing tasks continues to be a difficult sell.

Another factor that has influenced enrollment is that our CTE students are employable; they are finding jobs in the fields in which we are training them, and they are seeing an increase in income. Thus we are losing some students to the workforce, but that also shows that our program is worth it and we are justified to continue to offer the courses.

Details of the “CTE Employment Outcomes Survey 2016 Palomar College” revealed that before their studies, 41.7% of respondents worked full time. After completing their studies, 53.0% work full time. The hourly wage of all respondents increased 33.5% from their hourly wage before their studies (\$17.48) to their hourly wage after completing their studies (\$23.33). The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed, are working in the same field as their studies or training, and are working full time. Respondents overall posted a 33.5% increase in their hourly wage after completing their studies at Palomar College and the vast majority were satisfied with the education and training they received.

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?

Our fill rates are 78.4% (334/426) in 2016-17 compared to 86% (307/356) in 2015-16 and 65% (360/554) in 2014-15.

We have our courses scheduled in a rotation over two years or four semesters so the students can complete their certificates. However, the new efficiency model is causing some of the capstone courses to be canceled due to enrollment less than 85% so we are forced to try and find an effective course to substitute. Our full-time faculty have addressed several courses that need to be deactivated, at least till a concentrated and successful effort to regain lost enrollments is put in place so that industry-relevant courses can once again be offered. If a concentrated and successful effort to regain lost enrollments doesn't occur, capstone courses necessary to prepare graduates for industry will continue to not be offered, degrees and certificates will not be earned, and our program may continue to get the life squeezed out of it. All of the cutting is not addressing the source of the problem. Maybe it is time to look elsewhere other than instruction to see if expenses can be reduced. Former Dean Owens brought up issues such as outsourcing security rather than carrying the burden of a campus police force. Other former administrators questioned whether offering health services is a viable and fiscally responsible area when our students can get the same services off campus. As a discipline and department, we are looking for areas that need to be streamlined and what we can do to accomplish that. The same should hold for other areas of the campus.

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	X	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	X

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Our WSCH/FTEF has increased from a low of 301.88 in 14-15 to 427.07 in 16/17. Our rotation of courses has helped to increase class enrollments and should continue to rise as long as we are able to offer our beginning-level courses each semester. Our class maximums are mostly 30 seats, and some courses have been increased to that number, but need to be lowered to an appropriate level of 24. Safety reasons, time constraints and technical equipment necessitate the reform back to

previous maximums. That will affect the efficiency numbers, but would also adversely affect the WSCH/FTEF numbers, but that is expected in numerous disciplines.

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 Total FTEF has dropped from 4.47 in 11-12 to a low of 2.07 in 15-16, but has started to rebound to 2.42 in 16-17. That is a 216% decrease followed by a 17% increase the last year. Efforts need to be made to reverse the negative trend. We cannot sustain such negative effects for an extended period of time. Labor Market Demand, positive employment outcomes, our advisory board and the success of our current students and alumni all support the needs for this program. Marketing efforts and support need to be provided so we can get the word out to our future students. We can't operate by being the "best kept secret" in the region.

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?

Non Distance-Ed at the San Marcos campus had 84.1% success while Distance-Ed rate is 67.5% with a total success rate of 73.8%. Both figures are increases from 2015-16. These rates are 12.8% and 6.2% higher than the college success rates respectively. GCMW increases from the previous year are also greater than the college averages showing that our department is headed in the right direction.

We are at our highest success rate over the past 6 years, with a 100% success rate for student 3.00GPA or higher. But for students who are in the 0-1.99GPA bracket, only 35.3% are successful, which is just slightly higher than the college's average of 32.1% success rate for the same 0-1.99GPA bracket. They are about half of our total enrollment, so this is an area that continues to need attention. Fortunately, our discipline has been able to see a consistent increase of that success rate from a low of 8.3% in 2011-12 to where we are currently, and with a 14.6% increase over 2015-16! GCMW 102 and 115 are both online courses and had lower success rates than the discipline overall, but GCMW 100 achieved 63.6% success while also only offered online.

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	The success rates have fluctuated back and forth between males and females over the last five years but the current 16-17 year shows males being 17.5% more successful with a 82.7% success rate. We are not sure why but perhaps it is due a higher male interest in video production.
Age	<p>In Spring 2016-17 our students 19 and under have a 100% success rate and the students age 20-24 have a 76.8% success rate, while students age 25-49 have a 69.7% success rate. The younger students are more adept at modern technology having grown up with smartphones and other technology, which will result in us having to increase the technology and adjust our curriculum to follow suit as the incoming students continue to become more technology savvy.</p> <p>One interesting figure to note: the data showed N/A students 19 and under enrolled in Fall 2014 through 2016, and Spring semesters 2012 through 2015, then 23 enrolled in Spring 2016. The data implies that few high schools in our district were either aware of our offerings or sending us students continuing in graphics. That just can not continue and a concentrated marketing and outreach plan must be carried out to regain those lost enrollments.</p>
Ethnicity	There is no comparison data for a group other than white for fall 16-17, and they have a success rate of 74.7 %.
Special Population (examples- veteran, foster youth, etc)	Special populations (veterans, disability, financial aid, foster youth) all run about the same in the 70% margin. The success rate is consistent because computers are accessible to all of the students. We have a particularly high percent of disability enrollment.

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.

Our success rates for day courses are 85.7% while the on-line courses are 61.1%, indicating that more students are not following through with the online courses. The high school graduates have a 70.7% success rate. Success rates for those with financial aid and those without are equal at 74%. Those taking less than 6 units have only a 50% success rate while those taking over 6 have 80%-100% success. These finding show that we can increase our success rates by identifying which students have less than 6 units and providing them with support if and when needed.

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?	
Our students have a success rate of 70% or higher in general and it matches the school success rate.	

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?

Completions for AA/AS and certificates in in 2015-16 for GCMW total 26, with 11 AA/AS, 13 Cert 18+ Units and 2 Cert <18 Units. This is a good rate considering the reduced amount of students we have had over the last 5 years (453 in 2012-13 compared with 334 in 2016-17). The number of degrees being awarded was steadily increasing from 6 AA/AS in 2009-10 to a peak of 16 in 2012-13, followed by a decline similar to the reduced enrollments to where we are now. (8 in 2013-14, 13 in 2014-15 and 11 in 2015-16.) It is difficult to gage just how important awards are, as many of our students enroll to get training that will get them hired. Once hired, they often go right into the workforce rather than complete a degree or certificate. Our peak total awards were 44 in 2012-13, followed by 29 in 2013-14, 31 in 2014-15 and 26 in 2015-16.

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?

Our department has been refining our course and program offerings and designated various courses that may be in need of deactivating. This is in response to those degrees or certificates that may have had few completions. This refinement process is currently underway and will be reflected in future PRPs once completed.

Launchboard:
Digital Media (0614) which comprises Graphic Designers (SOC 27-1024) and Multimedia Artists and Animators (SOC 27-1014) in San Diego & Imperial:
 100 completers and 64 transfers with 56 skills-builders who had a wage gain in 2011-12.
 13 from Mesa, 19 from Palomar and 19 from MiraCosta.

94 completers and 94 transfers with 75 skills-builders who had a wage gain in 2012-13.
 22 from Mesa, 17 from Palomar, 23 from MiraCosta 7 from San Diego City and 3 from Southwestern.

80 completers and 88 transfers with 84 skills-builders who had a wage gain in 2013-14.
 29 from Mesa, 26 from Palomar, 22 from MiraCosta and 4 from Imperial.

126 completers and 80 transfers with 72 skills-builders who had a wage gain in 2014-15.
24 from Mesa, 20 from Palomar and 21 from MiraCosta.

“There are insufficient data to calculate this metric” for 2015-16.

Graphic Art and Design (1030) which comprises Graphic Designers (SOC 27-1024), Multi-Media Artists and Animators (SOC 27-1014) and Art Directors (SOC Code : 27-1011) in San Diego & Imperial:

44 completers and 55 transfers with 1 Local Certificate, 2 AS Degrees and 13 Transfers at Palomar College in 2010-11. With 50% Making a Living Wage, Palomar was 3rd in the state behind Modesto at 53% and Mission with 52%.

34 completers and 55 transfers with 1 Local Certificate, 1 Approved Certificate, 4 AS Degrees, 8 Transfers and 1 skills-builder at Palomar College who had a wage gain in 2011-12.

46 completers and 59 transfers with 1 Local Certificate, 3 Approved Certificates, 2 AS Degrees, 10 Transfers and 5 skills-builders at Palomar College who had a wage gain in 2012-13.

49 completers and 81 transfers with 5 Local Certificates, 5 AS Degrees, 14 Transfers and 4 skills-builders at Palomar College who had a wage gain in 2013-14.

46 completers and 67 transfers with 3 Local Certificates, 9 AS Degrees and 4 Transfers at Palomar College in 2014-15.

“There are insufficient data to calculate this metric” for 2015-16.

Radio and Television (0604) which comprises Producers and Directors (SOC 27-2012), Radio and Television Announcers (SOC 27-3011), Film and Video Editors (SOC 27-4032) and Broadcast News Analysts (SOC 27-3021) in San Diego & Imperial:

25 completers and 66 transfers with 2 Approved Certificates, 2 AS Degrees, 26 Transfers and 13 skills-builders at Palomar College who had a wage gain in 2010-11. Palomar was second in Wage Gains with 92% behind Butte with 96% and fourth in Living Wages with 38% behind Foothill with 52%, De Anza with 47% and SD City with 39%..

29 completers and 79 transfers with 3 Approved Certificates, 2 AS Degrees, 25 Transfers and 14 skills-builders at Palomar College who had a wage gain in 2011-12. 53 of the 78 exiting students at Palomar made up for a 68% Employment Rate behind Oxnard at 79%.

23 completers and 75 transfers with 2 Approved Certificates, 1 AS Degree, 25 Transfers and 12 skills-builders at Palomar College who had a wage gain in 2012-13. With 35% Making a Living Wage, Palomar was 3rd in the state behind Pasadena at 37% and Yuba with 46%.

21 completers and 72 transfers with 2 Local Certificates, 3 Approved Certificates, 3 AS Degrees, 15 Transfers and 10 skills-builders at Palomar College who had a wage gain in 2013-14.

47 completers and 99 transfers with 9 Approved Certificates, 6 AS Degrees, 25 Transfers and 6 skills-builders at Palomar College who had a wage gain in 2014-15.

“There are insufficient data to calculate this metric” for 2015-16.

World Wide Web Administration (0709) which comprises Web Developers (SOC 15-1134) in San Diego & Imperial:

In 2010-11 14 completers and 7 transfers. 10 Local Certificates were earned at Palomar College, which was top in the state, followed by Santa Rosa and West LA with 6 each, and City College of SF and LA Pierce with 5 apiece.

In 2011-12 14 completers and 2 transfers. 13 Local Certificates were earned at Palomar College, which was 2nd in the state, behind Santa Rosa with 16, and followed by City College of SF with 8.

In 2012-13 13 completers with 6 Local Certificates earned at Palomar College.

In 2013-14 14 completers with 3 Local Certificates earned at Palomar College.

In 2014-15 2 transfers with 4 Local Certificates earned at Palomar College.

In 2015-16 12 completers. 9 Local Certificates were earned at Palomar College, which was 2nd in the state, behind American River with 16, and followed by Santa Rosa with 7.

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)?

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.”

Demand LMI data revealed 863 jobs projected for San Diego and Imperial County, which is relatively the same from 15-18. Using the Employment Development Department (EDD) site from 2014-2024 the growth projection is 20.1% for San Diego County or a jump from 1,390 jobs to 1,670 jobs with a Median pay of \$35.58/hr with 54 Annual Avg Openings.

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.”

Demand LMI data revealed an increase from 3,687 in 2015 to 3,689 in 2018 for .1% growth in San Diego and Imperial County with a Median wage of \$20/hr and 102 Annual Avg Openings.

EDD data revealed 10.8% growth in San Diego County from 2,870 in 2014 to 3,180 in 2024 with a Median pay of \$23.37/hr with 99 Annual Avg Openings.

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. Excludes “Multimedia Artists and Animators” (27-1014).”

Demand LMI data revealed an increase from 2,404 in 2015 to 2,606 in 2018 for 8.4% growth in San Diego and Imperial County with a Median wage of \$32.51/hr and 100 Annual Avg Openings.

EDD data revealed 37.7% growth in San Diego County from 2,120 in 2014 to 2,920 in 2024 with a Median pay of \$29.79/hr with 107 Annual Avg Openings.

Film and Video Editors (SOC 27-4032)

“Edit motion picture soundtracks, film, and video.”

Demand LMI data revealed an increase from 251 in 2015 to 264 in 2018 for 4.9% growth in San Diego and Imperial County with a Median wage of \$25.84/hr and 6 Annual Avg Openings.

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

We meet with our advisory committee yearly to make sure our curriculum is relevant. Employers contact our department ADA directly to post jobs and internships on our job board. We have a close connection with local businesses in the off road and

alternative sports industries that contact us directly to recommend 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)

The purpose of our Advisory Board meeting:

- Make recommendation on equipment and software for our program.
- Provide information about entry level skills and changing technology.
- Provide labor market status to keep our program connected to industries.
- Make suggestions about our current curriculum to prepare students for jobs.

We hold an advisory committee meeting each spring, usually in the month of April. New technologies such as creating graphics and content for Virtual Reality and Augmented Reality were suggested. Equipment to support those innovations was acquired in the Fall of this year, but additional items and software are still needed.

“Several members advised that Palomar College needs to let the community know that we are not just for general education, but also for vocational training.” There was much concern from the industry representatives that we continue to churn out students with the technical knowledge and skills needed to be successful in the workforce.

Web trends in the industry were:

Branded content is key; mobile apps; parallax websites with moving video/animated backgrounds; “everything in a nutshell” conversion, landing pages; adopt “Apple mentality; 2-clicks for information; hierarchical Web design; Differentiated design; tablets, responsive design; video, iterative; bandwidth is bigger; parallax responsive design.

Multimedia trends in the industry were:

(X) Drone Operators, (X) use of gimbals, (X) multimedia for web, (X) Virtual Reality in museums, medical and reality imaging. VR to connect content and create a visual experience; (X) Stitching SW for GoPro; Crowdfunding. Augmented Reality. (X) GoPro 360 mount, (X) Virtual Reality Cameras, (X) camera sliders, (X) handheld gimbals, and (X) interchangeable lens cameras. (X) Computer controlled slider. [Items with an “(X)” have been acquired or are on order.]

Recommended Equipment:

(X) Panasonic GH5, (X) Sony A7S, Nikon D500, RED Camera RAW Weapon, Blackmagic Mini and Micro, Canon 5D Mark IV, (X) DJI Ronin Gimbal, Perception Neuron Motion Capture technology, HTC Vive. Ability to utilize a “Render Farm” when lab computers are not in use.

Recommended Software:

Video Copilot Element 3D; (X) Cinema 4D (needs to be renewed); (X) Maya; (X) ZBrush (in the art department); Marvelous Designer (3D virtual clothing); Houdini; (X) Blender; V-Ray renderer; Keyshot 3D rendering and animation; (X) Davinci Resolve; (X) Premiere; (X) Final Cut Pro X; (X) Logic Pro X; (X) Kontakt Komplete (needs to be updated);

Apple computers were stated to be industry standard and what our students need to be trained on. This is consistent for our industry, while it seems to be vastly underappreciated by the IS department except for a select few of their staff.

New Concepts / Topics We Should Be Offering:

Advanced WordPress, 3D integration with Web/mobile

Entry Level Skills Needed:

HTML, CSS, Dreamweaver; Web design, Photoshop skills, advanced video; File organization; labeling; File-naming conventions; Written communication; soft skills; Design branding; Typography; ; Grid systems; Translate brand guidelines to other media; digital portfolios; teamwork; keeping personal separate from professional

Recommendations on How To Make Connections With Future Students/ Millennials:

Marketing — staff and school online presence; Build relationships with High School Teachers and Counselors. Makerspaces;

customization; Outreach to high schools, testimonials, counselors. Put together specific targeted marketing materials specifically for this “channel” of outreach; Staff and school online presence; Build relationships with High School counselors. Bigger more attractive social media presence. Stylized commercials with professors. Highlight projects completed by alumni.

Make Further Connections with Industry Via:

Sponsoring a film festival; Chamber of commerce; Show up; SDX SD Ad Club; SD AWA; SD Direct; LinkedIn Profile; Personal branding awareness; Internships.

More commercial projects for real companies given to advanced students.

More real world scenario experiments with real clients.

Department/Program Name Change:

There was discussion revolving around suggestions as to a new name for the department. “As we adopt emerging technologies to package and distribute information digitally, our name needs to reflect not only what we teach, but to have recognition by the public and potential students as to what this career choice will prepare them for.” Graphic Communications as a name is not so easily understood by students. Various other colleges and universities across the country are dealing with the same issue. “I think it’s confusing the Art department has Graphic Design—I would LOVE to see the Art department focus on FINE ART only, and move all COMMERCIAL ART to your department.”

Digital or Interactive rather than Multimedia. Some suggested names:

Information Design; Visual Communications; Commercial Art + Digital Technologies; Marketing, Design & Technology; Media Communications.

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).

Technology and equipment in GCMW is rapidly changing. To stay relevant for industry we constantly have to evaluate our course content, make adjustments when needed, and seek funding for equipment and technology. Due to the technical nature of the courses we cover and the equipment utilized, we have come to find that other departments in our division get rather perturbed when it comes time for resource allocation requests because our discipline tends to be one of the more expensive. We get relevant input from our advisory committee meetings, along with knowledge of new practices, technology and advancements in the industry through the various trade shows and conferences that our faculty attend each year, all of which continues to help us provide relevant education and hands-on training to our students as we prepare them for industry jobs and transfer to continue their education.

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 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 multimedia courses consistently show that students need more time when working on their green screen projects. This is a problem as the course maximums that have been increased from 24 to 30 prevent all students from having adequate time to complete their projects. That results in frustration on their part and affects the reputation of the department. 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.

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/>

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 program SLOs are directly related to the capstone courses within the degree/certificate, and thus are reflective of the scope and depth of learning appropriate to the programs offered. Areas of improvement are similar to the response to #2 above.

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?

The fact that many of our students go right into the workforce before even complete a degree/certificate in our discipline is evidence that they are learning the professional knowledge, skills and competencies required for industry. What impacts our program is the continuous need to keep consistent with technology and industry standard practices. We have the potential to excel at that and thus offer a great incentive for students to come to Palomar before transferring so they can get a better hands-on education that will make them more relevant to industry.

The department has been actively addressing the potential need for program/course deactivation. That enables us to refine what our offerings are, but that does not fix the issue of the lack of awareness in our district to what we have available for potential students in the GCMW discipline. We still need to get the word out and get our program marketed to those most likely to enroll.

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.

With enrollment constraints, no feasible and targeted marketing effort to get the word out to district high school students in feeder programs, and continuous pressure by administration to cut, cut, cut, our efforts to schedule courses so students can complete their degree/certificate is becoming close to impossible. When enrollment issues are not properly addressed (as in finding a solution to increase enrollments), then all that is prescribed is to cut courses, deactivate programs, and downsize. That methodology is detrimental to getting disciplines back up to a healthy operating and enrollment state and hinders proper

training for the workforce of tomorrow.

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.?

Typically this only happens when a conflict arises. Any issue is usually easily resolved, but the process does lend itself to becoming more proactive.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

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:	Strong multimedia program and equipment in step with our advisory committee of area professionals.
Weaknesses:	Our CTE Program fills a specific niche for Multimedia and Social Media development but does not always meet the enrollments, so courses are often cut leaving the students with a substitute course or waiting for the course to be offered at a later date. Word-of-mouth is insufficient to promote the courses. Targeted marketing efforts are needed.
Opportunities:	New social media positions are becoming available in many businesses that require multimedia skills. Our multimedia courses prepare students for direct entry into our drone program that is growing. There are new technology advancements in Virtual Reality and Augmented Reality. We have acquired some of the technology and are moving forward with developing course content related to VR and AR. Offer current and capstone courses that meet the needs of industry and follow suit with advisory committee recommendations.
Threats:	When beginning level courses are cut or not allowed to be offered, the enrollments for intermediate and advanced course will also fall. By not offering these courses, the department is hindered from being relevant to industry and forced to only focus on foundations.

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

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

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
Build interest in the program through Gear up and Perkins-funded programs.		X	
Expand to high schools through dual enrollment.	X		
Lay a foundation for offering a BA in Graphics		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	Continue to build enrollment through interaction with high schools.
Strategies for implementation	Meet with students on campus tours. Meet with High School counselors. Visit High Schools and present our programs.
Timeline for implementation	We meet with students throughout the year.
Outcome(s) expected (qualitative/quantitative)	Each group we meet with stimulates the interest of students who are potential students in the program. The Bonsall courses could double in size if the students are interested.
Goal #2	
Program or discipline goal	Build industry connections with more multimedia and social media companies.
Strategies for implementation	Personal interaction with employers and previous students who are in industry and have developed their own companies.
Timeline for implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	Employment opportunities for our students
Goal #3	
Program or discipline goal	Expand our dual enrollment program with high schools.
Strategies for implementation	Meet with High Schools as requested from the Palomar dual enrollment team.
Timeline for implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	Growth into regional high schools could double our enrollments. The Bonsall courses could double in size as the school continues to grow in enrollment.
Goal #4	
Program or discipline goal	Prepare students for degrees and transfer to four-year colleges.

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Strategies for implementation	Give the students a strong foundation in skills that support Digital Video and social media programs.
Timeline for implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	Student graduations with AAs will grow.
Goal #5	
Program or discipline goal	Support our faculty with professional development and opportunities to update their industry knowledge, skill sets, and establish relevant contacts with vendors and other educators at trade shows and conferences.
Strategies for implementation	We have been attending trade shows and other industry-related conferences, but mostly out-of-pocket, which discourages faculty from bringing their expertise current. When there are extremely limited funds available for travel, the burden falls on our faculty members to cover the bill or seek external funding sources.
Timeline for implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	Keeps faculty current with industry trends and technology so instruction remains relevant to students and industry.

3. How do your goals align with your discipline's mission statement?
Our goals align for employment and four- year college enrollment. The other goals are growth oriented.

4. How do your goals align with the College's Strategic Plan Goals?
Our goals align with technical training and transfer readiness goal for the college.

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

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

1. Strengths and successes of the discipline as evidenced by the data and analysis:
2. Areas of Concern, if any:
This comprehensive PRP needs to be completed. Considerable more analysis and thought needs to be given and demonstrated here.
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:	
Significant increase in WSCH/FTEF over the past 3 years;	
2. Areas of Concern, if any:	
Online student success rates; lack of strong analysis of programmatic challenges, especially those which can be addressed internally within the discipline	
3. Recommendations for improvement:	
Online success rates might be addressed as follows: Consider linking to Palomar's online education page, which helps students to think a little more critically about their readiness to take an online course. Also, encourage students to use online tutoring before they begin to struggle. To what extent has your discipline considered stackable certificates that blend classes from your discipline as well as those of a related discipline? It might help with marketing some of your lower enrolled but important classes by helping students to see that they can earn a certificate and then another by completing 1-2 more classes. You could make them stand apart from other programs in San Diego with a unique component for each. What I'm not sure I see in your PRP is a way to tap into currently employed artists to get them to come improve their skills.	
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:	
<ol style="list-style-type: none"> 1. The outcome data discussion is great and really interesting- thank you 2. Good inclusion of data in fill-rate section 3. Same for wsch/ftf 4. Success arte discussion is excellent and well done 	

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

5. Age analysis certainly makes sense- how might we combat this issue to get more 'older' adults connected to your discipline?
6. I appreciated seeing the depth of detail in LMI etc. data- very interesting
7. Good point on curriculum- we need a way to track "progress" that isn't tied to awards when students go out and get work etc.
8. Goals are great- may have some ideas for some industry contacts

2. Areas of Concern, if any:

- a. See comments on analysis data- on the right track but missing some data
- b. See comments in previous PRP on marketing. None of our programs have much marketing and some programs are growing now. This lacks an in-depth analysis and honest look at your actual program.
- c. And while I appreciate your perspective on other parts of the college, this is a program Review, not an Institution review etc.
- d. See comments on completions- very good start but incomplete
- e. See Deans comments- you had an advisory meeting that sounded pretty rich!- how does that info then impact how you are approaching program needed changes etc? you did mention a couple things here.
- f. SLO is a good start with some thoughtful ideas but incomplete- please see rubric- list SLOS, give some results etc.

3. Recommendations for improvement:

See above and others comments

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.