FOOTHILL COLLEGE
Program Planning and Review
(650) 949-7240 | http://www.foothill.edu/staff/irs/

Program: Graphic & Interactive Design

* Please note that sections IV and X have changed from the 09-10 version. All programs are required to update these sections and may roll other sections forward if updates are not necessary.

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I. Department/Program Mission	
1. State the department name and everyone who participated in creating the comprehensive program plan.	GID- Graphic & Interactive Design Carolyn Brown, Kent Manske, Joe Ragey
2. State the program's mission. If you don't have one, create one.	The mission of the Graphic & Interactive Design Department at Foothill College is to provide the finest of instruction in the use of 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 & interactive design to allow our students to succeed in transfer and as commercial practitioners in the changing professions of graphic & interactive design.
3. Explain how the program/department mission is aligned with the college mission?	The GID department commits itself to providing access to outstanding educational opportunities for all of our students. The GID programs include basic skills, career preparation, lifelong learning, and transfer courses, the members of the GID department are dedicated to the achievement of learning and to the success of our students.

II. Department and Program Description & Data	

1. What are your hours of operation?	Our offices open at: 9:00AM Closed for Lunch: No ☒ or Yes ☐ If yes, when: Our offices closed at: 5:00PM

	Times offered: ☒Morning (6AM-12PM) ☒Afternoon (12PM-4PM) ☒Evening (4PM-10PM)	Locations offered: ☒FH Main Campus ☒Middlefield ☐Off campus	Types Offered: ☒In Person ☒Hybrid ☒Distance	Status Offered: ☒Credit ☐Non-credit
2. What types of classes do you offer, at what locations, and at what times?				

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Instructor	3	0	Teaching GID classes, developing GID curricula, supporting GID programs
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	Over the last 4 years, enrollment FTES and average class size has continued to grow in GID class size particularly in online and hybrid classes. The average online class now exceeds 35 students, up significantly and in some cases much larger. Best practices demonstrate online classes of no more than 30 provide pedagogically sound class size for online studio based graphic

	design classes. Certain studio classes have limitations of physical space and equipment and cannot accommodate more than 24 students. The market trends indicate a 34 percent growth in the next two years for entry-level jobs in graphic design fields. Trends show a need for increased class sections and class offerings. Part-time instructors may become more important for future expansion of the department. The computer and software needs continue to expand with the expansion of the program enrollment.
5. **Student Achievement**: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	GID has a high degree of students that complete the GID Studio based courses and multiple related transfer courses. Many students indicate a desire for additional course offerings at an advanced level. More students seek transfers to 4 years institutions in the current revised program. Data indicates a need for closer articulation with 4 years programs to ensure successful transfer of students. To increase student success we should initiate additional mentoring, tutoring and career counseling opportunities.
6. **Student Equity**: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	GID is an equal opportunity career field with balanced employment trends for students of all backgrounds. The underrepresented student population does not seem to exist within this occupation field or within the current GID program. To attract additional populations and increase numbers of students in existing populations we should increase outreach and marketing efforts beyond our immediate demographic.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	Current data for classes indicates that increased enrollment will require additional support utilizing both increased part-time and full time faculty. All new faculty should be certified and required to teach and develop curriculum for both online and F2F courses.
8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	Current data indicates a high success rate in online retention for GID classes. The entire degree can now be obtained through online classes. Student satisfaction appears to be high with a younger more technically educated student body adjusting to online classes faster then more established returning design students. Online student evaluations for our Studio series graphic design classes indicate a high student satisfaction, retention and success. Similar trend are also evident in student feedback and in GID social networking forums.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Additional trends indicate student interest in animation, popular culture design applications such as garment printing (T-shirt design), product graphics screenprinting, letterpress printing and best practices for operating a graphic design business

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Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Student Exit Portfolios	x	x	x	x
Advisory Group	x	x	x	x
Marketing	x	x	x	x
Peer Communication	x	x	x	
Student Communities	x	x		
Document GID History	x	x	x	

12. What is your plan for accomplishing your goals?

Department Operational Goals	**Activities**	
Student Exit Portfolios	Establish criteria including faculty/student procedures.	Secure student & faculty web server storage space for both portfolio and job search opportunities and internal/external marketing.
Advisory Group	Strengthen relationship with local advisory members. Provide stipend.	Network and share resources with other Fine Arts vocational programs.
Marketing	Unify and improve on existing marketing tools and distribution strategies including print, web, and social networking paths.	Secure student advise on strategies to improve information and presentation effectiveness.
Peer communication	Strengthen peer communication within department and with other departments via more face-to-face meetings.	Set up system to share resource. Work with other departments to produce year-long schedules as GID has done for 7 years.
Student Communities	Set up and advise student clubs and social networking sites with the assistance of students. Market these opportunities and encourage participation in these and existing professional practices activities sponsored by GID.	Offer year-long classes that meet monthly or bi-monthly.
Document GID History	Create data-based driven web archive of the history of work produced by students and events/activities put on by GID at Foothill College.	Set up a system for easy upload of new work and information to data-base by faculty and students.

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13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.
Labor	**A. Software Programming** Need web-programmer to help set up data base driven student exit portfolio site. Completing GID 61 and producing an Exit Portfolio is a requirement for graduation. Students learn how to market themselves for employment. **B. Advisory Group** Request Division Level support to manage Advisory Group communication and meeting scheduling. We recommend Division level support so a system is created to assist management of all Fine Arts Vocational Advisory groups. Faculty need help with this aspect of department management so as not to interfere with our teaching responsibilities. Maintaining an active and engaged Advisory Group is time-consuming. **C. Marketing** Need graphics/web designer to work with faculty to design, produce and distribute marketing collateral. **D. Student Communities** Need a faculty assistant to set up, facilitate, monitor and manage student communities. **E. Document GID History** Need graphics/web designer to work with faculty to set up digital archives and establish collect ion and manage procedures for future management.	**A. Software Programming** Exit Portfolios on-line will both Build our Community of Scholars and assist in Operations Planning by assisting faculty with better understanding of our students achievements and challenges. Resource = Hired labor. **B. Advisory Group** Forming a responsive advisory group will Build our Community of Scholars and supports student learning by better understanding current industry needs as communicated by advisors. Resource = Hired labor. **C. Marketing** Marketing efforts will both Build our Community of Scholars and assist in Operations Planning by assisting faculty with shared decision making about our program and how it can best serves student needs. Resource = Hired labor. **D. Student Communities** Student communities assist Operations Planning by helping to maintain communication with a base of students who keep active in their degree pursuit. This benefits student learning as students seek to work more collaboratively with each other and to solve problems and answer questions together. Resource = Hired labor. **E. Document GID History** Supports Building a Community of Scholars by unifying and publishing collective history in pursuit of academic excellence. Tool for faculty to review what is working and what is not working. Documented history provides students examples of work that they can achieve through focused and dedicated study. Resource = Hired labor.
Equipment	A. **Dedicated GID Server** A secure student & faculty web server provides storage space for both portfolio and job search	A. **Dedicated GID Server** Assists with Operations Planning and sharing of resources. Will benefit faculty management of data that will serve every

preparation classes. It provides opportunities and internal/external marketing. It provides storage space for the large volume of files needed to be stored by GID faculty to teach existing classes. Faculty laptops can be backed up to server for file security and protection.

B. **Web Hosting**
Off campus websites that serve classes and department marketing require funding for Web Hosting and Site Registration. Examples of GID websites include: http://www.bookartsjam.org and
http://www.bayareabookartists.org which serve professional practice classes like GID 94: Book Arts Professional Practice.

GID class and make teaching more efficient. Resource = equipment managed by GID or server space provided and managed by college or district.

B. **Web Hosting expenses**
Supports Building a Community of Scholars by unifying faculty and students in information management and marking efforts. Students have real world responsibility of managing sites while department benefits from public exposure to our program offerings. Resource = Budget for web hosting.

Marketing & Public Relations

A. Printing Budget
The design of printed documents are not only what we teach but are effective marketing tools for our programs. Budget for printing will provide us to print and distribute publications including our year-long schedule, program brochures, handouts for distribution at public events and signage for exhibitions and events.

B. Exhibitions
Exhibitions of student work foster community by sharing works of graphic design with the public and other students. Exhibitions include three Student Exhibitions per year at Foothill College Library Gallery and special exhibitions at the Campus Center, KCI Gallery, Media Center Gallery, IDEA Center Gallery and Appreciation Hall Display cases.

C. Institutional Memberships
Institutional memberships provide information and access to vocational, professional and teaching materials. Also introduces our program to other professional organizations benefiting our marketing efforts.
Examples include:

A. Printing Budget
Assists in Operations Planning assisting faculty in keeping our program in the eyes of the public which results in student enrollment. Aids students in understanding our program and offerings. Provides students opportunity to design promotional tools for department initiated events. Resources= Print budget.

B. Exhibitions
Assist in Building a Community of Scholors by advocating what our students and classes produce is important. Students see each other's work providing confidence and support. Resources= Funding for:
- signs and sign materials
- framing, matting materials
- paint for pedestals
- printed postcards and exhibition announcements
- hanging materials and tools

C. Institutional Memberships
Assists in Operations Planning assisting faculty in keeping our program in the eyes of the public providing valuable department management tools
Resources= Budget for memberships.

	Graphic Artists Guild Western Art Directors Association College Book Arts Association		

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	The GID 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. GID classes are cycled through the schedule so that they are offered as often during the day as during the evening and on weekends. Because they are learning visual communication, students complete assignments and classroom activities that require them to think in terms of cross-cultural communications; instructional materials and guest lecturers also bring cultural diversity into the classroom. According to our 2002-03 Program planning review, over 70 percent of our students are female and majority of our students represent non-Caucasian populations.
2. How does your curriculum respond to changing community, student, and employer needs?	The courses in the GID program are continually updated to include the latest versions of graphic software used in the profession. In addition to updating software to be current with the profession, GID routinely incorporates new approaches to design theory, design application, and media formats in all our courses.
3. How does your curriculum support the needs of other certificates or majors?	The GID curriculum includes classes that are required or are supportive of other arts and computer training certificates and majors. GID 01 is a GE course.
4. Do your courses for the major align with transfer institutions?	Although the GID program is primarily vocational, many GID courses are transferrable to UC, CSU and private institutions.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	The second and third courses in the core GID sequence, GID050, GID051, and GID052 have appropriate and necessary prerequisites to provide the students with the necessary skills to enter the class, maintain the quality of the program, and prepare students for graduation or transfer. Courses in the printing arts sequences have appropriate and necessary prerequisites to maintain the quality of the program and to assure the safety of the classroom. To provide multiple points of entry into the GID program, other classes in the GID program do not have prerequisites.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	The rewriting of the GID curriculum in 2005 resolved addressed these deficiencies.

7. Does your program offer distance education courses?	GID offers distance education options for all course required for the GID AA degree and most GID certificates. Distance education is offered via Etudes.	
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Effective interaction between students and faculty in distance education is provided through Discussion forums, Chat rooms, announcements and private messaging in the Etudes online classrooms. Students and instructors are required to communicate with the entire class at least twice a week in the Discussion forums. Chat rooms sessions are scheduled to provide times when students can receive instant feedback from the instructor or other students. Private messaging facilitates one-to-one communication between instructor and student or student and student.	
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	1. Students must post all their work in a public Discussion forum. 2. Students must post comments to other students in a public Discussion forum.	
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)		
10. What college skills should a student have before entering your program?	1. Functional literacy 2. Goal setting 3. Time management	
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	N/A	
12. In what ways are you addressing the needs of the college skills students in your program?	Our AA requirements include English proficiency: English 1A, ESL 26, or equivalent. Mathematics proficiency: MATH 103/105 or equivalent. We refer students to appropriate college skills classes in the area of math English or ESL.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	We refer students to appropriate college skills classes in the area of math English or ESL.	
Program Mapping		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	GID 050 Graphic Design Studio 1 GID 051 Graphic Design Studio 2 GID 052 Graphic Design Studio 3	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	The student learning outcomes of each subsequent course are directly built on the material covers, and work accomplished in the prerequisite course. One textbook is used throughout this sequence of courses, at the end of the sequence students will have completed the textbook and produced a body of artwork showing their growth as graphic designers.	

16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	GID 052 Graphic Design Studio 3 – Applying all learned graphic designed skills to create and produce a complete design and marketing campaign. GID 061 Portfolio – Assembling of all professional quality samples for employment and exit portfolio

Course Scheduling & Consistency	
17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	The GID department has always, and will continue to make all GID classes available in the morning, afternoon, evening, weekends, and year-long classes, as well as through distance education. Each course is offered at least two different times or through distance education every year.
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	Required courses are scheduled in appropriate sequence to support students who intend to complete the program in two years. GID 050, the entry class is offered every quarter. The courses in the GID core sequence, GID 051 and GID 052 are offered twice a year and every spring, respectively. Other courses required for the GID AA degree are offered at least twice a year. Scheduling courses this way makes it possible for a student to start the program in any quarter, and continue through the program registering for a full load of degree relevant classes in each subsequent quarter for two years.
19. How does the department determine that classes are taught consistently with the course outline of record?	Each GID class is taught by the instructor, or with materials created by the instructor, who wrote that class's course outline or record. Faculty share samples of student work with other faculty. Faculty members welcome their peers to sit in on classes. Course materials are shared between instructors.

Summary of Planning Goals and Action Plans	
20. What are your goals with respect to curriculum and how will those goals be measured?	The curriculum goals of the GID department are to update GID classes to keep current with new software versions. Revise design theory and application were needed to keep current with industry trends, and to continue to add multi-cultural content to all GID classes.

21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Dedicated server space	To house student portfolios	Build a community of scholars, putting access into action to promote real-world learning

| Instructional Facility Improvements | Door entry/exit system on back door
Press safety guards
Paper cutter safety guards
Vent in darkroom
Window exhibition display system
Door stop on back door
Interior shelves
Exterior shelves
Chalk glass tabletop in 1802 | These facility improvements will assist in instruction, student learning and improve safety. | |

| Instructional Equipment-New | **A. T-Shirt Printing Press**
Odyssey 4100B, 4-Color, 1-Station, $1775

B. Flash Dryers for Garment Printing
3 units at $600 each = $1800

C. Photo Polymer plate maker
Interflex A4 Platemaker, $5400

D. Screenprinting Vacuum Exposure System
Nuarc MSP 3140 CTS, 23 x 31", $3400

E. Epson ink jet printer for digital film, $1800

F. Digital Drawing Tablets
31, Cintiq 12WX LCD Digital, $31,000

G. Additional
24 Drawing table covers, $600
24 24" x 36" cutting boards, $1200
25 book toolkits including awl, $540
Pantone Color Books, $600
air brush, $80
belt sander, $140
6 metal files, $120
blanket set for etching press, $450
screenprinting vacume frame, $700
20" ink roller, $400
press rollers for platen press, $400
6 metal ink knives, $90
letterpress leading, $1200
paper soaking tray, $280
matt cutter, $300
book press (nipping press), $2400
sewing frames, $320
safety face shield, $16
water apron, $24
paper press (Aardvark 12-Ton), $1500
screens for paper making, $800 | Every item here help GID courses fulfill facility and special equipment requirements specified in course outlines. All contribute to student learning and many are for safety purposes.

A. Integral to printing courses. Currently using borrowed and equipment purchased by the
B. Integral to printing courses. Currently use hand help hair dryers, not vocationally smart.
C. Integral to letterpress printmaking courses. Primary course in teaching typography and printing.
D. Integral to most printing courses. Current unit is 30 years old and is becoming a safety concern.
E. Integral to most courses involving printing. We use inkjet printers rather then toxic darkroom chemicals.
F. Integral to digital image creation, manipulation and editing processes. Replaces outdated WACOM tablets. GID, PHOTO and ART classes. Improves instructional and student ability to use digital software tools.
G. Serve classes using classroom 1801 |

Instructional Equipment - Replacement	**Instructional CPU in 1801** Imac 27-inch: 2.66GHz, $2000 **Student CPU's in 1801** 2, 27-inch: 2.66GHz, $2000 each **Compressor for screen exposure unit**, $450 Safety issue!	Instructional workstation and student workstations (2) are primary teaching tools for this multimedia classroom. Current workstations do not support current CS4 software we use in IDEA Center and hampers teaching and learning. Compressor drives equipment and is becoming a safety concern. Instructor spend a lot of time repairing old, unsafe equipment.

Instructional Equipment-Repair	Damaged screenprinting screens, $320 Fix broken cabinet locks, $NA Replace broken glass on light table, $140 Replace broken plexiglas printing plates, $80	Screens are not usable for instruction. Students currently need to share.
------------------------------------ Safety & Haz Mat Supplies	------------------------------------ Collection, disposal storage containers, $210 Ink storage system, $260 Labels & stickers, $45	------------------------------------ Student safety and meeting District, County and City regulations.
------------------------------------ Instructor Supplies, annual	------------------------------------ A. Instructor demonstration arts supplies, $160 B. Instructor demonstration tools, $40 (new and replacement)	A. Instructor needs to demonstrate supplies required by students B. Instructor needs to demonstrate tools required by students ------------------------------------
------------------------------------ Studio Supplies not covered by materials fees, annual	Ph level tester paper towels household detergents for inks developer non-hazardous chemicals sponges & brushes mat board labels, tape, signage office supplies Annual expense, $650	

IV. Learning Outcomes

Student Learning Outcome and Program Learning Outcomes Assessment

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.

2. **Program Learning Outcomes** in this section will be updated annually and posted on the Learning Outcomes webpage.

• **Intended Program Outcome 1**: Students will understand the design process from sketching to final comprehensive.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce ☒
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success *What are the criteria for success? What tools will be used to establish and measure success?*	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?*
• *Communication*	Students who have completed the core courses will be able to express their design ideas through sketches and final comprehensives.	More than 50% of students are unable to articulate why their design ideas and sketches are successful or fall short.	Students need more practice articulating why their ideas work and fall short (do not work). Additional practice here will make them generate better ideas at the start of the design process. Students do not develop their sketching skills to the extent that they can use sketching as a form of communication. We need to reinforce the importance of sketching in all studio classes.
• *Computation*	Students who have completed the core courses will be able to analyze numerical data for print media.	50% of students unthread copy into small blocks of type to move around rather than do the math.	Students are not capable of basic operations of setting up layout grids including margins, columns, gutters and bleeds on

			pages, spreads and master pages and basic operations of setting up typographical page hierarchy. Specifically using combinations of type size, leading and paragraph space before/after to make complex information readable.
• *Critical Thinking*	Students who have completed the core courses will be able to conceptualize design solutions for a variety of communication problems.	More than 30% of students are unable to brainstorm ideas and produce sketches or maind-maps that explore a range of conceptual solutions.	Students need more practice brainstorming ideas based on a project briefs. Students need more confidence that sketching and mind-mapping a wide range of ideas/connections/ solutions leads to conceptual solutions that can successfully solve the communication problem.
• *Community and Global Consciousness*	Students who have completed the core courses will understand the professional standards in graphic design.	Less than 20% of students complete an internship as part of the GID studies.	Students have a limited understanding of professional standards. Increased internship opportunities is important for students to experience real-world professional standards.

• Intended Program Outcome 2: *Students will be able to create unique graphic designs that communicate ideas to others.*

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☐	Transfer ☐	Workforce ☒
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success *What are the criteria for success? What tools will be used to establish and measure success?*	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?*

• *Communication*	Students who complete the GID program will be competent at visual self-expression.	Less than 70% of the students are spending the appropriate amount of time on their coursework. Many students are not practicing communication skills that will enable them to articulate their ideas.	Students who spend the appropriate amount of time on their coursework are competent at visual self-expression. Some students do not invest the required time outside of the classroom. Students need more practice articulating why their ideas work and fall short (do not work). Additional practice here will make then generate better ideas at the start of the design process.	
• *Computation*	Students who complete the GID program will be able to demonstrate computer proficiency and reproduce technical skills from lectures and demonstrations.	More than 50% of students do not retain important computer skills after the completion of a class.	Students demonstrate computer proficiency as they complete projects in each a class.	
• *Critical Thinking*	Students who complete the GID program will be able to demonstrate principles of professional presentation.	More than 75% of the students completing the portfolio class have professional quality portfolios	Students produce a professional portfolio at the completion of the GID program.	
• *Community and Global Consciousness*	Students who complete the GID program will be able to understand ethical issues including copyright. Throughout the program students build their understanding of the ethical issues of creating their own artwork, using royalty-free artwork, and copyright.	The majority of students continue to use/appropriate artwork by other artists/photographers without regard for copyright.	Students need more time researching artwork sources and understanding the implications of appropriating artwork from the Internet.	

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	None

2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The GID department collaborates with the ART and PHOTO departments for the foundation requirements of the GID degree. The GID department collaborates with the MUSIC department and the VART department for the instruction of audio and video content creation in GID time-based media courses. The GID department annually works with the Art Department and Photo Department to select student artwork for the annual League of Innovation catalog. The GID department actively contributes to Foothill Colleges Heritage Month celebrations providing graphics and producing events. GID faculty serve on HM committees. The GID department actively exhibits student artwork in on-campus venues including the Library Gallery, KCI Gallery, Media Center Gallery, Loman Theatre Gallery, Campus Center display cases, Appreciation Hall display cases and library display cases. Exhibitions often coincide and collaborate with campus wide events, departments and clubs including "One Book, One College, One Community", Environmental Club, Gay Lesbian, Bi-Sexual and Transgender club and the Language Arts department. Some of these exhibitions have traveled to other locations including a galleries in San Francisco and San Jose. The GID department exhibitions often result in printed exhibition catalogs and collaborative publications. We have produced several collaborations involving writing by Language Arts students and Graphic Design students. The GID department works closely with ASFC in club activities, fund-raising and exhibitions. Current clubs with GID faculty advisors include the Book Arts Club and the Foothill Printmakers Club. The GID department collaborated with Music Technology faculty and students to produce collaboratively created sound compositions for a visual art exhibition title "Good and Evil".
3. What has your department done since its last program review to	The GID department has participated in curriculum issues and

establish connections with schools, institutions, organizations, businesses, and corporations in the community?	development with the Northern California New Media Center, the CTE Business Advisory of Santa Clara County Office of Education and established an advisory board comprised of local design professionals. The GID department organizes events and exhibition with local organizations including the Bay Area Book Artists, San Jose Institute of Contemporary Art, Works San Jose, Arts Council Silicon Valley, Pacific Art League and Euphrat Museum of Art. GID also hosts guest lecturers from community businesses and maintains the "Print & Book Arts: Image & Text Speaker Series". Students are actively engaged in our departments community outreach. Since 2001 the GID department has held the "Books Arts Jam: Annual Regional Celebration of the Book Arts, Print Arts and Paper Arts" bringing between 500 – 700 visitors to campus each year. The event provides exhibition space to up to 10 local organizations each year including the San Francisco Center for the Book, Academy of Art University, Mills College and the California Society of Printmakers. Since 2003 the department annually hosts printmaking workshops for the San Jose Institute of Contemporary Art's Monotype Marathon.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	We are working with a local ROP to establish an articulation agreement. Each year we send marketing materials to twenty local high schools along with information about our annual event "Book Arts Jam"
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?	The GID department works with the campus based articulation officer regarding articulation with CSUs, UCs, and private institutions. Faculty attends events such as BFA and MFA exhibitions at local CSU and private institutions.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Expand communications with high school and other institutions to form articulation agreements.
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Faculty release time	Network with other academic institutions and introduce ourselves to high school students	Building a community of scholars, putting access into action.
Budget for Exhibitions	Showcase work by our students and promote our	Building a community of scholars through

	programs by demonstrating what our students produce. Internal and external exhibitions cost money for supplies and promotional material. Many of these expenses have come out of the pocket of faculty.	collaborative and active engagement with students and the public.
Budget for Book Arts Jam, Annual Event	This event showcases artwork and talent including work taught and produced in our visual arts classes. The event brings people to campus who have never been to Foothill College before. The event partners with many of our transfer institutions including the Academy of Art College and Mills College. We have produced this event for 8 years without a secure budget. This annual event costs about $4500 to produce. For the last several years there has been "zero" B budget money left to help. Funds came from faculty written grants, faculty checkbooks and outside fundraising activities all driven by 100's of hours of faculty volunteer time.	Building a community of scholars through collaborative and active engagement with students and the public.
Budget for Advisory Group members and visiting lecturers	Advisory Groups helps our vocational program remain viable and competitive. Funding for stipends and meeting refreshments/dinner would demonstrate respect for professional volunteer time. Visiting lectures bring new perspectives to our students. If would be beneficial to provide a small stipend to visiting lecturers.	Building a community of scholars through collaborative and active engagement with outside professionals.
Labor Budget	Department engagement would benefit from a paid staff member assisting with event management, event accounting, event fundraising, department fundraising, Advisory Group scheduling and communication, networking with our partner organizations, maintaining department website and general office work including file management and reports like Program Planning	

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	GID faculty members participate in ongoing professional development through academic coursework (AAU, UC, @ONE), public exhibition of artwork (regionally and nationally), advisory roles in graphic arts organizations conference attendance (CBAA, CAA, SGC, MacWorld), membership in professional organizations (WADC, SBBA, GAG, SJMU, AIGA), and coordination of professional events (Book Arts Jam, Cultural Heritage Month).
2. What opportunities does your department take to share professional development experiences with colleagues?	The GID department members share professional development experiences with colleagues at arts events, conferences, college workshops, cvc.edu, departmental meetings, and one-on-one consultations with other faculty.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	All GID distance learning classes have been developed and/or improved by using professional development activities. The book-arts and print-arts classes have been improved by professional development and collaborative/partnership activities with local arts organizations and local teaching institutions.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	We have revised the entire GID degree, certificates, curriculum and course content. Initiated collaborative activities with local organizations.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	Need: Maintaining currency in a rapidly changing media discipline like graphic design. Technology Faculty are constantly chasing keeping current with software and technology. Unmet need is time to take classes, attend conferences or practice what we teach. Design Methodologies Faculty spend countless hours keeping up with Etudes, online teaching and department business that keeping current in our core discipline "Graphic Design and Visual Communication" seems always on the back burner. This is bad. Few of us attend conferences just about design as we always feel our priority is just to keep up with technology and paperwork at Foothill College. Action plan would include annual funding dedicated for faculty to attend separate design and technogy conferences.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development	Keep current with and connected to other professionals in our

VI. Professional Development	
and how will those goals be measured?	discipline through participation in advisory, collaborative and educational roles. Measured by our maintaining current practice and improving on concerns specified.

7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Software & Technology Training. Design conferences.	To keep faculty current in their field.	Although some college funding is available through Conference funds and Training funds, it would be wise for departments such as ours to be allocated a minimum of $1000 per faculty member per year (full time and part time) to keep current with technology training. This would help supplement the additional funds needed after District funds are exhausted. Current funding pays basicly the conference fees, not travel and lodging expenses.

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	NO	
2. Are there sufficient college and departmental computer labs available to support this program?	**Yes** | No	Computer labs (hardware and software) must be continually updated to be current in Graphic & Interactive Design professions. Currently the IDEA Center is a functioning instructional environment. Studio 1801 was not funded at the same time and currently computers cannot operate the software we teach in the IDEA Center. This is confusing for faculty and students to have to work with new and old versions of software. Studio 1801 avoids using toxic chemicals to make film for printing and needs a high-end inkjet printer. Because these class cannot schedule time in the IDEA center, the 1801 studio needs an independent ink jet printer for producing digital film. We currently use several inadequate and old printers not suited for the vocational task being taught.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	**Yes** | No	Kent Manske feels the library needs to reinvent itself if we want student sto use it. Time has not permitted a mindful exchange with the library regarding its questionable effectiveness serving students in these contemporary times.

4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	**Concerned**	Kent Manske maintains the print and book arts equipment in Studio 1801 and spends a minimal 6 hours per week making sure the space is operationally safe. This includes environmental and haz mat reports, equipment maintainence, safety signage, and maintaiing a 70 page safety manual written for the studio. He is feeling overwhelmed with the task and could use the following: 1. Lab staff to assist with these additional responsibilities. 2. Administrative staff to assist with paperwork including environmental reports, maintaining MSDS sheets. Materials accountability . . . 3. District assistance helping to construct some safety features for equipment with moving parts. 4. District help or financial help repairing compressors that are old and in questionable repair. 5. District help in maintaining better communication with Haz Mat staff. Seems we operate on a last minute emergency basis and communicate only when reports are due, yesterday. For the record, we likely have the most environmentally safe printing studio in the State. Faculty seek to continue to make improvements.	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	**Yes** | No	Custodial services have declined through the years and it is evident by the time I send cleaning and dusting..	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	**Yes** | No	yes	
7. Are general tutorial services adequate?	**Yes** | No	yes	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	**Yes** | No	yes	

9. Do students have access to and can they effectively use appropriate information resources?	**Yes** | No	Improvements Recommended IDEA Center - Seems many of us teach the same thing, like using a scanner, but use our own instructional material. I think the IDEA Center web site is underutilized in its function to be a shared information resource. For some reason, many of us thought this is why we hired a full-time lab tech at the IDEA Center. This position should be re-evaluated to aid in developing the center as an information resource center and not just a room with computers. Faculty and students would benefit from this action. STUDIO 1801 Faculty teaching Print & Book Arts course could use staff assistance maintaining safety and procedure information currently in print and web form. These courses are labor intensive often requiring hours of set up and take down per class. Time devoted to reorganizing and updating existing documentation would be valuable and contribute significantly to student learning and safety.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	**Yes** | No	Etudes is a questionable teaching platform. Much more development time needs to be devoted to making etudes suitable for presentation and portfolio based classes.
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		They serve a basic utilitarian purpose that is valuable. Assisting faculty with building websites, social networking marketing materials is relevant to today and does not seem to be on the marketing departments radar.
12. What impact does the college or departmental website have on marketing your program?		The college and departmental websites fulfill some of the marketing needs of the GID program. The GID department is also marketing through Facebook, Twitter and other Web2.0 channels. The Print & Book Arts website is a major tool for communication with students. We currently send out a quarterly newsletter that has about 500 subscribers. Construction and management of this site is faculty driven. Faculty seek labor support to help with these "outside the classroom/contract" efforts.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Assign us a programmer to assist with website development and maintainance.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		Helping us produce and distribute existing and needed print collateral and web sites. Assist with strategies to attract high school students.

Foothill College Program Planning & Review

Programs, clubs, organizations, and special activities for students	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	Faculty advise three organizations associated with Graphic Design. Bay Area Book Artists (a function of GID 94: Book Arts Professional Practices) produces 2 major and several minor (display cases, libraries) per year. Hosts the annual Book Arts Jam at Foothill College. Students provide public demonstrations and talks educating the public about the book arts. http://www.bayareabookartists.org/ http://www.bookartsjam.org/index.php Book Arts Club produces exhibitions and fund raises to supply Studio 1801 with needed supplies and equipment. Has published several catalogs. Significant 2009 exhibitions include Martin Luther King Library at SJSU campus and the Pacific Art League in Palo Alto. Foothill Printmakers Club produces several collaborative projects and exhibitions per year. Has published several catalogs. The club raises funds to help Studio 1801 with needed supplies and equipment. http://www.foothill.edu/print_arts/event_documentation/ http://www.foothill.edu/print_arts/GID_95/ (see archives at bottom)
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	- Becky Barber, representing Foothill College, participated in founding of the College Book Arts Association in 2008. - Students have received scholarships to institutions including CCA, SFAI, Arizona State University, SJSU. - Students are choosen for competitive internship programs including NASA.
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	Continue to engage students in community based and service learning activities to advance their vocational and lifelong learning goals, increase their vocational job prospects through resume building and to strengthen the graphic design program by creating a rewarding and stimulating environment to study.
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

Funding for Social Events including portfolio sharing, technique demonstrations, club events	Public and social events put on by our students, clubs, and classes provide opportunity for professional engagement (planning, organizing, marketing, accounting . . .) and helps students put into practice what they are learning in the classroom.	These activities Build a Community of Scholars and contribute to helping students build the skills which will help students advance their vocational employment viability.
Budget for Book Arts Jam, Annual Event	This event showcases artwork and talent including work taught and produced in our visual arts classes. The event brings people to campus that have never been to Foothill College before. The event partners with many of our transfer institutions including the Academy of Art College and Mills College. We have produced this event for 8 years without a secure budget. This annual event costs about $4500 to produce. For the last several years there has been "zero" B budget money left to help. Funds came from faculty written grants, faculty checkbooks and outside fundraising activities all driven by 100's of hours of faculty volunteer time.	These activities Build a Community of Scholars and contribute to helping students build the skills which will help students advance their vocational employment viability.
Budget for Exhibitions	Showcase work by our students and promote our programs by demonstrating what our students produce. Internal and external exhibitions cost money for supplies and promotional material. Many of these expenses have come out of the pocket of faculty.	These activities Build a Community of Scholars and contribute to helping students build the skills which will help students advance their vocational employment viability.
Budget for Student Labor	Paid labor to assist with planning, organizing, marketing, accounting . . . events. This could be an internship or service learning position.	Provides support to organize community based activities. These activities help students advance their vocational employment viability.

Foothill College Program Planning & Review

VIII. Career and Technical Education Programs	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	Many students come to GID at Foothill to make a career change, they are exchanging corporate employment for self-employment or freelancing. The GID program gives students the skills they need to start their new career and create their own position in the labor market. Additionally the GID program at Foothill College provides opportunities for employed graphic & interactive designers to update their skills.
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	Because so many graphic & interactive designers are self-employed or freelancers, it is irrelevant whether there are enough openings locally to permit placement of the expected number of graduates.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	In the present economic down-turn the graphic & interactive design job market has remained steady but the types of employment have shifted.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Median Salaries Entry Level Designer = 35K Print Production = 42K Web Designer = 54K tp://www.designsalaries.org/overview.shtml
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Projected salary increases are within the industry are subject to step raises and incremental raises within individual organizations and companies and generally match the pace of inflation of 1.5 to 3 percent per year. Freelance designers have a stronger control over the increases in project fees that are self-determined by advancing skill sets and more complex projects that the individual is willing to undertake. A creative individual is likely to see a 5% to 10% income increase in the first two years and a 12% to 18% percent increase in the next 3 and 4 years as part of employment growth and the recovery of the market for design services.
Response to Program Credibility/Viability	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Advanced degrees are not typically needed for career advancement in graphic & interactive design.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	N/A

8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	When a student has completed the GID program, they are prepared to stay current in the graphic & interactive design profession and for later shifts in career.
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	Yes, many GID students intend to add the GID skill set to their existing career, either by their own choice or do to changes at the current place of employment. For instance, a professional technical writer's employer may ask them to take on the visual design of the materials they are writing, or a web site developer may become responsible for the interface design as well as the functionality of a web project.
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	none
11. How does this program prepare students for competitive employment?	Yes. Students are taught skills in all classes for advancing ideas through stages of a project's development. They are required to present, defend, and improve upon their work at all levels of instruction. Combined with leaving the program with a competitive portfolio, we are preparing students for competitive employment.
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	Ted Jalbert – Design Assets Manager – SONY Playstation Randall Hull – Principle – Brand Ranch Fred Camargo – Self-employed designer/illustrator The advisory board members represent different employment opportunities or career paths for graduating GID students. Mr. Jalbert is on staff at a large media company. Mr. Hull is the owner of a medium size graphic design studio. Mr. Camargo is a freelance designer and illustrator.
13. List the dates and number of members attending of your most recent advisory board meetings.	

14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	From 2005 through 09 The Western Art Directors Club (WADC) acted as the Advisory Committee for the FHC GID department. Monthly meetings were held as part of the WADC schedule. These meetings were attended by a FHC GID instructor. FHC GID business was discussed as part of an ongoing dialogue with the members and the executive body of the WADC. The executive body of the WADC reviewed and voted to approve all the new curriculum changes to the revised GID program, certificates and degree. WADC and acted as a mentor filter organization for students. Students were encouraged to join WADC for mentoring and to connect with working professionals. Since late 2009, the WADC has undertaken organizational transitions to regroup as a result of the economic downturn and a new advisory board is now being put together for FHC GID program with the above listed individuals.
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	The GID program is a stage approved TECH PREP program.
16. What is the program's accreditation status?	Currently approved for California TECH PREP (formally VOC-ED)
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	There are no outstanding recommendations at this time.
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	N/A- students are not required to take board exams to work as Graphic Designers.
19. What indicators does your program use to determine success of our students after completion?	We need improvement in this area. Instructors maintain communication with some graduates to determine individual success rates.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	There is no method currently in use to survey employer satisfaction due to the diverse nature of employment in this field
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	Yes

22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	No. Faculty burn out has not been addressed. Several factors have lead to increased demand on faculty members to do their jobs. The following are examples of thing that have increased workload beyond performing our duties in the classroom: Email, on-line instruction technology, student's entering college unequipped with basic skills, program marketing to maintain large class sizes, large class sizes, keeping current with technology, reporting requirements like Program Planning and SLO's, fundraising for materials, fundraising for instructional supplies, keeping current in a changing profession.

Summary of Planning Goals and Action Plans	
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	Keep better track our students currently in our program to better meet their immediate and future needs. Keep track of students who leave our program to better understand why. Keep track of our graduates and certificate earners to access the success of our program so we can make adjustments to meet needs of current and future students.

24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Hired labor	Build a system for collecting data and monitoring students in the program and students who leave or graduate.	Operations Planning and findings will lead to developing a better program for students.
Hired labor	Maintain data collection and provide faculty regular reports.	Operations Planning and findings will lead to developing a better program for students.

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
Faculty	
1. How does your PT/FT ratio impact the program?	We currently have one FT instructor with two other FT instructors who teach part time in GID and teach additional courses in other FSA's (Art and Theatre Design) . An additional FT in GID would lead to increased enrollment as justified with the currently expanded FTEF figures released by the office of Instruction. The program has continued to grow in enrollment due to the online expansion of course offerings.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	We anticipate the need to hire either additional full time instructor to teach the growing overflowing classes at +37 students per section that we currently have and/ or PT instructors to cover PDL leave expected in the next 3 years. We do not see a reduction in the program but anticipate a continued growth pattern with online instruction.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	The IDEA lab is currently staffed by one technician. No funds exist to supplement the lab time forcing weekend lab closures and placing our students at a disadvantage. We anticipate that additional funding for lab staff would result in more lab time for students and better retention and success rates overall.
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Yes, however computer labs (hardware and software) must be continually updated to be current in Graphic & Interactive Design professions.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	Yes.
Technology & Equipment Definitions	

- **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities

7. Are your facilities accessible to students with disabilities?	Yes.	
8. List needs for upgrades for existing spaces	Existing remodeled spaces of 1801 and 2111 with the addition of classroom use in The KCI are currently adequate for our day and evening time classroom use	
9. List any new spaces that are needed	Formal student exhibition space would enhance our programs ability to display current student portfolio work and the work of guest designers	
10. Identify any long-term maintenance needs.	Equipment in the IDEA lab (1211) is currently maintained in a proficient manner and software needs are currently met. The ongoing deferred maintenance of the classrooms and labs is distributed across several departments including Music, Art, GID, Photo and Theatre.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	The IDEA lab worktables as currently used are now too tall for the new monitors and students cannot see the projection screens. Recommend replacement of all desks to lower more appropriate tables.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	There are no current outstanding work orders for this department.	
	Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	The current GID department needs are barely met with minimum additional funding for GID planned at this time. Printmaking costs continue to rise and need additional funding.	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Materials for general use such as paper for drawing, demonstrations, Wacom LCD tablets would enhance the digital illustration classes and attract additional students to those classes (GID 70 74 and 76)	
15. Are there ways to use existing funds differently within your department to meet changing needs?	Creative use of funding and fundraising efforts have allowed GID to function within it's scope of program goals and it's overall mission.	
Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?		
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals <u>met or in progress</u> and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission

2. Upon review of this program plan, provide a summary of <u>current or continuing</u> goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission

Supervising Administrator Signature **Mark Anderson**	*Completion Date* **12/21/2010**