A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS

1. Internal factors:

   Strengths
   - Curriculum updated annually since 1990 based on industry changes and industry advice.
   - Strong core courses provide foundation skills required by advanced courses and transfer programs.
   - Enthusiastic faculty, including part-time instructors, brings knowledge of cutting-edge electronic design to the classroom.
   - The program continues to strive to provide state-of-the-art equipment and software applications in the IDEA (Inter-Disciplinary Electronic Arts) Center.
   - Degree options within the "Graphic Design" program that provide comprehensive training to students interested in interactive design, print design, production art, and illustration.
   - New Service Learning course provides internship opportunities and professional work experience for students in the program.

   Weaknesses
   - Graphic Design is part of every area of visual communication; the GRDS offerings grew around print media and have been adapted to include electronic media, thinning the course materials to cover a wider range of media. Course offerings should be reevaluated so that print-based visual communication is the focus of this program. Electronic visual communication should be moved to the New Media program.
   - Due to retirement of one faculty member there are now two full-time faculty members teaching in this program; the program relies on part-time faculty to teach approximately half of the courses each quarter.
   - Because perquisites are not enforced by Admissions and Registration, many students are ill-prepared and lack basic computer skills as well as basic software application knowledge which is necessary to succeed in GRDS courses. Instructors are required to spend time covering how to use the computer applications before they can teach the course content.
   - Foundation Art courses, Basic Design (ART 15A) and Color (ART 20A) may not adequately provide vocational skills for career-oriented students who need skills using digital media as well as traditional media such as paint and charcoal. Current practice in foundation art courses focuses primarily on traditional media.
   - Insufficient number of open lab hours for students to access computers to practice skills of the industry.
   - Insufficient tutoring for students with learning disabilities, language problems, or lack of computer skills.

2. External factors:
   - There has been a revolutionary change in the visual communication industry that requires ongoing curriculum revision, equipment upgrades, and faculty retraining to maintain currency.
   - We are in a geographic area that is becoming populated with multimedia/graphic design training institutions. Eight neighboring community colleges have recently developed similar curriculum; several have received major funding for equipment allocation. Fees-based institutions, such as UCSC-Extension, are able to provide the latest in technology to the students, and are attracting many of our potential and current students for whom the economy of studying at Foothill is not as attractive.
   - Visual Communication is based on media and that media is continually changing to reflect the technology that is used to make and distribute it. Because we are a program that teaches how to create with computer applications, it is imperative that we receive the funding to remain current. Our students need to work with the current software, of which upgrades are averaging 1.5 versions a year. This creates an enormous financial burden to stay current and provide technical support to meet student expectations.
a) Many students have their own computers and purchase applications that are newer versions than what is provided in the IDEA lab. This is frustrating for both students and instructors as files often cannot be exchanged.

b) Publishers of instructional materials and textbooks are very responsive to updating their materials and are often covering newer versions of software than we are providing.

- As equipment, software and course offerings are upgraded to maintain currency, faculty must also retrain to expand their skills to include the changing software and continually evolving forms of media which we teach. If we do not provide funding for the training of faculty in new media technologies, we are doing students as much disservice as not updating the equipment they use.

B. STUDENT SUCCESS EVALUATION
The graphic design department has improved its success and retention rates consistently for the past seven academic years. Our enrollment is going up consistently. The energy of the students and the enthusiasm for the subject of graphic design for print and digital media continues to increase.

In general, our students are older than the average Foothill student. Based on our knowledge, graphic design students do not use the success programs or services provided by the college as much as the average student. We do have some students who come through the adaptive learning program with requests for note takers or interpreters, and these services have been helpful.

C. STUDENT EQUITY/DIVERSITY ANALYSIS

- The GRDS program is highly sensitive to the needs of Foothill's diverse ethnic/gender populations, and is committed to improving the rate of student success in all of its classes. Every effort is made to develop classes that address the needs of visual communicators entering the workforce. GRDS classes are cycled through the schedule so that they are offered as often during the day as during the evening.

- Because they are learning visual communication, students complete assignments and classroom activities which require them to think in terms of cross-cultural communications; instructional materials and guest lecturers also bring cultural diversity into the classroom.

- Over 70 percent of our students are female and more than half of our students represent non-Caucasian populations.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
   - Enrollment in 2003-2004 will remain constant.
   - Because of our space and faculty limitations there is no direct value in increasing enrollment; instead a smaller more intense and individualized program will provide a higher quality environment to the students.
   - Number of students receiving degrees and certificates will increase by six.
   - Faculty will review the necessity of implementing prerequisites in order to maintain quality of course instruction.

2. Other Program Improvement Plans:
   - Continue to enhance and update the New Media and Graphic Design curriculum.
   - Continue to seek revenue to support necessary equipment and software purchases and faculty training.
   - Increase the visibility of the program to compete with newer, flashier programs and training institutions in our area.
   - Explore distance learning approaches for the curriculum.
   - Evaluate why the number of degrees issued has remained stable while the number of classes and the number of students in class has increased.

E. ENROLLMENT AND PRODUCTIVITY

- Enrollment in 1999-2000 will grow by zero to two percent.
- Number of students receiving degrees and certificates will increase by six.
F. SUMMARY OF RESOURCES REQUESTED:

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:

   Full-time faculty: there are two full-time faculty in graphic design. Professional development leave adjustments
   Fall 2003, Sabbatical, Carolyn Brown
   Winter 2004, Sabbatical, Kent Manske
   Spring 2004, Sabbatical, Kent Manske
   Fall 2004, Sabbatical, Kent Manske and Carolyn Brown

   Comments: Carolyn Brown and Kent Manske are full-time faculty in graphic design. There is one position open due to the retirement of Stan Ettinger in 2001-2002. This position must be filled with new talent to assist remaining faculty in covering this diverse and expansive discipline involving communications and technology. Changes in the graphic design discipline have required our two faculty members to teach a wider range of classes. An additional full-time position should be considered to meet the foundation and digital technology needs of the program.

   Part-time faculty: faculty from other departments, faculty emeritus, and part-time faculty teach approximately six classes a quarter. It has been difficult to find and keep part-time faculty in this discipline, although the failing economy has helped.

   Comments: We are lucky to have Joe Ragey teach one third of his load in graphic design and to have Stan Ettinger come back from retirement to teach drawing and cartooning classes one quarter a year. Other part-time instructors include Martin Jacobs, Michael Day, Ray Pajek, Bill Dunn, Rhoda Grossman, and Ryan Hanau, who bring extensive experience in the commercial world to their classes. Our main dilemma in this arena is that as the funding is cut for part-time faculty, the number of course offerings including specialized advanced classes will be drastically reduced. The added diversity of experience and expertise and the richness that all of our part-time faculty bring to our students is threatened. This could also affect our number of graduates and transfers, as student are not able to complete degree requirements in a timely fashion due to reduced class availability.

2. FACILITIES NEEDS:

   Upgrade of room 6106 to make it functional as a traditional media and multimedia classroom. This requires updated instructional computer, floor-to-ceiling wall treatment that will allow pushpin mounting of artwork. The room is exceptionally small for conducting courses where twenty or more students need workspace. Many courses enroll up to 30.

   New computer lab to accommodate upcoming faculty additions, more courses using digital technology, and curriculum expansion into new forms of media. This lab will also handle expansion in the Music, Photography, and Video departments.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:

   The current budget crisis is threatening our ability to update to current software and hardware as well as offer sufficient and convenient lab hours for students to successfully complete their course work. Without upgrading computer hardware we are asking students to work on computers that cannot handle the projects they are designing in class. Without updating our software we are forcing students to work with older version that do not prepare them adequately for professional employment. Without student and casual work hours supplementing our lab manager, we won’t be able to offer enough hours to make the PHOT 001 class transferable and maintain the high standards of the department. (Priority A)

   Traditional equipment also needs repair and replacement. Our current financial situation also does not allow for the maintenance and purchase of needed supplies. Although we recently upgraded the graphic design studio in room 1801, this is not a one-time situation; this new studio and the existing computer lab need continual upgrading and upkeep of equipment and supplies. We are investigating alternative sources of funding such as donations and grants. (Priority A)

   NEEDED:

   • Upgrade and expand the equipment available to give students a professional-level experience in both the traditional and digital areas of graphic design through purchase and donation.
• Retain our full-time laboratory technician so necessary for the repair, maintenance of equipment, ordering of supplies and oversight of our student workers and continue the current lab hours with student labor to allow students to fulfill their class requirements.
• Continue to replace and maintain worn and broken equipment and update both traditional and digital tools.

4. CAPITAL PROJECTS:
Our current computer lab is not keeping up with the changes in digital technology necessary for state of the art graphic design projects. We need to continually replace, upgrade, and update the equipment and software that our students use. When our computer lab relocates from the portable village in 2005, we will need to make the new facility a cutting edge computer graphics lab.
• Replace all remaining G3 Macintosh computers with G4 Macintosh computers
• Continue to install current versions of all graphics software on all computers in the lab
• Maintain and/or replace the color printers in the computer lab.
• Acquire ten digital still cameras for students to use in class and in the computer lab
• Acquire ten digital video cameras for students to use in class and in the computer lab
• Replace missing metal fonts and purchase additional metal fonts for studio 1801
• Establish a mentoring program

Evaluation of academic year 2002-03. Date of evaluation: April 30, 2003
List names of participants assisting in this program review.
Primary program contact person: Carolyn Brown Phone or email address: browncarolyn@fhda.edu
Full-time faculty: Carolyn Brown, Kent Manske
Part-time faculty: Joe Ragey, Martin Jacobs, Bill Dunn, Michael Day, Ray Pajek, Rhoda Grossman, Ryan Hanau
Administrators: Duncan Graham
Classified staff: Paul Zuniga
PROGRAM NAME: Graphic Design

DEGREE/CERTIFICATE OPTIONS AVAILABLE:

- AA in Graphic Design & Visual Communication
- AA in Interactive & Multimedia Technologies
- AA in Communication Arts & New Media
- Career Certificate in Graphic Design & Visual Communication
- Career Certificate in Interactive & Multimedia Technologies
- Career Certificate in Communication Arts & New Media
- Certificate of Completion Graphic Design & Visual Communication
- Certificate of Completion in Interactive & Multimedia Technologies
- Certificate of Completion in Communication Arts & New Media.

PROGRAM MISSION AND OUTCOMES:
The mission of the Graphic Design and Visual Communication Department at Foothill College is to provide the finest of instruction in the use of traditional and contemporary graphic arts techniques for the vocational and avocational student. We will provide a rich and thorough grounding in the skills and aesthetics of graphic design to allow our students to succeed in transfer and as commercial practitioners in the changing profession of graphic design.

A graphic design graduate would possess the following skills:

- Communicate effectively in the language of graphic design
- Appreciation of social, cultural and political impact of graphic design
- Appreciation of the potential power of graphic design to affect people’s lives
- Aesthetic awareness of contemporary and historical designs and their cultural significance
- Understand the design process from sketching to final comprehensive
- Abstract thought as relates to planning of a graphic design or portfolio
- Problem solving as pertains to creating original designs from sketching to final comprehensive
- Creativity through the development of original designs
- Understand and apply the concepts of composition
- Create unique graphic designs that communicate ideas to others
- Discuss and analyze visual communication
- Critique own and other students’ designs
- Competent visual and verbal self-expression
- Demonstrate computer proficiency
- Reproduce technical skills from lectures and discussions
- Design graphic arts for print media
- Design graphic arts for digital media
- Production of graphic arts for print media
- Production of graphic arts for digital media
- Analyze and use numerical data for print media
- Analyze and use numerical data for digital media
- Develop a portfolio of graphic design projects
- Demonstrate principles of professional presentation
- Understanding of professional standards in graphic design
- Interpersonal relationships developed in the community of the classroom
- Understand ethical issues including copyright
- Pursuit of life long learning due to the changing nature of graphic design

DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates

<table>
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<th>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</th>
<th>Desired Attributes: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
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<td>Knowledge/ Comprehension</td>
<td>Communicate effectively in the language of graphic</td>
<td>All classes but especially GRDS 36, 53, and 56</td>
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