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: GC - Imaging and Publishing   _____

Instructional Discipline Reviewed   **2007-08**

1.   3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	410	381	416	*Self Explanatory*
Census Enrollment Load %	78.39%	78.72%	78.05%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	2,351	2,168	2,522	Weekly Student Contact Hours
FTES	78.37	72.25	84.07	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	6.90	6.00	6.30	Total Full-Time Equivalent Faculty
WSCH/FTEF	341	361	400	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	0.60	0.60	1.00	FTEF from Contract Faculty
Hourly FTEF	5.40	4.80	4.20	FTEF from Hourly Faculty
Overload FTEF	0.90	0.60	1.10	FTEF from Contract Faculty Overload
Part-Time FTEF	6.30	5.40	5.30	Hourly FTEF + Overload FTEF
Part-Time FTEF %	91.30%	90.00%	84.13%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	88.62%	91.24%	95.06%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	65.85%	66.67%	69.09%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
** - Under 18 Units**	-	-	-	Total number of Certificates awarded for the Full Academic Year
** - 18 or More Units**	-	-	-	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.

From 2004 to 2005 our GCIP student numbers dropped from 410 to 381, and then rebounded to 416 students in 2006. This reflects a state and national trend as verified in the LMI report, that there has been an increase in publishing jobs and that the trend will continue to grow by 21.9%. The discipline data above also shows that most of the imaging and publishing courses are taught by part-time faculty (84.13%). Overall, the consensus is that Print is NOT dead, but is experiencing a revitalization and repurposing. Print/publishing is now driven by data and content management systems which is then repurposed for multiple output solutions. The lines between publishing and other areas of multimedia are blurring. Students are interested in the publishing as part of their multimedia, communication education, job training and career choices.

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 print/publishing program is being updated to maintain currency with the leading edge industry technologies and to maintain established articulations with CSU schools. A new faculty position has been created to facilitate the new courses and technologies. The new professor will develop and teach basic and advanced courses in new publishing technologies, project management, digital workflow, pre-press technologies and digital printing, including applicable software applications.	Coursed are currently being updated to Implement large format printing for posters, vinyl cutting and out door signage, and specialty bindery processes into press classes. The print/publishing courses will incorporate emerging technologies to reflect direct marketing, variable data printing, computer-to-plate, computer-to-press, and the wide range of software and hardware that will prepare students for careers in the printing industry. The GCIP and GC departments will be directly and adversely affected by the loss of the full-time, ROP Graphics Faculty member that currently is scheduled to phase out with the ROP transition process in place at Palomar. It will be vitally important to retain or replace that instructor to maintain the current level of quality within the GC and GCIP programs.
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) The publishing program has embraced new computer programs and technology including Adobe Creative Suite. Beginning skill classes are offered every semester, in a variety of delivery formats (face-to-face, online, and hybrid formats). The intermediate to advanced level classes are offered once a year, and in some cases once every other year. The advanced level courses require an instructor with high level of expertise in current and emerging technology in this industry.	Adding new classes that utilize advanced publishing skills such as: variable data publishing/marketing, content management, multiple workflows such as PDF or JDF. GC and print courses are holding enrollments or growing, enabling the dept. to offer more courses and hire new instructors. For example, in Fall, 2004, there were 410 GCIP students enrolled. In 2005 the number dropped to 318, but by 2006 it had grown to 416 students – adding 98 new students. To address this issue, we are hiring a new publishing specialist instructor to develop and teach courses in new and emerging publishing technologies.

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. VTEA grants have been used to purchase large format press and book binding printing equipment. Our Advisory Boards recommend the industry standard equipment, software, and hardware needed in order to stay current in the print/publishing industry.	The department requests the equipment, software, and hardware recommended by the Advisory Board. To continue to maintain and/or further develop the printing programs and facility, the department will request a 4-color off-set press, a printer/press capable of utilizing variable data, and additional bindery equipment.
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. The department requested updated labs and new learning spaces, and this has been approved. The department will be part of the new Multidisciplinary Building, scheduled to open Spring 2010. This will allow us to bring all the printing equipment, (screen printing as well as traditional) back under one roof. Our screen printing courses/equipment are currently located at a local high school, so having all our equipment in one place will greatly increase the efficiency of space utilization and allow us to offer additional courses and be more flexible in scheduling.	The department continues to meet with other Division faculty and the Dean to coordinate space usage and resource sharing. The architects and engineers on the project collaborate with the faculty to be responsive to learning and industry needs.
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years The department requested two (2) department positions; one was approved.	The new position for Graphic Communications faculty was opened Spring, 2008. There is considerable interest in the position, with the projected start date of Fall, 2008. Palomar College is scheduled to transition the Graphics - ROP offerings into the Graphic Communications dept. in June of 2010. Losing the full-time, ROP instructor who teaches the majority of the beginning publishing courses for GC through the ROP, will have a significant, negative impact to the programs. We will be requesting a replacement for that position.

e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. The technical specialist position for the department has been centralized. The department will need to formalize the work order procedures to interface with the college at large and the help desk.	Losing our day-to-day technology support person to IS has been an adjustment and major transition. In the future, the goal will be to work closely and more efficiently with the centralized, support staff in Instructional Services.
f. Other	

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

STUDENT SUCCESS: Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations.

The Graphic Communications Department strives to address different learning styles and diverse learner needs through offering courses in a variety of delivery formats. The courses are offered in various locations (San Marcos Campus, Escondido Center), face-to-face, online, Television, hybrid online, and Telnet combinations (online/TV).

Within each class, the content is available in a variety of formats. Students are encouraged to learn more about themselves and how they learn better, and then to take advantage of the alternatives for learning, such as face-to-face demos, hands-on tutorials, online and CD-Rom videos, written tutorials, reports, across-the-curriculum skill development, field trips, collaborative learning, podcasts, and online instruction.

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.

Example: print/publishing program students prepare packaging pieces that they can include in their portfolio. The final portfolio piece includes a printout of their 3D drawing plans, printouts of labels, and then the packaging itself with the labels affixed. The whole presentation board includes all three presentation pieces. Finally, the students must write a concept piece to explain the metaphors, purpose, audience and also the technical aspects of the packaging such as fonts, Pantone colors, software, and hardware implemented.

Assessment: The entire presentation is assessed according to the plan, the write up, the implementation, the level of difficulty, the use of appropriate software, and the presentation to the class.

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

1. Creativity is inherent part of the design process, but creativity is difficult to measure. While students often understand the processes by which they create a project, they may lack the creativity skills to make the project aesthetically pleasing.

2. Also, our students participate in our internship program, and many gain employment as a direct result of the program. It is difficult to quantify and track employment after the students leave our programs.

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

Our students and faculty continue to win awards and recognition at the local county level (for county fair and industry contests), at the state level (Multimedia Entertainment Initiative and State Fair contests), and national industry contests (International Corrugated Packaging Institute)

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 publishing industry is seeing a resurgence in popularity. At one time, people speculated that print would disappear and information would only be generated via the world wide web. That has not proven to be the case. In fact, publishing and print has "reinvented itself" by embracing new technologies to better manage workflow, use of data-driven publishing technologies, and repurposing of information in quicker, personalized formats.

Advisory board informs us that publishing graduates need to understand a variety of workflows, content management systems, database management and digital presses equipped for variable data output, and to be able to work in the new environments.

The articulated courses with CSU that we currently have needed to be updated to stay consistent with CSU publishing programs. The new professor we are currently hiring for fall 2008 will address articulation as well as creating new courses in emerging technologies in publishing/print.

The loss of the full-time, ROP graphic communications instructor through the ROP transition is going to greatly impact the department. The ROP programs in GC are fully integrated on all the Palomar College, GC A.A.s and certificates. The ROP graphics classes account for 7, 3-unit entry level courses and approximately 200 students. Potentially those students will be taking GC courses instead of RGC courses, creating an immediate need to fill that position or transition that ROP instructor into graphic communications.

We are expecting growth and greater interest in the GC department in the next 3 years as we hire a new instructor(s), gain the additional ROP sections, and move into a new state-of-the-art facility to house all the GC programs.

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

Gracie fowler
Lillian Payn
Wade Rollins
Mark Bealo

Department Chair/Designee Discipline Review and Signature   **Date**

Division Dean Review and Signature   **Date**

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.