

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Career Technical Education (CTE) Program Review Handbook

Fall 2015
Version 4.

Table of Contents

Purpose and Goals	1.
Components in the Process	2.
The CTE Program Review Team	3.
Core Data Elements	4.
Definitions	6.
The CTE Program Review Narrative Report	7.
Appendices	18.
• <i>Appendix A. Program Review Resource Requests Template</i>	19.
• <i>Appendix B. Integrated Goal Setting Template</i>	20.
• <i>Appendix C. Validation Template</i>	21.

Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The CTE Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the CTE Program Review process include:

- The CTE Program Review Team
- Core data elements
- Completion of a CTE Program Review Narrative Report every three years
- Validation of the CTE Program Review Report
- Completion of three reporting templates (found in the appendix). They are:
 - The *CTE Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.

-
- Annual Program Updates (APUs), which review progress in meeting goals identified in the CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.
-

Thus, the recommendations and priorities from the CTE Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The CTE Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
 - Division Dean
 - Two additional faculty members, if applicable.
 - All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
 - A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.
-

The CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the CTE Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

CTE Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
- College productivity rate for the last three years.
- Productivity for comparable CTE departments for the last three years.
- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
- Total degrees and certificates awarded by the college, per year, for the last three years.
- Retention rates by course and discipline, department or program for the last three years.
- Overall college retention rate.
- Retention rates for comparable CTE departments for the last three years.
- Course completion (student success) rates, by course and discipline, department or program for the last three years.
- College course completion rates for the last three years
- Faculty Demographics: Full-time/part-time, age, gender, ethnicity
- Labor Market Information and Trends:
 - Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages
 - Data/Reports from Centers of Excellence (COE) on industry sectors
 - EMSI data or other sources of EDD data

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
 - A list of degrees and certificates
-

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
-

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$\text{FTES} = \text{WSCH} \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$\text{FTES} = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = $35/2 = 17.5$.

Retention: The percent of students earning any grade but “W” in a course or series of courses. To compute retention for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade “C” or better.

The CTE Program Review Report

1. College:

Discipline, Department or Program:

Date:

Members of the Comprehensive Instructional Program Review Team:

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

Department history and narrative:

The Graphic Arts Department has been serving the greater San Francisco Bay Area for over 40 years, providing trained craftspeople to the print and related industries. This department traditionally trained students primarily in type composition and printing press operation, as well as in other supporting curricular areas. The rapid evolution of the industry due to the computer has changed the primary focus from print to a broader technology driven base. Good graphic design is now required in a number of visual communications and imaging technologies. Although the department stays abreast of changing trends in the print related segment of the industry it has incorporated the demands of electronic displays into the curriculum. The world-wide-web, interactive media and multimedia environment is demanding the addition of graphic design related to those arenas. The department focuses on general Graphic Design as the major emphasis. The makeup of the Trade Advisory Committee is changing with the trends and now has individuals with varied experiences in digital imaging and design. This assures viability of the program. The program offers preparation toward an industry recognized Certificate of Achievement, an Associate of Arts degree in Applied Graphic Design/Digital Imaging or transfer to a four-year institution. The department is participating on the state level in development of the AA-T in Graphic Design thereby insuring our students' admission into the CSU system.

Laney College Graphic Arts department provides students with personal attributes and career skills in order to succeed in the competitive work environment found within the Graphic Arts industry. In order to accomplish this goal students need to bring to the program fundamental levels of education in English, mathematics, art and personal relationship skill-sets as defined by SCANS. The department will reinforce these "soft skills" through course work and research opportunities. Examples of English abilities would be a basic speaking, writing and understanding level with a vocabulary sufficient to listen and converse on a social and technical level.

Mathematics should be at an eighth grade level of computing with good understanding of linear measurement in various systems. An artistic ability with some education in basic drawing and sketching, design concepts and color dynamics would be advantages. With the advent of computer technology the demands of the student to be as current as resources make it possible is crucial to success in the program.

The department desires to provide a professional environment mirroring the workplace from which many of our students come or will go. A broadening of offerings to include highly successful segments of graphics into areas of packaging design, visual communications namely front end web design, mobile apps, and emerging technologies and entertainment venues such as games, animation, and interactive media are natural expansions. A balance of these cutting edge technologies must be balanced with a fundamental knowledge of good design elements and principles and applied to the workplace with a firm understanding of systematic problem solving abilities. Staff currency in technology must be a priority along with practical work related experience. Objectives for the department are; a. to provide successful student experiences related to graphic arts professions, b. the development of skills to insure success in graphic arts related career choices, and c. to maintain a level of academic excellence to continue the community perception of this being an exemplary program.

To insure the accomplishment of these objectives it is supposed that the Faculty of the Department will:

1. Maintain currency in subject area.
2. Keep “student success” as the number one priority of each class.
3. Attempt to teach individuals with varying backgrounds, cultures, experiences and motivations on equitable terms, giving time and instruction in varying degrees to accomplish course goals and objectives and insure “student success” in measurable outcomes.
4. Consider the well being of the department part of the professional duties and obligations of employment.
5. Act as an ambassador of the department to promote program and classes.
6. Contribute to the overall curriculum offered by the department.

And that each student should:

1. Have a basic understanding of the history of graphic communications, design, printing, and electronic imaging.
2. Experience as many “hands-on” opportunities as possible.
3. Experience traditional as well as digital processes in order to build a foundation for future learning.
4. As design oriented students, be encouraged to develop creative abilities related to graphic communications.
5. As technically oriented students, learn current industry accepted standards of file development, management, and production.
6. Develop “soft skills” such as; verbal communication, reliability, teamwork, accuracy, and all other skills addressed in the U.S. Government SCANS survey.

The Laney College Graphic Arts Department is unique in that it is a vocationally oriented program dedicated to training and educating individuals to career paths within the broad spectrum of graphic arts. This differs from most programs that are liberal arts directed. Because of this unique direction, factors that influence program review and assessment must be carefully considered. Class size, course offerings, course objectives, facilities, staff competencies, and scheduling are but a few of the affected areas. The trend in this industry has become broader in scope and range to include not only the printing industry but also the vast areas of other graphic design hungry venues such as; a. the world-wide-web, b. computer games, c. interactive presentations in both industry and education and d. entertainment included in computer games, motion pictures special effects, and animation and 3-D imaging. Reports related to moving the department location fail to correctly identify this unique standing. By virtue of being a “vocational” program the goals and objectives reflect a different direction from a program that would be included under an art orientation. This is of great concern to the Graphic Arts Department and if not fully understood by decision making centers could completely alter the direction of the department or fully destroy the unique attributes that have served department and the community well for many years. From all reports it is very evident that the printing industry is strong and viable and is not being replaced by the computer but being enhanced by it. The department needs to continue to support the printing part of the graphic arts. It also needs room to grow with the emerging technology. This will require support from the institution in a greater degree than has been received in previous times. The growth of faux programs on other Peralta campuses that have received instructional equipment funds, instructors and promotional support indicate that there is large enough interest in these graphic arts oriented areas to support programs throughout the Peralta Colleges.

The department anticipates further study and discussion with other “visual imaging and communication”

oriented departments on the Laney College campus in order to arrive at consensus of a description for an all inclusive department of visual communications or “Center for Design”. The clustering of similar programs and services could be beneficial to both strong and emerging departments. Students would have the advantage of finding these particular programs in one place. Faculty leadership could be shared with a larger group of individuals. Courses with common subject matters could be consolidated into fewer sections. With the proper support of the institution facilities could be multi-use and thereby serve to enhance space utilization. Although these discussions have been ongoing for many years, as understood by the department, this is a continuing process. The department is committed to following talks to a logical conclusion.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

These courses have State Control Numbers but are otherwise blank course outlines and are in Curricunet:

<u>Course</u>	<u>Action to be Taken</u>
GrArt 202A	Deactivate
GrArt 202B	Deactivate
GrArt 202C	Deactivate
GrArt 210A	Deactivate
GrArt 211A	Deactivate
GrArt 212A	Deactivate
GrArt 220A	Deactivate
GrArt 220B	Deactivate
GrArt 220C	Deactivate

These courses are NOT on the State Curriculum Inventory but are in Curricunet but are otherwise blank course outlines:

<u>Course</u>	<u>Action to be Taken</u>
GrArt 220C	Deactivate
GrArt 248A,B,C,F,GA	TBD

These courses are on the State Curriculum Inventory but not in Curricunet;

<u>Course</u>	<u>Action to be Taken</u>
GrArt 14A	Deactivate
GrArt 14B	Deactivate
GrArt 20	Deactivate

This course needs change in the Course Outline of Record:

<u>Course</u>	<u>Action to be Taken</u>
GrArt 037	Take through curriculum process, change pre-req. to recommended prep

The department has been requested to hold off on making these changes in Curricunet until the new Curricunet Meta becomes available.. Projected date for Curricunet Meta is late November or December.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

Programs to be Developed

- Applied Website Design
- Packaging Design

Courses to be Developed

- Mobile Apps and Emerging Technologies
- Introduction to Website Design

!!!! List of Applied Website Design certificate classes.

- 111 ELEMENTS AND PRINCIPLES OF 3 Units
GRAPHIC DESIGN

Introduction to elements, principles, and techniques of graphic design

113 TYPOGRAPHY 3 Units

Introduction to the importance of type as a graphic design factor

* 115 WEB SITE DESIGN 3 Units

Introduction to web-site design from a planning perspective
PREREQUISITE: GRART 142

* 34 ADOBE ILLUSTRATOR BASICS 2.5 Units

Skill-based approach to vector-based drawing software

* 36 ADOBE PHOTOSHOP BASICS 2.5 Units

Introduction to imaging software utilized in the graphic arts for photo and tonal manipulations

* 42 WEB GRAPHICS (DREAMWEAVER) 2.5 Units

Introduction and application of software (Dreamweaver) used in web-page design and construction

-
- 43 Web Graphics (Flash)
- Introduction and application of software (Flash) used
- in web-page design, construction and animation:
- Web-page animation graphics.
- CIS 6 Introduction to Computer Programming
- CIS 36A Java Programming Language I

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate? Applied Graphic Design/Digital Imaging cannot be completed through distance ed.

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Course SLOs are published in all instructors’ syllabi. PLOS are posted in each department classroom and on the department website.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

To help resolve problems with student retention of course materials and instruction, developed online videos of lectures and demonstrations to help increase access in class information.

Improvement 2.

See attachment XYZ

Improvement 3.

See attachment XYZ

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1.

Students leaving the Applied Graphic Design/Digital Imaging Degree/Certificate program with either the degree or certificate have been tracked for the past two years through the CTE Outcome Survey as provided by the RP Group. This is a California State wide project through the State Chancellor’s Office. As the only form of assessment being done that applies directly to our PLOs, the CTE Outcome Survey

answers if a former student is meeting three of the PLOS by indicating if they have ; a. Applied for an entry level career opportunity, b. Is employable in one of the entry level positions held by a graphic design student, c. Maintains a position of employment by displaying healthy employee attributes. By virtue of a former student being employed it shows success of the program with these PLOs. The other three skills and knowledge PLOs have not been directly assessed although success is indicated by a former student having a job and using those skill and knowledge to succeed in keeping those jobs.

Plan 2.

A more reliable assessment indicator of program effectiveness and relevance, more than any of the current assessment processes is the application of the reason for minimum qualifications in CTE faculty. With an ear to our field of expertise the Graphic Arts faculty is acutely familiar with the trends of our industry. This has generated plans for; a. the development of a certificate of proficiency or achievement in Applied Web Design, b. a certificate of proficiency or courses in Mobile Apps and Emerging Technology, and c. an interdepartmental degree/certificate program in Packaging Design.

Plan 3.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

NA

- Describe assessment results for courses with multiple sections. Are there similar results in each section?
Type in Daniela's and Micheal's assessment results for Photoshop

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

The Graphic Arts Department did not participate in the assessment of ILOs although our PLOs map to the ILOs.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.
Need to map SLOs, PLOs and ILOs in Taskstream.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
 - Creation of blogs to help students stay on track with blogs' follow email function on the newest updates to homework and quizzes.
 - Creation of online flash cards to help students be more prepared for quizzes and general vocabulary of the individual courses.
 - Creation of online videos demonstrated techniques used on courses.
 - Use of hands-on projects to verify understanding of lecture material.
-
- How has new technology been used by the discipline, department or program to improve student learning?
 - Creation of blogs to help students stay on track with blogs' follow email function on the newest updates to homework and quizzes.
 - Creation of online flash cards to help students be more prepared for quizzes and general vocabulary of the individual courses.
 - Creation of online videos demonstrated techniques used on courses.
 - Use of professional level graphics software must be used to produce projects in design classes.
-
- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses? The department does not have any hybrid nor Distance Ed courses. The department relies heavily on the knowledge and skills of a very fine teaching staff. All faculty must have multiple years of verifiable work experience in the field of Graphic Design and participate in professional development beyond the classroom. This not only keeps the department up-to-date but provides integrity and consistency of academic standards.
-
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Not Applicable

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following: The department experienced healthy enrollment numbers and productivity through the years of the recession for various reasons. As those reasons began to push more students into the Community Colleges, enrollment numbers increased. Now that there is a slight recovery in the job market and the CSUs are not pushing down as many applicants to the CCs the department has begun to experience a noticeable decline in enrollment.
 - Overall enrollment trends in the past three years

GRART Enrollment

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring

Total 0 182 189 24 167 163 18 154 144

- An explanation of student demand (or lack thereof) for specific courses.
See above discussion.
- Productivity for the discipline, department, or program compared to the college productivity rate.

GRART Productivity Rate

Term								
	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	14.09	13.32	13.71	12.47	12.97	5.02	12.71	11.96

Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

College productivity rate _____

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.
- Are courses scheduled in a manner that meets student needs and demands? How do you know?
- Recommendations and priorities.
Need for completion of new lab to insure enough facilities to offer more classes during the day and night.
Need for a full time instructor to ensure stability in course planning

6. Student Success and Student Equity:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

- GRART Student Success

	Term							
	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	66.40%	57.65%	79.17%	57.14%	53.56%	66.67%	57.01%	71.36%

- Laney College Completion Standard

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%	

- Department/discipline course completion rates

Success	Term								
	Course	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
	GRART 111 - ELEMENTS/GRPHC DESGN	74.36%	NA	NA	52.78%	NA	NA	55.56%	NA
	GRART 112 - CREATIVE/PROC/SOLUTN	NA	40.00%	NA	NA	38.46%	NA	NA	72.00%
	GRART 113 - TYPOGRAPHY	63.64%	72.73%	NA	66.67%	47.06%	NA	63.64%	86.67%
	GRART 114 - GRAPHIC DESIGN TECH	NA	80.00%	NA	NA	77.78%	NA	NA	100.00%
	GRART 121 - APPL GRAPHIC DESGN 1	NA	91.67%	NA	90.00%	100.00%	NA	100.00%	100.00%
	GRART 122 - APPL GRAPHIC DESGN 2	100.00%	NA	NA	61.54%	NA	NA	75.00%	NA
	GRART 123 - APPL GRAPHIC DESGN 3	NA	83.33%	NA	NA	75.00%	NA	NA	87.50%
	GRART 132 - DIG DOCS INDESIGN	51.85%	26.67%	NA	45.83%	62.07%	NA	50.00%	66.67%
	GRART 134 - ILLUSTRATOR	86.96%	62.07%	NA	47.62%	60.00%	NA	68.42%	80.00%
	GRART 136 - PHOTOSHOP BASICS	70.00%	65.85%	79.17%	63.64%	50.00%	66.67%	62.50%	60.47%
	GRART 142 - DREAMWEAVER	57.89%	52.63%	NA	56.52%	57.14%	NA	55.56%	47.62%
	GRART 143 - FLASH	NA	60.00%	NA	50.00%	NA	NA	NA	NA
	GRART 200 - SPECIAL PROJECTS LAB	NA	NA	NA	100.00%	100.00%	NA	100.00%	100.00%
	GRART 230 - COMPUTER BASICS	84.62%	NA	NA	NA	NA	NA	NA	NA
	GRART 231 - INTRO GRAPHIC DESIGN	50.00%	58.06%	NA	55.00%	46.51%	NA	39.47%	73.33%
	GRART 501 - GRART OPEN LAB	NA	NA	NA	NA	NA	NA	NA	NA
	Grand Total	66.40%	57.65%	79.17%	57.14%	53.56%	66.67%	57.01%	71.36%

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

Course 1. _____
 (course name and number) rate _____

Course 2. _____
 (course name and number) rate _____

Course 3. _____
 (course name and number) rate _____

ETC.

Discussion:

Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

No GRART DE courses from Summer 2012 to Spring 2015

	Term		2013		2014		2014		2015
	2012	2012	2013	2013	2013	2014	2014	2014	2015
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline Distance Education (100% online) course completion rates:

Course 1. _____
(course name and number) rate

Course 2. . _____
(course name and number) rate

Course 3. . _____
(course name and number) rate

ETC.

Discussion:

Describe course completion rates in the department **for Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

No GRART Hybrid courses from Summer 2012 to Spring 2015

Laney College Hybrid Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
- !!!!

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline Hybrid course completion rates:

Course 1. N/A _____
(course name and number) rate

Course 2. . _____
(course name and number) rate

Course 3. . _____
(course name and number) rate

ETC.

Discussion:

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

Not Applicable

How do you assess the overall effectiveness of Distance Education course?

Not Applicable

Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

GRART Retention

	Term							
	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.19%	80.43%	79.17%	72.65%	71.13%	88.89%	77.83%	80.40%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College retention standard _____

Discipline, department, or program retention rates

Year 1. _____

Year 2. _____

Year 3. _____

Discussion:

- What has the discipline, department, or program done to improve course completion and retention rates?
Creation of blogs to help students stay on track with blogs' follow email function on the newest updates to homework and quizzes.
- Creation of online flash cards to help students be more prepared for quizzes and general vocabulary of the individual courses.
- Creation of online videos demonstrated techniques used on courses.
- What is planned for the next three years?
Adding an additional full time faculty member.
Create greater facilities space by renovation of our current lab orientation.
Creation of web certificate and certificate of proficiency.
Expansion of the animation courses.
Greater usage of Teaching Assistants to improve student retention
- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.
What is planned for the next three years?

	2012-2013	2013-2014	2014- 2015
Applied Graphic Design/Digital Imaging (AA)	7	2	3
• Applied Graphic Design/Digital Imaging (CA)	6	2	3

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount _____1_____

Part-time faculty headcount _____5_____

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____1/5_____

Classified staff headcount _____

- Describe your current utilization of facilities and equipment.
Under utilization of facilities due to the current configuration
- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

Faculty for Applied Web Design Certificate of Achievement

According to the 2012 (most recent) Federal Bureau of Labor Statistics descriptions of Graphic Designers and Web Developers the demand for Graphic designers will increase by 7%, a rate below the average rate of increase, while Web Developers will increase by 22%, a rate way above the average increase. The Bureau job description for Web Developers says, “They are responsible for the look of the site.” That is the crossover with Graphic Designers and the reason why so many Web Design companies prefer to hire Graphic Designers. On the other hand the job description also indicates, “They are also responsible for the site’s technical aspects, such as performance and capacity, which are measures of a website’s speed and how much traffic the site can handle.” The development of courses within a Certificate in Applied Web Design is necessary to give the Graphic Design student and introduction to the technical requirements of website design. This will demand additional faculty to deliver an education in this specialized area of employment opportunity.

Packaging Design

According to Brandon Gaille marketing expert, “The overall global packaging industry is worth \$424 billion, growing at an annual rate of 3.5%.” and the North American share alone is 28% of that market. Only a handful of schools teach packaging design with the closest to Laney being San Jose State. Most of these programs are a combination of Graphic Design, Engineering and Manufacturing an ideal combination for Laney College. A concerted developmental effort could yield numerous students in various disciplines converging to fill the void for a huge job potential. The development of the program and implementation would require 2 fulltime faculty members and a minimum but would benefit the college in increased FTES and completions.

Vacancies

A past fulltime position held by Bill Leal has gone vacant for 9 years. At the time of his passing it was asked if the department could survive without an immediate replacement. It was stated at that time that the department could survive for a short period of time using part time faculty but that it would eventually need to replace the full time position to add stability to the program. With the retirement or resignation of many of our part time faculty it is way past time to reestablish that full

time position.

Likewise, with the retirement of the last full time instructor in the department in Dec. 2015 the department will be left with no full time instructors. That will necessitate the hiring of the second full time position immediately to establish the leadership and maintain the cohesiveness of the program. It is imperative that at least one of these positions be filled immediately.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.
- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

CTE, Facilities,

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Part B.

- What are the job placement rates for your discipline/department/program for the past three years?
- What are the projected job openings in your discipline for the next three years?
- How is the discipline/department program responding with regard to labor market demand?
Attending workshop and etc programs, advisory committee
- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.
- **Yes, meeting twice a year. Contact Carol Squicci for advisory board member list.**
- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?
- Does your program require state or national licensing?
No
Please explain. What is your licensing status?
- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.
*Yes, Sandy Jones,
Graphic Arts/Design falls under the ICT/Digital Imaging Sector
Michael Jay met with Sandy Jones, related to how to develop courses in Spring 2016. Other than that the DSN has not been a major factor in our departmental/program work under the CPT grant.*

- In which ways is your discipline/department/program collaborating with other community colleges in the region?

Regional Career Pathways trust

What similar programs exist in the surrounding area or nearby colleges?

None

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals
CTEA Perkins	US Govt/ State of CA	Augmentation of vocational programs
CTE Enhancement	State of California	Enhance of curriculum development and support materials of vocational programs
CPT Career Pathways Trust	State of California	K-16 career pathways development

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

Yes, workshops and online resources

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

Not Applicable

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale:

- **Goal 2. Assessment:**

Activities and Rationale:

- **Goal 3. Instruction:**

Activities and Rationale:

- **Goal 4. Student Success and Student Equity:**

Activities and Rationale:

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

-
- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney

Discipline, Department or Program: Graphic Arts

Contact Person: Don Petrilli/Michael Jay

Date: Nov. 6, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	* A. Replacement full time faculty for Dec. 19, 2015 retirement of Don Petrilli instructor/dept. chair	* Should automatically be filled. (Not a prioritization question)	\$50,000 to \$120,000 plus benefits	Page 20 and 21
	B. Full time replacement for position lost 9 years ago to the death of instructor Bill Leal.	#1 Position has been covered by adjunct faculty which at this time are more difficult to find and do not create the stability in course offering and scheduling needed for student success.	\$50,000 to \$120,000 plus benefits	Page 20 and 21

	<p>C. 3 adjunct positions to teach courses offerings required for graduation</p>	<p>#2 This is a second priority only if the full time position listed in B above is not filled immediately. Positions have been covered by 1 adjunct faculty member and full time faculty teaching, both retiring in Dec. 2015</p>	<p>\$11,300 each or \$33,880 total plus benefits.</p>	<p>Page 20 and 21</p>
	<p>D. 1 adjunct position to teach extra service courses covered by Don Petrilli who is retiring in Dec. 2015</p>	<p>#2 This is a second priority only if the full time position listed in A above is not filled immediately.</p>	<p>\$11,300 total plus benefits.</p>	<p>Page 20 and 21</p>
	<p>E. 3 to 4 adjunct faculty positions for future department expansion into Applied Website Design Certificate and Packaging Design Degree/Certificate</p>	<p>#3 Need will require filling as curriculum development and adoption proceeds.</p>	<p>\$33,800 to \$45,100 total plus benefits</p>	<p>Page 20 and 21</p>
<p>Human Resources: Classified</p>	<p>A. Clerical support for department chairs</p>	<p>#1 With increased demands on the department chairs for such as this PR mundane clerical tasks are being set aside and not completed just to make time to teach students.</p>	<p>TBD, cost could be shared with other “cluster” departments.</p>	<p>See entire PR</p>
<p>Human Resources: Student Workers</p>	<p>A. Teaching assistants</p>	<p>#1 Continue funding support</p>	<p>\$20,400 annually</p>	<p>Software classroom support for Departmental Equity and SSSP efforts.</p>
<p>Technology</p>	<p>A. Adobe Creative Cloud subscription funding for all</p>	<p>#1 Adobe Creative Cloud</p>	<p>\$20,400 annually (paid for currently</p>	<p>1. Adobe software is the industry</p>

	computers B. Funding for developer tools for creation of Smartphone and tablet apps on IOS and Android.	subscriptions funding for all computers. #2 Funding for developer tools	as a site license by the college)	standard for graphic arts. 2. Usage of graphics is rapidly on phone & devices are quickly becoming the standard interface and expansion into this area is a natural progression of the Graphic Arts Department 3. Calibration of monitor & printer insures consistency in files that match from monitor to printer in color and exposure. Page 20 and 21
Equipment	A. See attached "CTE Enhancement Supplies-GrArts.pdf" B. Furniture for A153 renovation project C. New computers and peripherals for the renovation of A152 computer lab and computer furniture (which at this time will be covered by CTE Enhancement funds but if the funding source is gone, we'll need funding for it). D. In 3 years our existing computers will reach its life expectancy and will need to be replaced. C. Monitor & printer calibration hardware and software	#1 #1 #1 new computers for of A152 computer lab and computer furniture #2 new computers for existing ones. #3 monitor & printer calibration hardware and software	\$35,000 paid for most likely by CTE Enhancement Grant Funds \$35,000 paid for most likely by CTE Enhancement Grant Funds \$57,000 + possible tax and shipping TBD \$2300 + tax and shipping	1. Without new computers and furniture for this area, the renovation of A152 would be fruitless. 2. New computers to replace older models are necessary to run current software. Calibration of monitor & printer insures consistency in files that match from monitor to printer in color and exposure.

	D. Flatbed printer and plotter for packaging prototypes	#4 to be purchased soon to support current units taught in Applied Graphic Design course on packaging graphics	\$67,000	Page 20 and 21
Supplies	Toner for various desktop printers. Paper, 8.5 x 11 ctns, 8.5 x 14 ctns, 11 x 17 ctns., various flat stock sizes for oversized sheets	#1 Cannot run design classes without printers #1 Cannot run design classes without paper for printers	\$4500/yr. \$900/yr	
Facilities	Renovation of A152 and 153			We will put more detail in this section next week. We just ran out of time.
Professional Development				
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: _____

Discipline, Department or Program: _____

Contact Person: _____

Date: _____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
-----------------	--

<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	
--	--

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<p><input type="checkbox"/></p> <p>1. Accepted.</p> <p><input type="checkbox"/></p> <p>2. Conditionally Accepted.</p> <p><input type="checkbox"/></p> <p>3. Not Accepted.</p>	<p>1. Complete the signatures below and submit to the Vice President of Instruction.</p> <p>2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.</p> <p>3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.</p>

Part III. Signatures

Validation Team Chair

Print Name

Signature

Date

Discipline, Department or Program Chair

Print Name

Signature

Date

Received by Vice President of Instruction

Print Name

Signature

Date

