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?

Annual

Division Name

Arts, Media and Business Administration

Department Name

Graphic Communications

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

Discipline Name

Graphic Communications (GC)

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

Department Chair Name

Lillian Payn

Department Chair email

lpayn@palomar.edu

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

Lillian Payn, Department Chair & Professor, Graphic Communications Dept.
Wade Rollins, Professor, Graphic Communications Dept.
Mark Bealo, Professor, Graphic Communications Dept.
Ken Dodson, Associate Professor, Graphic Communications Dept.

Website address for your discipline

https://www.palomar.edu/gc/

Discipline Mission statement

The mission of Graphic Communications is to provide our students with technical and creative skills through visual literacy and progressive technology with a foundation for career and educational advancement. We prepare students for: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment; and relevance in a multicultural and global market place. Our courses, programs, and diverse faculty offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems. By collaborating with multiple departments, Graphics creates a bridge among various disciplines.

(Click here for information on how to create a mission statement.)

Does your discipline have at least one degree or certificate associated with it?
⊙ Yes ○ No

Are any of your programs TOP coded as vocational (CTE/CE)?
⊙ Yes ○ No

List all degrees and certificates offered within this discipline.

While there are no specific Programs or Degrees within the GC Discipline, please note that GC courses are required or are electives in the following programs in the GCIP and GCMW Disciplines:

A.S. Degrees:
Digital Imaging
Drone Applications and Technologies
Graphic Communications
Screen Printing

Certificate of Achievement:
Drone Operator I
Graphic Designer I
Screen Printer I

Certificate of Proficiency:
Digital Arts
Screen Printer

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)?

4

Enter a number.

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

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

39% or 997.81

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.)

60.99% or 1560.38

Link: [FTEF Data](#)

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

1 ADA (shared)

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

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

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. 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.

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) A General Ed Area C
2) UC and CSU Transfer course
3) UC IGETC Area 3A
4) CSU GE Area C1

Students working within the requirements for graduation for earlier catalogues may elect compliance with the AA Multicultural Requirement, which is in about 10 years of earlier catalogues.

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

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.

There are no programs in this Discipline, yet there was 1 certificate or degree completion listed from 19-20. The GC discipline was designed to house the general education courses offered in Graphic Communications Dept.

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?

Not applicable, since there are no programs.

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.

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 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?

70.0%

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?

This benchmark is still relevant. We see the contrast between Success and Retention, with Retention so much higher than Success. But in spite of weaker performance, the students continue to be committed to the course and its important content that is increasingly relevant to build a successfully diverse democracy.

Males were more successful and showed greater retention than female students. Whites were more successful than Hispanics (the only other people of color represented in our demographics. Retention was almost the same for both Hispanics and White students, 92% and 100% respectively.

What can we do to improve success? Build in alert thresholds to contact students as to their progress and grades.

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

The actual data shows that the course rates by target demographics are: course rates by:

Gender, (Success: 63% Female/73% Male / Retention: 93% Female /100% Male),

Age, (Success: 69% 19 and under/63% 20-24/ 64% 25-43/ over 50 not quantified // Retention: 92% 19 and under/90% 20-24/ 92% 25-43. 94% 50 and over),

Ethnicity (Success: 54% Hispanic/74% White / Retention: 92% Hispanic/100% White),

Location (Full Semester 72% / FT2 60%)

Special population, (No Foster Youth / No Veterans),

Modality (All Sections online)

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

This is acceptable for college standards and transfer.

The actual data shows that the course rates by target demographics are: course rates by gender, age, ethnicity, special population, location, and modality.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

2021-22 Academic year had a 95.00% SLO Achievement (ABC).

Course level SLOs can be accessed through Nuventive Improve

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

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?

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

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)

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.

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)?

GC is a lecture-based format delivery perspective of our industry. The following career niches are included in our industry:

Web and Digital Interface Designers
 Bright Outlook   Projected to grow faster than average (employment increase of
Projected job openings(2020-2030) 17,900 10% or more) over the period 2020-2030 for the US nationwide
Projected to have 100,000 or more job openings over the period 2020-2030 for the US nationwide
New & Emerging occupation
15-1255.00

Web Developers
 Bright Outlook   Projected to grow faster than average (employment increase of 10% or more) over the period 2020-2030 for the US nationwide
Projected to have 100,000 or more job openings over the period2020-2030 for the US nationwide
New & Emerging occupation
15-1254.00

Camera Operators, Television, Video, and Film
 Bright Outlook   New & Emerging occupation
Projected job openings(2020-2030 : Much faster than average (15% or higher)
Projected to grow faster than average (employment increase of 10% or more) over the period 2020-2030 for the US nationwide
Projected to have 100,000 or more job openings over the period 2020-2030 for the US nationwide
27-4031.00

Film and Video Editors
Projected job openings(2020-2030):. 4,700
51-5112.00

Special Effects Artists and Animators
Projected job openings(2020-2030): 7,800
27-1014.00

Media and Communication Workers, All Other
Projected job openings(2020-2030): 2,700
27-3099.00

Graphic Designers
Projected job openings(2020-2030):. 23,900
27-1024.00

Desktop Publishers
Projected job openings(2020-2030):. 8,200 employees
27-4032.00

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

Stabilizing enrollment.

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.

This is an issue due to the loss of students and changing delivery methods due to the Pandemic.

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 GC Discipline aligns with the college's Strategic Plan Goal 1: VfS Goal 1: Completion VFS-1A. Palomar College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from 1,484 in 2016-17 to 1,806 in 2021-22. VFS-1B. Palomar College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from 1,463 in 2016- 17 to 1,536 in 2021-22. VFS-1C. Palomar College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate or associate degree and had an enrollment in the selected or previous year from 1,976 in 2016-17 to 2,118 in 2021-22.

[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.

None at this time.

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

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.

lpayn@palomar.edu