Status: **Reviewed**

Entry #: 303

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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Art

Discipline Name
Art Design (ARTD)

Department Chair Name
Mark Hudelson

Division Name
Arts, Media and Business Administration

Website address for your discipline
http://www.palomar.edu/art

Discipline Mission statement
The mission of the Design program is aligned with the mission of Art Department.
Our goal is to create a challenging and inspiring learning environment that educates our diverse student body in Graphic Design, Visual Communication, and technical careers in visual communication.
Our program is based on the development of aesthetic awareness within contemporary and historical context, while providing a strong foundation in the techniques and processes of producing commercial visual art both traditionally and digitally.
We are committed to providing programs and state-of-the-art facilities that promote student learning through industry-standard methods and technologies.
We welcome and encourage interdisciplinary approaches within and outside of the professional field, and seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts.
We consider our program to be a partnership discipline with the Art I (Illustration) program, since our students share core courses.

(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 TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Graphic Design (AS)
Interactive Media Design - Emphasis in 3D Modeling and Animation (AS, CA)*
Interactive Media Design -Emphasis in Multimedia Design (AS, CA)*
Digital Animation, Compositing and Music (CP)*
*listed under Art discipline, though under the supervision of ArtD and ArtI. Cross linked with Graphic Communications department.

Please list the names and positions of everyone who helped to complete this document.
Lily Glass
Mark Hudelson

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
1

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**
1   5

Classified and other permanent staff positions that support this discipline
Art Department ADA, 100%
Instructional Support Assistant II (Arts Media Library), 100%, 11-month
Instructional Support Assistant I (Arts Media Library), 40%, 10-month
Note: All three positions support the three Art related disciplines (Art, ArtI, ArtD).

Additional hourly staff that support this discipline and/or department
Student hourly as availability and funding permits (none in Spring 19/Fall 19 semesters)

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
Having recently reviewed our program outcomes as well as our curriculum while updating both, we feel our outcomes accurately reflect the following focus:
We emphasize that capable students transfer to a BA/BFA program following Palomar. Both labor data and national guidelines (California EDD, AIGA*, NASAD*) agree that at minimum a four year degree is necessary to build the skills and portfolio necessary to find employment.
We consistently check the results of our SLO's to ensure that our courses are meeting expectations. We have an exceptional record in terms of students transferring to both State schools and private Art schools. The schools (both public and private) require students to submit portfolios for acceptance, and our students, without exception, meet those goals after completing coursework and working with instructors to prepare their work. Considering our course retention rates as well as success rates, we are pleased with the consistency in the results of our SLO's, as they mirror our course success rates.
While we don't emphasize that students push towards getting jobs either while attending Palomar or upon graduation, when we get inquiries from local businesses the feedback we get from employers is good. Students are well prepared and diligent employees. As reported previously, however, we only recommend students that we think will fit, so this is a somewhat self-selective assessment.
*AIGA: American Institute of Graphic Arts, NASAD: National Association of Schools of Art and Design

How do they align with employer and transfer expectations?
Combined our individual class SLOs form a comprehensive overview. They are designed to sequentially reflect both conceptual/content as well as highlight the most crucial and fundamental technical skills our students need to be able to transfer to a 4-year degree program in any Illustration related program, be that in a 2-D or 3-D environment. The same skills also are necessary to achieve success when entering in to a starting level the workforce.

Describe your program's plan for assessing program learning outcomes.
As stated in our last report, assessments as a whole look at very basic concepts that students need to understand the complexities of visual design. These assessments build on each other, so that when assessments are done in 200 level classes, they assume that the majority of students have grasped the 100 level course concepts. To assess them, we compare entry skills and exit skills, in both 100 level classes and (separately) 200 level classes. The results confirm that most (~80%) of our students are succeeding in meeting the goals we have set for them.

Summarize the major findings of your program outcomes assessments.
Our findings reflect what we see in both retention and transfer numbers. Namely, that we have created assessments that accurately describe outcomes that ensure student success in subsequent (especially transfer) coursework.
As an example, the concept of Design Hierarchies is a rudimentary skill that students are exposed to in ArtD 100 (Graphic Design I). The topic is covered in more detail and complexity in both ArtD 200 (Graphic Design II) and ArtD 210 (Typography Design). When assessed following these classes, students have a firm grasp of how to apply the hierarchical concept in a variety of situations, which is a fundamental necessity in effective visual communication. Anecdotally, we regularly hear from students who have transferred into programs at 4 year schools. They tell us that we have not only prepared them well, but that our coursework was typically more difficult than what they are getting as Juniors at state schools. We see that as a very solid indicator that we are doing our job for our students.

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.
18 illustration/design students earned Associate in Science degrees, breaking down as follows:
5 completed a "pure" AS in Illustration, 8 students finished the AS with an emphasis in Graphic Design and 5 earned their degree in 3D modeling/Animation(dually listed with Graphics Communications)
Please note that since the two primary AS degrees (Graphic Design and Illustration) share so many courses that they should be seen as a unified discipline for purposes of assessment.

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

What factors have influenced your completion trends?
We have been emphasizing the degree programs and stressing to our students early in the semester how important it is to follow course rotations to make the best use of their time. With the implementation of Guided Pathways and program maps, hopefully students will get more specifics about this from counseling upon admission to Palomar, rather than relying on instructors to convey this information. Often by the time we see students they have already started on a path that is not opportune.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
We have been very successful on the whole as is reflected in the continuing trend of increasing retention, success and completion rates. Likely this can indeed be attributed to the constant and careful assessment of our courses/programs. The streamlining we implemented in 2014 with the re-design of our degree programs and course offerings clearly has yielded the results we were hoping for.

How have these factors presented challenges for your program(s)?
Our challenges are of a different nature and will likely increase with the retirement of Jay Schultz, whose position has not yet been replaced despite of our advance request. We have been anticipating his retirement and currently are operating with only one full-time faculty for both ArtI and ArtD, a situation that is likely to have a negative impact next year - in addition to the shift to online instruction due to Covid-19.

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?
80.0%

Why did you choose this standard?
Our success rates over the past five years has ranged from 81% to 85%. Thus 80% seems to be a consistently achievable number.

What is your stretch goal for course success rates?
85.0%

How did you decide upon the goal?
It's a manageable push, given the fluctuations in student skill levels that naturally occur from semester too semester.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
Our assessments have not changed since the last PRP.

Summarize the major findings of your course outcomes assessments.
We feel our assessments continue to be solid indicators of success in subsequent courses. And, as an aside, for the most part we keep the assessments software agnostic, relying on underlying, significant concepts and principles rather than specific tasks that might change from year to year.
Our combined/averaged (ArtI and ArtD) fill rate last year was 104%, our success rate was 85%, and our retention rate was 96%. The outcomes should speak for themselves.

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

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

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
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- 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 Designer, Web Designer, Art Director, Video Game Design, Motion Graphics for Television and/or Film, Title Design, Advertising design, UX (user interface) design, Application Design, Industry specific application design.
Regarding new careers, UX (user interface) design is growing considerably as more industries as well as consumer products use custom applications that require interaction between machines and humans.
There is also growth in the melding of design with 3D art, as the customization of products develops with consumer friendly 3D printing. This isn't a field that can be named at the moment, but it is something that designers are evolving, along with 3D modelers.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Analytical skills. Graphic designers must be able to look at their work from the point of view of their consumers and examine how the designs they develop will be perceived by consumers to ensure they convey the client's desired message.

Artistic ability. Graphic designers must be able to create designs that are artistically interesting and appealing to clients and consumers. They produce rough illustrations of design ideas, either by hand sketching or by using computer programs.

Communication skills. Graphic designers must communicate with clients, customers, and other designers to ensure that their designs accurately reflect the desired message and effectively express information.

Computer skills. Most graphic designers use specialized graphic design software to prepare their designs.

Creativity. Graphic designers must be able to think of new approaches to communicating ideas to consumers. They develop unique designs that convey a certain message on behalf of their clients.

Time-management skills. Graphic designers often work on multiple projects at the same time, each with a different deadline.

ref: https://collegegrad.com/careers/graphic-designers

How does your program help students build these KSA's?
All of our degree required courses emphasize both technical skills as well as aesthetic development. Students are made aware at all times that they must develop both attributes to succeed in the courses as well as in the workplace. Different courses have different emphases, but all demand that students build aesthetic and communication skills while meeting the requirements of the specific class.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
We don't have a formal system in place to apprise the community regarding opportunities in our program. We do meet with individuals as well as businesses during our annual Open House (in early May), and help businesses find qualified students to apply for jobs or projects when they contact us.

What is the regional three-year projected occupational growth for your program(s)?
What effect Covid-19 long-term will have is unclear at this point, a significant number of jobs were lost due to lockdown and there is no new data available yet in regards to how many have been recovered.

Labor market data for the traditional illustration and design service industry has shown modest growth in San Diego County, if any, over the last several years. According to the bureau of labor statistics employment of illustrators/graphic designers is projected to decline nationally from 2019 to 2029 and professionals in the field are expected to face strong competition for available positions.
Multi-media design and animation are currently providing the strongest outlook with 13.6% projected growth. Hybrid fields which include web/software development and UX design however are growing rapidly (~30%) with wages being not just double than those of traditional commercial artists but those salaries being on the rise.
We should take this into consideration and begin adjusting our programs and curriculum accordingly.

What is being done at the program level to assist students with job placement and workforce preparedness?
Our degree realistically requires completion of a four year degree for employment. A fundamental issue for our students (and this has been around for at least 25 years) is that students need to have a way to distinguish our program from Graphic Communications, which offers similar courses but has a significant emphasis on employment and job training, rather than transfer.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
March 2019, in tandem with the Graphic Communications Advisory group.
In terms of significant information, the advisory members confirmed that the biggest new trend is the need for UX (user experience/interface designers). As of last year we had incorporated that development into our Graphic Design II coursework, so it was great to hear we were on target by implementing it.

What are the San Diego County/Imperial County Job Openings?
Graphic Designers: 2,700 projected job openings.
Multimedia Artists and Animators: 1,280 projected job openings.
Web Developers: 2,420 projected job openings.

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
Clarify existing courses (required and elective) in AS Graphic Design program.

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Meet with discipline experts from relevant departments to clarify status/name of courses in our degrees.

Outcome(s) expected (qualitative/quantitative)
Clarity for students regarding course sequences, more efficient use of student's time at Palomar.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
As stated in our mission statement: We welcome and encourage interdisciplinary approaches within and outside of the professional field, and seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts. Clarifying the confusion regarding course mapping will benefit our students and help them make the best use of their time at Palomar.

Expected Goal Completion Date
1/20/2020

Goal 2

Brief Description
Ensure students are aware of course sequence and mapping for Graphic Design AS degree

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Ensure that all courses in the major review our map/rotations with students at the start of the semester, as well as give them a printed handout summarizing the information.

Outcome(s) expected (qualitative/quantitative)
Qualitative: awareness of the courses required for majors.
Quantitative: more degree completions.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Our mission statement includes the following: we seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts. Ensuring they are aware of the possible degrees in Design and Illustration bolsters that statement.
Additionally, it dovetails nicely with the intent of the Guided Pathways program.

Expected Goal Completion Date
5/23/2021

Goal 3

Brief Description
Add strong UX component to existing Graphic Design curriculum

Is this a new or existing goal?
New

How will you complete this goal?
Completion will require curriculum review and modification, in collaboration with the Computer Science department. A hybrid CS/Graphic Design AS would be of benefit to students in both departments.

Outcome(s) expected (qualitative/quantitative)
Qualitative: Introduce students to practical methodology of user experience design and provide them with basic understanding of the underlying programming, its requirements and how to work hand-in-hand with engineers. Quantitative: Ensure they are prepared for transfer to a 4-year degree program in a related field.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Our mission statement includes the following: we seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts. This goal ensures that students are obtaining up to date skills that are immediately useful in preparing their portfolios for transfer.

Expected Goal Completion Date
1/1/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
Yes

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Professor of Art(Art Design and Art Illustration)

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
Our number one goal is to grow our programs and increase enrollments, while at the same time also increasing our success rates. Over the last five years 122 degrees and certificates that require ArtI and ArtD courses have been awarded, not only under the umbrella of the Art Department, but also collaboratively with Graphics Communications. The interdisciplinary approach we have been taking has served our students exceptionally well, and is in line with the Strategic Plan's Goal 1:
Implement instructional strategies that strengthen and connect teaching and learning across the college. Our success rates of 85% lies far above the college's goal of 70%.
We envision opportunities that would take us much further, in terms of courses and programs we offer, in terms of interdisciplinary work and in terms of the number of students we are able to serve. But we are now down to only one full-time faculty member, and we need replacement faculty to maintain our level of performance and to help us develop our ideas and to make them a reality.This falls into the Strategic Plan's Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention and:
Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
It is extremely difficult to attempt to recruit and hire new and highly qualified part-time faculty because it is difficult to recruit locally; the vast majority of qualified instructors are industry professionals based in the Los Angeles area.

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

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.
The CTE (Illustration and Graphic Design) area has consistently been yielding the highest success rates in the department -
Our combined/averaged (ArtI and ArtD) fill rate last year was104%, our success rate was 85%, and our retention rate was 96%. We have maintained the currency of our curriculum diligently, not only in terms of offering streamlined degree programs, but also in terms of not only staying current, but keeping ahead of industry trends and staying abreast of emerging technologies. Our programs have been setting Palomar College apart from competing greater area colleges because of our unique 2D and 3D digital design and illustration course offerings and degree programs.

Is your department affected by faculty on reassigned time. If so, please discuss.
Not at the moment.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
We have lost 2 out of 3 full-time faculty in the CTE (Illustration/Graphic Design) area of the Art Department with no replacement hires.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
lglass2@palomar.edu

Review

Chair Review

Chair Comments
Prof. Glass has done an excellent job of working with Prof. Schultz over the years to plan, organize, evaluate and teach our ArtD program. As Prof. Glass points out, with Prof. Schultz's retirement this year, a new full-time faculty member in this area is crucial. Prof. Glass has a done great work on this PRP evaluating the ArtD discipline and presenting ideas on what it needs moving forward to be a viable program for our students.

Chair Name	Chair Sign Date
Mark Hudelson	10/27/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
•Great job on the review and analysis!
•Impressive success and retention numbers
•Fill rates consistently at or above capacity

Areas of Concern, if any:
None.

Recommendations for improvement:
•I encourage you to look into potential work based learning opportunities for students. As mentioned in the review - sometimes employers reach out looking for students to complete projects. Though the degree is designed primarily to help students transfer, there could be opportunities to create partnerships and structure for students to get valuable work experience while completing the program.

Dean Name	Dean Sign Date
Justin Smiley	11/6/2020

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:
comprehensive overview of SLOs; strong transfer; increased number of completions; desire to collaborate with CSIT

Areas of Concern, if any:
lack of rationale for choosing program standard for success rate; no WBL; potential confusion over rotations and course mapping -- this should be informing not only the way you schedule but also the way students plan

Recommendations for improvement:
create more intentional paths to employment with local employers (WBL, Career Continuum); possibly work to increase # of SLOs; seek information re: WBL and Career Continuum -- will want to connect your open house; can be much more proactive in connecting business to students and vice versa

Vice President Name
Shayla Sivert

Vice President Sign Date
12/29/2020