



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 - Imaging & Publishing (GCIP)

Department Chair Name
Lillian Payn

Division Name
Arts, Media and Business Administration

Website address for your discipline
<http://www2.palomar.edu/pages/graphics>

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 Imaging
Drone Technology
Graphic Communication
Screen Printing

Certificate of Proficiency (to be changed to Certificate of Achievement for the next catalog):
Digital Arts
Screen Printer

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

Wade Rollins, professor
Grace Fowler, professor
Ken Dodson, professor
Mark Bealo, professor
Lillian Payn, professor

Full-time faculty (FTEF)
2.65

Part-time faculty (FTEF)
1.90

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

1 - Graphic Assistants working 12 - 15 hours a week for 30 weeks a year.

We have 1 student hourly position.

We have 1-2 Federal work study students.

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.

Of the 17 courses within the discipline we have an average of 92.26% success rate in SLO performance.

Because the equipment and technology required to stay competitive in the industry is expensive, it is imperative that the learners have access and exposure to the most up-to-date equipment.

New advancements in Drone Technology and Equipment have come about that create safer operation and reduce the risk of collision and accidents. Funds need to be acquired in order to incorporate the new technology.

Safety is our major concern in the printing labs. We can have anywhere from 20 - 80 students in our screen printing courses. During class and open lab times we can have 20 people or more working in the lab at one time. This can become a safety issue because one instructor cannot be everywhere at all times. Students can get hurt.

A full time lab assistant is needed to help cover student safety issues. With a computer lab, screen printing lab, prep areas, washout room and exposure room, the instructor cannot be in all areas at one time. There are five screen printing presses, five heaters, two heat presses, a paper cutter, pressure washer, high intensity uv light sources, and chemical use. There is a potential for injury from the equipment mentioned, the results could be getting smashed, hit, crushed, cut, and or burned. The addition of a lab assistant would reduce the risk of potential accidents.

Additional drawing tablets are needed so that every student can get used to using the industry standard input devices rather than just a mouse. Plus the ergonomic benefits reduce the onslaught of carpal tunnel damage.

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.

GCIP 18-19 6 completed degrees, 20 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.

Noteworthy is the Certificates of Completions that were earned by Bonsall dual enrollment students for completing a certificate there.

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

Increased

What factors have influenced your completion trends?

We were required to reduce our course offerings. While the courses had solid enrollment, there were less of them. Also, we were not allowed to offer enough 200 level courses in order to permit students to complete their certificates.

Many students do not complete the degrees because they take a few courses that prepare or update them for workforce entry or an upward movement in the business that they are currently in. They are more interested in entering the workforce than completing the degree.

The Bonsall dual enrollment program has consistently strong enrollment; it offered GCIP classes, as well as a GCMW course. This explains why the GCIP completions were so strong.

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 complies with the standard set by the College.

What is your Stretch goal for COURSE success rates?

72.0%

How did you decide upon the goal?

It is above the negotiated College goal, which we used as a base. This was determined through departmental collaboration.

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

The gender differences are statistically insignificant in GCIP for success and retention. Success difference is only 5% and retention is only 1%.

There is no gap to close in this category.

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

The 19 and under category has the acceptable success (76%), with over 50 the greatest success rate (79%). The two middle categories have the least (78% and 69%). We believe this demographic has families, jobs, and homes to maintain; therefore, college homework often takes the back seat to pressing life crises and responsibilities. While offering online classes may partially solve the challenges the middle age-group faces, we offer many courses that are tied to expensive equipment. The students must go to campus to learn how to use the equipment and to demonstrate mastery of the skills.

For retention rates, those under 19 years old had a remarkable retention rate of 97%, 20-24 year-olds had 91%, 25-49 year-olds had 88%, and those 50 and older had 79% retention rate.

The institutional standard has a success rate for all categories at about 70%.

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

There was a shift this year with Fall 2018 ethnicity. Asians had 85% success, Black/African Americans had 63% success, Filipino had 100% success, Hispanic had 66% success, multi-ethnicity had 68%, Unknown had 80%, and White had 82%.

Last year we analyzed the data for success rates per ethnicity and found that they have been stable for the past 5 years.

Retention rates: Asians had 90%, Black/African Americans had 100%, Filipino had 100%, Hispanic had 87% success, multi-ethnicity had 89%, Unknown had 100%, and White had 96% retention.

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

We have a large population of veterans, and the success rate 73% dropped from last year to 60% this year. This compares with non-veterans who had a 76% success rate in the same classes.

The retention rate was impressive at 100%, which reveals a commitment to complete the courses, in spite of the personal challenges that veterans experience; while non-veterans had a 92% retention rate.

Foster youth had a success rate of 75, which compares with non-foster youth who had a 74% success rate in the same classes.

The retention rate was impressive at 94%, which reveals a commitment to complete the courses, in spite of

the personal challenges that foster youth experience; while non-foster youth had an 88% retention rate.

COURSE OUTCOMES

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

We are improving our reporting by reporting more frequently.

Summarize the major findings of your course outcomes assessments.

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.

Because the technology in the printing industry and graphic arts is changing quickly, and with the emphasis on digital technology, it is imperative that all learners stay knowledgeable in the new trends in the printing industry. The course focuses on the various methods of output, after the design process is complete.

By ensuring frequent contact with students about their goals and projects, we exceeded our expectations.

Several obstacles had to be avoided but the students were all able to successfully complete the project. New advancements in Drone Technology and Equipment have come about that create safer operation and reduce the risk of collision and accidents. Funds need to be acquired in order to incorporate the new technology.

Refine project requirements to allow a larger percentage of students to complete the project within the level of industry standards.

A full time lab assistant is needed to help cover student safety issues. With a computer lab, screen printing lab, prep areas, washout room and exposure room, the instructor cannot be in all areas at one time. There are five screen printing presses, five heaters, two heat presses, a paper cutter, pressure washer, high intensity uv light sources, and chemical use. There is a potential for injury from the equipment mentioned, the results could be getting smashed, hit, crushed, cut, and or burned. The addition of a lab assistant would reduce the risk of potential accidents.

There is not enough time in class for all the students to complete their projects. Therefore a staff position is needed to assist during open lab time and maintain a safe environment.

Additional drawing tablets are needed so that every student can get used to using the industry standard input devices rather than just a mouse. Plus the ergonomic benefits reduce the onslaught of carpal tunnel damage.

Safety is our major concern in the printing labs. We can have anywhere from 20 - 80 students in our screen printing courses. During class and open lab times we can have 20 people or more working in the lab at one time. This can become a safety issue because one instructor cannot be everywhere at all times. Students can get hurt.

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

Create new course offerings: industrial/graphics screen-printing, non credit courses, not-for-credit courses, south center courses.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

This past year we offered the new Drone Technology Degree and Program, and we discussed a strategy for stackable certificates and not-for-credit courses. The most significant action was to seriously evaluate our programs, their titles, and their courses, which resulted in the deactivation of many certificates that were redundant to tighten a core of certificates that were clearer career pathways with minimal overlap between them. We discussed joint programs with the other departments to clarify our plan.

Outcome(s) expected (qualitative/quantitative)

Students will be clearer about selecting which certificates to take, which would increase enrollment.

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

Specific Mission Statements:

1. Progressive technology with a foundation for career and educational advancement.
2. Prepare students for: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment; and relevance in a multicultural and global marketplace.
3. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.
4. Collaborating with multiple departments.

Expected Goal Completion Date

Goal 2

Brief Description

Write and implement new History of Screen Printing General Ed Class

Is this a new or existing goal?

Existing

Goal Status

No longer a goal

How will you complete this goal?

(Postponed since at the moment we cannot add any classes to our schedule.)

Outcome(s) expected (qualitative/quantitative)

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

Expected Goal Completion Date

Goal 3

Brief Description

Build new, and enhance current dual enrollment programs by providing requested courses and needed equipment.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We already have established a dual enrollment program with Bonsall High School. We intend to extend this to other high schools, and also offer more career paths within the program.

Outcome(s) expected (qualitative/quantitative)

The majority of students who have completed the Bonsall dual enrollment classes have enrolled in Palomar College after graduation, though not all in GC Dept. We find that the dual enrollment program is an important vehicle to guide the students to higher education.

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

Specific Mission Statement:

1. Progressive technology with a foundation for career and educational advancement.
2. Prepare students for: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment; and relevance in a multicultural and global marketplace.
3. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

Specific Mission Statement:

1. Progressive technology with a foundation for career and educational advancement.
2. Prepare students for: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment; and relevance in a multicultural and global marketplace.
3. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.
4. Collaborating with multiple departments (i.e., other districts)

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)
No new FT faculty, and no loss of FT faculty. 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 staff the lab, assist in lab programs, and tutor students during open lab time.

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

We need to establish a rotation plan for advanced 200-level courses. Our students are frustrated that they are unable to complete a certificate or degree, while we are not doing the students a service by finding courses to substitute, since the program courses were selected and developed for definite job skills. We are encouraged by the prospect of increased dual enrollment, middle college, and stackable certificates to increase our enrollment and encourage completion of programs and degrees.

Chair Name

Lillian Payn

Chair Sign Date

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:

Really solid annual summary here. Less course offerings and more completions- sounds like efficiency is really helping- well done. With the chancellor's office focus on completion (and the overall benefit to the student to show the degree- you never know what the future will hold- getting a job now is great but having the cert for later could be helpful etc.)—we should brainstorm how to help students indicate the completion of the degree.

Areas of Concern, if any:

Thank you for this analysis-- What can we do about veteran students? Any thoughts?

Recommendations for improvement:

Outcome area was a bit sparse.

Vice President Name

Jack S. Kahn, Ph.D.

Vice President Sign Date

1/2/2020