

## PROGRAM REVIEW Fall 2019

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**Program:** Graphic Design & Digital Media

**Division:** A&H

**Date:** 10/21/2019

**Writer(s):** Peter Kuo

**SLO/SAO Point-Person:** Peter Kuo

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

### **Links:**

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

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## Section One: Program Snapshot

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20\_\_\_\_\_.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

Graphic Design & Digital Media (GDDM) prepares students to become graphic designers, web designers, and interaction designers. Courses are designed to develop critical thinking skills in approaching design as well as to develop proficiency with digital tools implement design concepts.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

**(Data for AY18-19 will be available at the links above by the beginning of Fall 2019).**

Over the last year, our program benefited from having an additional classroom available for scheduling classes. The new classroom is also larger and allowed for more students to be enrolled in a class. I think a lot of the changes in the program data reflect this change.

Total course enrollment and student head count increased in both Fall 18 and Spring 19. In Fall 18, headcount increased to 91 and total course enrollment increased to 133 (Compared to 50 headcount and 72 total course enrollment in Fall 17). Spring 19 shows an increase as well, with 114 head count and 150 total enrollment (compared to 85 headcount and 123 total enrollment in Spring 18).

In terms of demographics, the percentage of female students decreased, but the total number has increased for both male and female students across the academic year. Between the two semesters, the number of younger students and first-time college students have increased. A larger percentage of students are also full-time students or have at least 6 units of course load.

In Fall 18, the success rate of the student has decreased. The percentage of students who receive As and Bs are around the same as previous semesters, with the largest percentage change in F/NP/I. For Spring 19, the success rate seems to have jumped back to the previous numbers, with fewer students failing

Productivity in Fall 18 and Fall 19 have both increased compared to previous years. For Fall 18, productivity is measured at 409 WSCH/FTEF (the highest in the last five years, with the lowest being at 238). Spring 19 has 522 WSCH/FTEF, again the highest in the 5 year record, with the lowest for spring semester being 279.

The program continues to offer new courses for the first time such as introduction to digital media, history of graphic design, introduction to graphic design that are geared towards first-time students who may not have a background in graphic design or may not end up majoring in the program but is nonetheless interested in exploring the subject matter. Being able to offer new, introductory courses along with having a larger capacity classroom has allowed us to increase productivity numbers. Also, we continue to cross-list courses where possible, both to increase enrollment and to allow students to be able to advance in their degree. While this is not an ideal solution for both the instructor and the students, it seems to work as a short term solution for the time being. The program seems to have overall higher enrollment in spring semesters compared to fall semesters.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

**C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- Data generated by your program
- CEMC Data
- Labor Market Data

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**D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.**

We got the new classroom (714) and was able to use it to teach a few classes in spring 19 with the existing machines. IT was able to put in whole new computers and furniture over summer, and this semester (Fall 19) we are able to teach many more classes out of the classroom.

Students also ran a very successful Design Shop course, working on many designs for the school. Events included Best of the Best, Math Jam, Celebrating New Music, Hen House Presents (LPC gener and sexuality film series) as well as many others.

GDDM also worked with the Art Department to merge the two color theory classes so students can take the color theory class offered by either department and have it qualify for degree/certificate in either department. While updating the course, we also made it C-ID compliant.

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**G. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?**

The new classroom still needs some modification, such as moving the instructor station to the center of the classroom. And we've also requested IT to put in keyboard trays for the keyboards since the computers in the room are outfitted with drawing tablets that take up substantial desktop space.

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	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

**E. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.**

The persistent challenge for the program is having enough FTEs. In short, the program cannot offer courses often enough for students to complete their degrees within a reasonable amount of time. . Ideally we would be able to offer introductory courses every semester and encourage enrollment of courses at the lower level so that there will be more students that enroll in the higher level courses. Currently, we are having to alternate courses between semesters and cross-list multiple courses just to make sure a class doesn't go too long without being offered. Teaching two classes simultaneously is also not ideal for neither the instructor nor the student.

For example, the portfolio development class, the capstone class all students need for their degree/certificate, hasn't been offered since Spring 2018, and we are only able to offer it again next semester (Spring 2020) after trying so many times to offer it. The course is also a higher level course that would tend to have fewer students, so offering the course also runs the additional risk of having it canceled entirely. But not being able to offer the course at a set interval (and with enough frequency) makes it impossible to create a program map and makes it impossible for students to graduate with their degree.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
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**H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.**

I plan on working with Craig on making out degree into AD-T, as well as update some courses (intro to graphic design, intro to typography) so they are C-ID compliant.

We would also like to be able to expand the program offering by offering a 3D modeling course. Chris Meyers from Tri Valley ROP is currently in discussion to get on-boarded to be able to develop the

course, and we hope to have resources to be able to offer the class in the future.

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**I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

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## Section Two: Current Topics (Required for All Programs)

**A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes  no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Yes, Barely meets standard, which is an improvement from last years course success rates where we did not meet the standard. Success rate is measured at 73% with a target rate of 72%
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**B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): gddm 53
SLO or SAO: Students who successfully completes GDDM 53 will be able to use various tools for creating selections, masks and alpha channels to isolate and manipulate images.
Describe the quantitative or qualitative results: Students continue to be successful in mastering this area of Photoshop, with averages of 90 percent performance
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future: continue to make this portion of the content exciting and accessible for all students and encourage students to continue developing their skills in photoshop.d

**C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

**D. DLO/SAO Progress Review: SLO and SAO results should be reported at least once every three years. To see if your program is up to date with the creation and assessment of SLOs, please consult the list available here: [this link will be added by the beginning of Fall 2019].**

**D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.**

GDDM courses all have SLOs
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**D2. This question has been removed.**

**D3. This question has been removed.**

**E. This question has been removed.**

**F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.**

Goals for SCFF Projects
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- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

**F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.**

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

GDDM is planning on introducing a new certificate “Adobe Creative Cloud Core” which mainly focuses on the usage of the application. This will require the existing Photoshop, Illustrator, InDesign and web class to be made into online classes.

**F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?**

**G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.\***

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All),

	First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

\*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

**G1. Equity Actions:** Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

NA

**G2. Equity Challenges:** Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

NA

**H. Program Review Suggestions (optional):** What questions or suggestions do you have regarding the Program Review forms or process?

NA

**Section Three: Curriculum Review  
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

**Curriculum Updates**

**A. Title V Updates:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

None, earliest courses that need revision is in 2022

**B. Degree/Certificate Updates:** Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

no

**C. DE Courses/Degrees/Certificates:** Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

We currently do not have DE classes. We are planning to create a new certificate "Creative Cloud Core" to be completely online as part of the SCFF initiative.

**Section Four: CTE Updates  
(CTE Programs Only)**

**A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).**

Yes. According to the most recent labor market data (September 2019), the demand for graphic designers is set to grow 3.8% from 2019 to 2018 in the region (Alameda county, san Francisco county, santa clara county, contracosta county).

**B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.**

Yes.

**C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.**

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

Course enrollment for graphic Art and Design is 296, with state median of 218 for the most recent data (2016-2017)

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

Due to time lag in receiving data, employment information is not yet available for 2016-17. For 2015-16 data, the report shows 72% employed in the second fiscal quarter after exit, with a microregion median of 56% and a state median of 63%

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

For 2015-16 data, the report shows employment rate of 78% after fourth fiscal quarter after exit, with a micro region median of 65% and a state median of 64%

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Change in median earning for 2015-16 shows increase of 61% change, with micro region median at 54% and state median at 58%