



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Graphic Communications

Discipline Name
Graphic Communications (GC)

Department Chair Name
Lillian Payn

Division Name
Arts, Media and Business Administration

Website address for your discipline
<https://www2.palomar.edu/pages/gc/>

Discipline Mission statement

The mission of the Graphic Communications subdiscipline as an overview of the graphics industry is to provide our students with a foundational/historical context, graphics and media theory, visual and media literacy skills, and critical thinking about message design. The program is intended to focus on transfer courses intended for career and educational advancement.

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

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

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

Foundations of Graphic Communications

Certificate of Achievement

(approved at the local level and at the regional CTE level; all have approved it in the META program history list; it is pending the dean's approval; Chancellor's Office approval process changed after the

program was submitted, so the new submission to the Chancellor's Office is still pending)

Please list the names and positions of everyone who helped to complete this document.

Lillian Payn, Professor/Chair, Graphic Communications Dept.

Wade Rollins, professor, Graphic Communications Dept.

Grace Fowler, professor, Graphic Communications Dept.

Ken Dodson, professor, Graphic Communications Dept.

Mark Bealo, professor, Graphic Communications Dept.

Full-time faculty (FTEF)

20%

Part-time faculty (FTEF)

60%

Classified & other staff positions that support this discipline

20%

Additional hourly staff that support this discipline and/or department

NA

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The program has not been evaluated yet. It is in review through META, pending the final approval signature. The outcomes include both academic and career outcomes. These are intended to indicate a student's readiness to transfer to a university as well as gain employment. All of the courses included are transfer courses, and most are GC courses.

Describe your program's plan for assessing program learning outcomes.

Since this is a CTE certificate, once established, we would assess the outcomes every other year. We shall select indicators in the courses that validate the outcome.

Summarize the major findings of your program outcomes assessments.

GC 100: GRAPHIC COMMUNICATIONS

Reflection of Results: The course is an overview of good practices in the field of graphic design. The class is constantly being updated to meet the 21st century needs for graphic design students. The importance of constant attention to trends in the industry is imperative to keep the course practical and beneficial to students earning a degree/certificate in graphic design. Implications are as stated before - constant attention to updating and currency within the course.

GC 101: HISTORY/GRAPHIC COMMUNICATIONS

Students completing the course and submitting the online final exam passed the course and earned their GE credits.

Will keep the assessment method the same. Overall, students are reading, and understanding the material that is taught. A variety of methods are used to disseminate the course material, including videos, Powerpoint, discussion, written work, and text book material.

GC 102:HISTORY OF THE BOOK/PUBLISHING

At this time, students are showing mastery of the topics included in the History of the Book through their written papers, discussion posts, and tests. 90% of students completing the sampling earned a grade of C or better.

GC 115:GRAPHICS AND MEDIA: A MULTICULTURAL PERSPECTIVE

Upon completing the courses, the students identify, compare, and contrast specific market niches Identify, compare, and contrast examples of graphics products that demonstrate specific market niches. 72% of the students earned a C or better on the final

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

It is challenging to motivate a greater number of students to strive towards a C or better on the final project. What are some methods that we can use to motivate them to be fully engaged to the end of the course?

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

- 1) Communication: Written & Visual (Our content focuses on written and visual production.)
- 2) Computation: Quantitative Literacy & Inquiry and Analysis (Our content focuses on problem solving, and analysis of issues that are relevant to print, multimedia, and web development.)
- 3) Creative, Critical, and Analytical Thinking: Critical Thinking, Information Literacy & Teamwork and problem solving (Our students create their projects, critique each other's projects, and collaborate on project analysis, design, production, and evaluation.)
- 4) Community, Multicultural/Global Consciousness and Responsibility: Intercultural Knowledge & Ethical Reasoning (Our content includes ethics and industry standards; one of our courses in GC has the Multicultural designation.)

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

Not applicable at this time.

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. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

Are the courses in your discipline required for the completion of other degrees/certificates?

GC 100 - Graphic Communications: University Studies: Emphasis in Fine and Performing Arts; Graphic Communications: Emphasis in Management; Interactive Media Design: Emphasis in Multimedia Design

GC 101 - History of Graphic Communications: General Studies: Emphasis in Arts and Humanities; Graphic Communications: Emphasis in Digital Distribution; Digital Imaging

GC 102 - History of the Book and Publishing: Papyrus to Pixels: General Studies: Emphasis in Arts and Humanities; Graphic Communications: Emphasis in Management; Graphic Communications: Emphasis in Production; Graphic Communications: Emphasis in Digital Distribution; Screen Printing

GC 115 - Graphics and Media: A Multicultural Perspective: General Studies: Emphasis in Arts and Humanities; Interactive Media Design: Emphasis in Multimedia Design; Digital Publishing; Internet Publisher

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Stayed the same

What factors have influenced your completion trends?

The completions are not being tracked since this certificate is pending. We believe that once the certificate is in the catalog, we shall see an interest in taking the courses and earning the certificate.

Are the courses in your discipline required for the completion of other degrees/certificates?

Yes

Please list them

GC 100

GC 101

GC 102

GC 115

GCMW 100

GCMW 102

GCMW 115

GCMW 149

GCIP 152
GCIP/GCMW 190

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

From the entire Graphic Communications Department perspective:

We are reducing the number of courses and programs in the catalog. We are collaborating with other departments to have interdisciplinary certificates, and also simplifying and clarifying each certificate so students follow a pathway related to their career and educational goals.

Our dean has also recommended that we plan for non-credit courses and smaller stackable certificates to build enrollment, increase motivation to go on to larger certificates, and certainly create programs that are attainable for our audience.

What is your program standard for program completion?

70.0%

Why did you choose this standard?

This standard is sufficient for both transfer and employment in our industry.

What is your Stretch goal for program completion?

70.0%

How did you decide upon your stretch goal?

We collaborated on our goals. After we actually launch the program, we shall evaluate enrollment to set realistic new goals.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

Our WSCH over FTEF for increased from 367 to 504, and our fill rate was flat over 5 years, but with a slight increase from 77% to 80%.

What factors have influenced your efficiency trends?

Our fall enrollment has increased slightly over the past 5 years. We have offered less courses, which increased the enrollment in the courses that were available.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

As we are recognizing the trends, we are alternating course offerings annually and offering Fast Track offerings. We believe that when the certificate is officially placed in the catalog, students will be

enthusiastic to be awarded this certificate.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

It is the College standard.

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

Increased

Was this expected?

It has increased slightly over the past 5 year; this past reporting year it has increased slightly to 76%.

What is your Stretch goal for COURSE success rates?

76.0%

How did you decide upon the goal?

We collaborated on this goal; once the certificate is launched we can evaluate that impact on success.

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

Increased

Was this expected? Please explain.

It has increased slightly over the past 5 year; this past reporting year it has increased slightly to 94%.

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

Age

Special Pop. (Veteran, foster youth, etc.)

Ethnicity

Gender

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Female (67% success rate) and Male (63% success rate) students have a slight success gap. We believe this is an issue greater than our department. We seek assistance from the College to address this gap; certainly as individual professors we go beyond our duties to work with students to help them be successful in our classes. It appears that our data indicates that success is similar to the college data as a whole.

Retention rates are in alignment with the success rates for those genders: Female (94% retention rate) and Male (89% retention rate).

Age: Why do you think age differences exist? What do you need to help close the gap?

The youngest (19 and under) and the oldest students (25-49) were most successful. Perhaps the "average aged" students have too many distractions due to family and job responsibilities. Perhaps they need help to learn how to study and manage their time.

Regarding retention, the oldest the oldest students (25-49) had the lowest retention. Perhaps they are taking courses for pleasure, not to qualify to transfer; therefore they may drop out when they have time conflicts.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Black (50% success rate) and Hispanic (53% success rate) students need more attention and assistance to overcome the obstacles to their success in order to close the success gap. We believe this is an issue greater than our department. We seek assistance from the College to address this gap; certainly as individual professors we go beyond our duties to work with students to help them be successful in our classes.

Asian (82% success rate) and White (76% success rate) students are in alignment with the retention rates for those ethnicities: Asian (100% retention rate) and White (95% retention rate).

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

Foster students (65% success rate) are not as successful as non-foster students (92%). They need special attention to help them overcome their obstacles to be successful.

We have seen a slight increase in the success rate for Veteran students over the past 5 years: 3%. 73% to most recently 77%.

We have seen an insignificant but slight increase in the retention rate for Veteran students over the past 5 years: 1%. 93% to most recently 94%.

Active-duty military need extensions and special consideration since often they are on duty and are not allowed to communicate with the college even on a computer. Professors need to give special consideration to active-duty military for this reason, such as making arrangements to accept late assignments or schedule exams around work schedules that typically have military students traveling or unable to get computer access.

Are there differences in success/retention between on-campus and online courses?

Yes

Do you have any best practice methods you use for online courses to share with the community?

Yes.

Student engagement between students and between instructors and students.

Please explain.

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.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

Our department members have established a pattern of work groups, in which we work together to complete the tasks. TracDat is a routine discussion for us at our regularly scheduled work groups.

How have you improved course-level assessment methods since the last PRP?

When a particular SLO has lower scoring, we look at the teaching methods, etc. to determine improvements.

Some courses need more instruction before our creative projects are assigned. Some courses need to move beyond technical instruction to stimulate creative and critical thinking. In other words, we consider how to best scaffold our tasks/learning activities.

Summarize the major findings of your course outcomes assessments.

Our 4 GC courses meet or exceed our standards.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

The courses are so complex with such a range of content (and objectives), that it is challenging to select outcomes to measure. We strive to select comprehensive outcomes that students can tell employers as to what they gained from the course, as well as what they offer as an employee.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

We recommend polishing the outcomes.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or

transfer institution expectations.

- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

All of the courses are tied together within a program to complement each other and help the students achieve a specific set of career technical skills. The courses in the GC certificate are intended to give a foundation or overview of our industry's historical developments, theories, and evolution to take the individual to professional status.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

We have recommended and required prerequisites that ensure scaffolding for second level courses. We discuss the sequencing of courses with our students as a course concludes. However, all of foundational courses are 100-level courses, which do not have prerequisites.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

We use both methods (block and fast track) to ensure registration. We plan our similar level courses at different days and time blocks to encourage completing in a structured manner.

How do you work with other departments that require your course(s) for program completion?

Our GC Foundations certificate courses are not required by other departments at this time, except for GCMW 102 and GCMW 115. We have regular and routine conversations with the Business and CS to discuss curricular content and scheduling (GCMW 102 and GCMW 115).

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

Are there courses that should be added or removed from your program - please explain?

We have revised the GC certificate this past year in META. We have responded to the most recent needs at this time.

How is the potential need for program/course deactivation addressed by the department?

The department has been proactive in reducing the number of courses and programs we offer, which we completed in Fall 2018. We deactivated 10 programs and 49 courses recently. We have selected program names that have simple and clear titles so that students and counselors can quickly identify which program/course will fulfill the students' needs and/or interests.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

Yes, we have a strategy for offering a small number of stackable certificates as well as not-for-credit/non-credit courses. We discussed this with our advisory board, who responded positively. No final plans were

recommended, however, at the board meeting this past year.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

In recent years, the students have been less interested in our GE courses that were face-to-face or even hybrid. Our online courses fill to maximum capacity quickly after registration. We are responding to the audience preferences by offering DE environments and Fast Track scheduling.

Describe other data and/or information that you have considered as part of the evaluation of your program

For the GC program, we have considered the GE designations for CSU and UC systems. Our GC courses offer a broad spectrum of those GE designations.

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](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

In particular, our Advisory Board recommended this program as preparation for Managers in the Graphics industry, as well as students seeking transfer to a four-year program in graphics.

For those wishing to go directly into the job market, the courses in this category also apply: Graphic designers, drone operators, printing and press operators, digital imaging specialists, screen printers, video and multimedia designers, animators, composers, editors, and producers.

The emerging career in this category is drone technology, and YES, it will impact our future planning.

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

Critical thinking, computer skills, creative thinking, problem solving, software skills, file management, time management are the basic.

Speaking and writing skills.

College level English skills, and college math.

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

We include creative projects where students design and produce their projects based on the skills taught and their own interests. More importantly, the courses in this GC certificate are lecture classes. They learn theory, historical and global contexts, and participate in regularly assigned discussions as well as make presentations to the class. The students present and assess their presentations using digital skills as well as written and oral communication at a college-level English level writing. They are required to offer feedback to their peers.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

We do constant outreach to high schools, and invite schools for field trips. As faculty, we are active in professional organizations and other educational institutions, which are a vehicle for publicizing our department.

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

Since this foundations program is fundamental to all of our career paths, below we include data that is representative for our basic career paths:

Web Developers (SOC 15-1134): 37.7% from 2014 to 2024 (Retrieved from EDD, April, 2019).

Multimedia Artists and Animators (SOC 27-1014): 20.1% from 2014 to 2024 (Retrieved from EDD, April, 2019).

Graphic Designers (SOC 27-1024): 10.8% from 2014 to 2024 (Retrieved from EDD, April, 2019).

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

We work with the latest equipment that is used in industry for an easy transition to the workplace. Our advisory committee recommends software and hardware for training. Our students ultimately enter the industry through internships and hiring from industry partners and past students. We maintain a Job Board in the department to regularly pass along leads to all of our students. We pass along all job openings that are sent to us to our faculty for announcing to classes.

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

February 26, 2019

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

San Diego County:

Web Developers (SOC 15-1134): Annual Average Openings= 107 and 10 year projection= 800 (Retrieved from EDD, April, 2019).

Multimedia Artists and Animators (SOC 27-1014): Annual Average Openings= 54 and 10 year projection= 280 (Retrieved from EDD, April, 2019).

Graphic Designers (SOC 27-1024): Annual Average Openings= 99 and 10 year projection= 310 (Retrieved from EDD, April, 2019).

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Structuring and implementation of ONLINE certificate in GC the academic year 2019-20.

Is this a new or existing goal?

New

How will you complete this goal?

Complete the Chancellor's Office new requirements for certificates.

Outcome(s) expected (qualitative/quantitative)

Expect to see increase of students enrolling and completing online certification in GC.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The GC Subdiscipline aligns with the college's Strategic Plan Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college. In particular, Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Expected Goal Completion Date

3/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

No