

PROGRAM REVIEW Fall 2020

Program: Graphic Design & Digital Media

Division: Arts & Humanities

Date: 10/30/2020

Writer(s): Peter Kuo

SLO/SAO Point-Person: Peter Kuo

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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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, to be filled out only by programs with curriculum.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

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: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

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. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

GDDM continues to offer most courses in the new classroom (714) with a larger max capacity. The instructor station has been moved to the center of the classroom, making it much easier to address a larger class with more students. Enrollments continue to increase in general because of the larger classroom and due to continued cross listing of many of the classes. GDDM is also fortunate to continue to have in-class tutoring support from the tutoring center. Although the number of hours are limited, it is extremely helpful for students.

GDDM has also successfully converted courses online mid-semester during Spring 2020. While the need to convert classes to online format was unexpected, the format for our classes allowed for a less painful transition. All GDDM courses were already using Canvas in some capacity, so students were already familiar with logging in for various tasks. The major change was the change to online meetings conducted through zoom. While there were many inconveniences, there were advantages as well, such as having lectures recorded, allowing students to review the material again on their own time.

Additionally, we were fortunate that Adobe allowed our shared device license to be converted to a named user license, allowing students to log into their own computers with their existing Adobe ID. We were also able to prepare some digital tablets and prepare them for student to check out and use

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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	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

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

The conversion of all classes to online courses was challenging. Although GDDM courses are contusive to being converted online, having to prepare multiple courses on short notice was problematic. For Spring 2020, many students ultimately did not complete the semester and decided to wait to take the course.

Like many other programs, GDDM needs to be able to expand course offerings by adding additional sections. This has been an ongoing problem with the program. We have dealt with this in the past by cross listing courses to both increase enrollment and to be able to offer the advanced courses to students, but this cannot be expected to be an ongoing solution. As our enrollment increases, it becomes increasingly impractical to provide instruction for two different courses within the same setting at the same time. Not only does it increase the workload for the instructor, but students also have less time to ask questions, to review material or to work one-on-one with the instructor. It is also impossible for students who are trying to complete the program and obtain an AA or a certificate to be able to within a reasonable time frame. This is also something that students realize, and multiple times I have heard students express frustration that they cannot plan their courses and will not be able to take a course required for graduation. This is very unhealthy for the program long term and will cause the program to lose enrollment, as I already have multiple students asking whether they can take equivalent courses at other schools or whether its possible to transfer and finish at another school.

While the new classroom has a larger capacity, the computers and digital tablets take up a lot of desk space. We are working with IT to install keyboard trays to help create more space for students to work. The classroom also needs to be outfitted with a new black and white laser printer, as well as a color laser printer.

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
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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C. 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 available; if your program does not have a data packet or dashboard data, 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/2IYaFu7>

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

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

Looking at IR data for Fall 19 and Spring 20, GDDM is doing well, with continued increase in total course enrollments and student headcount. For AY 19-20, the total course enrollment is 290, compared to 283 of the previous academic year, and a 5-year low of 175 for academic year 15-16.

Student headcount for the academic year is 212, compared to 205 the previous year, and the 5-year low of 121 for AY 15-16. This is an increase of 91% over the last 5 years.

One trend in student demographic that really stands out is the dramatic increase in student populations 19 and younger, with a similar increase in the 20-21 year old group within the last two years. Starting around Fall 18, 19-21 year old students jumped in percentage to 49% of students, compared to 28% in Fall 17. This increase is sustained for the current academic year, with Fall 19 and spring 20 having 59% and 55% of students within this age group.

First time any college sees a corresponding jump starting around Fall 2018 (jumping to 17, compared to 1 in Spring 2018 and 3 in Fall 2018). This jump is maintained for this academic year, with Fall 2019 having 20 students who are first time any college. Fall semester also sees a larger number of first time students enrolled while Spring sees a larger number of continuing students.

Student who are Full time with 15+ units and 12-14.5 units also saw corresponding increases for this time period, suggesting many of the students enrolling in GDDM courses are high school students enrolling in college for the first time and are enrolling as full time students.

Productivity and FTES continues to increase, with Fall 20 at 483.7 compared to 409.2 during Fall 2018, and Spring 2020 at 564 compared to 522 during Spring 2019. FTES is fairly static at about 26.

GDDM did not meet program-set standard for course success rates for AY 2019-20. While GDDM had the highest enrollment within the last 6 years at 290, the success rate was at 65%, down from the set-standard of 70%. The percentage of non-successful students actually decreased from 18% to 14%, while withdraws increased from 7.4% to 21% compared to the previous year.

Looking at the semester data, Spring 2020 had an unexpectedly high withdraw rate at 29% (46), compared to 11% (11) the previous semester (Fall 19), and 8% for the previous spring. It is likely that the significant increase in withdraws are due to the emergency withdraw option and students taking that option due to the pandemic.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<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

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

Keep on trucking.

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

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

<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
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Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

PSLO for Graphic Design – AA
 Upon completion of the AA in Graphic Design, students are able to use industry-standard software with technical proficiency and create documents to required specifications for delivery to clients.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
GDDM 53 Photoshop I – The student should be able to create photographic montages using Adobe Photoshop	✓	✓	
GDDM 53 Photoshop I – The student should be able to use photoshop tools to manipulate images for retouching, colo correction, and basic adjustments	✓	✓	
GDDM 53 Photoshop I – The student should be able to use various tools for creating selections, masks, and alpha channels to isolate and manipulate images.	✓	✓	

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

Next Year’s program Review

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.