



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 - Multimedia & Web (GCMW)

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 Graphic Communications is to provide our students with technical and creative skills through visual literacy and progressive technology with a foundation for career and educational advancement. We prepare students for: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment; and relevance in a multicultural and global market place. Our courses, programs, and diverse faculty offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems. By collaborating with multiple departments, Graphics creates a bridge among various disciplines.

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

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

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

List all degrees and 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 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 Media

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

Mark Bealo, Professor

Full-time faculty (FTEF)

.6

Part-time faculty (FTEF)

1.82

Classified & other staff positions that support this discipline

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

Additional hourly staff that support this discipline and/or department

0

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 SLO's are comprehensive and specific to the industry that the programs encompass. Based on our advisory board we are meeting the expectations of our employers, our classes are transfer ready for 4 year college, and our students are entering industry after completing the courses.

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

Review on a three year assessment cycle.

Summarize the major findings of your program outcomes assessments.

GCMW students are successfully learning, but it is important to keep up with computer hardware and software to run the program.

During the courses in the program, it was quite difficult to get the teams of students to complete their green screen studio shots completed in a timely manner. Either a staff position needs to be hired in order to provide supervised lab time and assistance with the expensive and technical equipment, or the class

maximums need to be lowered.

Additional audio technology is needed so that all of the students can participate. Currently there are only a limited number of devices that students can use so many end up having to wait for someone else to finish before they can work on the projects, lessons and assignments.

Funding is need for additional camera equipment to film projects.

GCMW industry connections and advisory committees are key to ensuring students in the programs are prepared for industry. New tools/equipment/technology for learning current industry standard practices remains a top priority to keep the programs relevant and competitive.

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?

We need to continue to compare our advisory board recommendations to our stated SLO's to make sure our students are job ready.

We still need to address the disadvantaged student demographic for access to computer labs and equipment.

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. Scaling, mathematical dimensions for labels print and 3D surfaces. Frame rate calculations for multimedia video projects are just a few examples.
- 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. Most of our courses are project based where the student must create the content.
- 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. Our students are encouraged to create messages via digital video, print and web that show a multicultural cross sections and represent community standards.

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

Basic math skills are essential for creating digital documents and calculating sizes, Frame rate, speed, lines per inch to dots per inch for print, as just a few examples.

Basic writing using college English standards are required in each course for written critiques and project

submissions.

Beyond the basics some student choose to do projects that are inspired by GE History courses, Art classes, and science course that they take.

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.

12 A.S.

7 CAL

10 CAT

2 CPE

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?

Consistent industry need for qualified graduates prepared to enter the workforce or launch entrepreneurial endeavors.

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

Yes

Please list them

GCMW 100 - History of Multimedia: General Studies: Emphasis in Social and Behavioral Sciences; Foundations of Graphic Communications; Social Web Development

GCMW 102 - Web Page Layout I: Foundations of Graphic Communications

GCMW 112 - Mobile Devices/Web Page Layout: Web Design and Development; Social Web Development

GCMW 115 - Web Page Layout/WordPress: Social Media; Foundations of Graphic Communications; Social Web Development; Digital Imaging; Graphic Communications

GCMW 154 - Preparing Web Graphics: Web Design and Development

GCMW 165 - Digital Video Design: Drone Technology; Drone Applications and Technologies; Digital Imaging; Graphic Communications

GCMW 190 - Copyright for Graphic Designers & Web Developers: Foundations of Graphic Communications

GCMW 201 - Multimedia II: Drafting Technology: Multimedia; Digital Imaging

GCMW 202 - Web Page Layout II: Web Design and Development

GCMW 204 - Motion Graphics for Multimedia: Digital Imaging; Graphic Communications
GCMW 205 - Digital Video for Multimedia: Drone Technology; Digital Imaging; Drone Applications and Technologies; Graphic Communications
GCMW 232 - Web Accessibility Design: Web Design and Development; Social Web Development

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

No

What is your program standard for program completion?

70.0%

Why did you choose this standard?

Standard academic completion rate.

What is your Stretch goal for program completion?

80.0%

How did you decide upon your stretch goal?

Standard above average academic completion rate.

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?

GCMW had a 302 wsch/ftf and 65% fill-rate in 2014-15. Those numbers increased to 412 wsch/ftf and 78% fill-rate in 2017-18. This was expected.

What factors have influenced your efficiency trends?

Enrollment decreased from 360 in 2014-15 to 334 in 2017-18. Administrative pressure continues to cut classes, schedule at times students do not wish to take courses or force them to take subsequent courses on different days rather than in succession with other program related courses scheduled on the same days, all in the name of efficiency. Students are left less likely to complete a program within a two year period and are often looking to take courses at other institutions since they keep getting driven away from Palomar College.

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?

GCMW 205 was scheduled to be offered in Fall 2019 on TTh 11:15am. This coincided with the GCMW 204 hybrid course that is offered on Th at 8am. it is a natural progression for the GCMW 204 students to also take GCMW 205. Scheduling the courses on the same days allows the 204 students to use Tuesday mornings as an open lab to work on their assignments and projects and continue with the 205 course through the afternoon. The administration is moving the GCMW 205 course to MW at 8am, thus requiring the 204 students to commit two extra days to coming to Palomar to complete their program offerings. This will likely cause the 205 class to end up with low enrollment along with administrative pressure to cut it

again.

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?

Standard academic success rate.

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

Stayed the same

Was this expected?

Overall ranged between 70% and 76% success rates.

100 level courses ranged between 65% and 73% success rates.

200 level courses ranged between 79% and 90% success rate.

Students moving on to the advanced courses are more diligent and dedicated as reflected in the higher success rates. But 200 level courses are often in danger of being cancelled due to increasing efficiency demands.

What is your Stretch goal for COURSE success rates?

80.0%

How did you decide upon the goal?

Standard above average academic success rate.

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

Stayed the same

Was this expected? Please explain.

Overall ranged between 87% to 90% retention.

100 level courses ranged 86% to 89% retention.
200 level courses ranged 89% to 95% retention.

Students moving on to the advanced courses are more diligent and dedicated as reflected in the higher retention rates. But 200 level courses are often in danger of being cancelled due to increasing efficiency demands.

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

Age

Ethnicity

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

In 100 level courses:

19 and Under ranged between 81% to 89% success and between 92% to 97% retention.
20-24 ranged between 62% to 66% success and between 80% to 88% retention.
25-49 ranged between 52% to 68% success and between 81% to 89% retention.
50+ ranged between 48% to 80% success and between 84% to 94% retention.

In 200 level courses:

19 and Under ranged between 88% to 100% success and between 93% to 100% retention.
20-24 ranged between 73% to 88% success and between 85% to 98% retention.
25-49 ranged between 74% to 85% success and between 83% to 96% retention.
50+ ranged between 71% to 80% success and between 76% to 80% retention.

19 and Under are often in High School and earning college credits to graduate. They are dedicated students as reflected in their success and retention rates.

The other age categories all increase from 100 level to 200 level courses in their success and retention rates, reflecting their dedication and determination to succeed as they progress through the program.

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

In 100 level courses:

Asian ranged between 71% to 84% success and between 88% to 100% retention.
Black or AA ranged between 56% to 77% success and between 85% to 89% retention.
Filipino ranged between 50% to 80% success and between 86% to 100% retention.
Hispanic ranged between 58% to 70% success and between 80% to 90% retention.
Multi ranged between 62% to 83% success and between 81% to 100% retention.
White ranged between 67% to 77% success and between 84% to 91% retention.

In 200 level courses:

Asian ranged between 70% to 100% success and between 90% to 100% retention.
Black or AA ranged between 64% to 81% success and between 82% to 100% retention.
Filipino ranged between 80% to 80% success and between 90% to 90% retention.
Hispanic ranged between 59% to 88% success and between 85% to 97% retention.
Multi ranged between 88% to 100% success and between 94% to 100% retention.
White ranged between 82% to 89% success and between 88% to 96% retention.

For comparison, the college as a whole had the following rates for the same ethnicities:

Asian ranged between 78% to 80% success and between 93% to 94% retention.
Black or AA ranged between 59% to 63% success and between 87% to 89% retention.
Filipino ranged between 70% to 75% success and between 91% to 93% retention.
Hispanic ranged between 66% to 67% success and between 90% to 91% retention.
Multi ranged between 68% to 71% success and between 90% to 91% retention.
White ranged between 75% to 76% success and between 91% to 92% retention.

For the most part, ethnicity success and retention rates were higher for GCMW courses compared with the college overall. Yet again, in 200 level GCMW courses, success and retention rates increased over 100 level GCMW courses. What we need is to continue to offer 200 level courses for students to increase their success and retention as well as succeed in their programs.

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?

Student engagement between students and between instructors and students.

We have the students evaluate each others' projects to build community, and this promotes critical thinking and self-evaluation.

Identifying at-risk students is important.

Please explain.

Overall averaged between 78% to 86% On Campus and 57% to 61% Online success and 87% to 95% On Campus and 82% to 86% Online retention.

100 level courses averaged between 75% to 86% On Campus and 57% to 61% Online success and 86% to 95% On Campus and 83% to 86% Online retention.

200 level courses averaged between 79% to 86% On Campus and 59% in 2013-14 Online success and 88% to 95% On Campus and 69% in 2013-14 Online retention.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

Course assessments are conducted at least every three years on a cycle.

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

Course-level assessment methods have remained consistent. Additional SLOs have been added to courses that needed them.

Summarize the major findings of your course outcomes assessments.

GCMW 102: We need to determine how to assist at-risk students earlier.

Equipment and Technology needs:

- Funding is need for DSLR camera equipment to film projects. We are short a few DSLR cameras and there are not enough for every students so they rotate the cameras.

- Additional audio technology is needed so that all of the students can participate. Currently there are only a limited number of devices that students can use so many end up having to wait for someone else to finish before they can work on the projects, lessons and assignments.

- We need to keep the hardware and software current.

Staff Position needs:

During the courses, it is quite difficult to get teams of students to complete their green screen studio shots in a timely manner. Either a staff position needs to be hired in order to provide supervised lab time and assistance with the expensive and technical equipment, or the class maximums need to be lowered to previous levels before the move to the MD building and the corresponding 35% increase in class caps.

GCMW 205: The students had a difficult time understanding and differentiating the differences of Slip, Slide, Ripple and Roll and when to appropriately use each tool. Instructional aids are being developed to increase the success rate.

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?

Several courses keep getting cut by the administration and need to be offered for students to complete their programs. There is little to no effective marketing for the GCMW program to get the word out to potential students. The GCMW program continues to remain a best kept secret, which is not the goal. The word needs to get out to those who would benefit from taking courses in the program.

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?

Equipment and technology upgrades to keep consistent with industry standard practices.

Add a staff position to assist students during open labs so they can get adequate time working with equipment and technology.

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?

Our course outcomes build on each other and lead to development and mastery typically in the 200 level courses, which are often the capstones of each program. This best prepares students for transfer or transition into industry and entrepreneurial endeavors, but at the same time, those same 200 level courses often come against administrative pressure concerned mostly with efficiency. The capstone courses are critical for the students to develop and master the program outcomes, but students often find themselves forced to substitute other courses when a required capstone course is not offered or cancelled due to enrollment not up to efficiency standards set forth by administration.

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?

GCMW courses map and schedule in an effort to best meet students needs and demand. We poll students in various classes to ensure scheduling serves student needs. Program brochure cards are being developed to share the maps with students. That information will also be available via the department website.

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)?

Courses with a natural progression or with similar required skillsets are scheduled to minimize impact on students who often schedule around their work days/hours. For example: GCMW 165 is an introductory video class. Students will often take GCIP 140 in the same semester, which is a foundational course that ties in well with GCMW 165. Students typically follow up the next semester with GCMW 204 and GCMW 205. Those classes are scheduled to land on the same day and follow or preceded each other to provide the least impact to students and often reinforce the content learned in each of the two courses.

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

Open dialog with other departments is engaged upon when necessary and during planning phases. We routinely collaborate with other departments when we share certificates.

Does your discipline offer cross-listed courses?

No

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

There is disagreement amongst the GCMW faculty regarding the practicality of the Digital Video program in its present arrangement. Currently there are two schools of thought: 1) Leave it as it is, and 2) revamp the Digital Video program to focus on two main tracks - Traditional Broadcast focused Television Production vs. Modern Multimedia Web, Screen and Social Media Marketing production.

Several DBA faculty have been approached and desire to modify the program to have two main tracks to better meet the needs of students. The gist of the two main tracks would be: 1) one focused on traditional TV production geared towards transfer to 4-yr. film degree programs, primarily with DBA requirements, and 2) focused on GC related courses geared toward video and multimedia production as is typically found in Region 10. The split focus would remedy the issue where students in the program are being forced to take about half of the required courses and content that they will not likely use in their chosen industry. For example, neither of the COE's March 2018 Labor Market Analysis for "Film and Video Editors" nor "Camera Operators, Television, Video, and Motion Picture" list the software taught in DBA 230 Digital Audio with Pro Tools and DBA 275 Avid Editing for Television and Film as "Top Skills" for those occupations. In contrast, all of the Software Skills in the Top Skills of both occupations are utilized in the Graphic Communications courses in the Digital Video program: GCIP 140 Adobe Photoshop; GCMW 165 Adobe Creative Suite; GCMW 204 Adobe After Effects; and GCMW 205 Apple Final Cut Pro. The DBA courses in the Digital Video program are applicable if students wish to transfer to bachelors programs focused on the industry in Hollywood, but the GC courses would better suit the students who wish to pursue industry employment in the San Diego/Imperial region.

This is evidenced in Centers of Excellence March 2018 Labor Market Analysis for San Diego County "Film and Video Editors" as well as "Camera Operators, Television, Video, and Motion Picture." Both of those sectors incorporate TOP codes focused on DBA: TOP 060400: Radio and Television, 060420: Television (including combined TV/film/video), and 061220: Film Production. Four colleges supply the region with awards for these occupations: Palomar College, Grossmont College, Southwestern College and San Diego City College.

Comparing labor demand (annual openings) with labor supply suggests that there is an oversupply for Film and Video Editors in San Diego County, with 32 annual openings and 82 awards. Comparatively, there are 2,109 annual openings in California and 1,025 completions.

Comparing labor demand (annual openings) with labor supply suggests that there is an oversupply for Camera Operators, Television, Video, and Motion Picture in San Diego County, with 24 annual openings and 70 awards. Comparatively, there are 969 annual openings in California and 832 completions.

The typical entry-level education for both occupations is a bachelor's degree, thus another reason to divide the Digital Video program with one focus on transfer and another focused on industry skills needed in Region 10.

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

Advisory committees have been requesting that live streaming techniques be incorporated into the GCMW programs. GCMW faculty are looking into the feasibility of incorporating such technology and equipment into existing courses or the need to develop new courses containing live streaming production.

GCMW 201 and GCMW 205 have been under administrative pressure to increase efficiency. Faculty are looking into the possibility of combined enrollment for the courses in order to meet efficiency demands, but that may water down the experience that students would receive in a dedicated semester class. Faculty strive to find creative ways to meet the needs of students in the GCMW programs amidst such external pressures.

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

The department faculty meet and confer as a group and come to consensus about program/course potential deactivations as well as to strategize on revamping areas that need further attention.

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

No

Are there areas you would like to expand?

We are planning to add stackable certificates in the future.

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?

We usually determine the need based on student demand. We have been doing online courses for a long time and have an idea of which courses work best online and which do not. In many scenarios we offer both online and face-to-face, some only online and some only face-to-face. Students and course content are usually the deciding factor for dictating which route to take.

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

In this department, we take into account the advice of our industry, advisory board. On this board are several individuals who will be hiring our students.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [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?

Graphic Designers (SOC 27-1024): Design or create graphics to meet a client's specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Job titles include: Advertising Layout Workers; Art Directors; Catalog Illustrators; Desktop Publishers; Digital Artists; Graphic Artists; Layout Artists; Multimedia Specialists; and Production Artist.

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

Multimedia Artists and Animators (SOC 27-1014): Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. Job titles include: Animator; Multimedia Artist; Digital Artist; Web Designer; Videographer; Production Manager; Production Assistant; and Multimedia Producer.

According to the Centers for Excellence (COE) September 2016 Top Occupations in San Diego County, Graphic Designers ranked #8 with 505 job openings requiring a Bachelor's Degree, and Web Developers ranked #4 with 496 job openings requiring an Associates Degree.

The COE April 2015 Top Occupations In Demand In San Diego County and North County Regions had Web Developers requiring an Associates Degree ranked #16 with 908 openings in San Diego County and #14 with 318 job openings in North County. Graphic Designers requiring a Bachelor's Degree came in ranked #20 in North County with 497 openings.

The COE June 2018 "Opportunities for Career Education to Close the Middle-Skills Jobs Gap" Summary for San Diego County listed Web Developers as one of the "TOP 100 MIDDLE-SKILL JOBS" and concluded that "A comparison of labor market demand (annual job openings) with labor supply (program awards) from the region's educational institutions indicates that the top middle-skill jobs have supply gaps." The report continued to provide "RECOMMENDATIONS FOR MORE PROGRAM SUPPLY Career Education programs can help fill labor supply gaps with short-term certificates or associate degrees." 050970 E-Commerce (Business Emphasis)* was recommended for increased awards to close

the supply gap. The asterisk (*) indicated that E-Commerce may be suitable for short-term certificate programs.

According to the COE May 2018 Multimedia Artists and Animators Labor Market Analysis for San Diego County, the TOP codes associated with this occupation include 061400: Digital Media, 061410: Multimedia, 061420: Electronic Game Design, 061440: Animation, 061460: Computer Graphics and Digital Imagery and 103000: Graphic Art and Design. The top five employers in San Diego County for this occupation were Activision, Sony Electronics Incorporated, CBS Broadcasting, Rockstar Games Incorporated and Qualcomm.

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

Top Knowledge for Graphic Designers in San Diego County:

Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models. Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media. English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture. Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

Top Skills for Graphic Designers in San Diego County:

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Operations Analysis - Analyzing needs and product requirements to create a design. Speaking - Talking to others to convey information effectively. Writing - Communicating effectively in writing as appropriate for the needs of the audience. Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. Reading Comprehension - Understanding written sentences and paragraphs in work related documents. Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one. Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making. Coordination - Adjusting actions in relation to others' actions. Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Top Abilities for Graphic Designers in San Diego County:

Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. Near Vision - The ability to see details at close range (within a few feet of the observer). Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Occupational Tasks for Graphic Designers in San Diego County:

- Create designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
- Determine size and arrangement of illustrative material and copy and select style and size of type.
- Confer with clients to discuss and determine layout design.
- Develop graphics and layouts for product illustrations, company logos and Internet websites.
- Review final layouts and suggest

improvements as needed. • Prepare illustrations or rough sketches of material, discussing them with clients or supervisors and making necessary changes. • Use computer software to generate new images. • Key information into computer equipment to create layouts for client or supervisor. • Maintain archive of images, photos or previous work products. • Prepare notes and instructions for workers who assemble and prepare final layouts for printing.

Software Skills for Graphic Designers in San Diego County: • Adobe Photoshop, • Adobe Illustrator, • Adobe InDesign, • Adobe Acrobat, • Adobe Creative Suite, • Adobe After Effects, • Adobe Dreamweaver, • Apple Final Cut Pro, • Maxon Cinema 4D, • AJAX, • Drupal, • HTML • JavaScript

Top Skills for Web Developers in San Diego County:

Technical Skills: • JAVA, • Website Design, • Website Development, • Query, • HTML5, • Hypertext Preprocessor (PHP)

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

Occupational Tasks for Web Developers in San Diego County:

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

Top Skills for Multimedia Artists and Animators in San Diego County:

Specialized Skills: • Teamwork/Collaboration, • Animation, • Interaction Design, • UX Wireframes, • Maya
Soft Skills: • Creativity, • Communication Skills, • Organizational Skills, • Editing, • Detail-Oriented
Software Skills: • Adobe Photoshop, • Adobe Illustrator, • Adobe InDesign, • Adobe Acrobat, • Adobe Creative Suite

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

The GCMW courses already train for skills-builders in the region. Skills-builders are students who take higher-level Career Education courses, but do not complete a community college program or transfer to a four- year institution. These skills-builders may take a college course to obtain new skills and/or to increase their earnings, but do not need to complete an associate degree program to achieve those goals. GCMW programs train many skills-builders as well as other students. This fact can help direct which particular courses, rather than programs, to market to students and working professionals looking to increase their skills and earnings potential.

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

Yes

What have you done to integrate work-based learning?

We currently have an internship programs in place, students can study with the Graphics and multimedia department as lab technicians and student helpers, or choose from several available internships with professionals like, Madmedia, Studio 2055, Outreach marketing and Compass Rose GIS. Recently Mad Media hired 4 current students as employees and paid interns, while Compass Rose paid for 3 interns for some drone-based projects.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

We strive to ensure work-based learning opportunities mirror real-world problems and projects that students would encounter in industry.

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

Connections with local High Schools, dual enrollment (Bonsal HS), business partnerships (Mad Media, Studio 2055, Outreach Marketing, Compass Rose GIS), and various Palomar Events.

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

Graphic Designers in San Diego County: 352 annual openings.

Web Developers: 187 annual openings

Multimedia Artists and Animators in San Diego County: 64 annual openings, with average of 107 online job postings per year.

Art Directors: 62 annual openings.

Fine Artists, Including Painters and Sculptors: 54 annual openings.

Film and Video Editors: 34 annual openings

Camera Operators, Television, Video, and Motion Picture: 21 annual openings

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

Workforce Preparedness:

According to a Spring 2016 COE Students Employment Outcomes survey of 332 CTE students in the ICT/Digital Media sector:

Before starting coursework, 215 students, or 65% who took ICT/digital media courses, reported full-time or part-time employment. After completing coursework, 247 students, or 74% who took courses, reported full-time or part-time employment. Before coursework, 117 students reported working full-time. After coursework, that number increased to 160, a 37% increase in students working full-time after coursework. Their hourly wages increased 62% after coursework. Relevant GCMW related job titles were: Graphic designer; Web developer; and Web content coordinator. 57% of the students surveyed transferred to another college or university.

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

February 26, 2019

The Advisors discussed current industry emphasis: multimedia, animation, Web Design, and User Experience (Web).

The class enrollment cap was discussed. Members were concerned about safety in classes. Brent Altomare moved to make recommendation to decrease the class cap from 30 to 24. Michelle Palmer seconded the motion. Motion carried unanimously.

Trends in industry: Video on Web, Video Communications, User Experience is very big now, Mobile, and apps are trending less. Also, Responsive websites are big right now. SEO is really important!

New Concepts/Topics: Social Media; User Experience; Printing technology: companies are using new innovative products as they leave traditional production practices and technology; Marketing: capturing and turning around information from hits to website into productive leads.

New Concepts/Topics:

1. Color correction and post audio production
2. One man run and gun production - best practices and best equipment to use.
3. Lighting concepts - how to light a scene different scenarios. Indoors and outdoors.

ICT small business owners find that social media/marketing is the most useful knowledge area and skill for starting a business.

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

Graphic Designers in San Diego County: 352 annual openings, projected 3,180 by 2024.

Web Developers in San Diego County: 187 annual openings, projected 2,920 by 2024.

Multimedia Artists and Animators in San Diego County: 64 annual openings, with average of 107 online job postings per year, projected 1,670 by 2024.

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

Continue to build enrollment through interaction with high schools.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Meet with students on campus tours. Meet with High School counselors. Visit High Schools and present our programs.

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.

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

Increases access to our programs and services. Increases physical presence and participation in the community. Aligns with Objectives 3.1; 5.1; 5.2; 5.3.

Expected Goal Completion Date

Goal 2

Brief Description

Build industry connections with more multimedia and social media companies.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Personal interaction with employers and previous students who are in industry and have developed their own companies.

Outcome(s) expected (qualitative/quantitative)

Employment opportunities for our students

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

Ensures our curriculum prepares students for entry into skilled employment and helps guide our courses, programs, and diverse faculty to continue to offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

Solidifies excellence in teaching, learning, and service. Increases physical presence and participation in the community.

Expected Goal Completion Date

Goal 3

Brief Description

Expand our dual enrollment program with high schools.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Meet with High Schools as requested from the Palomar dual enrollment team.

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.

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

Increases access to our programs and services. Increases physical presence and participation in the community. Aligns with Objectives 3.1; 5.1; 5.2; 5.3.

Expected Goal Completion Date

Goal 4

Brief Description

Prepare students for industry jobs as skills builders or for degrees and transfer to four-year colleges.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Give the students a strong foundation in skills that support Digital Video and social media programs.

Outcome(s) expected (qualitative/quantitative)

Higher Earnings for students:

San Diego-Imperial ICT & Digital Media college programs had 374 “skills-builders.” Skills-builders are students who took non-introductory courses and reported higher earnings one year after exiting post-secondary education compared to their earnings reported one year before exiting. Of the 10 sectors in San Diego-Imperial, ICT & Digital Media has the lowest Term-to-Term Retention Rate by Sector at 21%. This indicates the large number of students who get the skills they need in a course or courses, and reenter the workforce or attain higher earnings at their current jobs. The Persistence Rate (the percentage of students who enrolled in college in all three consecutive primary semester terms) for ICT & Digital media in San Diego-Imperial is 6%. The ICT & Digital Media sector in San Diego-Imperial also ranks as the top sector for the # of Students Who Completed 12+ CTE Units in One Year with 2,635. Business and Entrepreneurship, Health Care, and Energy, Construction & Utilities follow with 2,410, 2,296, and 1,092 respectively. The other six sectors combined for only 2,155 students.

Student graduations with AAs will grow.

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

Ensures our curriculum prepares students for entry into skilled employment and helps guide our courses, programs, and diverse faculty to continue to offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

Drives excellence in teaching, learning, and service.

Strives to ensure access to our programs and services.

Ensures a continued physical presence and participation in the community through increased wage earners, and those earning degrees and/or transferring.

Aligns with Objectives 1.2; 5.1; 5.2

Expected Goal Completion Date

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?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

-1

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

Instructional Support Assistant III 100%, 12 months

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

A critical position to maintain a safe and secure environment and provides direct assistance to and oversees students working in print and multimedia production and computer labs. Ensures regulatory compliance and safety precautions in handling chemicals are adhered to along with proper use and care of machinery and equipment. Supports SLO course requirements for student projects, safe use of equipment, chemicals and technology. Helps sustain a clean and orderly learning environment in addition to performing maintenance and assisting with repairs. Helps to provide a safe environment to avoid accidents involving chemicals, burns and being crushed, caught, or cut by machinery and equipment. Position would replace student workers if funded. This vital need is growing as a result of recent reductions in temporary and student staffing. The position would satisfy student requests for additional lab time as well as ensure costly equipment and technology remains secure and in proper working order. Also meets priority factors P1, P3 and P4 in the Staffing Plan for Instruction.

Listed as #10 in Staffing Master Plan 2016 Year 5 Update

<https://www2.palomar.edu/pages/strategicplanning/files/2016/03/Staffing-Master-Plan-2016-Year-5-Update.pdf>

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

There are severe bottlenecks on certain projects in several courses that would only be alleviated via either lowering course maximums to previous levels or hire the GC Instructional Support Assistant III that was ranked #1 on the IPC Recommended Classified and Administrator Priority Positions for Instruction 2014-2015. This was evident during the assessment of 3 different GCMW courses and 7 different programs. Expensive and technical equipment requires supervision while students are shooting projects. With pressure from administration to move to 85% fill rates or better, there will not be enough time in class for students to finish shooting their group projects. Either class maximums will need to be lowered, or a staff position will need to be granted in order to provide more open lab time for students in the green screen studio. Lack of sufficient, qualified assistance causes some instructors to take class time for configuring computers, equipment and technology. Additional staff would alleviate this problem.

This discipline is highly technical and in need of very skilled employees to plan, implement, maintain, and continually upgrade the lab environment. All of the courses in this discipline have very complex lab environments that are continually changing per class session and differ between class sections

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

See above responses.