2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at PRP Supplemental Report Form). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to jdecker@palomar.edu no later than 3/05/2010.

Department Graphic Communications	Department Priority # 2	☐ **No funding/resources are being requested**
Program/Discipline: Graphic Communications Multimedia and Web	**Program/Discipline Priority # FOR 2010-2011: 1 of 2**	

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at PRP Supplemental Report Form) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

*2. Data Analysis (restate or summarize the data analysis from the PRP):
 While the number of students has fluctuated in this subdiscipline, we have seen a steady rise in our retention rate and our success rate. This leads us to conclude that while the amount of students decrease those who did attend were far more serious about finishing the classes. Overall it seems to be an indication that students are more serious and interested in the multimedia program for further education, and career choices. As Web development is becoming more ubiquitous in our industry, and businesses find they must establish a Web presence, print majors are building skills in the Web area to be more marketable and provide a wider range of skills for their clients and employers.

*3.a/b. Describe your goal (priority) based on data analysis from the PRP:
1. As a result of a recommendation from a recent Advisory Board meeting, we need to develop courses that incorporate new technology such as high end digital video, digital production techniques, and studios. There is a growing demand for the flexibility of online learning, and we are increasingly offering courses online in this subdiscipline. Web courses especially lend themselves to online learning. Multimedia with its expensive equipment and specialized labs lend themselves more to face-to-face learning.   2. Having classrooms that are equipped with the latest technology will increase demands. We do not want to turn away students or have unused lab space due to budget constraints or a policy of reducing classes or instructor positions.

Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.	Describe the resource(s) requested	Cite page(s) that provide rationale for this priority request	Estimated Amount of Funding Requested	New, one-time funding	New, on-going funding
*4.a. Equipment – Per unit cost is ≥$500 (microscopes, table saw, etc.)	**Multimedia and Studio Lab**	**Appendix A**	**100,000.00**	**100,000.00**	
*4.a. Technology (computers, data projectors, document readers, etc.)	**(None)**				
*4.b. Budget for 4000s - Per unit cost is ≤$500 (supplies)	**Instructional supplies to support classroom learning.**	**Based on previous Year's budget.**	**3,303.00**		**3303.00/year**
*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.	**New software licenses (Word Press, Final Cut Pro or equivalent) $5K/yr; Instructional supplies to maintain labs based on previouis year's budget $1,167/yr.**		**6,167.00**		**5,000.00/year/ 1167.00/year**
*4.c. Facilities	**(We shall move to our new MD Building.)**				
*4.d. Faculty position	**(We are at the bottom of the list.)**				
*4.e. Classified staff position (contract)	**(No new positions requested.)**				

*Numbering parallels sections in original Program Review and Planning document
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*4.e. Classified staff position (hourly)	Student hourlies.	Student hourlies to fill lab tech postiions is especially important for students in this subdiscipline, since they are new to the techonology, software, and hardware used in this field and industry. Student hourlies also print student projects at our student print center; self-service printing has been discontinued to avoid wastage and to protect expensive equipment that doesn't withstand usage by untrained users or is not user friendly or intuitive to use.	5,000.00		5,000.00/year
			TOTAL 114,470.00		

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How will you evaluate whether or not you have met your goal/priority with the requested resources?
While it is unlikeley that we shall be able to hire a full time professor in the near future, we shall continue to hire adjuncts who are active in the industry to give real world skills to our students. However, with flat scheduling policies and the preference list to continue to hire existing instructors, we may be unable to bring in new talent with the latest skills. In such a case, we must encourage the existing instructors to maintain and continually update their industry skills.

What evidence will you provide to reflect the impact these resources had on student learning?
We shall report the results of the analysis of our Student Learning Outcomes.

*5. Strategic Plan goal or objective addressed by this priority in Strategic Plan 2013?	**Course(s) & SLO(s) addressed by this priority in Curricunet?**	**Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline) in Curricunet?**
Goal 2: Strengthen programs and services for our students in order to support their educational goals. Objective 2.4: Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Services Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness. Objective 2.5: Establish processes to ensure the quality of distance education offerings. Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students. Goal 6: Optimize the technological environment to provide effective programs and services throughout the district.	**GCMW 100; GCMW 101 Multimedia I; GCMW 102 Web Page Layout I; Example of SLO's: 1. Produce a multimedia presentation incorporating motion graphics or animation, with typography, sound, and special effects. 2. Produce motion graphics that solve a problem by communicating the desired message, and output the completed project in the appropriate format.**	**Digital Media; Interactive Web Multimedia; Internet-Graphic Communication Emphasis; Digital Video plus others; SLO: 1. Integrate digital motion graphic skills in a final product that incorporates video, sound, topography 2. Integrate Web skills that incorporate typography, screen design, optimized graphics, sound, and motion graphics, and/or animation in a posted Web site.**

6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?
It has been a challenge to come together as a group to discuss the various courses; we have many adjunct faculty who work full time and

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cannot participate in department group activities. The full time faculty have schedules that overlap, so that there is never an office hour time available when all are not in class teaching. The times that they are not in class, such as late Fridays and weekends have not been acceptable to meet. Another challenge has been the interface in Curricunet. The adjuncts in particular have found it to be a cumbersome interface and not intuitive. This has discouraged them from assisting in contributing. The concept of SLO's is also more difficult for many. The shift from course objectives to outcomes is another challenge. We have solved this by communicating asynchronously through the Internet, or holding meetings for small groups. Those willing to work on the SLO's have done so without the input of each an every instructor. Those instructors unable to particpate have accepted the results so far. Those with a grasp of the SLO concept have led the discussions to encourage fuller participation.

Individuals completing this Program Review and Planning Supplemental document:

Name(s):	Signatures:	Date:
Lillian S. Payn		**5 March, 2010**
Mark Bealo		**5 March, 2010**
Ken Dodson		**5 March, 2010**
Grace Fowler		**5 March, 2010**
Wade Rollins		**5 March, 2010**

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