2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Arts, Media and Business Administration

Department Name

Art

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Art Design (ARTD)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Mark Hudelson

Department Chair email

mhudelson@palomar.edu

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

Lily Glass, faculty
Mark Hudelson, department chair

Website address for your discipline

https://www.palomar.edu/art/

Discipline Mission statement

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

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

Our mission is aligned to the mission and vision of the College in terms of the following values:
We are committed to providing excellent education to a diverse student body and strive to inspire learning, improvement, and growth for all. We offer a caring and supportive environment that addresses the holistic and distinct needs of our
students while offering transferable courses, general education courses, career and technical training, and aesthetic and cultural enrichment,

Link: Vision, Mission, and Values

(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 ◯ No

Are any of your programs TOP coded as vocational (CTE/CE)?
⦿ Yes ◯ 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.

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

0.70

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

0.70

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

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

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

N/A

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](#). 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? Please explain.

Our program 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, NASAD*) agree that at minimum a four year degree is necessary to build the skills and portfolio necessary to find employment.
In general, we always 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. Note, however, that we only recommend students that
we think will fit, so this is a somewhat self-selective assessment.
* NASAD: National Association of Schools of Art and Design

How do they align with employer and transfer expectations?

They align both in terms of employer expectations and required knowledge upon entering 4-year Illustration and Design programs in the sense that we evaluate both verbal and visual communication. Presenting and discussing work is a major piece in the industry as well as in upper level courses. The ability to take in criticism and incorporate the client's or instructor's opinion is one of the most important skills to develop if one wishes to succeed as an artist in a commercial environment.
We stress professionalism and technical competency and our SLOs are designed to inform us of our continued success in achieving our academic goals and are intended to guide us in the evaluation of our course outlines of record and the design of our degree programs.

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

Our assessments as a whole look at the core concepts that students need to understand the complexities of visual communication as well as technical skills necessary for illustration careers.
Technically, we look at the appropriate use of narrative, representation, composition and technique when developing ideas and ensuring they communicate effectively. We also ensure that students will demonstrate the understanding and technical competency to navigate a range of interfaces, produce and manage digital 2D illustrations in pixel based environments at a professional level, since nearly all contemporary illustration is pixel based at present, or must be compatible with pixel based reproduction.
To assess the aesthetic component of our program, students are assessed on their ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks, journals or digital presentations.

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.

For example, our assessments evaluate how students develop and discuss their work. To that end our students consistently engage in presentations of their coursework that includes the student's conceptual intent, and processes employed. Criticism and feedback from fellow students as well as instructors helps develop these skills. We constantly stress professionalism and technical competency, which prepares them both for the rigor they will find upon transferring as well as professional work following graduation. 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 often more difficult than what

they are getting as Juniors at state schools.

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.

Our discipline supports a range of GE/ILO outcomes. These include:

Critical Thinking: ArtD 100, ArtD 210, ArtD 220, all of which emphasize the analysis of how best to communicate a message effectively, both visually and through demographic analysis.

Information Literacy: ArtD 100, ArtD 220, which discuss how best to use research to determine approaches

to visual communication.

Additionally, all our ArtD courses support our Institutional Learning Outcomes, but with a special nod towards:

Community, Multicultural/Global Consciousness and Responsibility (there is a consistent emphasis on social responsibility and awareness of the benefits of multicultural approaches to communication).

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

> Our assessments in general show that when students succeed in our core courses, they continue to succeed in our advanced courses. Our push towards ensuring that students are aware of course sequences and when they are offered continues to pay benefits in student success.
> As students learn how to communicate effectively, they are more comfortable exploring more complex solutions, as well as being more competent in evaluating and revising their work to achieve the project goal.

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: **Program Completions**

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

> 2017-18   8
> 2018-19.   5
> 2019-20.   8
> 2020-21   4
> 2021-22.   4
>
> It should be noted that a significant number of students complete Degrees and/or
> Certificates that are dually listed with our Disciplines along with Graphic Communications. However, for whatever reason, we do not see these degrees in our Research and Planning data.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
○ Increased ○ Stayed the same ⊙ Decreased
Choose one

What factors have influenced your completion trends?

> Our completion rates were significantly higher prior to the onset of COVID and the transition to an online learning environment. We are hoping to bring numbers back up now that we have returned to on-campus instruction.

Are the courses in your discipline required for the completion of other degrees/certificates?
○ Yes ⊙ No

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

○ Yes ⊙ No

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.

What is your program standard for the NUMBER of program completions?

4

Enter the number of completions per academic year.

Why did you choose this standard?

Based on the assumption that one class with 20 students enrolled is representative of an exiting student body per academic year it is a realistic expectation that ~1/5 of the students will be completing a degree program as opposed to having finalized a portfolio for admissions or for labor-force entry. This number fluctuates slightly.

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.

What is your stretch goal for program completions?

6

How did you decide upon your stretch goal?

The stretch goal of 6 would increase our standard number by 1/3. Once this is achieved with consistency the goal can be set higher.

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 opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

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

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
○ Increased ○ Stayed the same ⊙ Decreased

Were these trends expected? Please explain.

The decrease in enrollment and fill-rate is proportionate to the general enrollment trends due to COVID college-wide, although our lowest numbers are still much above the average - our fill-rate was 83% vs the college's 72%.

Please use wsch/ftef and fill-rate.

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.

The main contributors to our success have been our instructors. We are fortunate to have faculty with excellent educational backgrounds and decades of industry experience allowing our students to gain insights that are otherwise limited to 1 hour-long presentations by a number of private 4-year school recruiters. However, they too add greatly to our success! Our lab facilities also are a very important contributing factor, one which, however, has not been addressed recently. The 5-year rotation set by the college is long overdue, and our computers are starting to slow down and crash under the weight of the applications we teach and run.

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

Online education and outside influences have presented the greatest challenge. Students relied less on the feedback and inspiration of their peers and their instructor in the distance-ed environment and more on the advice of others who likely were not professionals in the field due to the fact that the in-class studio/lab time was spent otherwise. Missing the ongoing conversations and interactions in the classroom the quality work suffered significantly conceptually.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

Our success rates over the past five years has ranged from 75% (COVID) to 85%. Thus 80% seems to be a
consistently achievable number.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
○ Increased ⊙ Stayed the same ○ Decreased

Was this expected? Please explain.

No, we had hoped to see growth, but experienced similar downward trends as the rest of the college, albeit not as dramatic.

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.

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

○ Increased ⊙ Stayed the same ○ Decreased

Was this expected? Please explain.

Yes. Very minor fluctuations from year to year, but basically always hovering around 92%.

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.)

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

⊙ Yes ○ No ○ N/A

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

Instructors have used live zoom sessions, discussions, written and practical assignments and most importantly so - video demonstrations.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

While SLOs have not yet been entered the majority of learning outcomes related to technical proficiency have been met, but not exceeded during the last 3 years of online education in most of the courses we offer.

There is significant negative feedback related to a few of our required courses, and the instructor responsible is no longer teaching any classes. The SLOs in those classes have clearly not been met, and the only assessment is that the students were failed by the instructor, who apparently simply disappeared or did not provide materials/assignments.

The SLOs related to verbal presentation, discussion and critiques need to not just be assessed differently in an online course, they need to be re-written to accurately reflect desired outcomes and so far the overall consensus is that online courses are not desirable and don't serve our students well. They miss out on the studio environment, and the experience of working in a creative group environment,(which you would find yourself in in the work-environment) is invaluable.

As stated elsewhere, there also were problems related to students receiving key input from outside sources, rather than from the instructor and their peers, which affected the conceptual soundness of their work.

Course level SLOs can be accessed through Nuventive Improve

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?

Perhaps the most important learning outcome is the inadvertent evaluation of the viability of our courses in the online environment. As of now the consensus is that online education in our area(s) should be limited to only few classes or none at all except in cases of emergency.

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?

A big improvement has been a much greater use of Canvas as a tool.
Some of the features we used while completely online are a very useful addition to the physical classroom.

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
○ Yes ⊙ No

If you answered no, please explain.

Faculty have not been able to compare notes, yet, and there needs to be discussion on how to evaluate the results from all online courses. I also have been given recent student feedback into some faculty's online teaching approaches which will have a very negative effect on SLOs. Unfortunately students have not been able to share their experiences in a number of classes until now.

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.

We have a long standing rotational sequence that ensures students can map out the
courses required for our degree(s) in a methodical, coordinated way. We ensure the courses don't overlap
time wise, and clearly label the semesters in which they are offered so students don't end up having to waste time waiting for a course to come around to complete their program.

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

We regularly meet, discuss, and update each other to ensure that courses are still relevant and, most importantly, are still being offered.

Does your discipline offer cross-listed courses?
○ Yes ⊙ No

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

Not at this time.

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

No.

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

N/A

Are there areas you would like to expand?

Not at this moment.

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

Evaluating current industry trends and staying in touch with 4-year schools and programs.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your program maps and program information in the College Catalog.

Is the content in the program mapper accurate?
○ Yes ⊙ No

What needs to be corrected in the mapper?

Art 104 should say "Design and Composition", not "choose a course"

Is the content in the catalog accurate?
○ Yes ⊙ No

What needs to be corrected in the catalog?

Web page does not display correctly.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
⊙ Yes ○ No

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

Most design and illustration work reflects one or more aspects of diversity, be that in magazine layout or in advertisement. Designers and illustrators give the visual voice to communicating to the masses - in the negative sense it's called propaganda, or influence campaigning. Discussing, being sensitive to and incorporating conceptually is an extremely important aspect of what we teach. It's visual shaping of popular opinion.

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 O*net Link below) 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.

Link: https://www.onetonline.org/

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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

According to labor market data the projected job growth is around 12%, depending on the area of specialization.

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

preparedness?

Our degree realistically requires completion of a four year degree for employment. A fundamental issue for
our students (and this has been around for at least 25 years) is that students need to have a way to distinguish our programs and courses from Graphic Communications, which offers similar classes but has a significant emphasis on employment and job training, rather than transfer.

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

N/A due to Covid, new FT faculty input/industry connections need to be incorporated, perhaps a format separate from Graphics Communications.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

Available data is spotty at best, since many job categories are not listed,
especially as applied to illustration. Below please see an EDD labor market info list,
keeping in mind that in Southern California there are 1.3 million jobs in the creative/design industry.

Multi-Media Artists and Animators   1,260
Designers, All Other   230
Graphic Designers   3,290
Art Directors   820

Include short- term # of projected job openings and long -term # of projected job openings

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?
○ Yes ⊙ No

Do you want more information about or need assistance integrating work-based learning into your program?
○ Yes ⊙ 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.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Our biggest challenge is the advice our students are given by the counseling department.
This has been a greater problem in the last 3 years, largely due to the fact that informal information exchange between students and faculty has been greatly reduced in terms of time spent together in classrooms.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

The VfS goals set in the College's Strategic Plan in regards to Completion and transfer reflect our own goals in terms of increases in numbers by percentage., Unit Accumulation is a somewhat challenging issue in our program since a lot of students decide to take elective courses beyond degree requirements in order to assemble the high-quality and well-rounded portfolios required for transfer into many illustration/design programs. We will strongly encourage not to exceed the units/number of courses required for graduation/transfer especially if covered by financial aid. As far as entry into the workforce is concerned we so far have been relying on individual feedback and due to the nature of the industry (many are employed as independent contractors and/or leave San Diego County) it is challenging to accumulate significant data. We are committed to continuing to provide an inclusive learning environment that fosters open communication and tolerance of each other's points of view.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

There aren't so much any changes as there is the task of returning to and then exceeding our original goals. 3 years of online education have had a significant impact, in some ways positive, but mostly resulting in lack of progress or even set-back.

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Re-assess SLOs and update where necessary, especially in reference to online education.

How will you complete this goal? Include Strategies and Timeline for Implementation.

We will have to sit down together as a faculty and take stock of the last three years as a group. In addition our new FT faculty should outline any additional SLO's he might identify as lacking. We should complete this process by the end of the Fall semester so that we can begin entering new data for this academic year.

Outcome(s) expected (qualitative/quantitative)

We should be able to get a clearer picture of the benefits/drawbacks of online courses in our area helping us to decide which courses may lend themselves towards distance ed, and which don't.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Our mission statement includes the following: we seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts. Establishing additional SLO's for online courses and evaluating our students' success in the virtual classroom will assure this goal.

Expected Goal Completion Date

6/30/2025

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ⦿ No

Are you requesting AA, CAST for Classified Staff?
○ Yes ⦿ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ⦿ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER

NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

Technology Request

Technology Request 1

What are you requesting?

MAC Lab C9 (24 stations) needs to be updated. We are long past the 5-year college rotation.

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

All students enrolled in ArtI and ArtD as well as the teaching faculty

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Our computer lab has not been updated in almost 10 years, we are operating on 2013 Mac Pros and at this point they are starting to not be able to keep up with the requirements of the high-end 2D, 3D and motion graphics software we teach. We experience serious lag-times, an increasing number of crashes and numerous problems in regards to plug-ins.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

All students enrolled in ArtI and ArtD as well as the teaching faculty

c. What are the expected outcomes or impacts of implementation?

We will be able to maintain the currency and high technical standard of our programs and will be able to continue to provide excellent education resulting in optimum outcomes. Our students will continue to be able to be well prepared for transfer into their respective programs as well as to transition into the workforce. It is VITAL hardware and software are up-to-date.

d. Timeline of implementation

Ideally all new equipment would be installed during Summer 2023.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

Actual pricing is hard to assess as the College has a vendor relationship with Apple, in addition to a specific set of choices, which I am not appraised of at this time. My guess is that the cost will be around $80,000 - $100,000, but that is a VERY rough estimate. In the past we have not had to make this request via the PRP as it was part of the College's Strategic Plan, and was supposed to be budgeted via automatic rotations. Our lab historically has been at the top of the list. I recently spoke with José Vargas and he was not able to give me any updates other than indicating that the College has not been funding computer labs.

Do you already have a budget for this request?

No

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

More than aligning with a single or a few specific goals this request aligns with our entire mission to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts.

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

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☑ 2:1	☑ 2:2	☑ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☑ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

If you have multiple requests for technology and had to prioritize, what number would you give

this? (1 = Highest)

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?
○ Yes ⊙ No

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

Enter your email address to receive a copy of the PRP to keep for your records.

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