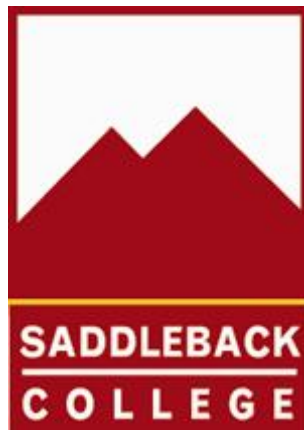


Saddleback College Program Review for Graphic Design



2011

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Program Review Team Members

Program Review Team Chair:

Karen Taylor

Program Review Team Members:

Chris Claflin

William Baldwin



Program Review Checklist

	Action
	Contact EPA Chair for orientation
	Form Program Review Team (PRT)
	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
	Solicit input from faculty and students
	Determine if additional research is needed
	Contact College Research Specialist if necessary
	Write Program Review report
	Submit report to Dean and EPA Chair for review
	Report submitted to Academic Senate for acceptance
	Report submitted to the President and the Vice President of Instruction
	Report posted to the EPA website
	Presentation to the Consultation Council



Section I: Program Overview

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

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 two full-time instructors, one of whom is acting department chair, and eight part time instructors. Historically an active, growing department with three 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, but are still one full time faculty member short of our original three full time faculty. We are a CTE program, training students to work and succeed in the rapidly changing graphic design and graphic communications fields. 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, software, and curriculum.

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, hybrid 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, the Foundation, 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. Application of skills to real-world projects like these benefit the students, the campus and the community, in turn.



1B uniqueness

The graphics department is proud to have a program that is both a career technical 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 currently 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 programs draw heavily from local high schools with students with little or no design experience as well as older professionals returning to retrain or gain skills in the latest graphic industry software. We also have a large number of students transferring from our programs directly to four-year design and fine art programs. We offer four certificates: illustration and animation, graphic design, computer graphics, and graphic communications.

Progress Since the Last Program Review

Since our last review we added new part time faculty. This has been a welcome addition, and we look forward to more growth and expansion for the program, classes and certificates, and to a return to our program operating with three full time faculty. We opened our screen printing and letterpress facilities to community education classes, which has brought more students into the full semester programs. We continued our Perkins funded student lab program with two tutors, and continued our outreach efforts to local high schools. We continue to strengthen our ties to industry through our internship program and our advisory council. We refreshed both the hardware and software in our three computer labs, which helps keep us current with the industry.

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, and design fundamentals. It is our goal to produce students who not only have the necessary computer skills, but also have gained traditional art and design theory, application, and production skills, as supported by our advisory committee.

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 design industry, digital printing technology, and division budget constraints.

Both the full-time and part-time instructors and the staff members have design industry and fine art 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."

Current Challenges:

The changes of technology and the design marketplace compel us to continually evaluate and reevaluate our program and certificates. At this time it is important to expand both our illustration and our animation programs to meet employment trends and demands for the industry. Design today obviously encompasses much more than traditional print and package design, it surrounds us on the internet, in film, on television, in fashion, and on the multitude of mobile devices that make up the most common information interface now for many people. The pervasiveness of design and animation for the web, as well as design for the newer mobile technology, make both of these exciting and viable design employment paths for our students. The addition of another full-time faculty member with expertise in mobile application design and animation is critical to the expansion of these programs. Our illustration program can be expanded to more completely encompass the many facets of illustration, editorial illustration, cartooning, product design, animation character design, book illustration, and illustration for fashion and the surf/skate industries that are so prevalent in our area. These two programs, which are currently linked in one certificate, should be separated into two distinct certificate programs – one in illustration, and one in animation. Both certificates could encompass existing courses in fine art, namely basic drawing, life drawing and color theory, as well as current and newly developed courses in the graphic design program. The balance of traditional design education with new technology expertise remains paramount in our program.

Our students deserve a fully staffed program that can meet their needs in preparing them for a career in graphic design. Another continuing 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 8-12 part-time faculty on 20 hours of support staff is inadequate in providing a stable, strong and safe learning environment.

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





Section II: Review Report

Faculty and Staff

Faculty and Staff

As of Fall 2011, the graphics department consists of:

Two full-time faculty, one also acting as department chair
Eight part-time instructors
One half-time instructional aide
One Dean (administrator)
Two grant-funded student tutors

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.

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.

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 11 results showed continued improvement.

Gender breakdown for all courses offerings over the past 6 years remained a fairly even split, with the latest data 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. This 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 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. We have a strong advisory committee, and an active internship program placing students in design studios and businesses in the area.

SECTION II

Facilities, Technical Infrastructure, and Resources

Graphic Design department currently 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:

- 2 computer labs each with 30 stations of Macintosh i7 iMac computers
- 1 lab with 18 stations of Macintosh i7 computers
- 2 flatbed scanners
- 3 color printers, and 3 black and white printers
- Computer projection equipment
- Wacom tablets for 26 stations

There are currently about 12 software programs being utilized for instruction:

- Adobe Master Collection (Photoshop, Illustrator, InDesign, After Effects, Dreamweaver, Acrobat, Bridge, Flash, Fireworks)
- Epson Scan
- Microsoft Office programs (Word, PowerPoint).



Section III: Needs Assessment

Human Resource Needs

We are currently one full time faculty short of what the department traditionally operated with prior to 2002. Another full-time faculty member with expertise in design for animation, web and mobile applications to expand our animation and illustration certificates is needed. The expansion of this part of our program is critical to our commitment to providing the most current design education to our students. The department also 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.

Instructional Needs

In the past two years we've continued to delete outdated courses, incorporate newer technologies, and create new courses to better serve our students and the marketplace they're entering. We've also added online courses, hybrid 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, digital and traditional illustration, design for mobile applications, web animation, and a course focusing on the business aspects of graphic design. Because the industry and technology change so rapidly we must be extremely flexible and innovative in our approach to graphic design instruction, and program certificates.

Research Needs

In addition to SLOs, the department conducts course, textbook, and faculty review surveys with students 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 have held successful annual meetings.



Technical, Equipment and Other Resource Needs

The Graphic Design program is continually faced with the challenge of maintaining industry-current technology, equipment, and other resources necessary for effective instruction. While the core concepts of effective graphic design, animation, illustration, web design and printing remain largely unchanged, the technology to effectively implement those principles continues to evolve rapidly. With a goal of providing our students with a valuable and relevant educational experience that will prepare them for the contemporary work world, it is essential that the Graphic Design program continually and actively update the technology, equipment, and other resources necessary to provide quality training. 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.

The impending retrofit of the ATAS building provides an incredible opportunity to remedy some of the nagging technical, equipment, resource needs of the Graphic Design program. Foremost is the need to install a new computer network, including an appropriate and dedicated server configured solely to service the Macintosh computers in our labs. This will remedy some of the on-going network issue with the old, inadequate existing network.

Furthermore, there is a pressing need to address and implement printing and printer management. Greater efficiency and cost effectiveness could be achieved with a different physical configuration of the printers, as well as dedicated software that which would manage student access to the printers. One solution is to gather this technology in a centralized printing center, located adjacent to the reconfigured computer labs. This printing center could also provide higher quality output, such as dye-sublimation printing, necessary for portfolio-quality prints.

Color management is a printing-related technical and equipment issue that must be addressed. Computer monitors utilize the RGB color model, while the color printers use the CMYK color model. While the use of two different color models is problematic for correct color rendition, its impact can be greatly reduced by implementing color management software and monitor calibration equipment.

Our students' success in acquiring employment in the graphic design and graphic communication industries is largely dependent on the quality of portfolio they show prospective employers. To achieve that goal, it is necessary to acquire a dry mount press, which used to produce professional-quality portfolio materials. A power-ventilated booth solely for spray adhesives is also required.



In our computer labs and classroom 108, there are computer projection systems that effectively project computer files on a screen. Unfortunately much of the important preliminary design work done (in the form of tiny thumbnail sketches and small rough sketches) by the students is hand drawn. With no means in which to display these sketches to the entire class, there is a lost educational opportunity. This pressing need could be simply remedied with the purchase and installation of a document camera (ELMO is a well-known brand) in each of the labs and classrooms.

A continual objective for this department is the outreach efforts to local schools and other local organizations and event in order to raise the profile of our program. In order to create an impactful presence at these events, a table top trade show display unit is needed.

The graphic design department seeks to expand its program's offerings in response to changing trends in the workplace, including courses that teach our animation and graphic design students how to design and build graphic projects that will be viewed and operable on mobile devices such as a smart phones and tablets. This will require the additional purchase of appropriate software, such as Adobe Air.

Our animation program is also targeted for expansion. Currently there is some dispute about the future of Flash animation as Apple has announced that they will no longer support Flash on Apple products. Clearly some other application will fill this void, and the replacement software will need to be purchased so our program can offer the necessary training.

Motion graphics, a recent and successful addition to the animation program, will continue to be a focus of expansion. Currently, we have seat licenses for After Effects (the software used to produce motion graphics) for just 2 of our 3 labs. We must purchase additional After Effects seat licenses for lab 115.

Lastly, the i7 iMac computers in TAS-227, 226, and 115 currently contain 4 gigabytes of RAM, the lowest amount recommended by Apple. For many software applications, this amount of RAM is adequate: unfortunately, animation software, such as Adobe AfterEffects, require more RAM to run effectively. It is essential to add an additional 4 gigabytes of RAM to all our computers.

Facilities Needs

The Graphic Design and Graphic Communications programs face some unique facility challenges over the next few years. In essence, there are two distinct phases to these challenges: 1) the relocation period during the retrofit to the



ATAS building, and 2) post-retrofit period when the Graphic Design program returns to its permanent home in the ATAS building.

With the gutting and retrofitting of the TAS building expected to begin in late Spring of 2013, the entire GD/GC department footprint – including labs, classrooms, and offices of equipment and supplies – will need to be relocated to an adequate facility for duration of that construction work.

With an expectation that the construction work will take 1 - 2 years to complete, it is essential that the temporary facilities be sufficient to provide the same quality of learning environment that is currently being offered by the GD/GC program. For example, the temporary computer labs that will be created must have adequate cooling and ventilation, and security. For operational efficiencies, it is necessary that all administrative spaces, labs, and classrooms be in close proximity to one another.

The need for continuity and commitment to the program through full staffing of full time faculty will only be more crucial during this first phase.

The second phase, wherein the Graphic Design program returns to its present location in the ATAS building, also has some pressing facility needs. Relocating both the 226 and 227 computer labs to the ground floor provides many opportunities to reconfigure the entire layout to achieve greater efficiency. As discussed earlier, a potential solution is adjacent labs, with centralized printing connected. The details of these facility changes will be addressed with the architectural firm charged with the retrofit.

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.



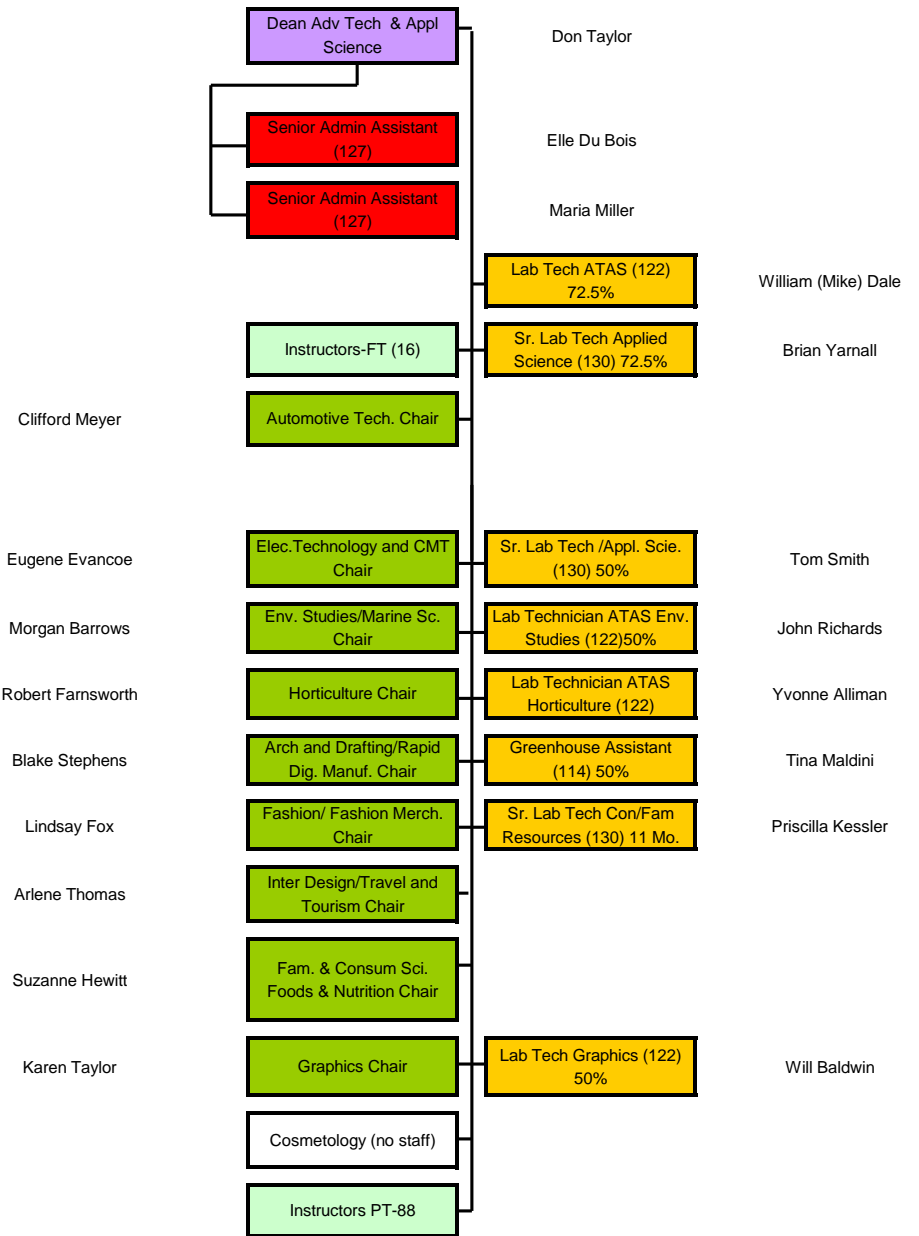
Section IV: Appendices

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. Program Review Data Sets**
- D. Others**



Advanced Technology and Applied Science Division

Other Full Time Instructors
R. Glen Stevenson- Mechanical Drafting/CAD
Horticulture (Vacant)
Lem Chin- Arch. Drafting
Darrell Deeter-Automotive Tech.
Alinde Herron-Inter. Design
Chris Claflin-Graphic Design
Diane McGroarty-Fashion
Lisa Inlow-Foods & Nutrition
Construction(Vacant)

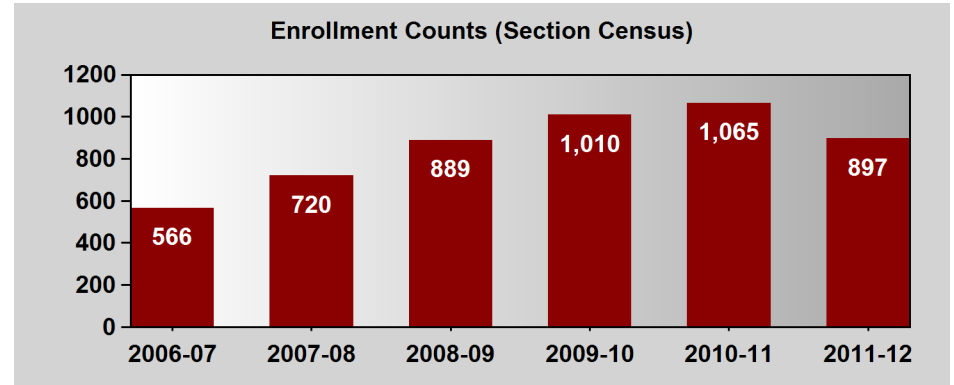
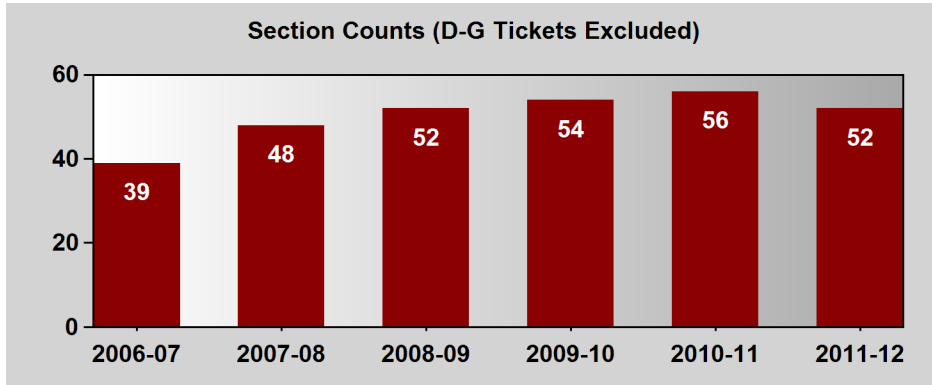


Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2007	2008	2009	2010	2011	
Administration	1	1	1	1	1	0
Bargaining Classified Staff FT						
Bargaining Classified Staff PT	1	1	1	1	1	0
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT	0	0	0	0	2	200
Student Workers						
Faculty FT	1	2	2	2	2	100
Faculty PT	7	7	7	8	8	



Saddleback College
Program Review Report
Division : Advanced Technology
Department : Graphics
Program : All
Detail by : Course ID





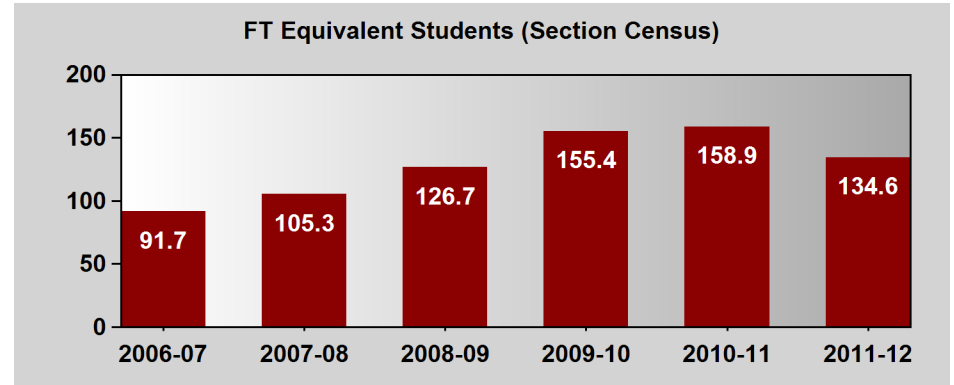
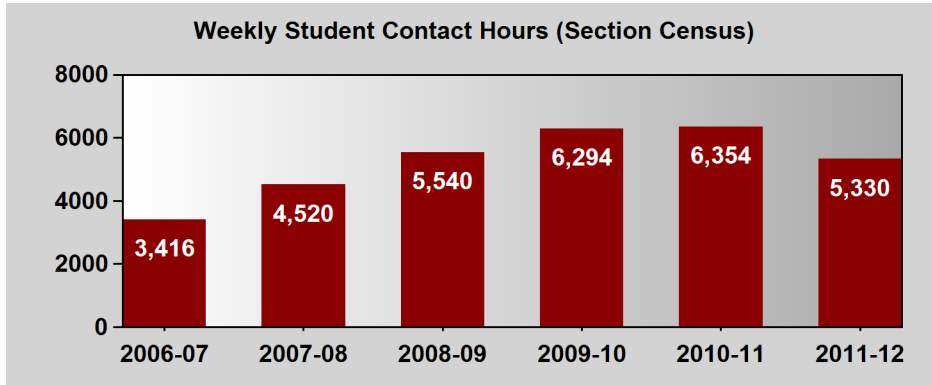
Saddleback College
Program Review Report
Division : Advanced Technology
Department : Graphics
Program : All
Detail by : Course ID

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168	2	3				
CWE 169	2					
CWE 180			1	3	3	2
GC 63	5	9	11	8	8	7
GC 101					1	1
GC 106						
GC 189				1	1	
GC 195	1	3	3	1	1	1
GC 210						
GC 289	2		1			
GD 140	4	3	5	6	6	8
GD 141	1	1	1	1	1	1
GD 142	1	2	1	2	2	2
GD 144	3	3	3	4	4	3
GD 145	1	1	1	1	1	1
GD 147	2	4	6	7	8	7
GD 148	1	2	2	3	3	3
GD 149	3	3	5	4	3	3
GD 150	2	3	3	2	3	3
GD 151	1	2	3	3	3	2
GD 154	1	2	1	1	1	1
GD 189	1	1				
GD 200		3	3	5	5	5
GD 210						1
GD 240	2	1	1	1	1	1
GD 241	2	2	1			
GD 289	2			1	1	
Total Sections	39	48	52	54	56	52

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168		1				
CWE 169						
CWE 180			1	2	2	1
GC 63	28	60	84	75	59	27
GC 101	11	17	4		21	10
GC 106						9
GC 189				21	25	
GC 195	20	30	36	12	13	10
GC 210						
GC 289	20		14			
GD 140	70	45	90	97	111	120
GD 141	12	17	19	14	14	21
GD 142	12	17	29	32	34	35
GD 144	56	33	37	64	83	62
GD 145	14	12	17	17	21	19
GD 147	54	133	174	181	250	191
GD 148	14	49	48	68	63	53
GD 149	71	63	63	76	61	53
GD 150	28	38	39	37	52	42
GD 151	22	35	64	67	45	44
GD 154	12	12	19	27	18	27
GD 189	16	11				
GD 200		109	117	169	156	125
GD 210						25
GD 240	18	16	19	24	10	23
GD 241	36	22	15			
GD 289	52			27	27	
Total Enrollments	566	720	889	1,010	1,065	897



Saddleback College
Program Review Report
Division : Advanced Technology
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Detail by : Course ID





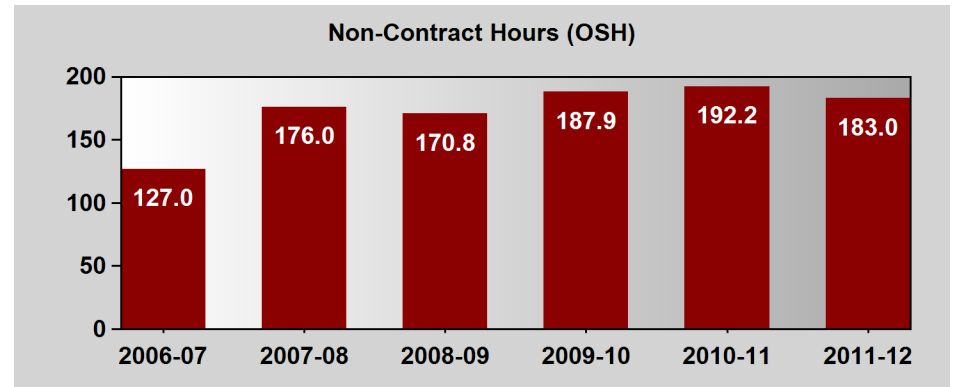
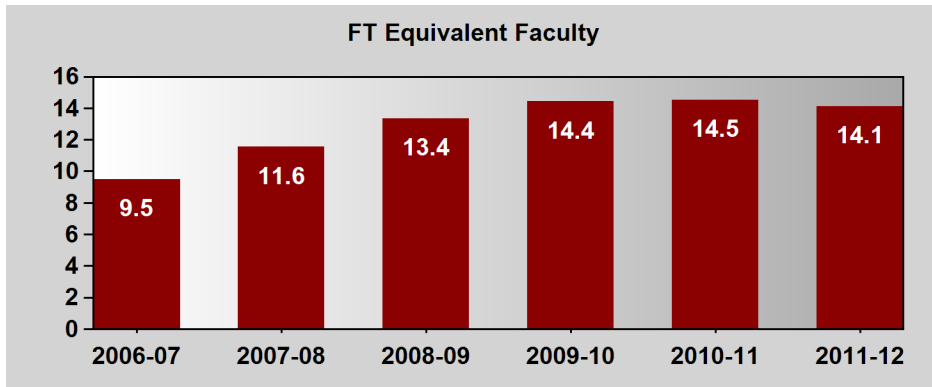
Saddleback College
Program Review Report
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Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168		5				
CWE 169						
CWE 180			5	9	9	5
GC 63	520	1,005	1,185	1,010	985	585
GC 101					105	95
GC 106						
GC 189				105	125	
GC 195	115	180	210	155	120	85
GC 210						
GC 289	91		70			
GD 140	460	360	620	685	735	845
GD 141	100	100	115	130	115	140
GD 142	80	110	150	195	195	205
GD 144	335	225	270	480	415	310
GD 145	90	90	110	130	130	130
GD 147	270	665	870	905	1,250	955
GD 148	70	245	240	340	315	265
GD 149	355	315	315	380	305	265
GD 150	140	190	195	185	260	210
GD 151	110	175	320	335	225	220
GD 154	60	60	95	135	90	135
GD 189	80	55				
GD 200		545	585	845	780	625
GD 210						125
GD 240	100	85	110	135	60	130
GD 241	180	110	75			
GD 289	260			135	135	
Total WSCH	3,416	4,520	5,540	6,294	6,354	5,330

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168						
CWE 169						
CWE 180				.1	.1	
GC 63	4.5	9.8	12.8	12.4	9.7	4.5
GC 101	1.9	2.9	.7		3.5	1.7
GC 106						1.5
GC 189				3.5	4.2	
GC 195	3.5	5	5.4	1.9	2.1	1.7
GC 210						
GC 289	1.7		2.3			
GD 140	11.9	7.6	15	16.5	18.9	19.6
GD 141	2.1	2.9	3.3	2.4	2.4	3.4
GD 142	2.1	2.9	5	5.3	5.7	5.8
GD 144	9.3	5.7	6.3	10.7	13.8	10.3
GD 145	2.4	2.1	2.9	2.9	3.6	3
GD 147	9.2	15	17.8	24.9	33.6	26.2
GD 148	2.4	7.8	7.8	11.3	10.3	8.8
GD 149	11.5	10.3	9.3	12.4	7.4	5.3
GD 150	4.9	6.3	6.8	6.2	8.5	7
GD 151	3.7	5.8	10.4	10.9	7.2	7.3
GD 154	2.1	1.9	3.2	4.5	3	4.5
GD 189	2.7	1.8				
GD 200		10.9	11.7	20.8	18.5	16
GD 210						4.2
GD 240	3	2.8	3.3	4	1.7	3.8
GD 241	6	3.8	2.6			
GD 289	6.9			4.7	4.7	
Total FTES	91.7	105.3	126.7	155.4	158.9	134.6



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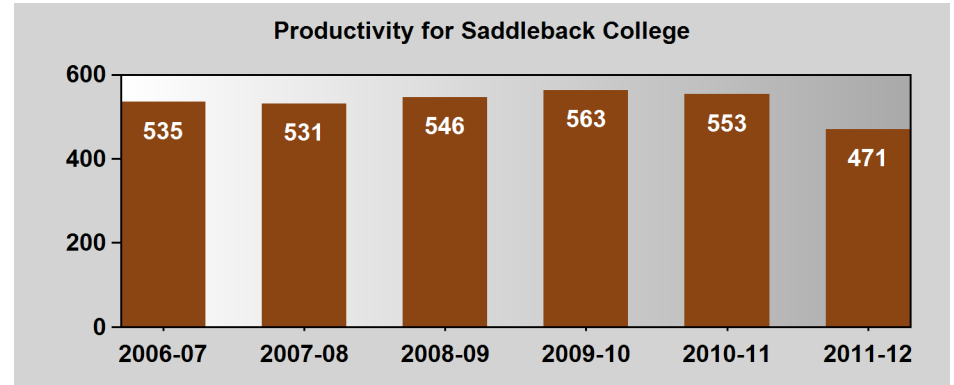
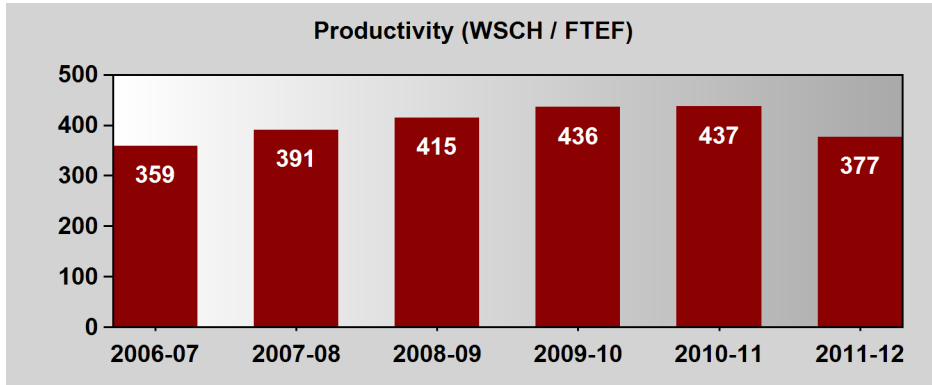
Saddleback College
Program Review Report
Division : Advanced Technology
Department : Graphics
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Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168						
CWE 169						
CWE 180						
GC 63	1.2	2.7	2.7	2.4	2.25	2.1
GC 101					.3	.3
GC 106						
GC 189				.3	.3	
GC 195	.29	.58	.58	.29	.29	.29
GC 210						
GC 289	.39		.3			
GD 140	1.2	.9	1.5	1.8	1.8	2.4
GD 141	.3	.3	.3	.3	.15	.3
GD 142	.3	.3	.3	.6	.6	.6
GD 144	.9	.9	.9	1.2	1.2	.9
GD 145	.3	.3	.3	.3	.3	.3
GD 147	.6	.69	1.29	1.76	1.89	1.59
GD 148	.3	.6	.6	.9	.9	.9
GD 149	.9	.9	1.5	1.2	1.07	1.07
GD 150	.6	.9	.9	.6	.9	.9
GD 151	.3	.6	.9	.9	.8	.6
GD 154	.3	.3	.3	.3	.3	.3
GD 189	.3	.3				
GD 200		.39	.39	.99	.99	.99
GD 210						.3
GD 240	.3	.3	.3	.3	.2	.3
GD 241	.6	.6	.3			
GD 289	.43			.3	.3	
Total FTEF	9.51	11.56	13.36	14.44	14.54	14.14

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168						
CWE 169						
CWE 180						
GC 63	20	45	43	40	40	35
GC 101					5	5
GC 106						
GC 189				5	5	
GC 195	5	6		2		5
GC 210						
GC 289	4		5			
GD 140	10	8	19	11	24	27
GD 141	5	5		3	3	3
GD 142	2	2		10	10	10
GD 144	15	8		5	8	5
GD 145	5	5		3	3	3
GD 147	5	20	25	31	30	25
GD 148	5	10	8	10	10	10
GD 149	5	7	18	18	3	5
GD 150	10	15	8	10	15	15
GD 151	5	10	15	15	13	10
GD 154	5	5	5	5	5	5
GD 189	5	5				
GD 200		15	15	20	15	15
GD 210						
GD 240	2		5		3	5
GD 241	10	10	5			
GD 289	10					
Total OSH	127	176	171	188	192	183



**Saddleback College
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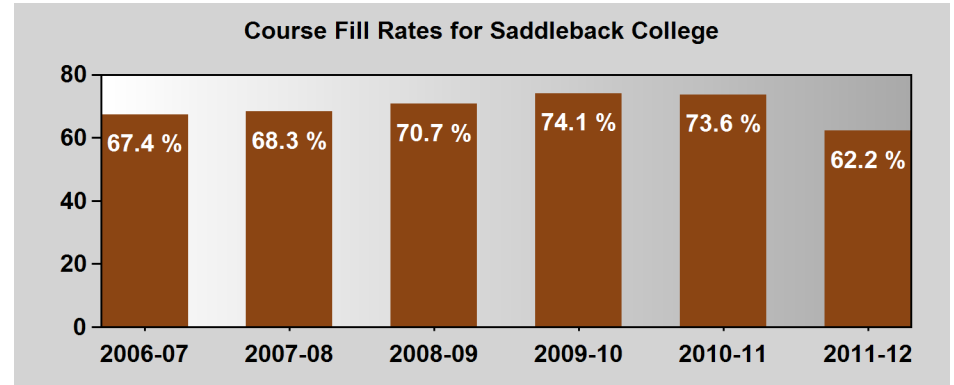
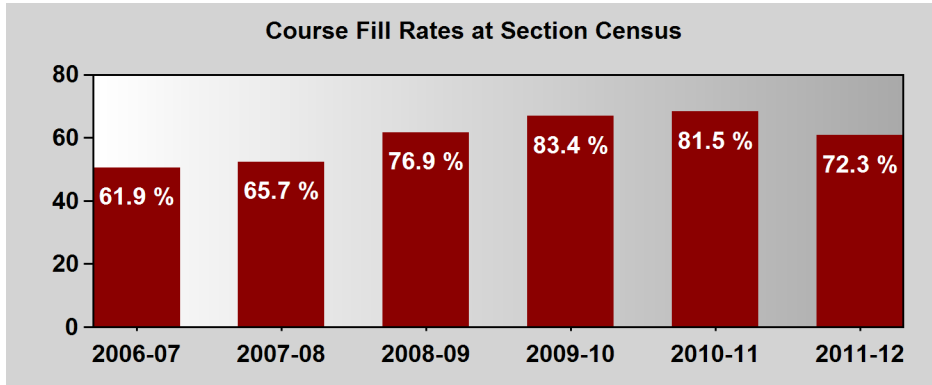


Saddleback College
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Division : Advanced Technology
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Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168						
CWE 169						
CWE 180						
GC 63	433	372	439	421	438	279
GC 101					350	317
GC 106						
GC 189				350	417	
GC 195	397	310	362	534	414	293
GC 210						
GC 289	233		233			
GD 140	383	400	413	381	408	352
GD 141	333	333	383	433	767	467
GD 142	267	367	500	325	325	342
GD 144	372	250	300	400	346	344
GD 145	300	300	367	433	433	433
GD 147	450	964	674	514	661	601
GD 148	233	408	400	378	350	294
GD 149	394	350	210	317	285	248
GD 150	233	211	217	308	289	233
GD 151	367	292	356	372	281	367
GD 154	200	200	317	450	300	450
GD 189	267	183				
GD 200		1,397	1,500	854	788	631
GD 210						417
GD 240	333	283	367	450	300	433
GD 241	300	183	250			
GD 289	605			450	450	
Productivity	359	391	415	436	437	377



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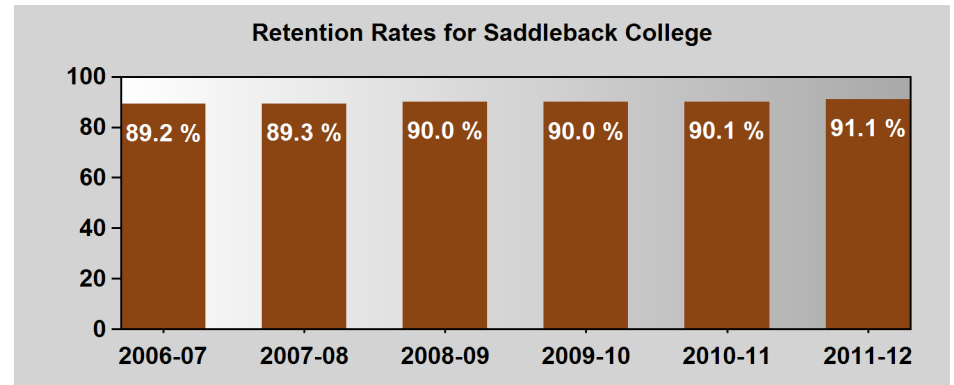
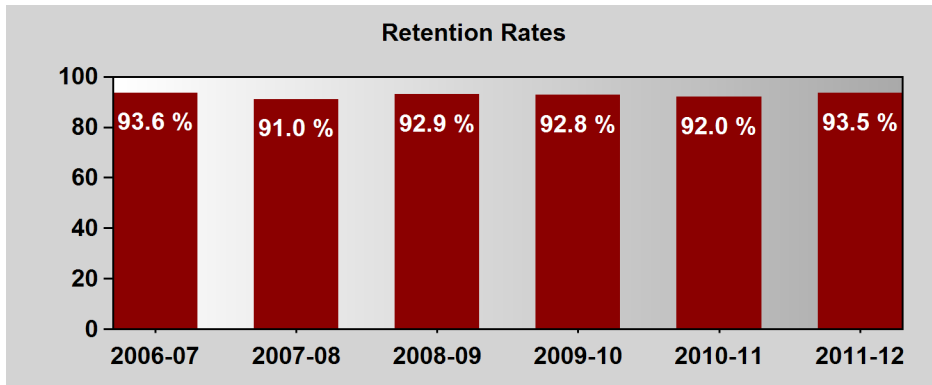


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Division : Advanced Technology
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Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168		.7				
CWE 169						
CWE 180			2.2	1.5	1.5	1.1
GC 63	22.4	26.7	28	33.3	26.2	13.5
GC 101	44	34	16		84	40
GC 106						36
GC 189				84	100	
GC 195	40	24	28.8	16	17.3	20
GC 210						
GC 289	36.4		46.7			
GD 140	70	60	72	64.7	74	60
GD 141	48	68	76	56	56	84
GD 142	48	34	116	64	68	70
GD 144	74.7	44	49.3	64	83	82.7
GD 145	56	48	68	68	84	76
GD 147	108	133	116	103.4	125	109.1
GD 148	56	98	96	90.7	84	70.7
GD 149	94.7	84	50.4	76	81.3	70.7
GD 150	56	50.7	52	74	69.3	56
GD 151	88	70	85.3	89.3	60	88
GD 154	48	24	76	108	72	108
GD 189	64	44				
GD 200		121.1	130	112.7	104	83.3
GD 210						83.3
GD 240	36	64	76	96	40	92
GD 241	72	44	60			
GD 289	86.7			108	108	
Course Fill Rates	50.5	52.4	61.7	66.9	68.3	60.8



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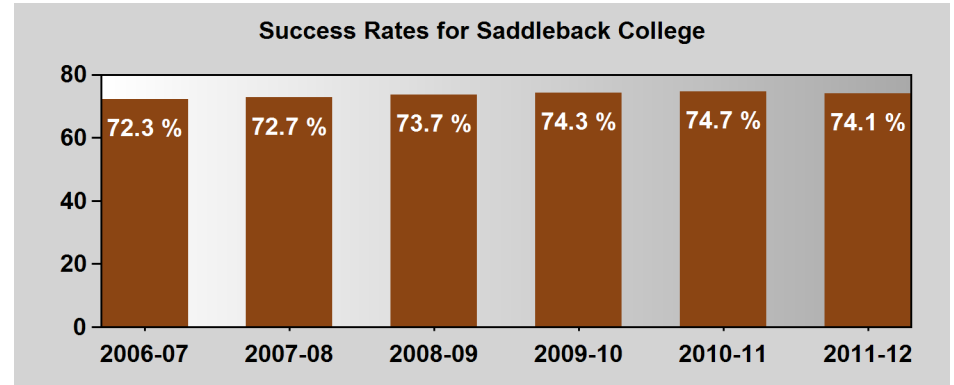
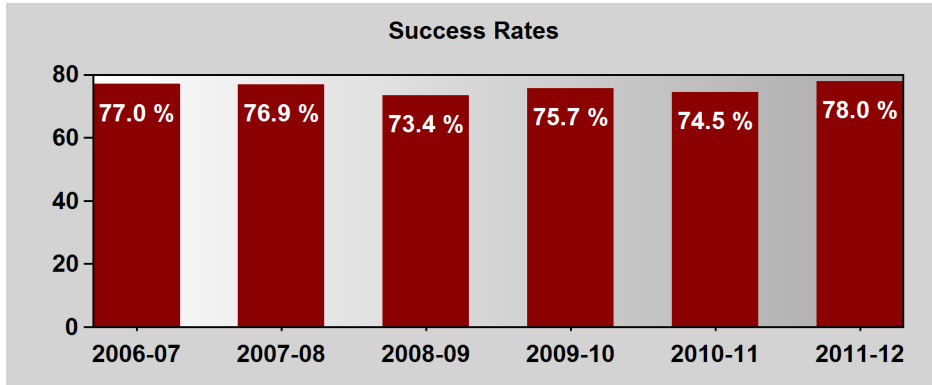


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Program Review Report
Division : Advanced Technology
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Program : All
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Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168	100	100				
CWE 180			100	100	100	100
GC 63	96.3	98.3	93.8	93.2	94.9	100
GC 101	100	100	100		100	100
GC 106						
GC 189				90	100	
GC 195	95	100	97.1	100	92.3	100
GC 289	100		92.9			
GD 140	94.2	90.9	92.9	93.3	93	89.1
GD 141	91.7	87.5	100	78.6	92.3	100
GD 142	90.9	94.1	96.4	86.2	81.8	93.8
GD 144	92.6	96.8	89.2	95.2	93.2	93.5
GD 145	100	81.8	94.1	100	90	
GD 147	88.5	83.6	90.8	91.2	91.7	94.3
GD 148	84.6	86.4	93	95.4	89.7	92
GD 149	95.7	95.1	98.3	92.6	91.2	92.6
GD 150	96.3	97.4	94.6	94.6	91.7	88.2
GD 151	85	82.4	93	93.3	88.1	82.4
GD 154	91.7	100	84.2	96.3	77.8	
GD 189	100	100				
GD 200		87.1	90.5	92.8	93.8	100
GD 210						88
GD 240	100	93.8	89.5	82.6	77.8	
GD 241	94.1	95.5	100			
GD 289	90.4			96.2	96	
Retention Rate	93.6	91.0	92.9	92.8	92.0	93.5



**Saddleback College
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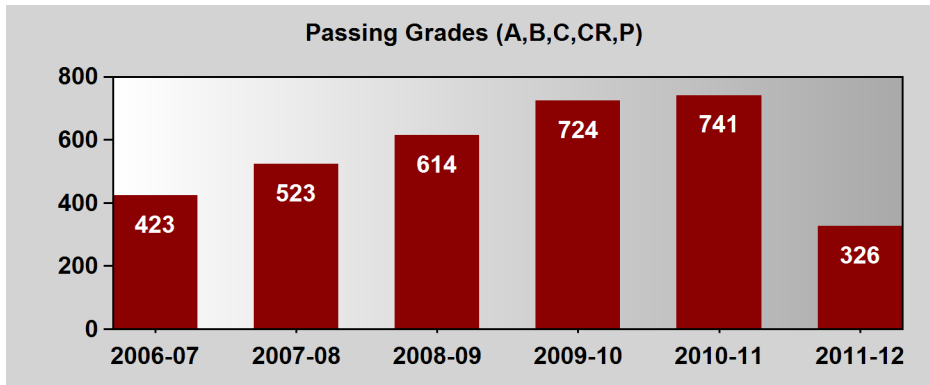


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Program : All
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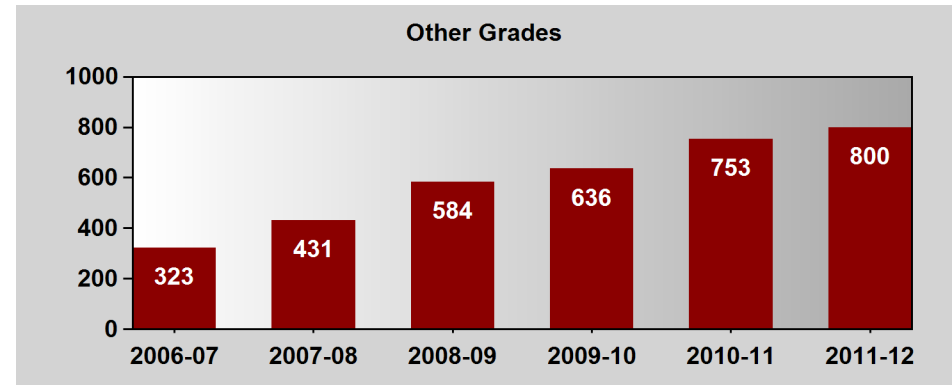
Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CWE 168	100.0	100.0	0.0	0.0	0.0	0.0
CWE 180	0.0	0.0	66.7	88.9	57.1	100.0
GC 63	92.6	83.1	91.4	87.8	94.9	100.0
GC 101	80.0	93.3	75.0	0.0	95.0	90.0
GC 106	0.0	0.0	0.0	0.0	0.0	0.0
GC 189	0.0	0.0	0.0	90.0	92.0	0.0
GC 195	85.0	93.3	73.5	75.0	92.3	77.8
GC 289	85.7	0.0	92.9	0.0	0.0	0.0
GD 140	75.4	75.0	72.6	80.0	81.0	73.4
GD 141	75.0	81.3	63.2	71.4	84.6	90.5
GD 142	90.9	82.4	82.1	75.9	81.8	68.8
GD 144	75.9	77.4	67.6	85.7	78.1	80.6
GD 145	76.9	72.7	70.6	82.4	65.0	0.0
GD 147	71.2	67.2	67.5	74.7	71.3	78.2
GD 148	69.2	72.7	72.1	78.5	77.6	92.0
GD 149	85.5	91.8	89.7	67.6	63.2	88.9
GD 150	81.5	86.8	67.6	64.9	66.7	70.6
GD 151	75.0	73.5	77.2	73.3	71.4	70.6
GD 154	75.0	100.0	68.4	96.3	61.1	0.0
GD 189	78.6	72.7	0.0	0.0	0.0	0.0
GD 200	0.0	59.4	57.1	66.4	67.4	72.9
GD 210	0.0	0.0	0.0	0.0	0.0	64.0
GD 240	94.4	81.3	78.9	65.2	55.6	0.0
GD 241	79.4	95.5	100.0	0.0	0.0	0.0
GD 289	50.0	0.0	0.0	69.2	72.0	0.0
Success Rate	77.0	76.9	73.4	75.7	74.5	78.0



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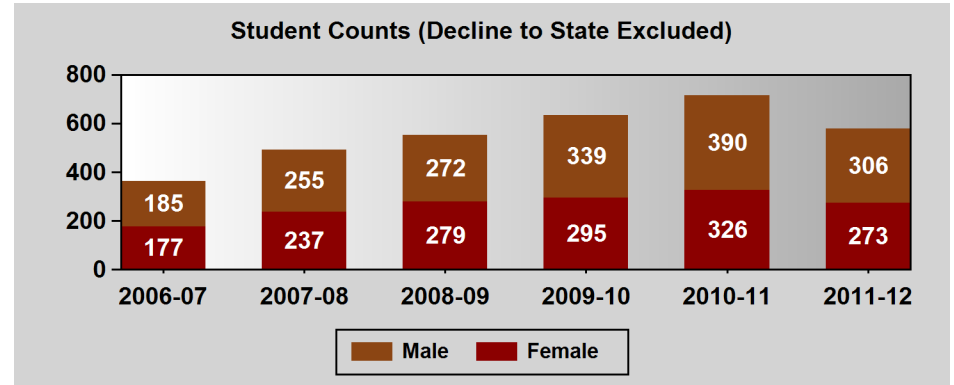
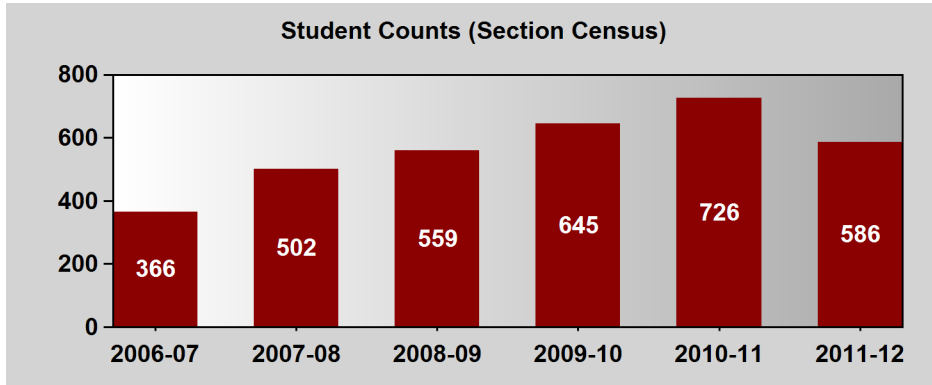
Passing Grades	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
A	263	325	398	460	468	198
B	89	107	133	172	179	74
C	53	60	57	77	76	49
CR	18	31	26			
P				15	18	5
Total	423	523	614	724	741	326



Other Grades	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Not Avail						453
D	21	16	24	30	35	13
DR	197	274	362	404	500	255
F	60	70	128	116	124	51
NC	10	10	11			
NP				17	12	1
RD					2	
W	35	61	59	69	80	27
Total	323	431	584	636	753	800



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Age Group	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
1.Below 18	9	22	27	27	29	11
2.18-21	173	200	229	278	311	260
3.22-29	92	152	150	182	200	172
4.30-39	34	63	67	68	76	56
5.40-49	24	34	50	40	58	44
6.50-59	25	21	27	43	38	38
7.Over 59	9	10	9	7	14	5
Total Students	366	502	559	645	726	586



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Student Counts by Ethnicity

Ethnicity	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
White, Non-Hispanic	187	276	317	375	442	351
Decline to state	70	61	54	66	47	32
Mixed Ethnicity	17	33	34	61	85	78
Mexican, Chicano, Mexican-American	27	41	44	49	37	34
Filipino	8	11	12	15	13	15
South American	11	8	15	11	11	10
Other Hispanic	7	10	14	11	11	7
Chinese	6	8	14	9	15	6
Japanese	6	10	10	10	10	6
Black, African-American	2	7	8	6	13	9
Korean	5	9	4	3	9	8
Vietnamese	3	3	2	5	10	13
Other Asian	4	1	7	6	6	5
American Indian, Alaskan Native	3	4	5	4	4	5
Other Non-White		6	7	5	1	
Indian Sub-Continent	2	3	4	3	4	2
Central American	3	2	3	3	4	1
Middle Eastern	4	4	2			2
Pacific Islander; Hawaiian		3	2	1	1	
Cambodian				2	3	2
Other Pacific Islander	1	2	1			
Total Students	366	502	559	645	726	586



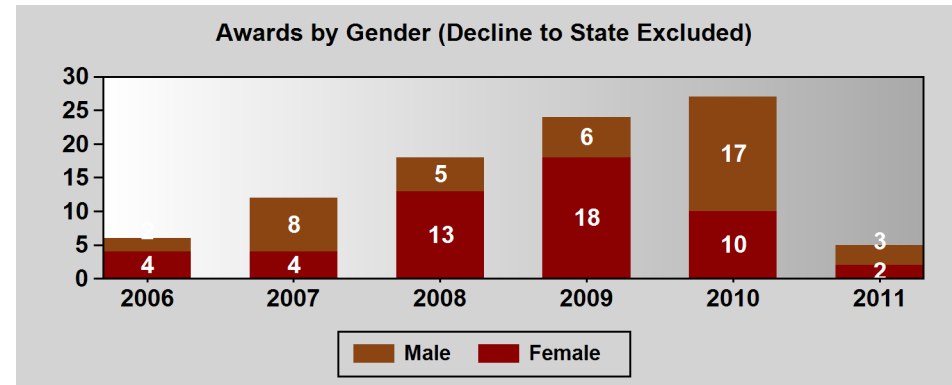
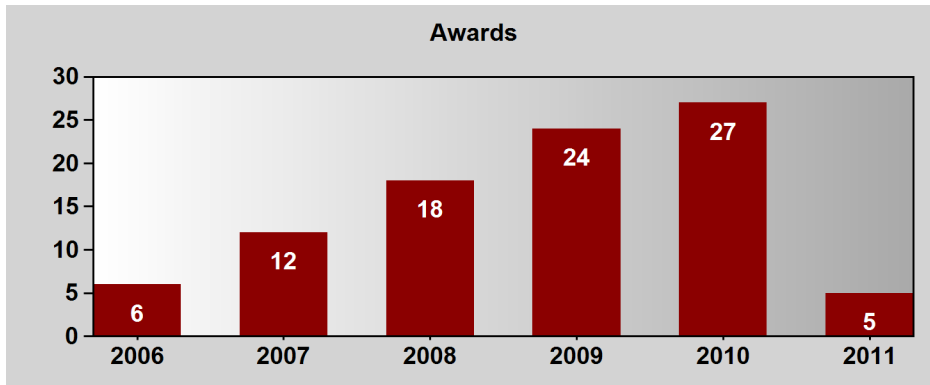
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Student Counts by Educational Goal

Educational Goal	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Obtain a Bachelor's degree after Assoc.	97	123	143	187	233	207
Undecided on goal	58	77	67	85	79	64
Prepare for a new career	35	48	62	53	57	59
Advance in current job/career	35	46	68	49	48	34
Obtain a Bachelor's degree w/o Assoc.	20	35	31	53	56	45
Personal Development	33	38	35	31	44	16
Discover/develop career interests	18	28	34	31	39	28
Obtain a voc certificate and transfer	26	40	31	28	21	19
Improve basic skills	14	24	26	29	35	18
Obtain a voc certificate w/o transfer	6	18	17	25	34	32
4 yr col std taking crs to meet 4 yr requirements			9	33	43	37
Obtain two-year voc. degree w/o transfer	12	14	11	11	14	15
Obtain a non-voc degree w/o transfer	7	8	11	19	15	10
Complete credits for HS diploma or GED	3	2	11	8	5	2
Maintain license	1	1	2	3	3	
	1		1			
Total Students	366	502	559	645	726	586



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Awards by Age Group	2006	2007	2008	2009	2010	2011
2.18-21	1	5	1	2	11	
3.22-29	2	3	6	13	6	3
4.30-39	1	2	2	5	4	
5.40-49	2	2	6		5	
6.50-59			2	2	1	2
7.Over 59			1	2		
Total Awards	6	12	18	24	27	5

Awards by Major	2006	2007	2008	2009	2010	2011
COMPUTER GRAPHICS	1	2	7	5	7	1
GRAPHIC COMMUNICATIONS		1	1	2	2	2
GRAPHIC DESIGN	4	7	8	14	9	1
GRAPHICS: ILLUSTRATION/ANIMATION	1	2	2	3		
Illustration/Animation					7	1
Unknown					2	
Total Awards	6	12	18	24	27	5



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Award Type	2006	2007	2008	2009	2010	2011
Associate in Arts		3	3	7	1	1
Associate in Science	1	2	2	4	5	1
Certificate of Achievement	5	7	13	13	21	3
Total Awards	6	12	18	24	27	5



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Staffing Counts (Instructors Assigned to D-G Tickets Only Have Been Excluded)

Employee Type		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
PART-TIME	Baldwin, Willie		1	1	1	1	1
	Ballo, Renata	1	1	1	1	1	1
	Barton, Bruce	1					
	Buchmiller, Michael	1	1				
	Caldwell, Avery	1	1	1	1	1	1
	Chuang, Rachele			1			
	Claffin, Christopher		1				
	Collins, Chris	1	1	1	1	1	1
	Couch, Anna	1	1				
	Fanelli, Tracy			1	1	1	1
	Gonsowski, Steven				1	1	1
	Gross, Jacqueline			1	1	1	1
	Hagner, Dirk	1					
	Marsh, Don	1	1				
	Sagen, Arthur	1	1	1			
	Schmidt, Eric	1	1	1	1	1	1
	Taylor, Thomas		1				
Total		10	11	9	8	8	8
Total		10	11	9	8	8	8