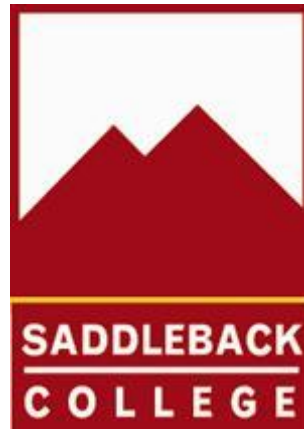


Saddleback College Program Review for Graphic Design



**Submitted on
5/20/10**

Table of Contents

Team Members and Approval Page	X
Program Review Checklist	X
Program Overview.....	X
Review Report.....	X
Needs Assessment	X
Appendices	X

Program Review Team Members and Approvals

Program Review Team Chair:

Karen Taylor

Program Review Team Members:

Chris Clafin

Will Baldwin

Program Review Checklist

Completed	Action
x	Contact Program Review Chair for orientation
x	Form Program Review Team
x	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
x	Solicit input from faculty and students
x	Determine if additional research is needed
x	Contact College Research Analyst if necessary
x	Write Program Review report
x	Submit report to Dean and Program Review Chair for approval
x	Report submitted to Academic Senate for approval
x	Report submitted to Office of Instruction for approval
x	Report submitted to College President and the Office of Institutional Effectiveness
x	Report posted to the IE web site
x	Presentation to the Planning and Budget Committee

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The Mission of the Program and its Link to the College's Mission and Goals:
To provide quality technical instruction and career preparation to our students and participate in the vision and mission of Saddleback College.

- Dean, Don E. Taylor

B. Historical Background and Unique Characteristics of the Program

1A History

The graphic design and graphic communication programs at Saddleback College was founded with the creation of the college. At present, the diverse graphics curriculum offerings are divided among two full-time instructors, one of whom is acting department chair, and eight part time instructors. Historically an active, growing department with two full time faculty, the program had been operating with only one full-time instructor since 2002, after the death of one instructor (Stan Curtis) in Spring 2002, and the retirement of the other (Thom Evans) in Spring 2004. One new full time instructor, who also acts as department chair, was added in fall of 04, replacing the position of Stan Curtis. We were able to fill the second full time position in Fall 08. We are a vocational program, training students to work and succeed in the rapidly changing graphic design field. While traditional design concepts remain the same, the technology to carry out those principles has changed and is changing rapidly. This compels us to stay as current as possible both with hardware and software.

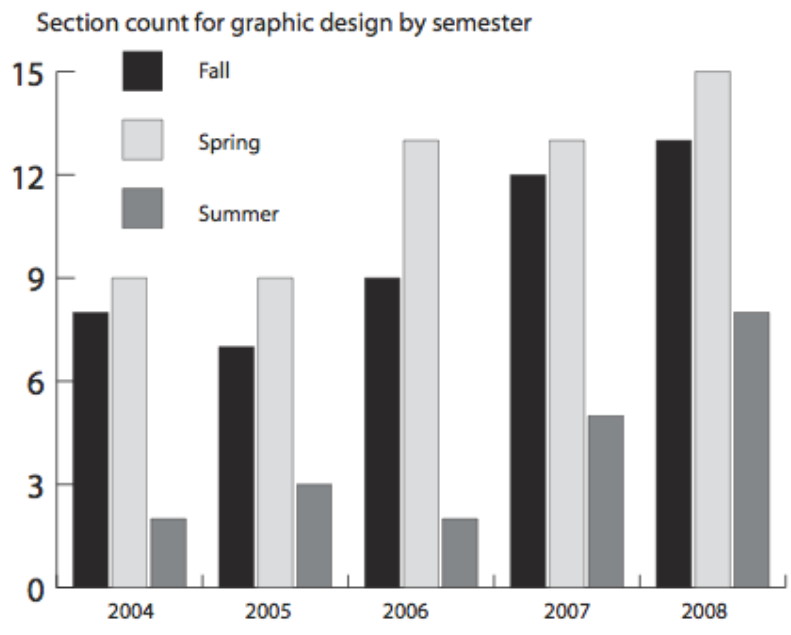
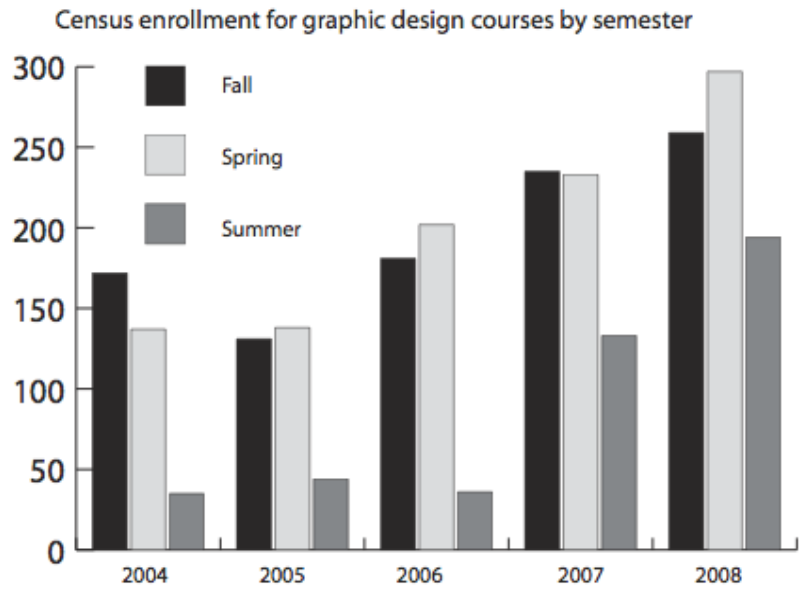
In the past two years we've continued to work hard to focus the direction of the department. We continue to eliminate outdated courses and add relevant new courses, like Web Design, Photoshop Flash and motion graphics, as well as specialty courses like Letterpress and Alternative Printing. We've added online courses, and more summer and weekend options. We've worked to build relationships with other departments on campus, with faculty and students contributing design and print work for Fine Art, Horticulture, Automotive, Communication Arts, Theater, and Foods and Nutrition, with program logos, special event posters and marketing materials. Students and faculty have participated in community outreach projects as well during this period, contributing design work for non-profits like the YWCA, Children's Department art programs, abused women programs, Mission Hospital, and the Orange County food bank. Application of skills to real-world projects like these benefit the students, and the campus community, in turn.

1B uniqueness

The graphics department is proud to have a program that is both a vocational one, training students to go from our program to the design industry, and a successful graphic design transfer program to 4-year colleges and universities. The foundations of this success are in the unique and broad-based equipment and facilities and in the talent and real-world experience of the faculty. Our faculty are design and education professionals, working in a variety of design, web, illustration and fine art industries, as well as teaching. They bring real-world experience and knowledge of current trends, practices, and a professional work-ethic to the department. We have 3 macintosh computer labs, as well as labs for traditional illustration, typography and design layout. Our graphic communication department has screen printing, letterpress, offset press, photopolymer, and bindery facilities. The program draws heavily from local high schools with students with little or no design experience to older professionals returning to retrain or gain skills in the latest graphic industry softwares. We offer four certificates: in illustration and animation, graphic design, computer graphics, and graphic technology.

C. Progress Since the Last Program Review

Since our last review we have filled the vacant fulltime position, and added new part time faculty. This has been a welcome addition, and we look forward to more growth and expansion for the program. We expanded our classes to the ATEP facility, as well as more online and hybrid classes. Next summer we plan to open our screen printing and letterpress facilities to community education classes, which should bring more students into the full semester programs. We also applied for and received VTEA grant funds which allowed us to buy a new press for the graphic communications program, start a student lab program with two tutors, hire help for the development of our department website, and continue our outreach efforts to local high schools. We continue to grow in enrollment and in sections offered.



D. Current Strengths, Opportunities, and Challenges

We are one of the few colleges in the southern California area offering such a broad range of graphic design and graphic communications courses. Our program focuses not only on trying to provide instruction in the most current technological design hardware and software, but also focuses heavily on traditional hands-on skills based design courses. It is our goal to produce students who not only have the necessary computer skills, but also have gained

traditional design theory, application, and production skills.

Demands of the job market make it of vital importance that we train our students on the most current design industry standards for software and hardware. Maintaining the most current facilities is a constant challenge, both in terms of the rapid changes in the industry and division budget constraints. We are in the process of upgrading our software, and have requested new computers for the 08/09 school year. We have three macintosh labs, two with a total of 56 G5 computers, one with seven older G4 computers, 26 waacom drawing tablets, 2 large flatbed scanners, two color and two black and white laser printers, a combination printer and copier, and one large format color printer. We have also requested a new press for the screenprinting lab.

Both the full-time and part-time instructors and the staff members have design and fine art industry backgrounds and keep updating their skills and knowledge by working on professional projects in their respective specialties. Our instructors can share the most updated information with students in our classes, while stressing the importance of traditional values such as work ethics, communication skills and professionalism.

Graphic design and graphic communication students can participate in various internship opportunities through our network in South Orange County. Campus and community outreach is also stressed to students, and they participate and contribute to a large variety of non-profit and campus design projects. Projects like these not only raise awareness of the campus and program in the community, they provide real-world experience and excellent portfolio pieces for the students.

Current Opportunities:

The U.S. Department of Labor Bureau of Labor Statistics (<http://www.bls.gov/oco/ocos090.htm#outlook>) says that "Employment of graphic designers is expected to grow 10 percent, about as fast as average for all occupations from 2006 to 2016, as demand for graphic design continues to increase from advertisers, publishers, and computer design firms. Some of this increase is expected to stem from the expansion of the video entertainment market, including television, movies, video, and made-for-Internet outlets.

Job prospects. Graphic designers are expected to face keen competition for available positions. Many talented individuals are attracted to careers as graphic designers. Individuals with a bachelor's degree and knowledge of computer design software, particularly those with Web site design and animation experience will have the best opportunities.

Graphic designers with a broad liberal arts education and experience in marketing and business management will be best suited for positions developing communication strategies."

Projections data from the National Employment Matrix

Occupational title	SOC Code	Employment, 2006	Projected employment, 2016	Change, 2006-16		Detailed statistics	
				Number	Percent		
Graphic designers	27-1024	261,000	286,000	26,000	10	PDF	zipped XLS

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on [Occupational Information Included in the Handbook](#).

Current Challenges:

Our most critical need at this time is the expansion of our senior lab tech's position to a full time one. The program is in jeopardy without the full time support. The dependency of two full time faculty and 8 part-time faculty on 20 hours of support staff is inadequate in providing a stable, strong and safe learning environment. Our students deserve a fully staffed program that can meet their needs in preparing them for a career in graphic design.

Providing experience and training in current software to students is an ongoing challenge and additionally requires hardware and technical support.

Section II: Review Report

A. Faculty and Staff

Faculty and Staff

As of Fall 2009, the graphics department consists of:

Two full-time faculty
Eight part-time instructors
One half-time instructional aide
One Dean (administrator)

All of the faculty and staff have significant professional backgrounds, which is one of the department's strengths. The subject of design is one that relies on skill-building over a series of courses, and requires a focused continuity of instruction for optimum department and student success. As in most departments, our part time faculty work both as designers in the field, and/or teach at other colleges in addition to Saddleback.

B. Curriculum and Instruction

Our program offers courses in 21 different areas of graphic communication and graphic design, making up offerings for the four certificates: graphic communications; computer graphics; graphic design; and illustration/animation.

Computer Graphics Certificate Program (computer art and layout): Associate degree, Certificate, Transfer twenty-one (21) Credit Courses: Graphic Design 144, 147, 148, 149, 150, 151, and 154. RECOMMENDED ELECTIVES: GC 101, GD 140, 141, 145, 163.

Graphic Communications Certificate Program (printing): Associate degree, Certificate, Transfer twenty-one (21) Credit Courses: Graphic Design ñ 63, 195, 101, 144, 147, 151, and 154. _RECOMMENDED ELECTIVES: GD 140, 141, 142, 144.

Graphic Design Certificate Program (design and art production): Associate degree, Certificate, Transfer twenty-two (22) Credit Courses: Graphic Design ñ 140, 141, 142, 144, 145, 147, 240, and CWE 168/169. _RECOMMENDED ELECTIVES: ART 40, 41, 80, GC 101.

Illustration/Animation Certificate Program (advertising and editorial art): Associate

degree, Certificate, Transfer twenty-one (21) Credit Courses: Graphic Design ñ 141, 144, 145, 147, 149, 150. RECOMMENDED ELECTIVES: ART 40, 80, 85.

Associate Degree in Science: completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

Associate in Arts Degree: complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

C. Student Success

In conjunction with this program review, department faculty are further developing three to five Student Learning Outcomes (SLO) for each course of instruction. The data collected from the assessment of the SLO-based instruction allows faculty to explore correlations and success rates for specific competency attainment, thus better measure and document objective indicators of student success and competency. We currently have used pre- and post-tests specific to each course, focusing on specific design terminology, concepts and vocabulary. Fall 08 results showed an average 33% improvement.

Gender breakdown for all courses offerings over the past 6 years remained a fairly even split, with the latest data (Spring 2006) showing a ratio of 54.2% female to 45.8% male.

Ethnicity patterns over the 6 year period show that the diversity represented is, on average, comparable with the campus and surrounding community diversity, throughout all departmental course data. (10.4% Hispanic, 22.9% Asian ancestry, 4.2% African American, 58.3% White, and 4.2% unknown)

Average class size has remained nearly constant over the review period. Total census enrollment varies slightly and shows increases as more sections are offered.

Getting students ready for transferring to a four-year college is an important goal for the department. Among the students enrolled in our classes, the rate of the students planning on transferring to a four-year college has increased last five years, from less than 25% to nearly 35 %. Additionally, about 30% of the students have indicated that they are taking classes to acquire and upgrade and job skills and earn certificates. Our transfer rate has increased dramatically in the

past six years, and is now almost par with students upgrading or acquiring design skills, while our certificate rates have also remained steady and strong.

Graduates from our program have also routinely stepped directly into careers as designers. Successes like these help raise the profile of our department and our college in the public and academic arenas.

D. Facilities, Technical Infrastructure, and Resources

Graphic Design department has 9 instructional classrooms/labs rooms (TAS Funding for instructional supplies and equipment comes from the departments instructional supply budgets. The ATAS Division, as well as the college equipment and technology committees, provides funds (in a competitive process) for purchase of major resources.

Technology utilized by the department includes Macintosh G5 computers for 56, 2 scanners, computer projection equipment, and waacom tablets for 26. There are currently about 11 software programs being utilized for instruction: Adobe Creative Suite, Flash, and some microsoft office programs (word, powerpoint)

Section III: Needs Assessment

A. Human Resource Needs

The department has a lone classified support staff member. This 20 hour per week senior laboratory technician slot is inadequate. It is strongly recommended that this staff position be increased to full-time (40 hours per week), as soon as possible.

B. Instructional Needs

In the past two years we've eliminated outdated courses, incorporated newer technologies, and created new courses to better serve our students and the marketplace they're entering. We've also added online courses, and are offering traditionally face-to-face courses in online formats, as well as expanding our evening and weekend offerings. There are still course additions and adjustments to be made, including the creation of more advanced sections of courses like typography and digital illustration, and a course focusing on the business aspects of graphic design. Because the industry and technology change so rapidly we must be very flexible and innovative in our approach to graphic design instruction.

C. Research Needs

In addition to SLOs, the department conducts course, textbook, and faculty review surveys with all students in each course at the end of the semester. This information helps us gauge the effectiveness of a particular course, as well as gives us information about possible future courses students might be interested in. We have also sent out surveys to industry asking them what they would like our students to know to successfully join their companies as interns or designers, and to local four-year colleges asking how to best prepare our students to be successful in their design programs. We have established our advisory council, and held our first face to face meeting in Spring 10.

D. Technical, Equipment and Other Resource Needs

The Graphic Design/Graphic Communication program has serious and immediate equipment needs, specifically in the area of classroom computers.

Our primary educational goal is to prepare our students with the skills required in the professional world of graphic design and graphic communication; to achieve

that goal it is absolutely essential to keep the computers and software on par with the state-of-the-industry. Unfortunately, much of the aging computer hardware within GD/GC labs is obsolete and the quality of instruction is being adversely impacted. Increasingly our ability to prepare our students to compete in a very competitive profession is being jeopardized by computer hardware that is well beyond its life expectancy.

For example, our teaching labs are equipped with fifty-nine Macintosh G5 computers that were manufactured in 2005. Over the past 5 years processing requirements have increased considerably, and the existing computers in our classrooms are now unable to fully run the current versions of essential software applications such as Adobe Photoshop and Adobe After Effects. Furthermore, these computers are increasingly suffering hardware failures, including USB connectivity, an essential requirement for teaching.

It is highly recommended that this issue be given immediate attention. Typically, the purchasing and installation process for new computers can take 6 to 9 months. If the purchase of new computers is not approved for the upcoming budget year (a realistic scenario given the current budget crisis), it would mean that our existing computers would be in service for a minimum of 2 more years. For computers that are already obsolete and failing, requiring 2 additional years of service will result in very serious technology problems for the Graphic Design / Graphic Communication department – and a significant denigration of the quality of training and education we provide to our students.

D. Facilities Needs

Our department is facing the prospect of moving our entire department – 7 labs and classrooms of equipment and supplies to lower campus while our building is being repaired. The need for continuity and commitment to the program through full staffing of full time faculty will only be more crucial during this time.

E. Marketing and Outreach Needs

The department participates in campus sponsored events like family night, senior day etc, as well as doing design work for several departments on campus. We also send out mailers to the art and counseling departments of the 10 local high schools the college has identified as feeder schools. These mailings include posters and postcards listing courses offered at times high school students can attend, as well as certificate brochures. We are in the midst of creating our department's website, that will focus on presenting the excellent work done by current and past students.

Section IV: Appendices

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. SLO Assessment Forms**
- D. Data Sets**
- E. Others**