This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

Palomar College – Institutional Review and Planning
Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Graphic Communications   _____

Instructional Discipline Reviewed   **2007-08**

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	36	60	135	*Self Explanatory*
Census Enrollment Load %	75.00%	80.00%	89.40%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	111	187	408	Weekly Student Contact Hours
FTES	3.71	6.23	13.59	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	0.40	0.60	1.00	Total Full-Time Equivalent Faculty
WSCH/FTEF	279	312	408	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	0.40	0.60	0.50	FTEF from Contract Faculty
Hourly FTEF	-	-	-	FTEF from Hourly Faculty
Overload FTEF	-	-	0.50	FTEF from Contract Faculty Overload
Part-Time FTEF	-	-	0.50	Hourly FTEF + Overload FTEF
Part-Time FTEF %	-	-	50.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	83.87%	92.31%	85.37%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,N
Success Rate	51.61%	57.69%	56.91%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	18	19	20	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	44	50	37	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	15	15	9	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	29	35	28	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The fall of 2007 reflected the separation of the 3 areas of instruction in the Graphic Communications department. Formerly all courses were numbered as GC XXX. The new numbering system reflects GCIP for Imaging and Publishing, and GCMW for Multimedia and Web, and this discipline, GRAPHIC COMMUNICATIONS. The courses in the GC discipline are Visual Communication and GE History. The significant observation after analyzing the data is to note that during the fall of 2006, the GC dept. began offering a GE class in History of Graphic Communications. That class has grown from one section the first semester offered, to Fall 2007 where 4 full sections were offered. We have hired an additional adjunct with the necessary degree and skills to teach a section of the GE class. This area will continue to grow as we hire additional adjunct faculty and add more General Education classes.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.) The current plan has been to offer as many sections of GE / CSU transfer GC History classes as there was staff for. Students are finding that an AA or 4-year degree is necessary to be competitive in the graphic arts discipline, and this course fulfills a GE humanities requirement for Palomar and CSU.	The plan for 2008-09 is to finish writing an additional course, GC History of Printing from 1450 – 2008. The writing and research for this course will be completed during sabbatical in the fall of 2008. Not only is this course relevant in the teaching of publishing and print, but it will also allow the GC department to continue to offer articulations to other schools. This course, GC 102 History of the Book and Publishing: Papyrus to Pixels, was approved by the Curriculum Committee for inclusion in the Fall 2009 catalog.
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) The GC department will continue to offer GC History of Graphic Communications classes – both face to face and online.	One of the strongest enrollment trends is the request for more online classes. While this is convenient for most students (working adults with many other responsibilities), it also fits with the nature of our course content (teaching software applications). The result has been lower enrollment for face-to-face classes, which sometimes have been cancelled due to insufficient enrollment. We strive to offer all of our courses in a rotational pattern, at alternating times of day. Evening is popular considering that so many of our students are working adults. However, classroom allocation prevents every course to be offered in the evening. Saturday courses used to be popular, but are no longer so, probably due to the shift towards Online delivery. The classrooms we used regularly in Escondido Center (102 and 405) have been allocated for other programs, and we feel this loss. Those classrooms filled for many years with students from that part of the district, and at the times offered. We have not found a good replacement, though have used Q9 and GC1. Q9 is a shared classroom, and GJ1 is a public set of computers in Comet Copy's work area. Not an ideal classroom, but workable.

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc.	Our faculty actively pursues VTEA grants and we owe much of our program to the availability of these funds. For example, our vinyl cutter (to print large banners, static cling decals, and stickers) was purchased with VTEA grant money. The industry leaders in our Advisory Boards recommend the software, hardware, and equipment that the students need to be proficient on. Another source of funding is MEI (Multimedia and Entertainment Initiative from the State of California). We have been able to purchase software for the instructors and classrooms with these funds. We have been able to train our own instructors, staff, as well as hold Region X workshops with these funds.
b. Budget – budget development process, one-time funds, grants, etc. 230010 and 240010 -- short term and student hourly: $8,461 400010 and 500010 -- supplies / maintenance, postage and mailing $8,448 600010 – capital (equipment): n/a	230010 and 240010 -- short term and student hourly: $8,461. 400010 and 500010 -- supplies / maintenance, postage and mailing $8,448. 600010 – capital (equipment): n/a.
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. 2010 is the projected time of occupancy for the new MIB building which Graphic Communications will be moving into. The new classroom space will be needed to teach the face to face sections of GC 101, History of Graphic Communications. Currently, when taught face to face, it is taught in a lab that seats 20. The added space will allow more students to take the class in the face to face format.	The GJ building is showing signs of its age with poor ventilation, heating, and cooling, and numerous roof leaks. We have been planning our MIB facilities with enthusiasm. Our classrooms, such as GJ6A and GJ1 are very crowded and not easily accessible, due to space issues. Again, the MIB building will be a remedy. We will be in the new building by 2010.
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years If the current trends continue in the discipline, it will be advantageous to hire additional QUALIFIED faculty to teach the GE courses. We have added one adjunct to teach History of GC but a FT person with the necessary degree/discipline expertise is needed.	To request an additional faculty, though we are at the bottom of the request list.
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.	Student hourlies for Lab Tech and Print Services positions: Since we have Open labs throughout the day for students who do not own computers or the software we teach, we have student interns volunteer to staff those labs. We also have a Federal Work

	Study student in a Lab Tech position, which is funded outside of the department.
f. Other	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

A Goal in the GC discipline has been to assess and review competency skills of students in the General Education course, which is a goal listed in the Teach and Learning Excellence portion of the Strategic Plan. It is imperative that students completing this course have sufficient knowledge to be successful in continuing on with their education at a CSU school.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning Outcome for GC 101, History of Graphic Communications. To recognize the significant points in history referent to Graphic Communications and technology.

Measured by: filling in the blanks on the timeline with the appropriate historical information or through quizzes, interactive internet exercise, or class discussion. (face to face or via online discussion board)

b. Discuss a learning outcome that is observable yet difficult to measure.

Creativity in a design project is difficult to assess and measure.

7. Describe a discipline accomplishment that you want to share with the college community.

Very pleased that the GC discipline has grown significantly and many students who would not have participated in the GC dept are now doing so because of the NEW History of Graphic Communications course.

We have increased the course offerings of History of GC from 1 section of 24 students in 2006 to approximately 120 students in the fall of 2007. The number of students is limited by faculty availability with one instructor teaching all the courses.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

NO

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

NA

10. Other comments, recommendations:

The department will continue to develop GE courses that align with CSU recommendations. Currently in process is a course, History of Printing – 1450 to 2008. (GC102) This is a sabbatical project for fall 2008, and projected to be taught in the fall of 2009.

Please identify faculty and staff who participated in the development of the reviewer's planning:

        Gracie Fowler Lillian Payn

_____

Department Chair/Designee Discipline Review and Signature   Date

_____

_____
Division Dean Review and Signature   Date
Please identify faculty and staff who participated in the development of the reviewer's progress/status report -
Input Names Here:

_____

Department Chair/Designee Discipline Review and Signature   Date

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Division Dean Review and Signature   **Date**