Status: **Reviewed**

Entry #: 293

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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 (GC)

Department Chair Name
Lillian Payn

Division Name
Arts, Media and Business Administration

Website address for your discipline
https://www2.palomar.edu/pages/gc/

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

Please list the names and positions of everyone who helped to complete this document.
Lillian Payn, Professor/Chair, Graphic Communications Dept.
Wade Rollins, Professor, Graphic Communications Dept.
Ken Dodson, Professor, Graphic Communications Dept.
Mark Bealo, Professor, Graphic Communications Dept.

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)
2

Full-time Faculty (FTEF)
.40

Part-time faculty (FTEF)
.20

Classified and other permanent staff positions that support this discipline
20%

Additional hourly staff that support this discipline and/or department
NA

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

Program Change-A.A. Degree Major University Studies: Emphasis in Fine and Performing Arts
Program Change-A.S. Degree Major/Cert. Achievement 18 units/more Multimedia Design
Program Change-A.A. Degree Major General Studies: Emphasis in Arts and Humanities
Program Change-A.S. Degree Major/Cert. Achievement 18 units/more Digital Imaging
Program Change-A.S. Degree Major/Cert. Achievement 18 units/more Screen Printing
Program Change-A.S. Degree Major/Cert. Achievement 18 units/more Web: Front End Design
Program Change-Certificate of Achievement *In Review* Digital Publishing

How do they align with employer and transfer expectations?
These are primarily transfer courses and meet the following requirements:

— AA Multicultural
— AA General Ed Area C
— UC and CSU Transfer course
— UC IGETC Area 3A
— CSU GE Area C1

Describe your program's plan for assessing program learning outcomes.
The courses are general ed and meet college and university requirements.

Summarize the major findings of your program outcomes assessments.
GC 100: GRAPHIC COMMUNICATIONS
Reflection of Results: The course is an overview of good practices in the field of graphic design. The class is constantly being updated to meet the 21st century needs for graphic design students. The importance of constant attention to trends in the industry is imperative to keep the course practical and beneficial to students earning a degree/certificate in graphic design. Implications are as stated before - constant attention to updating and currency within the course. This course has not been offered recently due to the retirement of the course originator. The course is worth teaching.

GC 101:HISTORY/GRAPHIC COMMUNICATIONS
Students completing the course and submitting the online final exam passed the course and earned their GE credits. This course has not been offered recently due to the retirement of the course originator. The course is worth teaching.

Will keep the assessment method the same. Overall, students are reading, and understanding the material that is taught. A variety of methods are used to dissimenate the course material, including videos, Powerpoint, discussion, written work, and text book material.

GC 102:HISTORY OF THE BOOK/PUBLISHING
This course has not been offered recently due to the retirement of the course originator. The course is worth teaching.

GC 115:GRAPHICS AND MEDIA: A MULTICULTURAL PERSPECTIVE
Upon completing the courses, the students identify, compare, and contrast specific market niches Identify, compare, and contrast examples of graphics products that demonstrate specific market niches. 67% of the students earned a C or better on the final

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
We do not have a GC program or certificate. We were advised that this was unnecessary, since the courses in this discipline were all GE and transfer courses.

However, our other disciplines have:

GCIP 19-20 8 completed degrees, 3 completed certificates (COVID)
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.

GC courses are offered in both GCIP and GCMW programs.

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

What factors have influenced your completion trends?
Not Applicable for this discipline, since there are no certificates within this discipline.

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)?
Not applicable since there are no programs specific to this discipline. The college determined that the courses were transfer and general education courses and did not need to be in a program.

How have these factors presented challenges for your program(s)?
The most problematic challenge was the retirement of the author and professor for 3 of the courses. It may take some time to build up enrollment, since we saw a dramatic decrease as the professor pulled back her load and then finally totally retired.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
It is the College standard.

What is your stretch goal for course success rates?
76.0%

How did you decide upon the goal?
We collaborated on this goal; once the certificate is launched we can evaluate that impact on success.

Gender: Why do you think gender differences exist? What do you need to help close the gap?
Female (78% success rate) and Male (71% success rate) students have a slight success gap, slight increase over last year. We believe this is an issue greater than our department. We seek assistance from the College to address this gap; certainly as individual professors we go beyond our duties to work with students to help them be successful in our classes. It appears that our data indicates that success is similar to the college data as a whole.

Retention rates are in alignment with the success rates for those genders: Female (98% retention rate) and Male (95% retention rate). Also up from last year.

Age: Why do you think age differences exist? What do you need to help close the gap?
The youngest (19 and under=80%) and the oldest students (25-49) were most successful (also, 80%). Perhaps the "average aged" students have too many distractions due to family and job responsibilities. Perhaps they need help to learn how to study and manage their time.

Regarding retention, the oldest the oldest students (25-49) had the highest retention (100%). Totally opposite from last year. This may be too small of a small to be statistically significant. Perhaps they are taking courses for pleasure, not to qualify to transfer; therefore they may drop out when they have time conflicts.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Black (50% success rate) and Hispanic (67% success rate) students need more attention and assistance to overcome the obstacles to their success in order to close the success gap. We believe this is an issue greater than our department. We seek assistance from the College to address this gap; certainly as individual professors we go beyond our duties to work with students to help them be successful in our classes.

Asian (86% success rate) and White (86% success rate) students are in alignment with the retention rates for those ethnicities: Asian (100% retention rate) and White (98% retention rate).

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

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

Active-duty military need extensions and special consideration since often they are on duty and are not allowed to communicate with the college even on a computer. Professors need to give special consideration to active-duty military for this reason, such as making arrangements to accept late assignments or schedule exams around work schedules that typically have military students traveling or unable to get computer access.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
When a particular SLO has lower scoring, we look at the teaching methods, etc. to determine improvements.

Some courses need more instruction before our creative projects are assigned. Some courses need to move beyond technical instruction to stimulate creative and critical thinking. In other words, we consider how to best scaffold our tasks/learning activities.

Summarize the major findings of your course outcomes assessments.
Our 4 GC courses meet or exceed our standards.

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

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?
In particular, our Advisory Board recommended this program as preparation for Managers in the Graphics industry, as well as students seeking transfer to a four-year program in graphics.

For those wishing to go directly into the job market, the courses in this category also apply: Graphic designers, drone operators, printing and press operators, digital imaging specialists, screen printers, video and multimedia designers, animators, compositors, editors, and producers.

The emerging career in this category is drone technology, and YES, it will impact our future planning.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Critical thinking, computer skills, creative thinking, problem solving, software skills, file management, time management are the basic.

Speaking and writing skills.

College level English skills, and college math.

How does your program help students build these KSA's?
We include creative projects where students design and produce their projects based on the skills taught and their own interests. More importantly, the courses in this GC certificate are lecture classes. They learn theory, historical and global contexts, and participate in regularly assigned discussions as well as make presentations to the class. The students present and assess their presentations using digital skills as well as written and oral communication at a college-level English level writing. They are required to offer feedback to their peers.

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 do constant outreach to high schools, and invite schools for field trips. As faculty, we are active in professional organizations and other educational institutions, which are a vehicle for publicizing our department.

What is the regional three-year projected occupational growth for your program(s)?
Since this foundations program is fundamental to all of our career paths, below we include data that is representative for our basic career paths:

Web Developers (SOC 15-1134): 37.7% from 2014 to 2024 (Retrieved from EDD, April, 2019).
Multimedia Artists and Animators (SOC 27-1014): 20.1% from 2014 to 2024 (Retrieved from EDD, April, 2019).
Graphic Designers (SOC 27-1024): 10.8% from 2014 to 2024 (Retrieved from EDD, April, 2019).

What is being done at the program level to assist students with job placement and workforce preparedness?
We work with the latest equipment that is used in industry for an easy transition to the workplace. Our advisory committee recommends software and hardware for training. Our students ultimately enter the industry through internships and hiring from industry partners and past students. We maintain a Job Board in the department to regularly pass along leads to all of our students. We pass along all job openings that are sent to us to our faculty for announcing to classes.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
February 26, 2020

What are the San Diego County/Imperial County Job Openings?
San Diego County:
Web Developers (SOC 15-1134): Annual Average Openings= 107 and 10 year projection= 800 (Retrieved from EDD, April, 2019).
Multimedia Artists and Animators (SOC 27-1014): Annual Average Openings= 54 and 10 year projection= 280 (Retrieved from EDD, April, 2019).
Graphic Designers (SOC 27-1024): Annual Average Openings= 99 and 10 year projection= 310 (Retrieved from EDD, April, 2019).

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Stabilizing the enrollment.

Is this a new or existing goal?

New

Existing

Goal Status

Ongoing

How will you complete this goal?
1) Seek approval to offer the courses.
2) Give new instructors a chance to build enrollment.
3) Increase outreach efforts.

Outcome(s) expected (qualitative/quantitative)
Expect to see increase of students enrolling in GC courses overall.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The GC Subdiscipline aligns with the college's Strategic Plan Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college. In particular, Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Expected Goal Completion Date
5/31/2022

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?
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.
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	**Chair Sign Date**
Lillian S Payn	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:
connection between SLO and determining improvements to teaching methods

Areas of Concern, if any:
1. lack of WBL
2. If I understand correctly, the courses in this discipline are part of the degree/certificates elsewhere in the department? If so, why have it as a separate discipline?
3. vague outcome for goal of increasing enrollments

Recommendations for improvement:
1. meet with Nichol Roe to discuss WBL and Career Continuum as a part of this discipline; you'll find more institutional support for some of the activities you're engaging in
2. I may be wrong, but it feels as though this discipline isn't as neatly tethered to programs as it might be. I wonder whether adjustments to curriculum might help to weave the foundational curriculum more tightly into other courses and create more intention in the courses that students take (beyond completion of a GE requirement). For example, a student could complete certificates without ever taking GC 101. Seems that that particular class is not critical to the degree/certificate, though it might have valuable topics that could be incorporated elsewhere. Hope that makes some sense.

Vice President Name	**Vice President Sign Date**
Shayla Sivert	1/3/2021