

Entry #: 72 - Arts, Media and Business Administration**Status:** Submitted**Submitted:** 3/19/2024 6:19 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Arts, Media and Business Administration

Department Name

Art

Microsoft_List_ID**Discipline Name**

Art Design (ARTD)

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, Professor of Art

Grady Williams III, Assistant Professor of Art

Mark Hudelson, Professor of Art, 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.

[\(Click here for information on how to create a mission statement.\)](#)

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.

Graphic Design (AS)

Interactive Media Design - Emphasis in 3D Modeling and Animation (AS, CA)*

Interactive Media Design -Emphasis in Multimedia Design (AS, CA)*

Digital Animation, Compositing and Music (CP)*

*listed under Art discipline, though under the supervision of ArtD and ArtI. Cross linked with Graphic Communications department.

BASIC PROGRAM 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)?

2

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

0.65

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

0.70

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).

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

N/A

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Increased

Was this expected? Please explain.

We were hoping for an increase in success rates, as our numbers slightly dipped during the online education period due to COVID, from success rates dropping from 80% to 75%, increasing to 83% and then dropping again to below 80% in Fall 2022. Our 92% success rate this last Fall is more than we could have expected! We are quite pleased with the efficacy of the Graphic Design program.

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

Increased

Was this expected? Please explain.

It doesn't get much better than 100%. We usually hover around 90% or so, so this is great!

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

Gender

Age

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Currently our success rate with both female and male students is about the institutional average of 70%, with males at 89% and female at 94%. Nationally female students make up the greater population in most of higher education. In general female students are looking to increase their earning power through higher education. Statistically female students tend to outperform male students academically and the trend continues in higher education. One of the ways to close the gap is to provide a environment where both male and female students feel seen. Over the next 5 to 10 years the binary statistic will become a more challenging area to address as younger students are less interesting in being classified as either.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

We have a 100% success rate in the 25-49 age group and a slight decline in the 24 and under age groups. We are above the 70% institutional average. The lower success rate for the 24 and under age group could be attributed to making the transition from high school to adapting to working and effectively managing their responsibilities. Younger students are often still making a choice to continue a 2 year program or transfer or start working full time. Most of the students in the 25 and up age group either have a family or career where they are working to further their careers and earning power.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We try to tailor assignments so that they are conceptually interesting and relevant to all of our diverse students.

This involves reading and research and sharing each student's own findings and classroom discussions in an environment that is open to a variety of opinions and that embraces multiple creative approaches.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[PRP-report_ARTD-24_Courses.pdf](#)
0.1 MB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

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

2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

7 8 5 8 4 4

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

No, they have not been assessed. We need to create a process to take the data from courses from fulltime instructors and adjuncts to complete the assessments in a timely manner.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[PRP-report_ARTD-24_Courses.pdf](#)
0.1 MB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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, their visits, too, add greatly to our success. Our lab facilities also are a very important contributing factor, one which, much to our delight has been updated!

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 have relied less on the feedback and inspiration of their in-class peers and their instructor due to the effects of a 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. No longer accustomed to standard conversations and interactions in the classroom the quality work suffered significantly conceptually.

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.

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)?

Growth between 3% and 3.71%, is projected, labor market numbers however do not take remote work into consideration.

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?

April 27, 2023.

New FT faculty's industry connections were introduced as possible long-term participants: a senior motion designer at ViaSat, and a gaming/online gambling designer shared their industry insights, they however were unable to give specific project information due to non-disclosure agreements. Software and hardware was discussed, and we are in line with industry standard.

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

Available data is spotty at best, since many job categories are not listed, and remote work is not included. Below please see the most current available EDD labor market data, 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

PROGRAM GOALS

Progress on Prior PRP Goals

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

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

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

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

Goal Status

Ongoing

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.

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. The effects have been more pervasive and lasting than we expected, and one can hope that as new students enter the classroom, their expectations and habits will not predispose them to a misunderstanding of actual industry needs and the realities of four-year education.

Do you have any new goals you would like to add?

No

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 [Vision Plan 2035](#).

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 requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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 and 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 CTE 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.

1. 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?

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.

lglass2@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Mark Hudelson

Date

4/9/2024