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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**  
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 TOP coded as 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

Web Front End Design

Certificate of Proficiency:

Digital Media

Multimedia Production I (stackable in Progress/Meta)

Web Designer I (stackable in Progress/Meta)

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

Lillian Payn, Professor/Chair, Graphic Communications Dept.

Mark Bealo, Professor

Ken Dodson, Professor

Wade Rollins, Professor

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)**

3

**Full-time Faculty (FTEF)**

1.33

**Part-time faculty (FTEF)**

.65

**Classified and other permanent 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**

2 student hourlies 12 hours each

We have 1-2 Federal work study students.

## 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?**

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.

**How do they align with employer and transfer expectations?**

CSU and UC accept 9 units transfer courses.

Employer: Students are educated in entry-level production and software skills.

**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.

Covid-19 has created obstacles for hands-on and in-studio training.

## **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.**

AS - Digital Video - 650% increase from 2019 (From 2 to 15). 5 year average is 4.4.

CA - Digital Video - 167% increase from 2019 (From 6 to 16). 5 year average is 6.4.

Overall:

GCMW 18-19 = 8 completed degrees, 13 completed certificates

GCMW 19-20 = 24 completed degrees, 32 completed certificates

This is a 300% increase for degrees and 250% for certificates!

Noteworthy is that the GCMW program is more efficient with WSHE/FTEF improvement from 302 (Fall 2014) with a consistent increase to present: to 498 currently (Fall 2019). That is a 62% increase.

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. Students are leaving the program early for employment. With the introduction of the new stackable certificates, we shall have more opportunities to document them as "completions".

Nevertheless, we are encouraging and motivating our students to achieve degrees and certificates, which is a strategy that has unexpected success.

**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)?**

Our enrollment and completions match the efficiently trends, and are actually higher than the standard state requirements.

**How have these factors presented challenges for your program(s)?**

We believe our completion rates may be lower this coming year due to the covid-19 pandemic obstacles. With an increased focus on Degree and Certificate completions, we are striving to find creative solutions to meet the needs of the majority of our students who are focused on taking smaller course loads that will lead to gainful employment. One solution is to promote our new "stackable" certificates that will increase our completion rate while preparing students to get into the workforce quicker. We shall also be positioned to motivate students to continue a bit longer to complete a more comprehensive certificate or even a degree, since they would have completed many of the required courses in their "stackable" certificate.

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 for the state and 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 though departmental collaboration.

**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 75% success rate and 91% retention rate (Fall 2018: 57% success rate and 90% retention rate.)

20-24 had a 50% success rate and 70% retention rate. (Fall 2018: 64% success rate and 88% retention rate.)

25-49 had a 68% success rate and 86% retention rate. (Fall 2018: 70% success rate and 88% retention rate.)

50+ had a 69% success rate and between 85% retention rate. (Fall 2018: 56% success rate and between 78% retention rate.)

In 200 level courses:

20-24 had a 94% success rate and 100% retention rate.

25-49 had a 79% success rate and 93% 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. They also don't have full-time jobs (or 2+ part-time jobs) and families to care for, so they are expected to study. It is their "job".

The other age categories tend to increase in success and retention in 200 level courses, which reflects their dedication and determination to succeed as they progress through the program. The absence of the 19 year olds is predictable, since they are taking 100 level courses at that age, in order to complete the pre requisites for the advanced courses. Retention is outstanding in 200 level courses, way about our standard expectations.

Seeing the patterns over the past few years, or lack of definitive or consistent patterns, we find it is difficult to predict or strategize how to change student behavior.

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

Asian: None enrolled or self-identified. (2018: 56% success rate and 89% retention rate.

Hispanic had a 90% success rate and 100% retention rate. (2018: 78% success rate and 86% retention rate.)

Multi: None enrolled or self-identified. (2018: 63% success and between 89% retention rate.

White had a 82% success and between 95% retention rate. (2018: 65% success and between 87% retention rate.)

Unkown: None enrolled or self-identified. (2018:100% success and between 100% retention rate.)

Black or AA, American Indian/ Alaskan Native People, Pacific Islanders, or Filipinos. None enrolled or self-identified this year or last.

For the most part, ethnicity success and retention rates were higher for GCMW courses compared with the college overall. The data appears to be unreliable, since we know we have had diverse student populations in our classes, which are not represented in this data. It should not be used for prediction or decision making.

### COURSE LEARNING 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.

The assessments show us where we have lack of success and direct us where to adjust in those areas. We do ongoing assessments for each new project as addressed in the classroom with feedback from the students. This is particularly important with the transition to online learning during the pandemic.

The reporting cycle motivates us to collaborate about fundamental issues.

**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:

- 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.

GCMW 165 & 204: The students had trouble with the green screen project during online teaching (due to the pandemic).

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

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

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

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

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

The COE June 2018 "Opportunities for Career Education to Close the Middle-Skills Jobs Gap" Summary for San Diego County listed Web Developers as one of the "TOP 100 MIDDLE-SKILL JOBS" and concluded that "A comparison of labor market demand (annual job openings) with labor supply (program awards) from the region's educational institutions indicates that the top middle-skill jobs have supply gaps." The report continued to provide "RECOMMENDATIONS FOR MORE PROGRAM SUPPLY

Career Education programs can help fill labor supply gaps with short-term certificates or associate degrees." 050970 E-Commerce (Business Emphasis)\* was recommended for increased awards to close the supply gap. The asterisk (\*) indicated that E-Commerce may be suitable for short-term certificate programs.

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

Additionally, our students enter the alternative sports market creating online video for such sports as surfing, skating, off-road vehicles and racing .

Entrepreneurship: students create their own websites and promote products and services that they are learning in our program, such as real estate agents, car dealerships, and wedding videography. They also create social media such as YouTube channels to share information and content for entertainment and collect advertising revenue.

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

**Top Knowledge for Graphic Designers in San Diego County:**

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

**Top Skills for Graphic Designers in San Diego County:**

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

**Top Abilities for Graphic Designers in San Diego County:**

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

**Occupational Tasks for Graphic Designers in San Diego County:**

- Create designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
- Determine size and arrangement of illustrative material and copy and select style and size of type.
- Confer with clients to discuss and determine layout design.
- Develop graphics and layouts for product illustrations, company logos and Internet websites.
- Review final layouts and suggest improvements as needed.
- Prepare illustrations or rough sketches of material, discussing them with clients or supervisors and making necessary changes.
- Use computer software to generate new images.
- Key information into computer equipment to create layouts for client or supervisor.
- Maintain archive of images, photos or previous work products.
- Prepare notes and instructions for workers who assemble and prepare final layouts for printing.

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

**Top Skills for Web Developers in San Diego County:**

**Technical Skills:** • JAVA, • Website Design, • Website Development, • Query, • HTML5, • Hypertext Preprocessor (PHP)  
**Non-Technical:** • Communication, • Writing, • Research, • Problem Solving, • Creativity, • Organization, • Detail-oriented

**Occupational Tasks for Web Developers in San Diego County:**

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



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

Specialized Skills: • Teamwork/Collaboration, • Animation, • Interaction Design, • UX Wireframes, • Maya

Soft Skills: • Creativity, • Communication Skills, • Organizational Skills, • Editing, • Detail-Oriented

Software Skills: • Adobe Photoshop, • Adobe Illustrator, • Adobe InDesign, • Adobe Acrobat, • Adobe Creative Suite

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

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

#### **Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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?**

Yes

#### **What have you done to integrate work-based learning?**

Our teaching methods are based heavily on project-based learning and hands-on experiential tasks. The students have consistent opportunities to apply theory and what was learned in tutorials to real-world applications that are creative and original. Students are encouraged to design projects that they can take with them to real businesses, organizations, and volunteer or non-profit service. Many of our students have dreams of their own brand, or may have already started, and they are serious about learning skills to bring life into their dreams.

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

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

We strive to ensure that work-based learning opportunities mirror real-world problems and projects that students would encounter in industry. Field trips and guest speakers are inspiring and offer a view as to how their goals will materialize when the students complete their college career.

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

Connections with local High Schools, Career and College Fairs in the School Districts around us, dual enrollment (Bonsall HS), business partnerships (Mad Media, Studio 2055, Outreach Marketing, Compass Rose GIS), and various Palomar Events that promote our presentations, department tours, and booths.

Note that we had acquired another dual enrollment high school: High Tech High, which had arranged for a section of GC 115. Prior to the Fall semester beginning, the high school cancelled the arrangement due to the pandemic conditions and restrictions. We hope to re-establish it once there are solutions for dealing with the pandemic and resuming more normalized activities.

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

According to O Net (<https://www.onetonline.org/link/summary/27-1014.00>), for Multimedia Artists and Animators, California projects a 10% job growth (2016-2026), based on 26, 900 employees in 2016, and 29,500 employees by 2026. Another employment sector, Special effects Artists and Animators reports that there were 71,600 employed in the industry in 2018, with 8,300 projected job openings by 2028.

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

Workforce Preparedness:

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

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

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

February 26, 2020

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

We had very productive discipline break-out groups, which submitted useful recommendations and comments.

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

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

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

New Concepts/Topics:

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

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

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

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

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

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

Projections for local job markets:

Graphic Designers in San Diego County: 352 annual openings.

Web Developers: 187 annual openings

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

Art Directors: 62 annual openings.

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

Film and Video Editors: 34 annual openings

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

**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

Build new, and enhance current, dual enrollment programs by providing requested courses, and needed equipment, recommend new options, and continue to outreach to, and collaborate with, decision makers.

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

Perpetuate and expand our current dual enrollment arrangements as well as acquire new ones. Meet with students on campus tours. Meet with High School counselors. Visit High Schools and present our programs. Make contact during the pandemic via phone and email, for example.

Re-establish relationships with the high schools that have needed to change their plans due to the pandemic restrictions. We all shall need to regroup and clarify our goals and a new plan to implement them.

#### 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.

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?

GC MISSION STATEMENT: 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.

STRATEGIC PLAN/2022:

Goal 2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

Goal 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

GUIDED PATHWAYS: 1: Clarify the Path: Create Clear Curricular Pathways to Employment and Further Education; 4: Ensure Learning: Follow Through, and Ensure that Better Practices are Providing Improved Student Results

#### Expected Goal Completion Date

5/31/2022

### Goal 2

#### Brief Description

Build industry connections with more multimedia and social media companies and emerging technologies and industry practices and standards in order to stay current.

**Goal Status**

Ongoing

**Is this a new or existing goal?**

Existing

**How will you complete this goal?**

Personal interaction with employers and previous students who are in industry and have developed their own companies; maintain a strong Professional Advisory Board.

**Outcome(s) expected (qualitative/quantitative)**

Employment opportunities for our students. Awareness of the importance to complete degrees and certificates.

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

GC MISSION STATEMENT: 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.

STRATEGIC PLAN/2022:

Goal 2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

Goal 3.2 and 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

GUIDED PATHWAYS: 1: Clarify the Path: Create Clear Curricular Pathways to Employment and Further Education; 4: Ensure Learning: Follow Through, and Ensure that Better Practices are Providing Improved Student Results

**Expected Goal Completion Date**

5/31/2022

**Goal 3****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?**

GC MISSION STATEMENT: 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.

STRATEGIC PLAN/2022:

VfS Goal 2: Transfer: VFS-2A. Palomar College will increase among all students the number who earned an associate degree for transfer in the selected or subsequent year from 304 in 2016-17 to 456 in 2021-22.

VFS-2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU) from 1,629 in 2016-17 to 1,872 in 2021-22.;

2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

GUIDED PATHWAYS: 3: Stay on the Path: Help Students Stay on Their Path

**Expected Goal Completion Date**

5/31/2022

**Goal 4****Brief Description**

Response to Covid-19 Pandemic online delivery.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

Explore and create new teaching methods that are conducive to online delivery; methods, such as Zoom to show camera functions and assembly, working with existing home lighting, explore outdoor videography.

Find methods that work for multiple learning styles and DRC students in online delivery.

**Outcome(s) expected (qualitative/quantitative)**

Compare completion rates between traditional face-to-face and online results, prior to, and during the pandemic.

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

GC MISSION STATEMENT: 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.

STRATEGIC PLAN/2022:

Goal 2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

GUIDED PATHWAYS: 3: Stay on the Path: Help Students Stay on Their Path

**Expected Goal Completion Date**

5/2/2022

**Goal 5**

**Brief Description**

Develop a series of "Stackable Certificates" in this sub-discipline, in order to facilitate rapid program completion, as well as incorporate non-credit courses, not-for-credit courses, and education center courses.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

Launch "Multimedia Production I" and "Web Designer I" in META, and process the IPC and Curriculum Committee approvals.

**Outcome(s) expected (qualitative/quantitative)**

Increase number of certificate completions in the GCMW sub-discipline. Motivate those students and employees in our local industry to update their software and design skills, since they tend to take one course. We expect to make certificate completion worthwhile and significant, as well as a ladder to go on to the longer Certificate of Achievements and Degrees.

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

GC MISSION STATEMENT: 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.

**STRATEGIC PLAN/2022:**

Goal 2. 1 and 2.2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

Goal 3.2 and 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

GUIDED PATHWAYS: 2: Enter the Path: Help Students Choose and Enter their Pathway;  
3: Stay on the Path: Help Students Stay on Their Path

**Expected Goal Completion Date**

5/31/2022

**Goal 6****Brief Description**

Interdepartmental collaboration and student utilization of equipment and technology

**Is this a new or existing goal?**

New

**How will you complete this goal?**

We have been interacting with other departments to come up with strategies and workflows for students and instructors to access equipment and technology relevant to industry trends and employer needs. This process maximizes use of equipment on campus while reducing replicated expenditures for each department to have similar capabilities.

**Outcome(s) expected (qualitative/quantitative)**

More students trained to meet the needs of industry. Also, currency in training students for industry.

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

**STRATEGIC PLAN/2022:**

Goal 3.2 and 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

GUIDED PATHWAYS: 3: Stay on the Path: Help Students Stay on Their Path

**Expected Goal Completion Date**

5/31/2022

**Goal 7****Brief Description**

Maintain faculty currency in industry trends, leading edge technologies; market our programs and courses; and showcase student projects.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

Our professors need to travel to trade shows and conferences, have hands-on experiences with new industry products, take our story to events, showcase student projects, and maintain a presence with our community audiences. They also need to have hands-on experience with leading-edge technologies.

**Outcome(s) expected (qualitative/quantitative)**

1. Maintain or increase our enrollment.
2. Stay at the leading edge of our industry skills and trends.

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

1. Progressive technology with a foundation for career and educational advancement.
2. Offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems.

**STRATEGIC PLAN/2022:**

Goal 2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college.

Goal 3.2 and 3.4: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

Goal 4: HUMAN RESOURCES: Attract, support, and engage a workforce to meet the needs of the College's diverse student body;

Values: • Excellence in teaching, learning, and service; Creativity and innovation in engaging students, faculty, staff, and administrators' • Physical presence and participation in the community

GUIDED PATHWAYS: 2. Clarify the Path, Ensure Learning

3: Stay on the Path: Help Students Stay on Their Path

4: Ensure Learning: Follow Through, and Ensure that Better Practices are Providing Improved Student Results

**Expected Goal Completion Date**  
5/31/2022



## 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?**

No

***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.***

**Are you requesting new Classified, CAST or AA positions?**

Yes

### REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

#### Staff, CAST, AA request 1

**Title of position**

Classified and student hourlies

**Is this request for a full-time or part-time position?**

Part Time

**How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability** Untitled

The protocols for safety:

Classified would create an environment that is safe in the screen printing labs (chemicals, line of site, equipment). Student hourlies would keep student labs open: green screen room, computer labs, video labs, sound room, and supervising students working with expensive equipment and check in and check-out.

**Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?**

Yes, this allows students greater use of the technology, software, and hardware, as well as learn in a safe environment with safety procedures in place.

**Is there funding that can help support the position outside of general funds?**

No

**Describe how this position helps implement or support your three-year PRP plan.**

Greater access to labs allows students with socio-economic obstacles and also gives more lab time for DRC students, in order to complete homework and projects, as well as completion of certificates and degrees for all cohorts.

Students have reported how much they need the labs and the tutoring in the labs, which they cannot access anywhere else. We have many underserved students, and our student hourlies and classified staff provide a service to them that we cannot arrange by other means.

**Strategic Plan 2022 Objective**

1:1	1:5	2:1	2:2
2:3	2:4		

**If the position is not approved, what is your plan?**

Less lab time and insufficient time in the labs to master the required skills.

**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?**

Yes

**What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.**

Classified staff and Student Hourly: Review for funding

**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?**

Yes

**Technology Request**

**Note about technology requests:**

*All technology requests will now go through a review process before prioritization.*

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 10/30/2020.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

**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?**

Yes

### Requests

#### Item 1

**What are you requesting?**

Conference Travel

**Estimated Amount of Request.**

\$3,000.00

**Will you accept partial funding?**

Yes

**Budget Category**

Travel Expenses for Faculty

**What PRP plan goal/objective does this request align with?**

Goals 1, 2, 3 & 4.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:1	1:3	1:4	2:1
2:2	2:3	2:4	3:1
3:2	3:3	3:4	3:5
4:2	4:3		

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

- 1) Outreach to industry partners, high schools, and community.
- 2) Stay current with hardware and software.

**Please upload a copy of the quote, if available.**

**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.**

lpayn@palomar.edu

## Review

### Chair Review

#### Chair Comments

This process incorporated a lot of collaboration with our faculty over strengths, weaknesses, priorities, and common vision.

#### Chair Name

Lillian S Payn

#### Chair Sign Date

10/30/2020

### 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:**

increased # of completions;

**Areas of Concern, if any:**

1. PLOs aligned with employer expectations? How do you determine employer expectations? Do you follow up with advisory group to discuss assessment results?
2. completions -- sounds like stacking certificates is a good idea -- is this a conversation you've had with advisory group and local employers? how can we help you educate your workforce? what certificates would be of value to your employees/our students and ultimately to you as employer? (helping students and employers see the value in achieving certificates)
3. Indicates request for technology but provides no details
4. project completion

**Recommendations for improvement:**

1. work with dean and dual enrollment for support in achieving Goal 1 -- the support structure is improving! How does this fit in with courses articulated with HS?
2. Be sure to connect with Nichol Roe to discuss WBL and Career Continuum, which may identify extra institutional support available to you.
3. For Goal 6, be more specific in identifying 1-2 disciplines to work with. Goals should be precise and measurable.
4. Complete Technology Request with details.
5. Consider how best to continue to help students take advantage of remote access to lab software

**Vice President Name**

Shayla Sivert

**Vice President Sign Date**

1/3/2021