

LMC Program Review Year 3 Update 2019-2020

Instructional Unit Name: GRAPHIC COMMUNICATIONS

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3 Update* includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)

Provide an update to the department’s 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)

Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)

Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)

Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)

Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	Item 3. Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	Item 4. Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	Item 1. Provide an update to the department’s 2017-18 CPR
November 1 – November 27	Item 2. Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the <i>Vision for Success</i> indicators.
February 1 – February 8	Item 5. Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

The Art department has hired a new faculty 2D specialist, Eric Sanchez, who, though teaching primarily in Fine Arts, may eventually has some Graphics assignment.

We have added ART-084 - Motion Graphics and Video Editing

Students broken numerous chairs that are sorely in need of replacement.

We've instituted Art 250, Intro to Computer Graphics, which is part of transfer model program.

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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

Enrollment, census fill rate, and productivity have been stable over the last years. Classes that appear to have low enrollment are "multiple classes" combining two classes into one class time period. When combined these generate acceptable statistics.

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

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

1c. Provide a brief update of your program's goals as listed in your (CPR) 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Hire a full-time 2D Media Specialist	complete		

<p>Goal 2: Improve and sustain quality computer labs for arts and graphics communication students. Software and hardware refresh on a consistent basis</p>	<p>In progress</p>	<p>Adobe suite upgrade in progress Hardware funds for equipment refresh looks hopeful.</p>	<p>IT, Corlew Should be complete by Spring 2020</p>
<p>Goal 3: Develop broader range of curriculum in art history (photo, architecture, graphic design, and African/Oceanic).</p>	<p>In progress</p>	<p>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.</p>	<p>Carriere, Tamakar, Schall See notes</p>
<p>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.</p>	<p>In progress</p>	<p>Motion graphics being offered. Video editing and lighting classes are at the beginning of development.</p>	<p>Carriere,, Schall</p>

For CTE programs only:

1c. Community and Labor Market Needs (Link Ed Code [78016](#), Title 5, [51022](#))

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.

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

Our advisory minutes for our Oct 25 meeting are still in process, however highlights include:

The Competence with the Adobe products suite is absolutely required.

We should consider a renewed focus on typography.

Prepress competence is becoming hard to find in employees.

Tasks like photography, once designated to specific job titles, are now regularly a task performed by designers without the title as part of their regular job.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	79.6%				
Degrees (AA, AS, ADT)	11				
Certificates of Achievement	3				
Unit Reduction					
CTE Jobs					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	59.5	Increase student awareness of available services	Sp 2020		
Low Income	75.4	Continue to lower class materials costs	SP 2020		

Foster Youth	75.4	Continue to lower class materials costs	SP 2020		
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3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
All assessed			

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.)

Course	Faculty Responsible for COOR Update
Art 25	John Schall
Art 50	John Schall

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

Operating Resource Request		
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #
Department/Unit Name		Resource Type
		<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description		Est. Expense
Justification:		

We have begged repeatedly for new chairs in the graphics lab. Th ones we have a miss mosh of old chairs that are breaking during classes.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	