

Instructional Units Program Review Year Five Update - Graphic Communications Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by Sanchez, Eric on 11/19/2021 20:40

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

FY2020-2021 update

Curriculum

Graphics AAT - on hold as the state is still vetting the final drafts for the degree and courses.

We've instituted

- ART-084 - Motion Graphics and Video Editing, 3 units which is part of the Graphics AA
- Art 250, Intro to Computer Graphics, 3 Units which is part of transfer model program.

We've developed

- ART-014 Typography: Aesthetics, Application and History ART-015 Graphic Design 3 units
- Art 087 3D Texturing and Lighting 3 units

Human Resources / Staffing

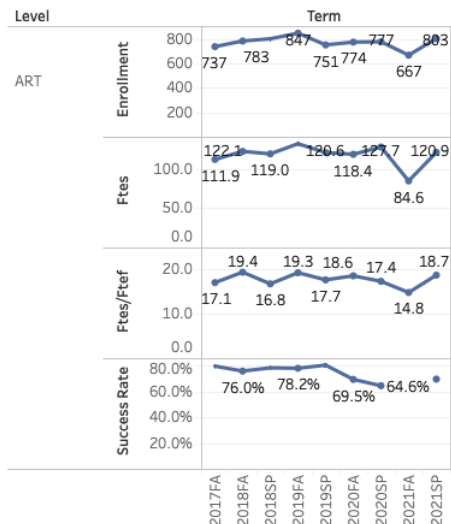
- The art department has hired a new faculty 2D specialist, Eric Sanchez, who, though teaching primarily in Fine Arts, may eventually have some Graphics assignment.
- used replacement chairs were installed in the graphics lab CC3-314
- Hired Senior Lab Coordinator Cesar Reyes who has been an outstanding support for the Art, Journalism, and Drama programs.
- Addition of one adjunct art faculty, Sarah Lee, to support the foundation courses at LMC (2D Design, Art Appreciation)

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))

FY2020-2021 update

LevelTerm	Month, Day, Year of Report Date	Census	EnrmtFill Rate	Ftes	Ftes/Ftef	Ftes/Ftef	Ftes/Ftef	Retention Rate	Sections	Success Rate	Enr Max
2018FA	September 10, 2018	783	71%	122.1	19.4	6.29	19.4	87%	31	76.0%	1,096
2019FA	September 9, 2019	847	73%	131.8	19.3	6.83	19.3	88%	33	78.2%	1,153
2020FA	September 8, 2020	774	66%	118.4	18.6	6.37	18.6	79%	33	69.5%	1,173
ART 2021FA	September 7, 2021	667	69%	84.6	14.8	5.71	14.8		29		964
2019SP	February 11, 2019	751	65%	120.6	17.7	6.82	17.7	89%	34	80.6%	1,149
2020SP	February 10, 2020	777	63%	127.7	17.4	7.36	17.4	68%	36	64.6%	1,231
2021SP	February 8, 2021	803	78%	120.9	18.7	6.45	18.7	78%	29	69.7%	1,026



Census

Overall our census has maintain relatively similar patterns although there was a large dip in the 2021 fall semester. The large assumption is most likely the shift to more hybrid options, unclear communication to students in the Spring 2021 semester on the safety and return to work protocols from the district for the Fall semester. Through inquiry and and conversations with students in the classroom, there are numerous experiences of our art students that had taken on full-time jobs, are working with taking care of family members or may have moved outs of the local area. A vast majority of our population are part time students, most of our local efforts are focused on full-time students and so there is a gap there in our support for evening courses and online support.

Fill rate

The art department has invested a lot of energy and coordination with Chialin Hsieh, Melina Rodriguez, Eric Sanchez, and Cesar Reyes to to develop a marketing strategy to reach out to students that are currently enrolled in our programs to help facilitate filling courses that have low enrollment. You can see those results in the spring 2021 semester where our fill rates had increased. This has led to a conversation that is now being implemented with action in the Outreach programs at LMC.

Productivity

Although our productivity has been relatively good in the past 3 years, we anticipate to see a large drop in productivity for the 2021 fall semester due to the increase in hybrid and synchronous online sessions. These do impact our students that are working full-time or maybe learning out of the area and cannot make it to campus or meet during the time the course is scheduled. The studio arts are highly impacted by online instruction as most of the learning occurs in the face-to-face lab settings where there is a larger space to layout, a larger area to experiment, tools and equipment that is available for all students, and the community that is built within a lab setting. We are getting completions we are definitely seeing a lower quality of mass three happening within the city of horses that are offered 100% online.

As for the 100% graphic courses are not share it with you art studio program, these are actually doing well as online offerings both synchronous and asynchronous. Part of that is most of the graphic programs can run on computers purchase of the past two years. We still do have a large obstacle with the video and animation courses as most students do not have hardware that is adequate for running Autodesk Maya or Adobe video editing suites. The ability of students being able to experiment has been reduced in offering 100% online instruction. We also have not been able to offer an in person or a hybrid session because the lab that was set to be completed over the winter break from 2019 to 2020 has been postponed and we are still waiting to have this completed. (as of fall 2021)

1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

FY2020-2021 update

Though degrees to Art majors are increasing, the number of certificates has been, and continues to be very low. We are exploring discontinuing the Graphic Design Certificate and instituting more vocational oriented short term low unit local certificates. Specifically, in 3D modeling, Adobe Suite Products and Photography. We are still awaiting confirmation from the CID agreements with CSU to institute the new graphics associates degree for transfer. We are committing to move forward with developing a 100% online certificate in photography that will also be approved through the CVC exchange.

Our department has been working to meet more regularly with counseling faculty to assess our strategies and increase engagement with our art, humanities, and graphics majors. This includes working with students who have over 60 units and students who may not have taken their foundation courses in their first


1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

FY2019-2020 update

Goals Completed/ Abandoned/ In Progress/
 Modified
 Impact/
 Explain/ Action Steps
 Timeline/ Responsible Parties


Goal 1: complete

Hire a full-time 2D Media Specialist

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Draft by Instructional Dean 8.14.2019 Page 3 of 10

Instructional Program Review Year 3 Update 2019-2020

 page4image1412085488

Goal 2:

Improve and sustain quality computer labs for arts and graphics communication students. Software and hardware refresh on a consistent basis

In Adobe suite upgrade in progress
 progressHardware funds for equipment refresh looks hopeful.

IT, Corlew
 Should be
 complete by
 Spring 2020

Goal 3:
 Develop broader range of curriculum in art history (photo, architecture, graphic design, and African/Oceanic).

In Motion graphics class added. Photo class will be offered online SP 2020. History of photography course outline approved. Video editing and lighting classes are at the beginning of development.

Carriere,
 Tamakar, Schall
 See notes

Goal 4:

Develop broader range of curriculum for a 2D media specialist that could be integrated with a new motion graphics course and career pathways.

Nationally the number of graphic designer positions is expected to increase by 3% per year, Animation is growing at 4% per year. However, California has the highest employment level of employment for photography, animation and graphic design. Nationwide SF is has the second highest level of jobs in these fields. There is no job training in either field. Applicants must acquire skills outside the workplace to be employable.

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

EMSI Data

4 Occupations

- 15-1257 Web Developers and Digital Interface Designers
- 27-1021 Commercial and Industrial Designers
- 27-1024 Graphic Designers
- 27-1013 Fine Artists, Including Painters, Sculptors, and Illustrators

3 Counties

6001 Alameda County, CA
 6013 Contra Costa County, CA
 6095 Solano County, CA

Region / 2021 Jobs / 2026 Jobs Change / % Change

- 3 California Counties / 3,474 / 3,514 / 40 / 1.2%
- National Average / 3,399 / 3,500 / 101 / 3.0%
- Alameda County, CA / 2,504 / 2,544 / 40 / 1.6%
- Solano County, CA / 191 / 186 / -5 / -2.7%

Industry (2021)

- Computer Systems Design and Related Services 10.7%
- Specialized Design Services 7.5%
- Software Publishers 6.3%
- Management of Companies and Enterprises 5.1%
- Management, Scientific, and Technical Consulting Services 5.1%
- Advertising, Public Relations, and Related Services 4.9%
- Other 60.5%

Notes from industry shifts related to the Covid-19 Pandemic

The simplest way to state how industry and education are linked is that the pandemic has created a reset button for a new normal.

Some of the conversations that came up in the advisory board in the fall of 2020, was surrounding the topic of remote work and how it affected their respective industry. Many of the groups are ready had some employees that were partially remote and with the pandemic this had accelerated and supported the possibilities for a hybrid office. The faculty at LMC are also looking at how the pandemic has shifted our population's desire for different modalities of learning and deliveries.

If there is a shift in the art careers to have more of a hybrid workflow for their employees, then we need to reflect some of those same experiences within our program. We are planning to test some of these workflows with the studio art courses in the spring and fall 2022 semesters. This these formats may not necessarily support some of the digital art courses, as there is some limitations to the quality of the equipment that students have at home. For example, the hardware needs for videography and animation are much higher than the needs for graphic design.

FOR CTE PROGRAMS ONLY

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

In spring 2021 we focus our advisory board meeting around the subject of portfolios and how industries approach them. What we discovered that nearly all of the advisory board participants utilize a portfolio either in a physical or digital platform. Most of the time it is digital and how it's delivered is not as important as how presentable the work is and how curated the work is for the position they are applying to. In general, there is a desire for a well-rounded portfolio and specifically projects in which the applicant can be very specific and clear on what their participation in the completion of that product was. In areas such as graphic communication, industrial design, or gaming most of these positions are team oriented and so there are several artists working collectively towards a goal. So sometimes there are portfolios that need to show group work in addition to the applicants personal contracted designs. It is still a bit unclear on whether industry partners would require a BA or even a certificate, it was stated that the work is most important, however it is also acknowledged that a lot of the growth as a designer is developed in exposure through education to other art spaces.

Fall 2021 - The next advisory board is set to meet on December 2021. There will be an update at the next program review.

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5. Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

2. Vision for Success Goals Update : Version by Sanchez, Eric on 11/19/2021 20:40

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

*NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	76.0%	70.6%	5 years	Eric Sanchez, Lucy Snow, Ken Alexander	As long as there is an unclear path with the COVID-19 pandemic to endemic and our vision on course deliveries, we anticipate our ability to move the needle in a positive direction will have delays. We need clear vision from management on what the future is over the next five years so our program can focus efforts and resources to that direction. With what we know now we are working to increase core success by integrating more hybrid options for the horses that are most difficult to teach 100% online.
Degrees (AA, AS, ADT)	AA - 11	AA - 10	5	Eric Sanchez, Lucy Snow, Ken Alexander	With the decrease in the overall student population it does not look promising to meet the agreed goal with the reduction of steel body and participants in our program.
Certificates of Achievement	CA - 2.4	CA - 1	5	Eric Sanchez, Lucy Snow, Ken Alexander	With the decrease in the overall student population it does not look promising to meet the agreed goal with the reduction of steel body and participants in our program. How do we work to create the online photography degree, we anticipate this might increase our certificates to help me to goal.

Unit Reduction	AA - 79 CA - 79	AA - 80 CA - 93	5	Eric Sanchez, Lucy Snow, Ken Alexander, Counseling faculty, Student Retention Support Services	In spring of 2021 we worked with the guided pathways pilot, in this pilot we found that reaching out to students with 60+ units in the spring semester is a good proactive strategy to try to help reduce the overall units at completion. This outreach effort also syncs with the student retention office educating students to achieve their degree or certificate goals.
CTE Jobs	73.23	82.35	5	Eric Sanchez, Lucy Snow, Ken Alexander, Bill Bankhead	The job market is promising for students who have a bachelors degree, so we are working to have a better portfolio development process to link to entry-level positions from the AA perspective. We are working on annual Fall projects provide students with examples of how to professionally percent from selves for internships, jobs, or transfer institutions. From numbers perspective we're doing great!

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	60.92%	55.8%	5	Eric Sanchez, Lucy Snow, Ken Alexander	The numbers are disheartening because we actively have discussions during flex week, department meetings, and outside of the classroom with one on one and faculty mentoring. We have been working really hard to take additional steps for communication and having more of a one on one connection with the AA population. We are open to ideas and use advice on how departments who are more successful during the online instruction have been able to achieve their goals.
Low Income	77.1%	68.9%	5	Eric Sanchez, Lucy Snow, Ken Alexander	One strategy we applied in the spring 2021 semester was to provide students who could not afford supplies with a couple of kits that was sponsored through the student senate funds. César Reyes has assisted in an a lending library of our older iMacs for students that did not have the proper equipment at home. This is most likely due to an income barrier and this has helped the few students that we could loan equipment to. (<i>The chrome books that are on loan for through the college cannot operate the software used for our animation and graphics programs.</i>)
Foster Youth	61.1%	49.1%	5	Eric Sanchez, Lucy Snow, Ken Alexander	To be blunt and honest we are not sure how to work with this particular population. I know from research that was done within our institution that often foster youth does not self identify when they register at the community college level. So this has been a difficult task to actively work with this population. We are open to ideas and any assistance or good practices that have been applied in other programs.

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by Sanchez, Eric on 10/01/2021 16:06

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

**NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ART-018	course not offered	Spring 2022	
ART-030		assessed, 4/27/21	Eric Sanchez
ART-038		assessed, 4/27/21	Eric Sanchez
ART-047	probationary faculty is teaching this course for the first time in FA 2021	end of Fall 2021	Eric Sanchez
ART-054	course not offered	Spring 2022	Curtis Corlew
ART-074	course not offered, not in the schedule for Spring 2022	TBD	Curtis Corlew
ART-075	course not offered, not in the schedule for Spring 2022	TBD	Curtis Corlew

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

ART-015 - The graphic design course had discovered that there is a need to shift some of the curriculum to include some industry standard work flows in the Adobe creative suite. For example integrations of the Adobe Cloud apps and software is more possible now that IT is supporting access for students and faculty for both on and off campus. Some of this workflow being tied to an individual account login helps students to practice workflows that would happen in a design career.

ART-030: Figure Drawing should be offered hybrid or face to face, Asynchronous online does not result in adequate portfolio examples

Canvas can be used effectively to improve the quality of critiques by having students write responses ahead of time

ART-038: Museum Evaluation/field trip assignment will be scaffolded more, shifted to weighted grade average because many students were not completing the assignment.

Art 61: In a section that combines intro. and intermediate students, having them work together can benefit both groups: consolidating skills/knowledge for intermediates and helping intro. students learn the basics from peers. The journal keeping process can also be used as students in the intermediate section can compare their intro. class journals to their intermediate class journals and see their growth and progress.

4. Course Outline of Record Updates : Version by Sanchez, Eric on 10/01/2021 16:06

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs to the Curriculum Committee by November 1, 2021.*

**NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
ART-042	Lucy Snow / Donna Fenstermaker
ART-060	Lucy Snow
ART-061	Lucy Snow
ART-062	Lucy Snow
ART-063	Lucy Snow
ART-035 / HUMAN-035	Lucy Snow

Impact of Resource Allocation