



# 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 - 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

Internet: Graphic Communication Emphasis (changed name to Web Fall 2019)

Certificate of Proficiency:

Digital Media

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

Mark Bealo, Professor

Ken Dodson, Professor

Gracie Fowler, Professor

Lillian Payn, Professor

Wade Rollins, Professor

**Full-time faculty (FTEF)**

.90

**Part-time faculty (FTEF)**

.97

**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.

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.**

GCMW 18-19 8 completed degrees, 13 completed certificates

GCMW had an average of 11 degrees per year for the previous 5 years, but dropped to 8 completions this past 2018-19 academic year.

(This compares to GCIP that had an average of 19 certificates per year for the previous 5 years, but dropped to 13 completions this past 2018-19 academic year.)

Noteworthy is that the GCMW program is more efficient with WSHE/FTEF improvement from 3002 (five

years ago) to 427 currently.

Also The fill rate increased from 65% (five years ago) to 89% currently.

### **Have your program completions increased, decreased, or stayed the same over the last 5 years?**

Increased

### **What factors have influenced your completion trends?**

Consistent industry need for qualified graduates prepared to enter the workforce or launch entrepreneurial endeavors is a motivator, but supply is not keeping up with demand. The reason for lack of completions is due to the fact that we have been unable to offer the 200-level courses that students need to graduate. Therefore, they either drop out or go to another college to finish their degree. .

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.

#### **What is your Stretch goal for COURSE success rates?**

72.0%

#### **How did you decide upon the goal?**

Standard above average academic success rate.

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

In 100 level courses:

19 and Under had a 57% success rate and 90% retention rate.

20-24 had a 64% success rate and 88% retention rate.

25-49 had a 70% success rate and 88% retention rate.

50+ had a 56% success rate and between 78% retention rate.

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 tend to 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?**

Asian had a 56% success rate and 89% retention rate.

Hispanic had a 78% success rate and 86% retention rate.

Multi had a 63% success and between 89% retention rate.

White had a 65% success and between 87% retention rate.

Unkown had a 100% success and between 100% retention rate.

No Black or AA, American Indian/ Alaskan Native People, Pacific Islanders, or Filipinos.

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.

## **COURSE OUTCOMES**

**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.

**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

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)**

It has been even, and we find that our needs are increasing. We have increased efficiency and larger class sizes. Staff and student workers are instrumental in keeping equipment in order, advising on safety and equipment usage, assisting students who need help, since the college does not have tutors for our content. Lab assistants also help students an perform other functions such as marketing our department to other students.

## REQUEST FOR ADDITIONAL STAFF, CAST, AA

### Staff, CAST, AA request 1

**Title of Staff position you are requesting**

Teacher's 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**

Our biggest concern is to begin offering the advanced courses again so our students can complete certificates. We have adequate enrollment in the 100-level courses. We need to find creative ways to teach the advanced course as well as motivate the students to continue in the program and not drop out.

**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:**

Some good information but repetitive from other programs. Needed additional analysis.

**Areas of Concern, if any:**

SLO commentary is very general- hard to give any meaningful feedback.

**Recommendations for improvement:**

**Vice President Name**

Jack S. Kahn Ph.D.

**Vice President Sign Date**

1/3/2020