Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

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.
The GC subdiscipline does not have any certificates or degrees in the catalog, However the Graphic Communications Department has two other subdisciplines: GCIP and GCMW, which are referred to in this document.

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)	**Part-time faculty (FTEF)**
.70	.10

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?
This particular GC Discipline doesn't have a degree or certificate, but all are GE and transfer courses. They have been approved by our Advisory Board.

Describe your program's plan for assessing program learning outcomes.
We only have course outcomes for this disciplilne.

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 dissimenate 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

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.](#)

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.
We do not have a GC program or certificate.

However, our other subdisciplines have:

GCIP 18-19   6 completed degrees, 20 completed certificates
GCMW 18-19   8 completed degrees, 13 completed certificates

GCIP had an average of 3 degrees per year for the previous 5 years, but INCREASED to 6 completions this past 2018-19 academic year.

GCIP had an average of 12 certificates per year for the previous 5 years, but INCREASED to 20

completions this past 2018-19 academic year.

GCMW had an average of 19 certificates per year for the previous 5 years, but dropped to 13 completions this past 2018-19 academic year.

GCMW had an average of 12 degrees per year for the previous 5 years, but dropped to 8 completions this past 2018-19 academic year.

The disciplines have course that are offered in both GCIP and GCMW for each of the certificates and AA degrees that make up the data.

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?
Since the courses in this subdiscipline are GE courses, they have had stable outcomes over the past five years.

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.

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.

Gender: Why do you think gender differences exist? What do you need to help close the gap?
Female (78% success rate) and Male (71% success rate) students have a slight success gap, slight increase over last year. 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 (98% retention rate) and Male (95% retention rate). Also up from last year.

Age: Why do you think age differences exist? What do you need to help close the gap?
The youngest (19 and under=80%) and the oldest students (25-49) were most successful (also, 80%). 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 highest retention (100%). Totally opposite from last year. This may be too small of a small to be statistically significant. 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 (67% 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 (86% success rate) and White (86% success rate) students are in alignment with the retention rates for those ethnicities: Asian (100% retention rate) and White (98% retention rate).

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?
Foster students (74% success rate) are not as successful as non-foster students (78%). They need special attention to help them overcome their obstacles to be successful. But foster students have 76% retention as compared with non-foster students (100% retention).

Interestingly, the Vet population has the same success rate as non-Vets = 69%.
We have seen a consistent retention rate for Veteran students over the past 5 years: from 91% to most recently 92% (fall 2018).

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.

COURSE OUTCOMES

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.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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
Stabilizing the enrollment.

Is this a new or existing goal?
New

How will you complete this goal?
Increase outreach efforts.

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
5/15/2020

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?
Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
We are requesting student hourlies and staff, but not requesting faculty positions. As we are more efficient, our student to instructor ratio is creating a need for more lab time and lab assistants. As we grow our enrollment, we continue to need skilled student hourlies or other skilled lab staff to have a presence in the labs and tutor students.

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting
Teaching Instructional Aide

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
Strategic Enrollment Management to assist the instructor with many students in a class that involves dangerous or delicate equipment.

Guided Pathways to help students progress through their educational plan in a timely manner. The aide can tutor a student who is getting behind, since the Star Tutor Center does not have tutors for our course content.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
Yes. Our staff workers need to have specialized skills in our industry.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
Safety requirements as well as being available faculty are not present in a given classroom, or are assisting other students.

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments
The positive outlook is that we have stabilized enrollment, success, and retention. We would like to consider that we may be entering in a growth period. The high schools are increasing digital skills from K-12, so we see a marked increase in student interest in our courses and programs, which is encouraging.

Chair Name   **Chair Sign Date**
Lillian Payn   10/29/2019

Dean Review

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

Areas of Concern, if any:

 Recommendations for improvement:

Dean Name   **Dean Sign Date**

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Great feedback on disp. Impact and likely there is a larger trend- but what ideas might you have to address?

Areas of Concern, if any:
SLO commentary is very general- hard to give any meaningful feedback.

Recommendations for improvement:
I think we should discuss the various certs and programs here and potential overlap with other areas- the program reviews are very identical-- we need to differentiate what is needed at this time

Vice President Name	Vice President Sign Date
Jack S. Kahn Ph.D.	1/3/2020