

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 # 3	<input type="checkbox"/> No funding/resources are being requested
Program/Discipline: Graphic Communications	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.

<p>*2. Data Analysis (restate or summarize the data analysis from the PRP): Graphic Communications (GC) is a newly created subdiscipline within the department. The courses in the GC subdiscipline are foundational courses that have been recently approved to be included in the catalog. These course have an advantage to the department due to their GC status and transfer status to the UC and CSU systems. They have been offered face-to-face as well as online; they have also been scheduled as fast track and late start courses. Enrollment has been increasingly strong, so much so, that adjuncts have been assigned to teach sections in addition to the full-time professor who submitted these courses.</p>					
<p>*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 shall develop a certificate training foundational skills for our industry. The core required courses for this certificate are from this subdiscipline, while the electives would be from the other subdisciplines in the Graphic Communications department and perhaps other departments. 2. The department also believes that it would be advantageous to hire a full-time professor to teach these foundational courses. A professor who is skilled at teaching distance courses is significant for this priority, given the demand to take foundationsl courses online.</p>					
<p>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.</p>	<p>Describe the resource(s) requested</p>	<p>Cite page(s) that provide rationale for this priority request</p>	<p>Estimated Amount of Funding Requested</p>	<p>New, one-time funding</p>	<p>New, on-going funding</p>
*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)	(None)				
*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.	Instructional supplies to maintain labs.	Based on previous Year's budget.	1,167.00		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.)				
*4.e. Classified staff position (hourly)	Student hourlyies.	Student hourlyies to fill lab tech postiiions is especially important for students in this subdiscipline, since they are new to the technonology, software, and hardware used in	5,000.00		5,000.00/year

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		<p>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.</p>			
			TOTAL	9,470.00	

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, due to our priority list position, we shall submit a new certificate to the Curriculum committee. If it passes the committee process, we shall see that we have achieved our goal.

<p>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.</p>		
<p>*5. Strategic Plan goal or objective addressed by this priority in Strategic Plan 2013? 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.</p>	<p>Course(s) & SLO(s) addressed by this priority in Curricunet? GC 100 ; GC 101 History of Graphic Communications ; GC 102; SLO-1. Explore historical events related to mass communication, visual communication and graphic design. 2. Understand the design process 3. Explore perception principles seeing and believing 4. Analyze appropriate delivery mediums to deploy visual message 5. Discuss advertising and preconceived ideas in relation to audience perception. 6. Utilize type to communicate visual message 7. Identify and compare layout designs 8. Recognize purpose of illustration and photography in design 9. Identify color models and usage 10. Recognize purpose of illustration and photography in design 11. Understand the proper production tools in the design process</p>	<p>Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline) in Curricunet? Digital Arts; Graphic Communications Emphasis in Electronic Publishing; plus others SLO: Integrate Adobe software applications into a final print document after the basic introduction to digital production technology. The courses in this subdiscipline will give students the foundational vocabulary and industry standards from a historical and global context so they can be better prepared to work in the indrustry.</p>

*Numbering parallels sections in original Program Review and Planning document
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 Reviewed by Faculty Senate on 02/01/2010; Reviewed by SPC on 02/02/2010

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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 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 every instructor. Those instructors unable to participate 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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