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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?**

Comprehensive

**Division Name**

Arts, Media and Business Administration

**Department Name**

Graphic Communications

**Department Chair Name**

Lillian Payn

**Discipline Name**

Graphic Communications (GC)

**Department Chair email**

lpayn@palomar.edu

**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.

**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.

**Describe how your mission statement aligns with and contributes to the College's Vision and Mission.**

PALOMAR COLLEGE VALUES: Vision Transforming lives for a better future.

Our mission statement reiterates the values of the college:

GC DEPT: 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.

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**PALOMAR COLLEGE MISSION STATEMENT:**

PC: achieve academic success.

GC: foundation for career and educational advancement.

PC: quality programs and robust course offerings to support students who are pursuing transfer-readiness, general education, career and technical training

GC: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment.

PC: committed to serving our community, including historically and currently marginalized and racially minoritized populations ----- Diversity, Equity, and Inclusion ----- Recognize and respect diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.

GC: relevance in a multicultural and global market place

PC: an integral part of our region and strive to foster meaningful relationships within our college and local communities

GC: collaborating with multiple departments, GC Dept. 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.**

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 A.A. Degree Major University Studies: Emphasis in Fine and Performing Arts

Program A.A. Degree Major General Studies: Emphasis in Arts and Humanities

Program A.S. Degree Major/Cert. Achievement 18 units/more Digital Imaging

Program A.S. Degree Major/Cert. Achievement 18 units/more Screen Printing

Program A.S. Degree Major/Cert. Achievement 18 units/more Web: Front End Design

**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)?**

Currently only two, Professor Lilian Payn & Professor Ken Dodson

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

.40 / 67%

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

.20 / 33%

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

1 ADA (shared)

**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?**

As there is no program for the GC discipline, the SLOs in the GC courses offer a strong foundation and context for the GCIP and GCMW programs. The data in Nuventive/TracDat indicate that the students successfully achieve the outcomes at a 70% level or higher (mostly higher). Please note that the outcomes include both academic and career outcomes. These are intended to indicate a student's readiness to transfer to a university as well as gain employment. All of the courses included are transfer courses, and most are GC courses.

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

All of the GC courses have been recommended and approved by our Professional Advisory Board. The outcomes include both academic and career outcomes. These are intended to indicate a student's readiness to transfer to a university as well as gain employment. All of the courses included are transfer courses, and most are GC courses. Note that all of our GC courses are GE courses, and also fall under other graduation requirements, such as Arts, Humanities, etc. Two are also IGETC requirements and approved by the UC system.

For example, GC 115 qualifies for the following designations:

- 1) AA Multicultural
- 2) A General Ed Area C
- 3) UC and CSU Transfer course
- 4) UC IGETC Area 3A
- 5) CSU GE Area C1

**Describe your program's plan for assessing program learning outcomes.**

All of our course outcomes have been entered and are up to date (insofar as they have been taught), and include not only RESULTS from our analysis, but also ACTION.

**Summarize the major findings of your program outcomes assessments.**

The data in Nuventive/TracDat indicate that the students successfully achieve the outcomes at a 70% level or higher (mostly higher). for the GC courses. The GC courses meet and exceed the college's standards adopted from the Chancellor's recommendations.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.**

A. Quantitative Literacy

GCIP 268

GCMW 205

GCMW 206

GCMW 232

B. Inquiry and Analysis

GC 100

GC 101

GC 102

GC 115

GCIP 152A

GCIP 172

GCIP 240

GCIP 268

GCMW 100

GCMW 102

GCMW 106

GCMW 106

GCMW 112

GCMW 120

GCMW 150

GCMW 154

GCMW 164

GCMW 165

GCMW 177

GCMW 204

GCMW 205

GCMW 206

GCMW 232

A: Critical Thinking

GC 100

GC 101

GC 102

GC 115

GC 115

GCIP 105

GCIP 105

GCIP 140

GCIP 140A

GCIP 140B

GCIP 140B

GCIP 141

GCIP 149

GCIP 150

GCIP 152  
GCIP 168  
GCIP 191  
GCIP 191  
GCIP 240  
GCIP 249  
GCIP 250  
GCIP 268  
GCMW 100  
GCMW 100  
GCMW 101  
GCMW 102  
GCMW 106  
GCMW 112  
GCMW 115  
GCMW 120  
GCMW 154  
GCMW 154  
GCMW 164  
GCMW 165  
GCMW 177  
GCMW 201  
GCMW 201  
GCMW 202  
GCMW 202  
GCMW 204  
GCMW 205  
GCMW 232

A: Intercultural Knowledge

GC 100  
GC 115  
GC 101  
GC 102  
GCIP 168

B: Ethical Reasoning

GC 115  
GCIP 170  
GCIP 270

C: Civic Knowledge and Engagement

GC 100  
GC 115  
GCIP 149  
GCIP 170  
GCIP 270

**Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.**

- 1) Communication: Written & Visual (Our content focuses on written and visual production.)
- 2) Computation: Quantitative Literacy & Inquiry and Analysis (Our content focuses on problem solving, and analysis of issues that are relevant to print, multimedia, and web development.)
- 3) Creative, Critical, and Analytical Thinking: Critical Thinking, Information Literacy & Teamwork and problem solving (Our students create their projects, critique each other's projects, and collaborate on project analysis, design, production, and evaluation.)
- 4) Community, Multicultural/Global Consciousness and Responsibility: Intercultural Knowledge & Ethical Reasoning (Our content includes ethics and industry standards; one of our courses in GC has the Multicultural designation.)

## PROGRAM COMPLETIONS

**Are the courses in your discipline required for the completion of other degrees/certificates?**

Yes

**Please list them**

GC 100 - Graphic Communications: University Studies: Emphasis in Fine and Performing Arts

GC 101 - History of Graphic Communications: General Studies: Emphasis in Arts and Humanities; Digital Imaging

GC 102 - History of the Book and Publishing: Papyrus to Pixels: General Studies: Emphasis in Arts and Humanities;

Graphic Communications: Screen Printing

GC 115 - Graphics and Media: A Multicultural Perspective: General Studies: Emphasis in Arts and Humanities; Web:

Front End Design

**Do you have programs with 7 or fewer completions in the last 5 years?**

No

**What is your program standard for program completion?**

0

**Why did you choose this standard?**

Not applicable for this discipline

**What is your stretch goal for program completion?**

0

**How did you decide upon your stretch goal?**

Not applicable for this discipline

In general for our programs: We collaborated on our goals. After we actually launch the program, we shall evaluate enrollment to set realistic new goals.

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.**

Not applicable, Please see the GCIP and GCMW Program Completions.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?****What factors have influenced your completion trends?**

Not applicable, Please see the GCIP and GCMW Program Completions.

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.

## ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

**Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)**  
Stayed the same

**Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)**  
Stayed the same

**Were these trends expected? Please explain.**  
Fall 2019

Enrollment = 100 +  
Fill Rate = increased a little to over 80%  
WSCH Per FTEF = increased to 515

Therefore, we saw a slight increase, in spite of the fact that we were forced to offer few courses..

## 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.**  
Not applicable

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**  
Not applicable

## 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?**

70.0%

**Why did you choose this standard?**

It is the College's Standard per the Chancellor's Office.

**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Since only GC 115 was offered each semester and the only courses available for tracking and comparison:

Summer increased to 80%

Fall increased to 90%

**What is your stretch goal for course success rates?**

70.0%

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

Maintain 70%, which is acceptable for college standards and transfer.

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Retention increased to 92% from the previous 88%..



**Are there differences in success or retention rates in the following groups? (choose all that apply)**

When or where (time of day, term, location)

Gender

Age

Ethnicity

Special Pop. (Veteran, foster youth, etc.)

**When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

Not applicable since the course is only taught online.

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

Female (81% success rate) and Male (58% success rate)

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 similar by gender: : Female (91% retention rate) and Male (92% retention rate).

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

The youngest (19 and under=94%) and the oldest students (25-49) (also, 88%) achieved acceptable Retention rates. No other age group enrolled. Perhaps the "older 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 Success, the oldest the oldest students (25-49) had tan insignificant lower success rate (72%), while the younger students (19 and under) had a 74% success rate. This may be too small of a small to be statistically significant. Perhaps the older students have a heavier load and pressures to graduate and transfer.

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

Hispanic = 56%% success rate (96% Retention rate.) Perhaps they need 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. However, since GC 115 is a multicultural course, perhaps the Hispanic students are motivated by the multicultural content.

White (79% success rate) students (93% retention rate) [Only Hispanics and White students enrolled. Or identified themselves.

**Special Populations: Why do you think special population differences exist? What do you need to help close the gap?**

Foster students (43% success rate) (but 87% Retention rate) are not as successful as non-foster students (79%) (but 85% Retention rate). Former foster students, though, have a 71% success rate. and a 72% success rate. What was particularly noteworthy was the fact that FORMER Foster students did very well!

We do not know the number of students from the data in the tables, and if it is such a small sample, then it is not significant for drawing conclusions.

An overall solution would be to contact Starfish/ Comet Connect more frequently to identify issues before they cannot be remedied.

**Are there differences in success/retention between on-campus and online courses?**

N/A

**Please share any best practice methods you use for online courses.**

Student engagement between students and between instructors and students. Engage the students prior to the start of the semester, and maintain contact consistently all semester by being active in the class, providing opportunities for students to engage with each other, and reflect on their learning. We have the students evaluate each others' projects and submissions to build community, and this promotes critical thinking and self-evaluation. Identifying at-risk students is important.

High Touch for High Tech: stay in contact with the class; spend time in the "playground" with them. Address them by their names.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

GC 115 is the only course taught every semester, and SLO achievement is consistently high.

**Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?**

Since the population is so small, there are diminishing returns to analyze the data at such a granular level, when we know that achievement is documented to be so high already.

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

Perhaps make more frequent posts to Staffish/Comet connect.

**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.**

Yes

## PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

For GC classes in particular we offer them both as Full Term segments, Fast-track segments, and 6-week and 8-week summer sections. Both face-to-face and online delivery, though face-to-face interest has declined: we offer only online delivery now.

We use both methods (block and fast track) to ensure registration. We plan our similar level courses at different days and time blocks to encourage completing in a structured manner. Our 200-level courses are more difficult to fill; students often don't go beyond the beginning levels. Therefore, we offer those every other year and combined sections with a beginning or intermediate class at the same time as the advanced course.

**How do you work with other departments that require your course(s) for program completion?**

In the past we have held joint meetings to collaborate with other departments, such as the Art and Computer Sciences Departments. More recently, the lead professors in joint certificates, or certificates that included courses from more than one department collaborate to arrive at practical solutions as to which courses offered the foundations students needed to enter the workforce.

**Does your discipline offer cross-listed courses?**

No

**Are there curriculum concerns that need to be resolved in your department? What are they?**

No GC courses are cross-listed.

**Are there courses that should be added or removed from your program - please explain?**

No revisions or changes are planned at the moment for GC courses.

**How is the potential need for program/course deactivation addressed by the department?**

If it is determined to offer skills that are no longer current in industry by the advisory board or the professors, the lead professor or chair deactivates the course in question.

**Are there areas you would like to expand?**

There are no areas we would like to expand in the GC discipline.

**Describe any data and/or information that you have considered as part of the evaluation of your program.**

There are no programs in the GC discipline, since we advised by the Curriculum Committee leadership that GE classes do not need to be in a program.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

**Is the content in the program mapper accurate?**

No

**What needs to be corrected in the mapper?**

There are no maps since there are no programs.

**Is the content in the catalog accurate?**

No

**What needs to be corrected in the catalog?**

While we cannot say for certain that there are errors in every catalog entry, we have found errors, most obvious while doing this PRP were the IMPACT REPORTS. They were not up-to-date. Therefore, that leads us to the conclusion that the connections are not working properly.

**Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?**

Yes

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

1. The GC Dept.is teaching only one GC class now, GC 115, by the same professor. It is not only a MULTICULTURAL course which deals with target audiences and a list of Title 5 recommended demographics who are subject to harassment and protected by Civil Rights Laws. The professor also holds two Degrees in Anthropology, and so is prepared academically and trained to introduce the topics and themes for the content of this course.
2. The other courses in the GC Department are software technical courses; Therefore, the content has specific CTE purposes and Course Outline of Record that is skills-based. The professors need all of the time to teach software skills so that the students leave with the outcomes that employers seek.

## 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? If so, how would the new or emerging careers impact your future planning?**

The GC courses are intended to fill graduation and transfer requirements. The Professional Advisory Board have determined that these courses offer a foundation and context to those entering our industry. In particular, GC 115 is an important asset to those going into communication, business, sales, marketing, health fields, or any careers that have contact with a range of diverse audiences.

**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-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 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)?**

This is not directly applicable to this discipline.

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

This is not directly applicable to this discipline.

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

February 24, 2021.

Some of our advisors have also become adjuncts at other colleges, so they reported the organizational practices to grow their programs. They wanted to see our department grow, rather than be reduced further at every board meeting. They wanted to see more flexible scheduling alternatives. They approved the concept of "Stackable" Certificates and urged continuing developing those. They reported trends and recommended software and hardware.

They lamented the constant reduction in our department offerings they are seeing at annual meetings. They recommend portfolio development, which is the major factor in hiring new creative employees. They don't care about graduation, diplomas, or even certificates.

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

This is not directly applicable to this discipline.

## 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**

Stabilizing enrollment.

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

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 Discipline 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**

5/31/2023

## 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?**

No

## **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.**

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