

PROGRAM REVIEW Fall 2022

Program: Graphic Design and Digital Media

Division: Arts and Humanities

Date: 11/1/2022

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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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 with enough detail to present your information, but it doesn't have to be very 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 form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that 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.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 GDDM Faculty completed hy-flex training during Spring and Summer of 2022. Starting Fall 2022, we are able to offer many classes with different modalities. Students really appreciate having hyflex as an option.
2 During summer 22, we were able to offer GDDM 3 (History of Graphic Design) as an online asynchronous class. This is our only course that is offered in this mode. Enrollment numbers were good and student success rates were good.
3 GDDM was able to secure additional funding to offer GDDM 57 (Branding & Identity) for Fall 22 and GDDM 60 (Portfolio Development) for Spring 22. These were two capstone classes that the department have not offered in several semesters and we needed them in order to allow students to obtain their degrees or to be able to transfer. This was identified as a challenge from the last program review and we were able to resolve the issue. However, the program still does not have a solution for being able to plan for these courses to be offered regularly.
4 Department completed summer camps as outreach to high school and middle school students. These camps continue to be popular and show students have interest in this area

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

Enrollment: Similar to what the college is experiencing, GDDM's enrollment for AY 21-22 has suffered as we come back from offering all classes online, with a total enrollment number of 283. This is a sharp decline from the all-time high number that we achieved during the pandemic of 360 for the 20-21 academic year. While enrollment during the pandemic was also unusually high, increasing to 360 from 290 the year before (AY 19-20), the current enrollment numbers are disappointing because Spring 22-- the first semester that we came back to campus full time-- enrollment was particularly low, with a total enrollment of 91.

This semester (Fall 22) has seen an increase in enrollment, up to 105 for the department, but that's still below the enrollment we typically get

Course Frequency: Course planning has been a perpetual challenge for our program. GDDM is a smaller program and we do not receive enough FTEs to plan our courses effectively. Current approach is to offer introductory courses more often, because they generally result in higher enrollment numbers. However, this means that we cannot offer the more advanced classes. These courses typically will have lower enrollment, which means they also run the risk of getting canceled altogether if they are offered.

This presents a multitude of problems for the program and for the students. Many students have expressed frustration that we will not offer the course they need to transfer or to complete their degree, and that they have to wait a long time before they are able to complete the program. For instance, GDDM 57 (Branding and Identity) was last offered Spring 19 and is finally offered again this semester (Fall 22). At least two students who were waiting for that course had a waiver signed and the course substituted because we were not able to offer it within 3 semesters.

Similarly, GDDM 60 (Portfolio Development) was offered in Spring 2020 and then again in Spring 2022. If a student started their course work at the 'wrong' semester, they will to wait a long time before this capstone class is offered to them. Many students end up waiting an extra semester or year before the course, while others were encouraged to take the course early even before they have a full body of work to build a portfolio (because we don't know when we will be able to offer it again next time)

We are fortunate to be able to find additional funding each time these courses are offered, but it is difficult for both the department and students to plan their courses ahead of time. With the college's focus on Guided Pathways to provide a clear pathway for course sequencing, we find ourselves unable to come close to the program mapping template that was completed.

The larger effect is that students are not able to obtain their degree, not able to transfer, or are having to wait a long time to be able to do so. In conversations with students, they have continually expressed frustration that they cannot finish their coursework in the expected time.

While some students are willing/able to wait, many cannot and have stopped taking GDDM courses, moved to a different school, or simply changed majors.

We have a number of questions regarding student enrollment data. For instance, how many semesters does it take a student to complete a degree or certificate for GDDM at our institution? Do they have to skip semesters in between because we did not offer courses? How many students change their major or do not complete their program? How many students are not looking to complete a degree/certificate or plan on transfer? Looking at our enrollment data, there are many students who declare a major within our discipline but very few students obtain their degree. While there are certainly students who are not seeking a degree/certificate/transfer it seems like very few students complete the program. For Fall 22's Intro to graphic design course, there are 16 students whose declared major falls within our discipline out of 31 students, but for AY 21-22 we only awarded 2 Associates Degrees and zero certificates. (For degrees awarded in AY 21-22 we probably should be looking at enrollment data for 19-20 but class web does not pull up data that far back). Accounting for the discrepancy between number of students who declare a major within the discipline and the few that obtain a degree/certificate is its own challenge, but we are certain that not being able to offer many of our courses regularly is a major contributor to this.

Cross listing: The department has heavily relied on cross listing our courses to address the two challenges listed above but cross listing presents its own challenges. Instructors are basically required to teach a whole separate course on top of the original course. While there is some content overlap, the majority of the content and the student learning outcomes for the course are different. Students suffer as well because the instructor is often preoccupied with another set of students. Sometimes this causes confusion as well because students may not be clear on whether the instructions pertain to them or the other class (made more difficult if the course is both hyflex AND cross listed). We have tried to minimize the number of courses that are cross listed but that often puts students another semester behind.

All of the above are interrelated, ongoing obstacles for the success of our program and our students. We understand that these challenges that are difficult to overcome and there are no easy solutions. Nonetheless, these have been and continue to be our most persistent issues year after year.

Printing System: Many of our courses would benefit from having a full color laser printer within the classroom. An Instructional Equipment Request form for FY 22-23 has been filled out and submitted.

A printing system will allow students access to low-cost, high quality color printouts for various assignments. Student success will be increased because the system will remove barriers for printing, allowing them to be able to print out works in progress for physical evaluation for size, dimension, typography, etc while in class, and make modification and changes as necessary. For many types of design (especially print design), frequent evaluation of their works in progress is vital to the learning experience. Without the system, students have had to travel to copy centers to print, creating delay and incurring extra cost and time, and limiting the frequency where they are able to evaluate and critique their own work. Students will also be able to print from the native design program instead of having to convert to PDF, which allows more print options and more faithful mock ups.

The system will benefit all GDDM students by allowing them to print low-cost, high quality color prints in the classroom. This will allow students to print and fix potential mistakes during class, rather than having to take their files outside to print, and bring it back next class (with potential mistakes only to need to be printed again). Different courses will be able to modify assignments to take advantage of this, placing more emphasis on traditional printing and proofing techniques and incorporate print requirements back into projects such as packaging design. The printer will also be an alternative to the really expensive photo printer for certain projects. We will also be able to incorporate basic prepress information into various assignments since that is one of the classes we have not offered in a long time and may be sunsetting. The laser printer is essential office equipment and will impact almost all GDDM courses and sections but be especially impactful for courses that focus on print design such as InDesign and typography. Other courses will benefit by having projects with integrated print requirements. The department will be able to incorporate printing as part of assignments and have a wider variety of design projects for students for a number of different classes.

Dedicated Outreach Specialist: Our your department and the Division as a whole would be much better off with a dedicated Outreach Specialist. Right now as it is, our Outreach Specialist works under a few other disciplines outside of A&H and this is not consistent with the other Outreach Specialists. It was originally conceived of as one OS per Division, but A&H has been the outlier for some reason.

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

Like many other programs between 2020 and 2022, GDDM fully developed and transitioned our course content for online teaching using Canvas. We mostly held online synchronous courses using Zoom, while making recordings available for students to be able to review. Over the last two years we experimented with various features of canvas such as Canvas Studio, in addition to all the traditional collaborative tools such as discussions. Assignments and grading have largely transitioned to Canvas as well, which makes it easier for students to keep track of due dates, resubmit assignments, and get written feedback outside of the classroom for assignments. Students are also able to see how they are doing in the class. We've eliminated a lot of paper waste, with syllabuses, handouts, notes all being available online. Using Canvas Modules is also a great way for students and instructors a like to keep track of course progress and be able to get overview sense of the course as a whole. Now that we've returned to the classroom, Canvas remains helpful for taking attendance, and we use it in the classroom all the time for reviews, critiques and presentations. Due to the way our courses are setup and taught, we were fortunate and had a relatively easy time conducting online courses and now hyflex courses. We are able to easily share screen in zoom and project the screen for in person instruction at the same time, and participation has been better than fully remote classes.

We also adopted the use of Mouseposé in the classroom. Mouseposé allows for mouse clicks and keystrokes to be visualized on the computer screen. For our courses, this is great for displaying clicks, double clicks, right clicks, and keyboard shortcuts. Originally we used it for online courses, but found it helpful to have it for in person instruction as well. We are currently using the free version, which has a logo in the corner, but that's a minor inconvenience.

This semester we've also adopted using Figma as a class collaboration tool. Though the tool is not the main focus of the class, we have been using it as a tool for sharing and reviewing work, as well as brainstorming. Students can log in from their own machine and edit/change/comment on each other's work while we conduct a class review. Review sessions have been very collaborative and productive.

This semester (Fall 22) we've been occasionally opening up zoom sessions for GDDM 57 (Branding & Identity) students who cannot make class on certain days (either due to travel, family emergency, quarantining). This class is made up of mostly advanced students who have already taken multiple courses and they know the zoom sessions are a courtesy and do not abuse the privilege. For this course in particular, class time is highly collaborative and is used to gather

feedback and instructions for the next round of design. Students know the importance of attending class regularly and still get a lot out of class even if they attend online.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

GDDM is to happy to be able to offer GDDM 57 (Branding and Identity) this semester. The course focuses on branding and Identity but the projects allow students to really express their cultural diversity, creativity and social values. While this is true for almost all of our courses and projects, the way this course is designed really allows the students to dive deeper into their projects and really develop and refine their design and ideas around a topic. Since students are encouraged to come up with their own projects (according to a set theme), many of these projects reflect their diversity of experience and the college vision statement and mission. For instance, students in this class are currenting working on “Design for a Cause” where they act as project managers to another student designer to create a design for a social cause. Some of the projects that students chose to work on include: Fostering a animal, Online Scam awareness, Anti-gun violence against kids, LGBTQ+ representation in e-sports, Back health (anti-sitting), etc. Students chose their own causes they believe in and are passionate about, and using design to figure out how to message their concerns to raise awareness, fundraise, call for action...etc. A lot of these projects are based because a student has a personal connection to the social issue and are invested in the messaging.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
3D/Gaming: The program is considering adding new courses with a focus on 3D computer modeling and Game Design into our curriculum. We have gotten feedback from the advisory board, and have gotten Labor Market Impact Report data that support this idea going forward. Various deans have also floated the idea and are exploring how to approach this.	✓			✓

The idea has been around for a while but is still in exploratory phase for how/if it can happen and will require collaboration and input with other experts.				
Internship Program: This has been on the list for a while and we finally got some progress. Over summer 22, we met with Sonny Thomas from PureRed to discuss how to implement an internship program. Helena Cruz and Ann Kennedy from LPC is setting up meetings with Leigh Anne Wauford from PureRed to move things forward		✓		✓
Sunset Classes: We are currently doing our curriculum update for almost all of our courses and will prepare to sunset some of them. For the electronic prepress course, we want to get feedback from the advisory board and discuss before sunsetting the course. We have not offered the course in a long time and there does not seem to be a demand. While the board maintains that prepress remains an essential skill (and we agree!), students do not seem to be interested. If we sunset this course, we will also most likely remove the Digital Print Certificate as well.	✓		✓	

F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	General discussions and conversations with students (totally nonscientific).
What did you learn?	Conversations with students reveal a general frustration with our lack of course offerings and advanced courses (See challenges and obstacles).

	Students appreciate the hyflex modality courses especially for morning classes and for students with a long commute (living in Tracy and beyond). Some students also take the Hyflex course with knowing that they will be fully online due to lack of transportation and are glad they don't have to find transportation to attend class. Overall hyflex saves students time. One student also noted that even though the class is hyflex and they are attending mostly online, their engagement is higher than a fully online class. The student commented that seeing the instructor in the classroom, and walking around in the classroom was helpful and made the experience more immersive. Student also notes that their experience with the fully online classes was when the pandemic was in full swing so there was a lot of other distractions so it's hard to compare properly. We've been unofficially conducting simultaneous zoom + in person instruction on a case by case basis for when students are not feeling well, are quarantining, traveling..etc and don't want to miss class. This has worked well so far since we are using it on a very limited basis and student have to arrange with instructor ahead of time to set it up.
How will you use the feedback?	Continue to do the good things, fix the bad things.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

✓ N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

We are looking at Fall 21 and Spring 22 Data!

Enrollment: We have a high headcount for Fall 21, with a headcount of 107 and a total enrollment of 166. This data is similar to the previous year (Fall 20) and a significant jump from Fall 19. We think this is due to all course online.

However, Spring 22 suffered a severe drop in enrollment, with only 71 student head count and a total enrollment of 98. This is a lot lower than Spring 21's headcount of 130 and total enrollment of 192. This is also the first semester where we migrate back to campus and have in person instruction. This is also the semester where the first two weeks were offered remote before switching to in person instruction. The vaccine requirement probably also presented additional hurdles to student enrollment.

Because Fall 21 enrollment numbers were high, we had high productivity (612) and a high FTES count (31). Because Spring 22 enrollments were low, we had low productivity (363) and a low FTES (18)

Student Success: Spring 22 was first semester we have a mix of online and in person instruction.

While we don't have equivalent courses to compare, in person instruction shows a higher success rate and a lower withdraw rate overall.

Student Demographics: have not changed dramatically in the last couple of years, but looking back to Fall 2018, there is a large jump in the number of "first time any college" students, and that number remains high.

Student Goals: Looking at historic data, the overall trend is that more and more of our program's students are intending to transfer, increasing from approximately 50% to 60% in the last five years, and the number of students intending to get a certificate went down from 26-30% down to 11%.

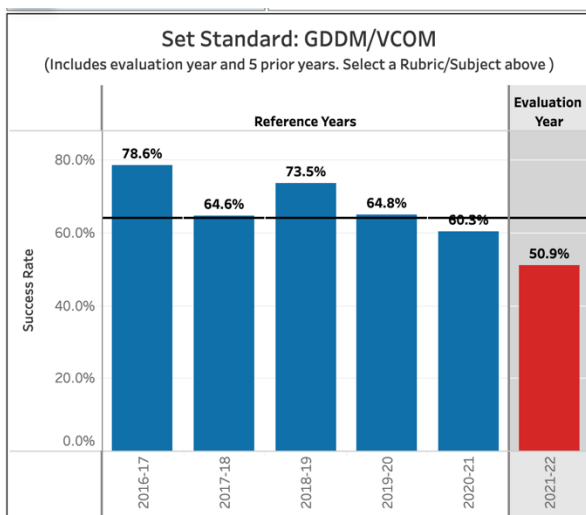
Course Sequence Data: We notice that some programs have course sequence data and we would like to have that set up too.

B. 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 are 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.

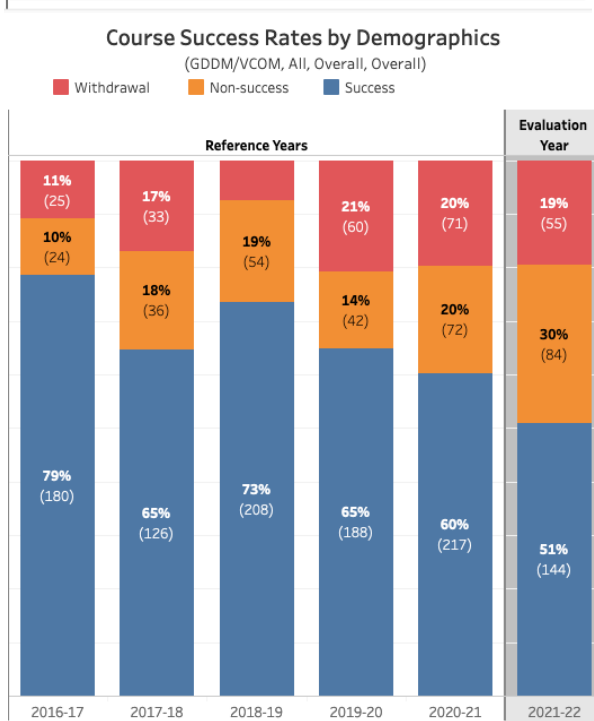
[Program-set standard data can be found on this page](#)

- 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.



DATA TABLE for GDDM/VCOM

	Reference Years					Evaluation Year
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Num	229.0	195.0	283.0	290.0	360.0	283.0
Success Rate	78.6%	64.6%	73.5%	64.8%	60.3%	50.9%
Set Standard	64.3%	64.3%	64.3%	64.3%	64.3%	64.3%



Our program did not meet program-set standard for course success rates for the current evaluation year. The program's success rate was very low, at 50.9%, our lowest ever. We also did not meet program set standard the previous year. At the program level, we see that students in the last three years withdrew at a higher rate, averaging at 20%, compared to a low of 7% in AY 18-19. Students who did not with draw also had a very high non-success rate for 21-22, a high of 30%. The course that had the lowest success rate was GDDM 56 (introduction to Graphic Design), with a success rate at 26%. A closer look at the course shows that, out of the 21 students who competed

the course, and the 15 that were not successful, 13 did not even complete the final project, and the majority missing multiple assignments. 3 students did not complete any projects at all, and 6 students did not turn in projects after project 3 (around week 6). 7 of the 15 students had an attendance rate below 50%. Based on this data, we think these students signed up for the course and simply stopped participating. They did not regularly attend lecture, did not participate in discussions, and did not submit assignments.

Fortunately, GDDM 56 is a course that we offer frequently and have plenty of data, we think a return to the classroom, even as hyflex mode, will help student engagement and increase success rate. While we are only halfway through the semester, Fall 22's GDDM 56 are doing well, and we hope the course and the program as a whole will be able to report a higher success rate for the next program review.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.

- a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

The PLSO we chose to review is :

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

We chose to review this PSLO because it is measuring technical proficiency in software, which is more objective and easier to measure. Having technical proficiency in the latest software is important for students to enter the industry. This is a PLSO that is measured across many courses and we would have more data.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____100_____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

The data seem to reflect a relatively standard breakdown for grade distribution, with 35% demonstrating mastery, 30% above average, 17% average, 10% below average, and 7 % with no demonstrated achievement.

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- ☒ Gender
- ☒ Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient

- First Generation
- DE

- Online
- Hybrid
- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

We looked at gender and age data for the disaggregate data. We plan on looking at Online vs face-to-face data as well, but Elumen is not pulling the data correctly for the time being.

For the chosen terms and the above stated PSLO (Fall 21, Spring 22), we have more female students than male students, 46 to 39, but the overall numbers are pretty close. The number of students who declined to state their gender is statistically insignificant (3).

Female students have higher success rates in both the “mastery” and “above average” category, with success rates of 75% combined, while male students had a combined success rate of 51%, a 24% difference. Conversely, male students have a higher level of “Average” and “below Average” success rate, at 40% compared to 18% for female students.

Looking at the data by Age, we notice that students have a similar success rate for the “mastery” category, but students below the age of 21 who do not get “mastery” tend to fall into “average” and “below average” categories (38%), while students who are older than 21 tend to cluster in the “Above Average” category. Notably, 13% of students who are 21 or younger had “no demonstrated achievement” compared to zero percent for students 22 or older. Students 21 and younger that had “below average” and “no demonstrated achievement” totaled 26%, compared to 11% for students 22 and older.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

Comparing the information from the SLO performance report, along with the Program Set Standard data, we think is reasonable to assume that most of the no-successful achievements within the program are from students who are 21 and younger and do not complete the course and either withdraw, or fail the course. Based on Canvas data, the majority of students who end up receiving failing grades generally do not turn in assignments.

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

Not sure what potential changes will improve student learning beyond what we are already doing. Frequently, students simply drop out and do not show up. Currently we are being gracious with due dates, due to many students having multiple obligations. We are also implementing more hyflex classes, for students who do not have transportation. We also announce the availability of student tutors (when possible) and technology loan requests to students.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Y ☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ N ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

NA

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). 100%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
- ☒ Not Applicable
 - Our program maps are inaccurate because we do not have the resources to offer some of these classes regularly for students. Some of these classes are vital and we cannot remove them from the program and cannot be fixed by updating the curriculum map

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

___ ☒ ___ YES ___ No

Course Name & Number	
GDDM 53	Photoshop I
GDDM 56.	Intro to Graphic Design
GDDM 59	Photoshop II
GDDM 55	Web I
GDDM 62	Web II
GDDM 63	Multimedia Animation
GDDM 54	Adobe Illustrator I
GDDM 59	Adobe Illustrator II
GDDM 64	Adobe InDesign I
GDDM 67	Adobe Indesign II
GDDM 40	Design Shop
GDDM 52	Intro to Typography
GDDM 3	"History of Graphic Design"
GDDM 50	"Intro to Adobe Creative Cloud
GDDM 29	Independent Studies
GDDM 60	Portfolio Prep and Self Promotion

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

___ YES ___ ☒ ___ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ☒ _____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

*Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the [Curriculum & SLO Specialist](#) if you are planning a new program.***

☒ _____ YES _____ No

If yes, please provide details and the rationale

Preliminary discussions for Game Design courses and possible program. Really early discussions, no program map or anything solid yet at this point.

E. Are there any courses that you plan to deactivate or sunset?

☒ _____ YES _____ No

Course Name & Number
GDDM 65 Electronic Prepress * We will bring this up at the department's next advisory meeting to get feedback from the advisory board members. We will consider sunsetting the Digital Print Certificate as well.
GDDM68 Portfolio Preparation

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year’s Program Review forms or process?

Instructions for how to run Elumen reports were slightly outdated but VERY helpful!