

Program: Graphic Design and Digital Media

Division: Arts & Humanities

Writer(s): Peter Kuo

SLO/SAO Point-Person: Peter Kuo

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- A new course, GDDM 12 2D Animation, was created for the program and is being offered for the first time in Fall 2025 with a strong enrollment of 28.
- A new course, GDDM 10 3D Animation, was created for the program and will be offered for the first time in Spring 2026. We expect strong enrollment
- Based on GDDM's own internal tracking, enrollment in GDDM classes is the highest it's ever been, with an average of 29 students per section for 24-25AY excluding summer session, and an average of 30.3 students per section including summer 25.
- Chris Meyer from Tri-valley ROP is officially teaching for the department
- Marc Schultz continues to teach for GDDM as well as for art. For GDDM we plan on rotating Marc between the 3D Animation class and the digital painting class.
- GDDM has received a really sturdy (and red) computer cart for storing and using the 3D scanner. IT will order a computer to support the scanner. This will allow the 3D scanner setup to be mobile and be used in different classrooms. Currently the Anthropology program is borrowing it. The equipment is really Useful across multiple departments.

2. Please describe your most important **challenges** in year 24-25.

- We will need more classroom space soon. As we see continued high enrollment, the classroom we use (714) is reaching capacity. Our classes are a mix of lecture and lab, each section effectively takes around 3 hours (will be even longer once we switch to a compressed calendar. This makes scheduling options limited on the block schedule and we can only really

schedule three sections on given day unless we schedule 8am start classes, or classes that end at 930pm). Additionally, the classroom is used for summer camps and weekend classes such as the drone photography course. Once the new STEAM building comes on line we will have access to the new classroom with more room, but it would be vital to continue to support the current classroom in order for the program to grow in the future.

- We need more FTEF. As always, our program is constrained by the limited FTEF allocated to our program. We are fortunate that Vicki was able often about to support us through CTE, the program needs reliable, increased allocation to be able to grow. As a way of increasing enrollment and to ensure students have courses to take on time, our instructors frequently teach cross-listed classes, hyflex classes, or both at the same time. While this alleviates the immediate problem of not being able to offer enough classes, it is fatiguing for the instructors to attend to two sets of students, all the while making the instructor less available to students with questions during lab time. Even with the strategies we are implementing, we still run into these issues, which causes additional problems.
 - Classes are not offered often enough. Students raises concerns about classes not being offered enough (or at the right semester) for them to graduate/transfer on time. While we can cross-list some classes like Photoshop I and Photoshop II to ensure students have access to the advanced classes regularly, some capstone classes like the Branding class and Portfolio can't be cross-listed, and students often have to wait a long time for the course to be offered. From the program coordinator's perspective, we have been prioritizing high enrollment classes to ensure good productivity at the expense of being able to offer the capstone classes regularly.
 - Cross Listed class are not the solution. While cross-listing classes allow us to offer stacked classes, we rely on this solution too much. When enrollment was lower, it ensured we can offer the advanced classes without fear of cancellation. However, with current stronger enrollment trends, cross listing classes may limit students from enrolling from the intro class (and subsequently preventing them from enrolling in the advanced class).

For instance, for Fall 25, we are cross listing Photoshop I and II together, but not cross listing Illustrator. Illustrator I has an enrollment of 30 students, near the max room capacity of 35. Photoshop I has an enrollment of 26, and Photoshop II has an enrollment of 12, for total of 38. Offering Photoshop as hyflex has allowed us to enroll more students than the capacity of the room, and there was a wait list at the beginning of the semester. While the dataset is limited, at some point I believe cross-listing classes will prevent people from signing up for the intro class, which will impact future enrollment for the advanced class.
 - As the industry changes and grows, based on student demand and the recommendation of our advisory board, we have been introducing new classes (2D animation, 3D Modeling) and are in the process of writing more (motion graphics, character/creature design). As these classes become available, we will need to be able to reliably offer them. Additionally, classes like the motion graphics course will also be included in other programs, such as film studies.
 - Students who can't enroll in their classes can't graduate on time, leading them to change majors. Our students have gone to other colleges to take courses they can't get at LPC or will sometimes change major. For the number of students that have declared GDDM majors, we have very few completions and I believe this is one of the main road blocks for their completion.
- We are asking for IER funds to purchase supplies for the printers in the classroom. We tried to run the printers in the classroom through the go-print system, but it was causing issues with the print setup (cannot print double sided, the orientation of the output is wrong, doesn't pull paper from the right paper

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tray, print jobs disappearing...etc). IT solved the problem by removing the go-print system. IER process asks if the request is documented in program review and it is.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- We did not assess or discuss SLO or SAOs for this program review because the school is changing from elumen to Curricunet Meta. We will input SLO data in this new system and will have assessment data in the future.
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4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Per advisory board committee, we will be updating our curriculum to reflect trends in employer hiring practices to incorporate motion design into existing projects and to create a new course for motion design.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No: Yes
- Explanation/evidence: Based on the Lightcast Data for the Alameda, Contra Costa, San Francisco, and San Joaquin Counties, there have been 340 unique job postings from 193 employers over the last 12 month for graphic design related jobs, with “Graphic Designer” as the most common job title.
- The report also indicates that regional employment is higher than the national average, with projected 4,631 jobs in the four counties compared to the national average of 3,935.
- Analysis of the Defining Skills (day-to-day tasks and responsibilities of the job) data shows that “Graphic Design”, “Adobe Illustrator”, “Adobe InDesign”, “Adobe Creative Suite”, “Branding”, “Typography”, “Illustration”, “Logo Design” as all being in demand and growing relative to market. These are all skills that our program place strong emphasis on and is part of our core offerings.
- Source: Light Case Occupation Overview for Graphic Designers in 4 local counties. Q3 2025 Data set.

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No: Yes.
- Explanation/evidence: There are several institutions in the area that offer similar programs, with a mix of private and public schools, as well as 2-year and 4-year programs.
 - Academy of Art University (4yr Private)
 - San Francisco State University (4yr Public)
 - California College of the Arts (4yr Private)
 - UC Berkeley (4yr public)
 - CSU East Bay (4yr public)
 - Diablo Valley College (2yr public)
 - City College of San Francisco (2yr public)
 - University of San Francisco (
 - San Joaquin Delta College (2yr public)
 - University of the Pacific

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

103000 Graphic Art and Design

This program has thirteen concentrators.

Core Indicator One: Postsecondary Retention and Placement. The program achieved 96.15% retention and placement (4.2% above the state-negotiated rate); all other statistically valid special populations met or exceeded the minimum 90% of the state-negotiated rate. The program's demonstrated effectiveness, as measured by this data, indicates it is successful.

Core Indicator Two: Earned Postsecondary Credentials: The program achieved 71.43% (.57% below the minimum 90% state-negotiated rate). However, with seven concentrators, this core indicator is not statistically valid

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and therefore shows N/A, not applicable. It can be suggested that, with the lack of earned postsecondary credentials, this indicator needs improvement.

Core Indicator Three Non-Traditional Program Enrollment: This program identifies females as the non-traditional cohort that achieved 60.71% (33.7% above the state-negotiated rate overall). All other non-traditional special populations that are statistically valid also exceed the state-negotiated rate, indicating effectiveness in enrollment in non-traditional programs. **Note:** Ignore the red negative under male within this core indicator, as it is not the non-traditional gender.

Core Indicator Four Employment: Employment data with fewer than six participants is not available due to FERPA regulations and, therefore, is not statistically valid. Consequently, the effectiveness within this core indicator cannot be determined. However, the location of the DR notations shows a minimum of four concentrators with the demographics (male/female, Asian, Filipino, Hispanic, White, Economically Disadvantaged, and Individuals with Disabilities).

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes, We hold advisory board meetings at least once a year where board members provide recommendations for the program and provide industry updates.
- Explanation/evidence: Minutes from last meeting attached.

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.