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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Arts, Media and Business Administration

Department Name

Art

Department Chair Name

Mark Hudelson

Discipline Name

Art Design (ARTD)

Department Chair email

mhudelson@palomar.edu

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

Lily Glass

Website address for your discipline<https://www2.palomar.edu/art/design-illustration/>**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)?

No

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.

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

50%

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

50%

List the classified and other permanent staff positions that support this discipline.

0

List additional hourly staff that support this discipline and/or department

0

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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. They are:

- Design elements
- Design hierarchies
- Project Organization
- Software skills
- Time-based design
- Visual concept analysis

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

AA/AS Total

2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

3 7 8 5 8 4

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

Decreased

What factors have influenced your completion trends?

Our completion had been on the rise - until COVID 19 changed everybody's lives and the learning environment. We hope that numbers will rebound as the learning environment finds itself not only returning to normal but also continues to evolve within the virtual realm. We also are looking forward to the energy our new faculty member will bring to our programs and classrooms.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Our students are fortunate to learn from highly qualified instructors whose records in the classroom and out in the field have been exemplary. They bring years of experience to the classroom and has shown. They are well-liked and definitely inspiring! Our program's success can't be easily measured by transfer rates as the vast majority transfer to 4-year institutions without earning an A.S. degree here at Palomar. Admission is portfolio based and the quality of our student's work, conceptually and technically is the main contributor to their success when applying to very competitive schools/programs.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

COVID 19 and the switch to an online environment have definitely presented a very significant challenge, switching to an online environment has posed a new set of parameters and different approach to learning. While it is an exciting new format the transition can not be made easily, quickly and across all courses at once, which is what had to happen due to the first unfolding and then ongoing crisis. Ideally such a shift would have been made one class at a time and only after a few years of development of content and structure in advance of the actual launch of a course.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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 STUDENT LEARNING OUTCOMES (SLOs)

If you answered no, please explain.

We have been collecting and keeping track of our SLOs, but lag in input in part due to the fact that we currently have only one full-time faculty member and that communication among part-time faculty has been impacted due to COVID 19 and the lack of on-campus contact and planning.

Summarize the major findings of your course level student learning outcomes assessments.

While results are due to be entered our ongoing assessments arrive at the following:

- Students in 2D and 3D computer-based courses produce work that demonstrates ~70% high technical skill levels, 25% average technical skill levels and 5% low technical skill levels. Previous exposure to the digital work environment and different learning styles are a contributing factor and it is noticeable that more graphic design classes are offered in high schools.
- Students in traditional courses struggle mostly with the challenge of taking enough time to complete their work, they are accustomed to a fast-paced world. They perform at slightly lower technical skill levels than the students enrolled in digital courses but they are demonstrating growth conceptually. Online classrooms have had no impact on the quality of work.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

No

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.

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? 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-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?

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.

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Maintain industry currency and relevance of 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?

Maintain contacts with discipline/industry experts from relevant 4-year graphic design departments and employers.

Outcome(s) expected (qualitative/quantitative)

Appropriately updated courses and program requirements in regards to revised and new curriculum, accreditation and workplace readiness.

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 the professional field while maintaining academic relationships with accredited 4-year institutions as they influence our curriculum process. We seek to provide well rounded, transferable two-year degree programs for transfer while also preparing students for careers in the field.

Expected Goal Completion Date

6/30/2022

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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Technology Request 1

What are you requesting?

2022 MacBook Pro laptop PLEASE NOTE: THE SAME REQUEST IS LISTED IN THE ART I PRP AS WELL (I teach in both disciplines and would like to underscore the need as it affects courses and hence twice as many students)

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.

I am requesting the most current model MacBook Pro laptop to replace the laptop that was issued to me more than five years ago and which I was asked to hand in in November 2019. A replacement/upgrade to the newest model was denied by the Dean of my Division despite the OK by the VP of Instruction. I since then had to purchase my own laptop dedicated to the courses I teach in the Art Department which are digital design and illustration courses, as well as digital 2D animation. My technical needs are NOT the same as those of an instructor in the liberal arts or science. The software I use and teach is very memory and processing intensive, and files are large, frequently exceeding 5 gigabytes. Our computer lab is a Mac lab equipped with Mac towers (significantly more powerful than the average laptop) and the machine I use needs to match in capacity as much as possible, especially as I am predominantly teaching online. The required model and technical specs are:

10-Core CPU
16-Core GPU
16GB Unified Memory
1TB SSD Storage¹
16-core Neural Engine
16-inch Liquid Retina XDR display
Three Thunderbolt 4 ports, HDMI port, SDXC card slot, MagSafe 3 port
Magic Keyboard with Touch ID
Force Touch trackpad
140W USB-C Power Adapter

Estimated Amount of Request.

\$2,699.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?

Yes, I will need funding

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

- SP Goal 1/2/3/4

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

1:3

2:1

2:2

3:1

3:2

4:2

4:3

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?

No

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 11/19/2021.
 - 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.*

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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