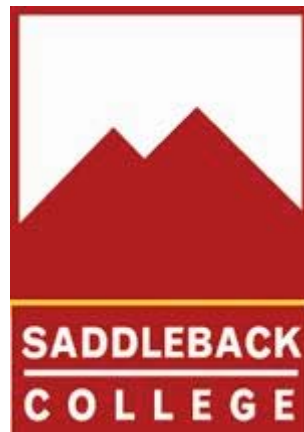


Instructional Program Review Template

**Saddleback College
Program Review for Graphic Design**



Submitted on 7/05/07

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Program Review Team Members and Approvals

Program Review Team Chair:

Karen Taylor

Program Review Team Members:

William Baldwin

Dirk Hagner

Renanta Ballo

Anna Couch

Don Taylor, Dean

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
10/06	Contact Program Review Chair for orientation
	Form Program Review Team
3/07	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
3/07	Solicit input from faculty and students
	Determine if additional research is needed
3/07	Contact College Research Analyst if necessary
3/07	Write Program Review report
4/07 & 5/07	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	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 were founded with the creation of the college. At present, the diverse graphics curriculum offerings are divided among one full-time instructor/department chair and nine part time instructors. Historically an active, growing department with two full time faculty, the program has 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. Enrollment declined during the period from fall 2002 to fall 2004 from 345 ('02) students to 199 in fall '04. But the department has since seen a growth in student enrollment to 341, 56 FTES for Spring 2007. 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 worked hard to rebuild the direction and reputation of the department. We eliminated outdated courses and added relevant new courses, like Web Design and Photoshop, 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, Santa Margarita Water District, Children's Department art programs, abused women programs, and this past summer our Saddleback design students were

one of only two colleges in the country included in an international poster project in conjunction with the American Red Cross to benefit the rebuilding efforts in the Gulf Coast after hurricane Katrina. 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 airbrush lab 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

This is the first program review in ten years for this department.

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 disciplines. 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 about as fast as average for all occupations through the year 2014, as demand for graphic design continues to increase from advertisers, publishers, and computer design firms. Among the five different design occupations, graphic designers will have the most new jobs. ... Demand for graphic designers should increase because of the rapidly expanding market for Web-based information and expansion of the video entertainment market, including television, movies, video, and made-for-Internet outlets. ... Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services." Information like this should act as a draw, attracting students to our program, and the college as a whole.

Current Challenges:

Our most critical need at this time is the replacement of the missing full-time faculty position. The program is in jeopardy without the full time replacement. Having only one full time faculty member (who also acts as department chair for two departments), when historically there had been two positions, constricts the

expansion and enhancement of necessary course offerings, in addition to compromising the safety of students. The dependency on 9 part-time faculty and 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 both hardware and technical support.

Section II: Review Report

A. Faculty and Staff

Faculty and Staff

As of Spring 2007, the graphics department consists of:

One full-time faculty also acting as department chair

Nine part-time instructors

One half-time lab technician

One Dean (administrator)

All of the faculty and staff have significant professional backgrounds, which is one of the department's strengths. They are all working professionals as well as educators. This is both a strength and a weakness in that the part time teachers can only make a partial commitment to our program due to their other professional responsibilities. 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 as many as five other colleges in addition to Saddleback. While their contributions have been invaluable, their level of commitment cannot be the same as that of a full-time faculty member committed to the success of the students and to the mission of the department and the division of Saddleback College. The replacement of this full time faculty position is essential to the ongoing growth and success of our programs.

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 — 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 — 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 — 141, 144, 145, 147, 149, 150, and 241. 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

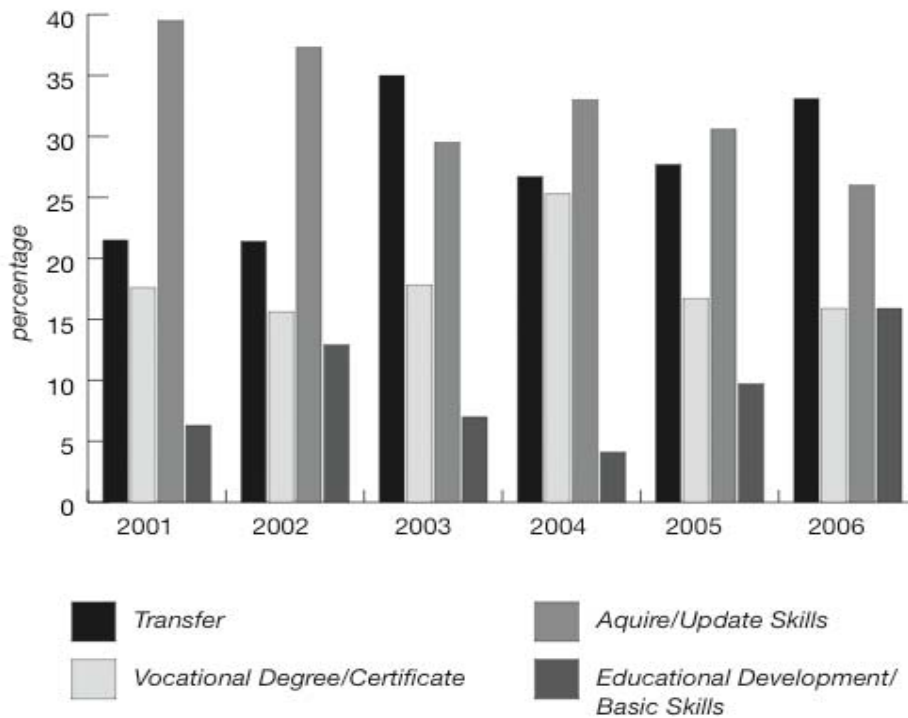
In conjunction with this program review, department faculty are further developing Student Learning Outcomes (SLO) for each course of instruction. The data collected from the assessment of the SLO-based instruction will allow faculty to explore correlations and success rates for specific competency attainment, thus being able to 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 06 results showed an average 38% 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 transfer 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 over the 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 job skills and earn certificates. As you can see from the chart below, 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. This chart shows our success with achieving our dual goals: to train students to step into the marketplace, and/or to prepare them to transfer to a four year design program.



Graduates from our program have also stepped directly into careers as designers with Orange County companies like Volcom and Mada Clothing, as well as starting their own successful design companies. Successes like these help raise the profile of our department and our college in both 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 (Photoshop, Illustrator, InDesign, Dreamweaver, Acrobat, and GoLive, ImageReady), Flash, some microsoft office programs (word, powerpoint)

Section III: Needs Assessment

A. Human Resource Needs

The percentages of classroom hours assigned to full-time and associate faculty are 32% and 68%, respectively (Spring 2006). The sole full-time instructor currently accepts maximum hours overload, as well as department chair duties, and if overload were not carried, the department would have approximately 20% - 80% balance, in direct inverse to the campus goal of 75% full time and 25% part time hours. The current situation is not only untenable in the short run, it is completely unworkable in the long run for establishing any curricular continuity and department growth. In order for the program to maintain its current level of offerings and to approach a 75%-25% split, it will be necessary to keep at least two full-time instructors.

As in most departments, our part time faculty work both as designers in the field, and or teach at as many as five other colleges in addition to their commitment to Saddleback College. While their contributions have been invaluable over the past two years, the level of commitment cannot be the same as that of a full time faculty member committed to the success of the students at Saddleback and to the department and division's mission. The program is in jeopardy without an additional full time faculty replacement. One full time faculty supervising 7 – 12 part time faculty and one half time lab technician is detrimental to lab safety, computer lab security, and shop equipment security and safe operation.

The continued growth and success of the Graphic Design program is predicated on the replacement of the second full time position, returning the Graphic Design department to two full time faculty. We need the time, knowledge and commitment of a replacement full time faculty member to keep us on the continued path of growth and development.

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. We need to offer ongoing training to faculty to keep everyone up to date on the most current software and industry practices and procedures.

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. Establishing a solid network of both education and professional contacts will enhance our ability to stay current and focused.

D. Technical, Equipment and Other Resource Needs

We are continually faced with the challenge of being able to offer industry-current software, hardware and instruction. 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, as well as equipment. Our goal is to give students the best educational experience and opportunities and prepare them for the professional world. To meet these goals, the Graphic Design department seeks the continued support and help of the College District to maintain and renovate our equipment and facilities.

E. 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 for structural damage. The need for continuity and commitment to the program through full staffing of full time faculty will only be more crucial during this time. Our classrooms are currently being monitored for

structural movement, and the ongoing damage to the facilities is evident to both faculty and students alike.

F. Marketing and Outreach Needs

The department participates in campus sponsored events like family night, senior day etc. 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. Further outreach activities to high schools would be beneficial, as well as better utilization of campus marketing venues.

Section IV: Appendices

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

Saddleback College

Advanced Technology & Applied Science Division

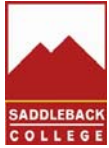
Graphic Design/Graphic Communications

Organization Chart



Five Year Staffing Profile

SLOs



*Student Learning Outcomes:
Improving Teaching and
Learning*

**Graphics
09/05**

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>To provide quality technical instruction and career preparation to our students and participate in the vision and mission of Saddleback College.</p>	<p>Graduates of the Graphics Program will learn and understand terminology and vocabulary unique to the graphics profession.</p>	<p>At the close of the semester, 80% of the students will be able to correctly identify and define graphic terminology and vocabulary, scoring at least 75% on a departmental rubric.</p>	<p>The average overall test score was 83% on terminology and vocabulary tests. These tests were individualized to the particular course, and particular to the design industry. Students showed an average of 39% improvement on vocabulary post tests.</p>	<p>Continued use of pre and post terminology tests. These tests were an excellent window on what concepts were and weren't being communicated successfully to the students.</p>

**Graphic Design
Program Review Data Set
November 2006**

Graphic Design Program Review Data Set

The following pages include:

1. Course Section Count
2. C1 & End of Term Headcount
3. Overview of Courses, Grades, Success/Retention
4. Course Grades, Success/Retention
5. Graphic Design Program Students' Duplicated Headcount
 - a. Gender
 - b. Zip Code
 - c. Age Groups
 - d. Ethnicity
 - e. Educational Goal
6. Awarded Degrees and Certificates

Data Source: SOCCCD Management Information System (MIS) Data Warehouse November 2006

Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback College

Section Count

	F															
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	6		6			6		6			6		6			
D	1	1	1	1	1	1	1	1	1	0	2	2	1	2	2	1
D	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	2
D	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1
D	1	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1
D	1	1	1	1	1	0	0	0	0	0	0	1	1	1	0	0
D	1	1	1	1	0	1	1	1	1	1	0	1	2	2	1	1
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D	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1
D	1	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0
D	1	1	1	1	0	1	0	0	0	0	1	1	2	0	0	0
D	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0
D	2	1	1	1	1	1	1	1	1	1	0	2	2	1	2	1
D	0	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1
B	2	0	9	8	6	5	3	4	3	3	3	1	2	2	2	9

Census Headcount

	F																
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
0	3	0	0	4	9	2	8	7	0	7	.	6	4	5	0	8	2
0	3	2	3	9	9	6	2
0	8	8	7	2	6	2	2	7	6	8
0	2	3	2	8	9	6	.	3	8	6	1
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0	3	0	9	0	.	8	0	3	8	3	.	3	8	5	8	3	3
0	3	.	.	0	3	.	.	0	2	.	.	.
0	.	.	2	5	5	8	.	.	.	2
0	3	2	6	.	.	.	2	0	.
0	6	0	8	3	.	7	2	2	1	.	.	.
0	2	3	2	0	.
0	6	3	5	4	6	1	5	2	1	4	.	1	4	6	8	7	7
0	.	2	3	.	2	9	.	.	.	.	3	8	8	3	3	8	4
0	3	3	8	6	3	8	5	6	7	3	4	3	8	8	2	8	3

End of Term Count

D	3	8	0	4	9	2	9	7	0	7	0	6	4	5	0	8	2	
D	3	0	0	0	0	0	0	0	0	0	0	2	3	9	9	6	3	
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D	2	3	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	
D	7	3	5	4	6	1	5	2	1	4	0	1	4	6	8	7	7	
D	0	8	8	0	2	0	0	0	0	0	6	8	8	3	3	8	4	
D	8	3	8	4	3	8	3	4	2	3	8	3	8	9	2	8	8	

Summary of All Courses by Grade/Success/Retention

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		A	B	C	R	D	F	I	N	W	X		
0	P	4	2	0	2	5	2	0	0	2	0	3	
	h	8	6	4	1	0	9	0	0	5	4	8	%
	F	3	2	9	1	3	8	0	0	3	4	8	
0	P	6	3	7	2	7	2	0	0	7	0	8	
	h	2	2	1	1	0	3	0	0	5	0	4	
	F	0	3	1	1	5	0	3	0	3	3	2	
0	P	9	0	2	3	4	0	2	2	9	8	2	
	h	5	4	0	0	0	3	0	0	3	3	4	
	F	3	6	4	1	3	1	2	0	0	4	8	
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	F	0	8	4	0	7	2	0	0	6	2	6	
0	P	2	8	0	3	0	3	3	0	6	5	6	
	h	8	3	2	4	0	3	0	1	1	2	3	
	F	4	7	8	2	0	6	0	2	5	6	3	
0	P	8	3	6	1	6	4	1	0	0	9	8	
	h	8	6	1	2	2	2	0	0	2	5	8	

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Summary of GD 140 by Grade/Success/Retention

			A	B	C	R	D	F	W	X			
D 0	0	0	2	2	1	2	3	2	3	6			
		1	0	3	0	0	1	1	1	2			
		2	0	2	0	0	2	2	0	3			
	0	0	7	4	1	0	0	4	2	4			
		1	0	0	0	0	0	3	0	9			
		2	1	2	0	0	1	0	0	8			
	0	0	1	0	1	0	0	1	2	0	5		
		1	1	0	0	0	0	1	0	0	7		
		2	1	1	0	0	2	0	1	0			
	0	0	2	2	1	0	0	0	4	2	9		
		1	7	0	0	0	0	3	0	0	0		
		2	5	2	1	0	1	2	3	0	4		
	0	0	3	2	0	1	0	1	0	1	8		
		1	5	1	1	0	0	0	0	0	7		
		2	9	4	1	1	0	3	1	0	9		
	0	0	9	6	1	0	0	2	3	1	2		

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Summary of GD 141 & GD 142 by Grade/Success/Retention

C

R

			A	B	C	R	D	F	I	W	X		
GD 4	P	F	5	3	1	0	0	2	0	1	0	2	4%
		F	9	4	4	0	0	3	0	1	2	3	8%
	P	F	4	0	0	0	2	2	0	2	3	3	9%
		F	7	5	2	0	0	2	0	2	1	2	9%
	P	F	1	3	0	0	0	3	0	1	1	2	7%
		F	6	4	3	0	0	0	0	0	3	6	9%
	P	F	3	3	0	0	1	1	0	4	1	3	9%
F		2	0	0	0	0	3	0	0	1	6	9%	
GD 4	P	F	5	3	2	0	0	2	0	2	2	8	9%
		F	0	1	0	0	1	0	0	0	0	2	9%
	P	F	9	2	2	1	1	1	0	0	0	8	9%
		F	7	2	0	0	0	1	0	4	0	2	9%
	P	F	5	2	0	0	0	0	0	0	0	7	9%
		F	1	3	0	0	1	1	0	1	0	7	9%
	P	F	8	2	3	0	0	6	0	0	2	2	9%
		F	1	1	1	1	0	1	0	1	0	6	9%
	P	F	7	4	0	0	0	3	1	3	0	8	9%

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Summary of GD 144 & GD 145 by Grade/Success/Retention

			A	B	C	R	D	F	N	W	X		
							n		n		n		
D 4	D	S	3	1	1	0	1	3	0	4	1	6	%
		F	7	2	1	0	0	0	0	1	1	2	%
	D	F	2	5	1	0	0	1	0	0	0	3	%
		S	2	1	0	0	0	2	1	2	1	3	%
	D	F	5	1	0	0	0	3	0	2	1	2	%
		S	4	1	1	0	0	1	0	1	0	8	%
	D	F	7	5	2	0	0	2	0	1	1	8	%
		S	7	4	0	1	0	1	0	2	1	6	%
	D	F	7	5	0	0	0	4	0	2	1	9	%
		S	6	2	0	0	0	1	0	2	0	1	%
D 4	D	F	7	0	2	0	1	6	0	1	3	9	%
		S	3	1	0	0	2	3	0	4	1	3	%
	D	F	3	8	1	0	2	3	0	0	0	2	%
		S	4	3	1	0	1	1	0	1	2	3	%
	D	F	5	3	0	0	0	3	0	0	0	2	%
		S	1	2	0	0	0	2	0	2	3	0	%
	D	F	6	0	3	0	0	1	0	3	3	6	%
		S	2	4	6	0	0	4	0	4	2	2	%

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Summary of GD 147 by Grade/Success/Retention

			A	B	C	R	D	F	N	W	X	n	
D	4	P	2	0	1	0	1	5	0	1	0	3	%
		h	9	0	0	0	0	5	0	0	2	8	%
		F	2	2	1	0	0	4	0	3	0	3	%
D	0	P	3	2	0	1	1	0	0	3	2	8	%
		h	3	2	1	1	0	2	0	1	0	8	%
		F	2	2	1	0	0	0	0	0	0	0	
D	0	P	3	8	2	1	1	0	0	3	1	5	%
		h	2	0	0	0	0	1	0	2	1	3	%
		F	2	6	1	0	0	0	0	0	0	2	
D	0	P	9	3	0	0	1	1	0	3	1	8	%
		h	2	4	0	0	0	0	0	1	0	8	%
		F	1	0	2	0	5	0	0	2	0	0	%
D	0	P	0	0	0	0	0	0	0	0	3	3	%
		h	1	2	1	4	0	3	1	0	1	3	%
D	0	P	7	6	2	1	2	5	0	4	4	3	%

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Summary of GD 148, GD 149, & GD 150 by Grade/Success/Retention

			A	B	C	R	D	F	N	W	X		
D S	0	F	8	2	3	0	0	0	0	1	1	3	%
	0	P	8	0	2	0	2	1	1	1	2	2	%
		h	4	3	0	0	0	0	0	1	2	0	%
	0	F	2	5	1	0	0	5	0	3	4	0	%
	0	F	7	4	1	0	0	3	2	6	0	3	%
D P	0	P	2	2	2	0	1	3	0	1	2	3	%
	0	P	2	1	1	0	0	0	0	3	1	8	%
	0	F	0	1	0	1	1	1	0	3	0	2	%
	0	P	6	0	2	0	2	2	0	0	0	2	
		h	0	3	1	1	0	0	0	1	0	6	%
D B	0	F	7	1	1	1	1	5	0	0	0	8	
	0	F	3	0	1	0	1	0	0	0	0	2	
	0	P	3	3	3	0	2	3	0	2	1	2	%
	0	P	5	3	1	0	0	0	0	1	0	0	%
	0	h	8	2	0	0	2	1	0	0	3	6	

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Summary of GD 151 & GD 154 by Grade/Success/Retention

			A	B	C	R	D	F	I	W	X	h	
D S	0	β	7	2	1	1	0	0	0	0	1	2	%
		h	0	4	1	0	0	1	0	2	1	9	%
		F	3	5	2	0	1	1	0	2	2	6	%
	0	β	4	1	1	0	1	4	0	0	1	2	%
		F	9	7	0	0	0	0	3	1	1	2	%
	0	β	6	3	1	0	0	0	2	0	0	2	
		F	4	1	0	0	0	0	2	1	1	9	
	0	F	0	2	1	0	0	5	0	4	1	3	
D A	0	F	1	5	1	0	0	3	0	0	2	2	
	0	F	2	1	0	0	1	0	0	1	1	3	
	0	β	8	0	2	0	0	1	0	0	1	2	
	0	β	6	1	0	0	0	0	3	0	0	0	

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Summary of GD 240 by Grade/Success/Retention

			A	B	C	D	F	W	X		
D	0	S	9	2	0	0	0	0	0	1	
		h	1	0	0	0	0	0	0	1	
		F	3	1	0	0	2	0	1	7	%
0	0	S	0	3	1	0	0	0	0	4	
		h	3	0	0	0	1	1	0	5	%
		F	1	0	0	0	2	0	0	3	%
0	0	S	2	4	0	0	0	0	0	6	
		h	1	0	0	0	1	0	0	2	
		F	1	0	0	0	0	4	0	5	0%
0	0	S	3	0	1	0	1	2	1	8	
		h	1	0	0	0	0	0	0	1	
		F	1	0	1	1	0	0	1	4	0%
0	0	S	3	3	0	0	0	1	0	7	
		h	2	0	0	0	0	1	1	4	%
		F	4	0	0	0	1	1	0	6	%
0	0	S	3	0	0	1	0	2	1	7	

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Summary of GD 241 by Grade/Success/Retention

			A	B	C	R	D	F	W	X		
D 1	0	F	2	7	2	0	0	2	3	2	8	
		B	3	2	0	1	0	2	2	0	9	%
	0	F	4	8	0	0	0	3	1	0	8	%
		B	6	5	3	0	0	2	1	1	8	%
	0	F	5	4	3	2	0	2	4	1	3	%
		B	8	1	2	0	2	2	0	1	8	
	0	F	7	1	0	1	0	0	2	2	3	
	0	F	1	0	5	0	0	0	1	1	8	%
		B	8	0	0	1	0	1	1	3	2	%
	0	F	7	2	1	0	0	0	2	2	4	
		B	0	1	0	1	0	1	1	2	6	%

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Gender by Year/Term

		F		M		X			
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0	P	9		4		0	0%	3	%
	SI	9		8		0	0%	8	0%
	F	7	%	9		0	0%	8	
0	P	1		1		0	0%	8	
	SI	4		0	0%	0	0%	5	
	F	1	%	8		0	0%	5	
0	P	9		9		1	1%	9	
	SI	6		2	2%	1		6	
	F	9	%	9		0	0%	8	
0	P	1		9		0	0%	2	
	SI	8		9	1%	0	0%	7	
	F	0	%	7		0	0%	6	
0	P	5		8		0	0%	8	
	SI	2	%	1	1%	0	0%	3	
	F	8	%	6		0	0%	1	
0	P	0		0		0	0%	8	
	SI	0		2	8%	0	0%	8	

Graphic Design Courses by Zip Code

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0	♂	2		4	%	7	%
	♂	0		3	%	4	%
	F	0	%	4	%	2	%
0	♂	8		9		8	
	♂	4		6	%	3	
	F	8	%	9		0	
0	♂	2		0		4	
	♂	5		0	%	7	
	F	6	%	5		5	
0	♂	8		9		5	%
	♂	0		6	%	1	
	F	1	%	3		8	
0	♂	0		6		1	
	♂	0		4	%	4	
	F	0	%	4		5	
0	♂	1		4		9	
	♂	8		7	%	3	

Age Group Distribution by Year/Term

			En		En		En		En		En		En			
			%		%		%		%		%		%			
0	P	0	0%	9		4		6		6	2%	1	4%	3	0%	
	En	3		2		6	7%	8		1		0	0%	8		
	F	1	4%	0	2%	6		2	3%	6		0	0%	8		
0	P	0	0%	9		2	3%	9		8		0		3		
	En	2		5		1	7%	7	3%	3		4	1	4	0%	
	F	0	0%	2	3%	2		4		8	3%	5		5	2	0%
0	P	2	8%	0		8	3%	0		5		3		3		
	En	5		1		7	7%	7	3%	8		5	1	6	4	0%
	F	2		8	3%	3		3		2	3%	2	4	8		
0	P	2	9%	9		6	3%	4		3		0	5	2		
	En	1		9		5		0	0%	9		3	0	7	0	0%
	F	2		6	3%	8		3		6	3%	3	2	6		
0	P	0	0%	6		3	3%	5		3	0%	5		0	0%	
	En	0	0%	4		4	3%	5	3%	7		4		0	0%	
	F	0	0%	8	3%	4		0		0		6	1	3	1	3%
0	P	4	2%	7		8	3%	4		4		6		3		
	En	5	3%	3		5		5	3%	7		3		0	0%	

Ethnicity by Year/Term

		r																	
		R		R		R		R		R		R		R		R			
		%		%		%		%		%		%		%		%			
0	β	3	%	3		7		7		8		1	%	3		2		3	
	β ₁	7	%	0	0%	0		0	0%	2		0	0%	3	%	5		8	
	F	9	2%	6		6		2	%	3		0	0%	3	%	8		8	
0	β	9	%	1	%	5		2	%	1	%	0	0%	9	%	0		8	
	β ₁	7	%	1		8		0	0%	0	0%	0	0%	2	%	3		3	
	F	3	%	0	0%	5		0	0%	1	%	1	%	6	0%	8		2	
0	β	2	0%	0	0%	4		1	%	7	2%	1	%	6	%	4		2	
	β ₁	6		1		6		2		1		0	0%	4	%	4		6	
	F	1	5%	1	5%	8	%	2		2		2		1	%	7		8	
0	β	3	%	3		6		3		4		0	0%	3	5%	6		2	
	β ₁	5	%	2		5		0	0%	0	0%	0	0%	3	5%	7		7	
	F	2	%	0	0%	2		0	0%	0	0%	0	0%	3	2%	0		6	
0	β	3	4%	3		2		0	0%	0	0%	0	0%	7	%	6		8	
	β ₁	2	%	0	0%	2		0	0%	0	0%	0	0%	7	%	3		3	
	F	2	%	1	5%	4		0	0%	0	0%	0	0%	0	%	6		3	
0	β	4	4%	2		3		0	0%	1	7%	0	0%	8	%	0		3	
	β ₁	1	%	2		5		0	0%	0	0%	0	0%	3	%	2		3	

Educational Goals by Year/Term

			0								F													
		%		%		%		%		%		%		%		%								
A	9		5		5		6		5		5		6		3		2		3		%	3		
B	8		4		9		9		6		0		8		6		0		8			1		6
A	0	0%	2	8%	1	4%	3		1	4%	2		4		1	7%	0	0%	0	0%		2		4%
F	1		8		3		3		5		2		4		0		4		6			7		
V	3		3	5%	9		3		4	7%	2		9		2	2%	8		4			9		%
D	6		3		2		9		3		6	2%	6		7		4		0			0		
A	5	%	5		8		6	%	6		8		2	%	3		8		0	%		9		
H	0		3	0%	6		6		7		1		3		7		3		3			7		
H	4		4		3		3		3		1		2		5		0		8			4		
B	3	2%	0	0%	1	4%	0	0%	3		2		0	0%	1	7%	1	7%	2			6		
H	0	0%	2	8%	1	4%	2	8%	2	8%	0	0%	0	0%	0	0%	1	7%	0	0%		0		0%
H	3		3		9	%	9		8		8		3		5		0		7			1		6%
H	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%	0	0%		0		0%
V	3		8		8		7		9		8		2		6		8		3			8		

Awarded Degrees by Academic Year

Graphic Design	2005-06	2004-05
Associates in Arts	2	2

Data Source: SOCCCD Awards Management System, November 30, 2006

Awarded Certificates by Academic Year

Journalism	2005-06	2004-05
Writer Journalist	5	10

Data Source: SOCCCD Awards Management System, November 30, 2006