

Program: Graphic Design & Digital Media

Division: Arts & Humanities

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.**

Please note: Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2023 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

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

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) 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, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
 1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select "Course Outline Report" under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
 2. If updates are needed, submit these updates to the Curriculum Committee
 3. Then, 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 during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Instructors have completed hyflex training and the program started offering hyflex courses where possible. This new modality gives students more flexibility in how to attend class, with many students commenting that they appreciate the flexibility due to other appointments, or long commutes.

We have also completed the process of course and program updates for Title V. Most of the changes have gone through curriculum committee and should be active in Fall 2024. Per advisory board recommendation, we are also sunsetting some courses that have not been offered and have no students. Notably, we are discontinuing the Digital Print Certificate, since the electronic prepress course will be discontinued.

GDDM is participating in meetings for the new STEAM building. Hurray new STEAM building.

Barriers continue to center around our difficulty in offering capstone courses (Portfolio and branding in particular) with regular frequency. As we shift to the new student centered funding formula, student completion of certificates will become more important. In order to allow for more students to complete their course work within a reasonable time frame without additional FTEF, we will have to strategically offer these courses when we can in lieu of intro classes. While total enrollment and efficiency may suffer a bit, this will allow more students to complete their certificates in a timely manner instead of transferring or waiving the course.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

Students are much more engaged and ready for in-person learning. One student who failed an intro course while we were online only has repeated the course in Spring 23 and done a great job. They commented that it was a much better experience and they learned a lot more.

As we offer classes in hyflex mode, many have commented that it's much easier to plan their days since many are able to work in appointments or save time on commuting. Some students remain online for the entire semester while some come in occasionally for some lab activities.

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.

3. Got anything new planned for 23-24?

GDDM worked with ARTS to update their Three-Dimensional Design course to include the use of computer modeling and software in addition to traditional materials. We think students will be really interested in learning 3D software such as Blender and Maya, and we may introduce new courses in the future.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

According to Labor Market Impact Report for the 2 California MSAs (San Francisco-Oakland-Berkeley, San Jos-Sunnyvale-Santa Clara) there are 9,436 Jobs available in 2023. For the top 10 schools with completions in 2021, the total is 2,259. Subtracting the number of available jobs from the completers, the data shows there is significant demand in the labor market for our program.

Projected growth between 2023 and 2028 is set to be at 2.4 percent, with number of jobs increasing from 9436 to 9,664.

2. What is the median income for occupations within your program?

The medium compensation is \$79,955 in the area, higher than the national average of \$56,028.

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. YES No
2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

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.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

C1. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

Enrollment peaked in 2020-2021 at 174 and dropped to 138 in 2021-2022. During COVID, our program had exceptional enrollment numbers. The numbers may have dropped as student return to campus and we are no longer offering as many cross-listed courses.

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

These numbers have remained steady at approximate 25% the last 5 years, with 2019-20 being the exception at 20%.

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

There are insufficient data to calculate this metric.

C4. SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric or when complementary data suppression must be implemented.

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

Do not have this information in Launchboard data.

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

The latest data we have only goes up to 2016-17 with 75% students. Newer data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric.

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.

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

Data shows medium income as high as \$40,128 in 2017-2018 but has fallen to \$26,934 in 2020-2021. This may not include all student data as some data may be suppressed according to FERPA to protect student's personally identifiable information. Since there are some years where there are gaps in the data, there may not be a large enough sampling size for the data shown to be accurate.

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

There is a large gap in the data for 2015-2017 due to FERPA. The highest number is 193% in 2019-2021, while the latest data 2020-2021 is at 48%. Due to a number of years having data blocked out, the total number of students included in the information might be low for this information to be accurate (there the number jumped from 193% to 48% in one year)

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?

The latest data we have shows 36% in 2020-2021, with large chunks of data suppressed due to FERPA.