2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022   PROGRAM: GRAPHICS
CLUSTER: HUMANITIES   LAST YEAR CPPR COMPLETED: 2020
NEXT SCHEDULED CPPR: SPRING 2025   CURRENT DATE: 2/28/2022

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

Graphic Certificate of Achievement

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

Since the last report, Graphic Design has worked to enhance student learning experience during COVID-19 pandemic and overcome graphic lab limitations for in-person teaching, maintain enrollments and improve our support for student demands. All graphics faculty became fully DE certified by Spring 2021. During the academic years after Spring 2020, all graphics classes are offered in a fully Distance Learning mode, which brings a challenging situation in teaching, enrollment, and operating. Also, the high school dual enrollment was also impacted by the lockdown. Most graphics courses have kept testing and implementing new methods and new platforms to deliver supportive course content in our main DE Canvas platforms. We are doing what we can do best to look for better solutions to service student learning. We continue working on two new planned lighter certificates on Motion design and UX design. In addition, the graphic design program focuses on improving our syllabus and software to navigate different teaching conditions. Graphic Design plans to create a new certificate for Graphic Design for Business, a broader student population for students who want to increase their job abilities on online marketing and daily office business by using hybrid professional online design tools. We keep working with Graphic CTE advisors via online mode, increasing our board members, to listen to their expertise and opinions to enhance our classes and program development plan. In September 2021, Senator John Laird visited our Graphic Lab and discussed with lead faculty Canguo Liu about our Graphics

1 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

programs and discussed and provided opinions on solutions on teaching in remote, hybrid, and in-person under social-distance limitations. We design many enhancements with plans to address solutions for post-pandemic learning and apply for funding from CTE and Strong Workforce, the approval of a total $250,000 spending will transform our traditional lab teaching setting into the latest generation of mobile computers and tablets, as a companion set, which is the essential move for the future workforce and learning environment. Our goal is to make our graphics classes a design agency or studio simulation that helps a student to be more independent in the class, gain valuable problem-solving design experience, and still learn graphics design and digital fundamentals. Graphic Design is continuing to explore all possible new and experimental methods and solutions to help and support student success and the programs' steady growth.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☐ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.
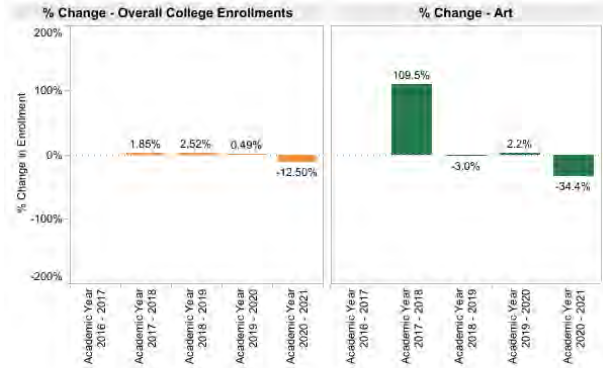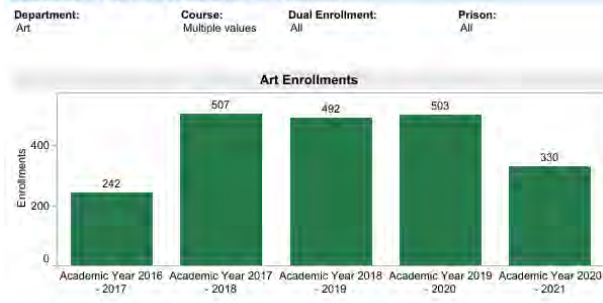
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.
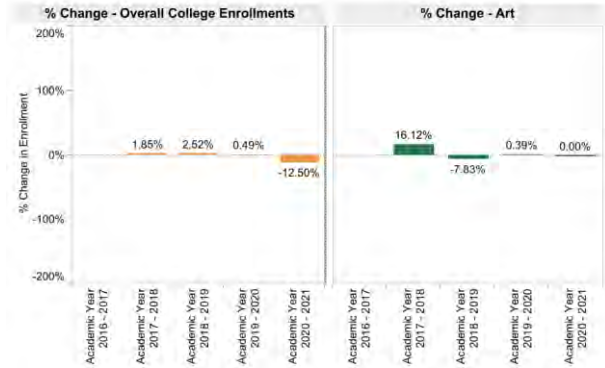
General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

2 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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SLOCCCD Program Review Data - Enrollment

Department: Art | Course: Multiple values | Dual Enrollment: All | Prison: All

Art Enrollments

242, 507, 492, 503, 330 (Academic Year 2016-2017 through 2020-2021)

% Change - Overall College Enrollments: 1.85%, 2.52%, 0.49%, -12.50%
% Change - Art: 109.5%, -3.0%, 2.2%, -34.4%

SLOCCCD Program Review Data - Enrollment

Department: Art | Course: Multiple values | Dual Enrollment: Not Dual Enrollment | Prison: All

Art Enrollments

242, 281, 259, 260, 260 (Academic Year 2016-2017 through 2020-2021)

% Change - Overall College Enrollments: 1.85%, 2.52%, 0.49%, -12.50%
% Change - Art: 16.12%, -7.83%, 0.39%, 0.00%

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Our "Non-Dual Enrollment" courses, ART 255, 256, 258, 259, 265, 266, 267, and 268 enrollment data keep stable without changes at 0% while the overall college enrollment is down -12.5%. But the overall data was dramatically shifting due to High Schools changes in their class schedule. Our cores classes remain in high demand, which shows our class offering strategies and other teaching preparations are effective during the pandemic.

We will continue discussions with high schools to provide support and guidelines, however, it is up to the schools to plan courses and brings dual enrollment students.

[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)

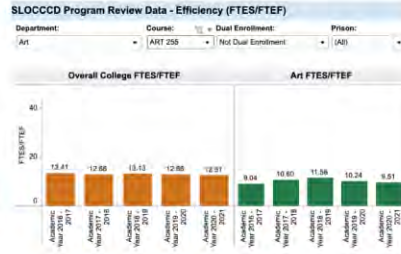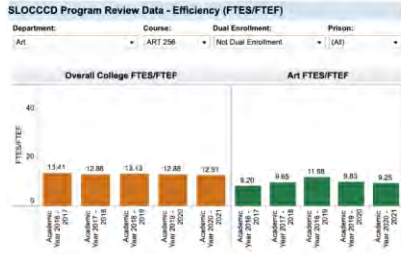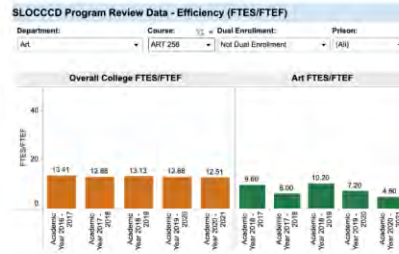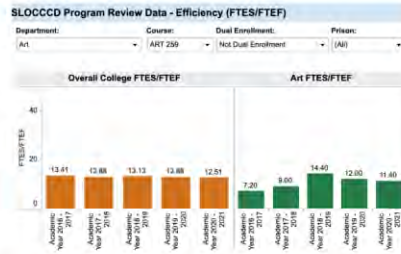Insert the data chart and explain observed differences between the program and the college.
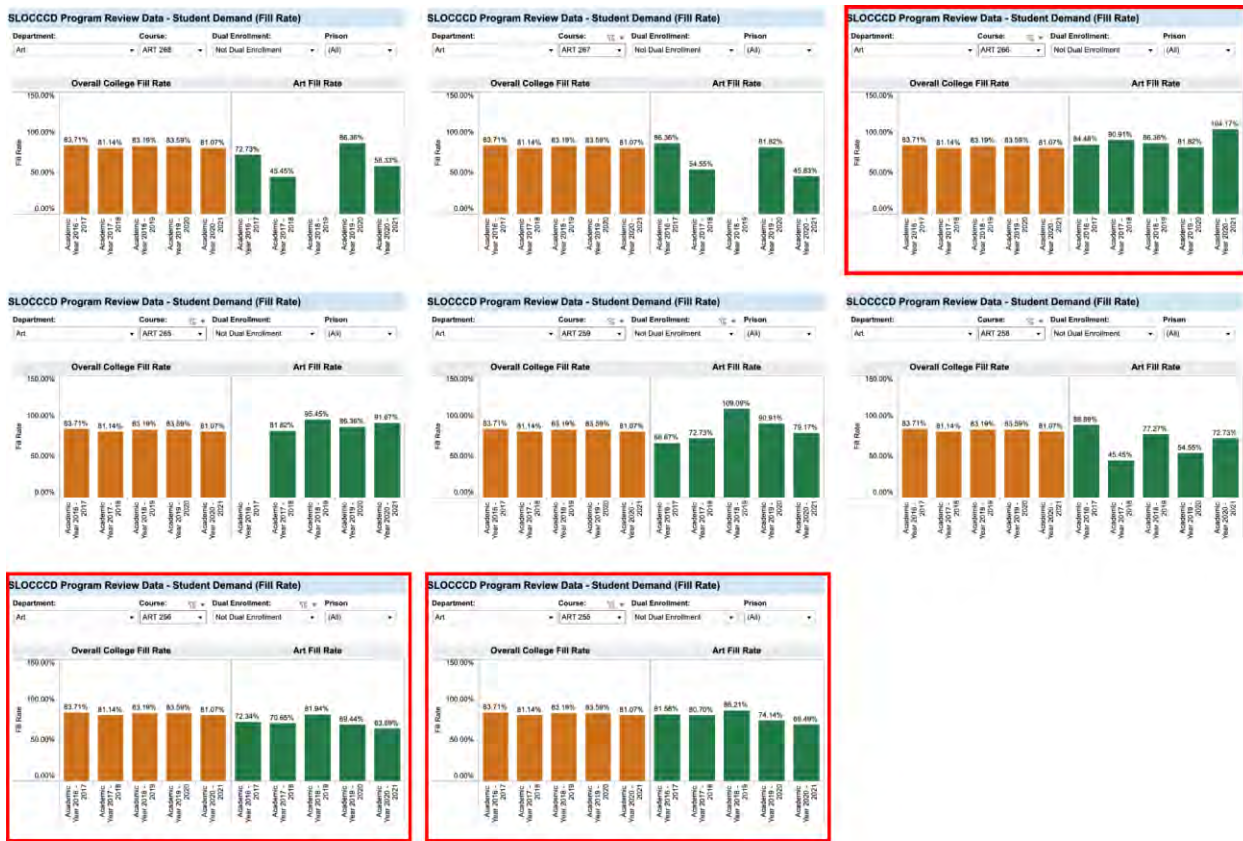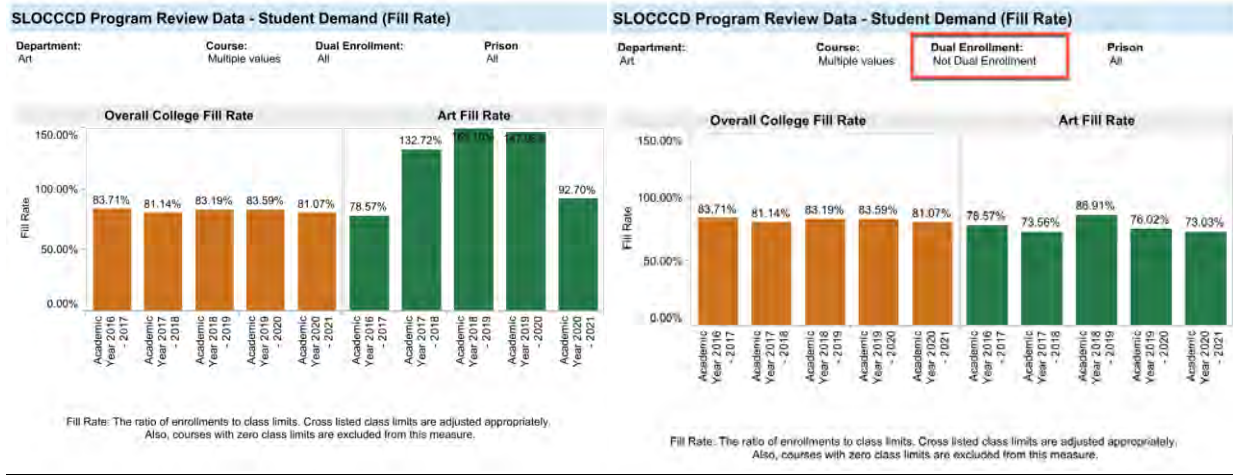
Data shows our core courses remain stable in Fill Rate, Our Graphic Design I, which offers each semester is at 101.17% while College Fill Rate is 81.08%. We only have Three courses are scheduled each semester, ART 255, 256, and ART 266. The lower fill rate for ART 255 and ART 256 demonstrates some difficulties and affects High fill rate courses. We will plan to have discussions with faculty who teach those courses on improving solutions and marketing strategies.
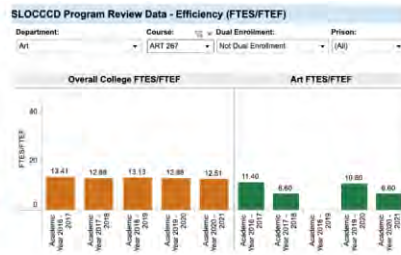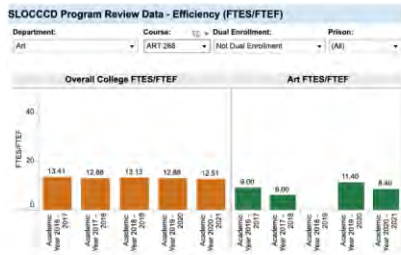
4 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.
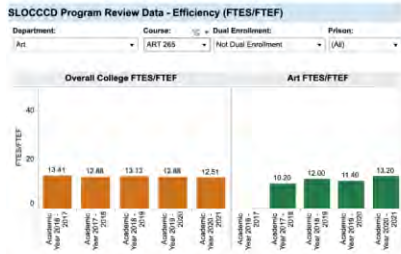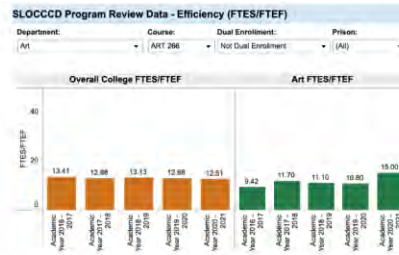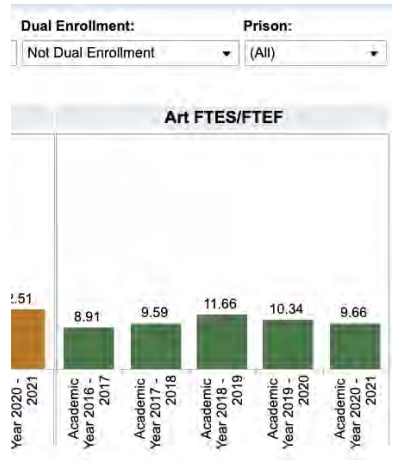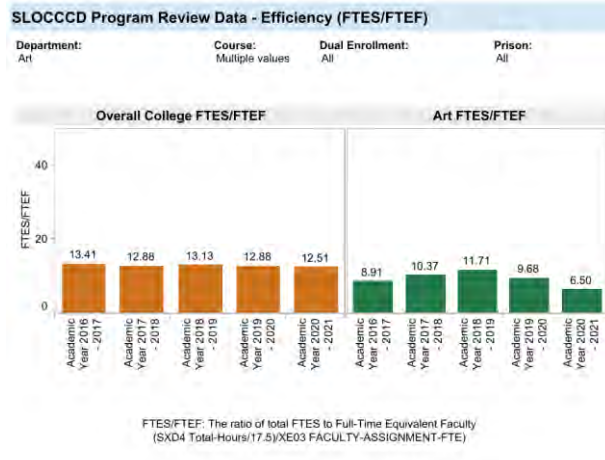
Data shows our core courses remain stable, but the dual enrollments changed the overall data. Our ART 266 Graphic Design I 15% and ART 265, Motion Graphic Design 13.2% are above Overall College rates. Our FETS data varies because some courses are offered only once per year. But overall, we will focus on some courses

that are offered each semester but demonstrate low FTES by enhancing instruction and creating more strategic solutions.

[Student Success—Course Completion by Modality (Insert Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.

Data shows our new online offerings (only have one red bar) demonstrate the challenge of changing in-person courses to online, especially, for the first time advanced courses such as ART 259, Web and UX design,

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6 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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and ART 265, Motion Design which software that is not commonly used and often causes student to drop early when facing techniques challenge and pressure of remote learning. Back to in-person will bring data back.

Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

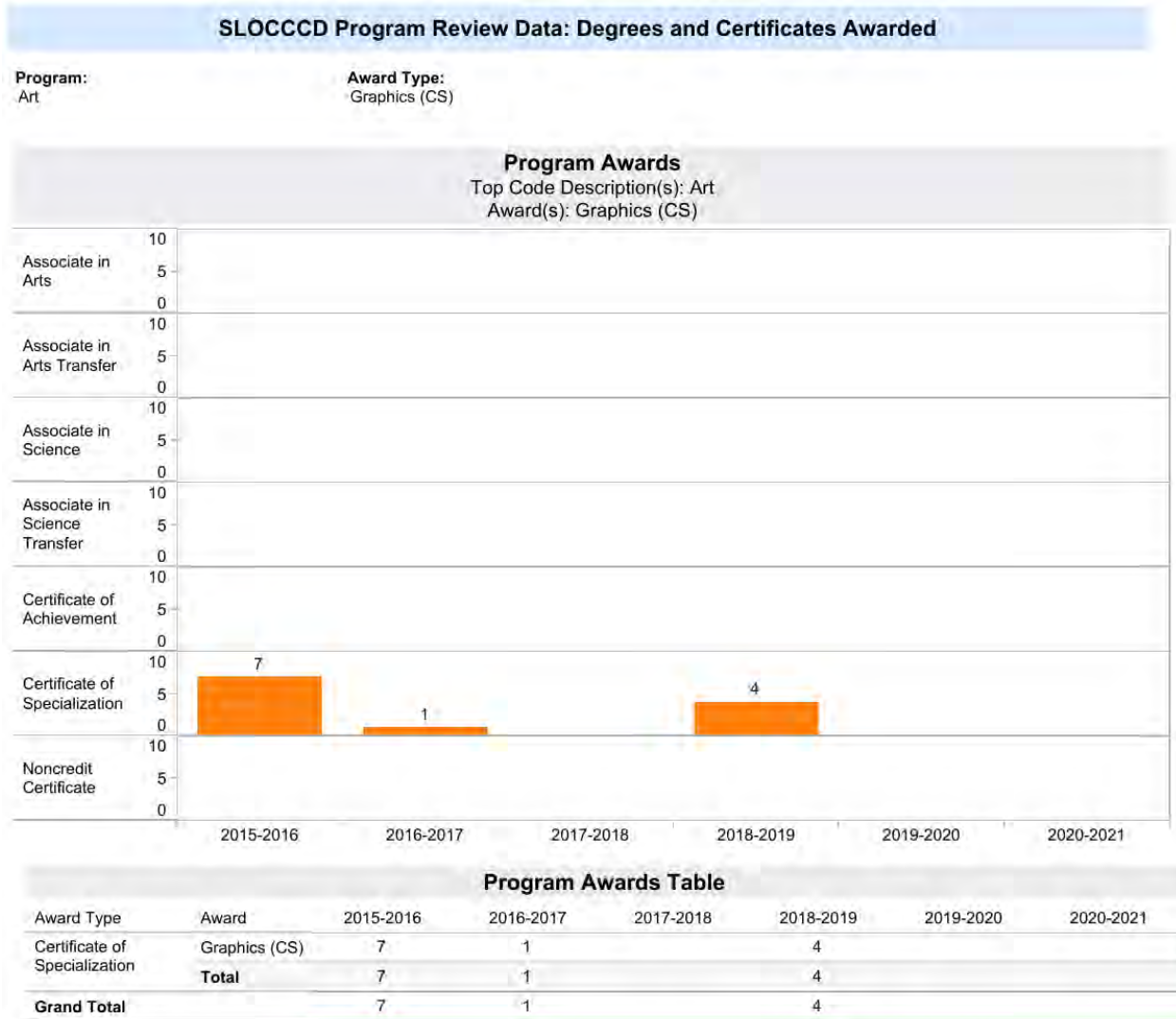### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Art

Award Type: Graphics (CS)

Program Awards
Top Code Description(s): Art
Award(s): Graphics (CS)

Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Certificate of Specialization	Graphics (CS)	7	1		4		
	Total	7	1		4		
Grand Total		7	1		4		

Program Awards: The number of degress and certificates awarded by program type

Our date of Award certificate shows students more focus on the transfer and work during this academic year and we are working on building a lighter, smaller certificate that is easy to meet. We will still work on ADT degrees to bring more attention to the program.

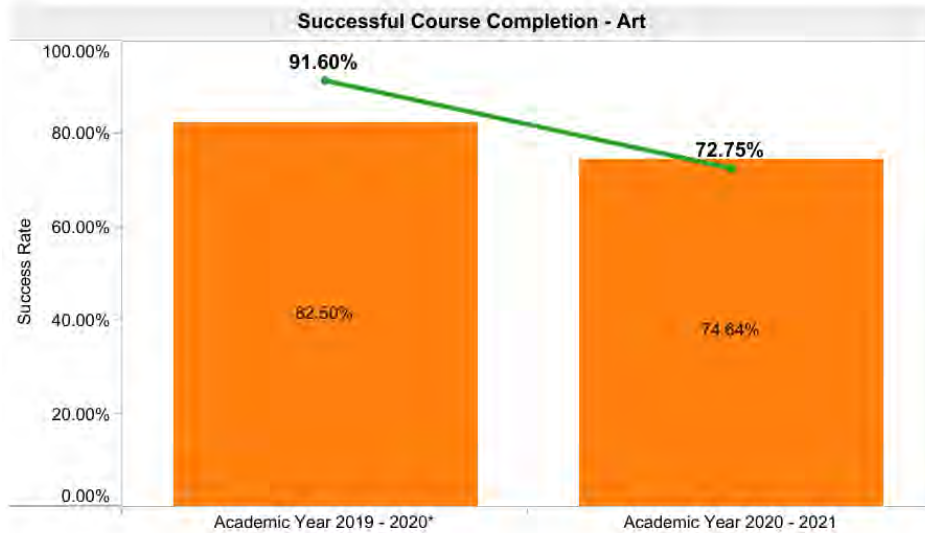General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Art

COURSE
Multiple values

TERM
Multiple values

Measure Names
🟩 Department Success Rate
🟧 Overall College Success Rate

Successful Course Completion - Art

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success Rate (green line)	91.60%	72.75%
Overall College Success Rate (orange bar)	82.50%	74.64%

Art Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	70.55%	78.51%	81.26%	82.22%	87.08%	72.75%
Total Enrollments	326	242	507	540	513	336

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Separate data for multiple years and classes are complicated to present in the report. However, we are able to learn the same pattern affect data that causes changes is the transition from in-person to fully online need time and patience both for faculty and students. The higher drops because the pressure that students suffer causes lower completion for over 15-18 weeks of ONLINE learning.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:
- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. *New or modified plans for achieving program-learning outcomes*
   Graphic Design is keeping explores all possible, new, and experimental methods and solutions to help and support student success and programs' steady growth. We continue to work to refine our program to help meet Institutional Goals and Objectives

and Institutional Learning Outcomes. Program outcomes are kept current and meet the needs of our students.

B. *Anticipated changes in curriculum, scheduling, or delivery modality*
The Graphics Program has been successful for improving the program through comprehensive curriculum revision, development, and improvement.

Our "recovery" plan is focused on building highly effective teaching modes both in-person and online and using online as supportive tools for in-person courses and making in-person flexible options available to students to keep exploring the possibilities of hybrid curriculum updates.

Cuesta Graphic Design CTE aims to offer a remote-friendly and cutting-edge design education at a community college level to accept as many possible students as possible from different cohorts (in-person, online, traditional students, re-entry students, and disadvantaged students). Our curriculum helps our students develop real-world skills that will help them succeed in the workforce. Students learn how to communicate ideas visually, gain experience with the tools in the contemporary field, frame points of view and content, build community, and embrace a fluid, networked culture.

After several years of expanding, where Graphic Design has optimized area curriculum including interactive design and motion design whose areas are highly demanded in the industry. Based on recent Adobe research, most tech companies tend to put Designers at the same priority as Developers. Graphics will continue to work to expand to cover more high-demand areas to help plan and prepare our students for the future. We plan to finish and complete two small certificates for Motion and UX design in this next academic year enhancing our students' resumes.

C. *Levels, delivery, or types of services*
In Fall 2019 and Spring 2020, the results of the COVID pandemic were apparent in Graphics and almost all of our classes to turn fully online and functional for a shorter term length of either 16 or 17 weeks. Beginning Fall 2020 and continuing through Spring 2021 a majority of courses remained asynchronous DE with only some specialized and intermediate courses in-person. We will need to find a balance between instruction that is effective for the students while maintaining a delivery (DE, online synchronous, and in-person) that is in line with student demand. With the concept of centralized teaching, we made some tests for synchronous instruction that will include both in-person classroom with online optional real-time zoom presentation. Looking forward we will have to balance the apparent student demand for distance courses and decide how much instruction and in which modalities we will be able to sustain enrollment. We keep

striving to improve by testing platforms that can best help our students in distance learning. In the recent move, we aim to use our digital teaching experiment to plan a hybrid-synced teaching style. Our hope is to make outreach efforts to enroll more students with continuously updated high-quality content.

D. *Facilities changes*

We designed many enhancements with plans to address solutions for post-pandemic learning and applied for funding from CTE and Strong Workforce, with an approval of $250,000 that will transform our traditional lab teaching setting into the latest generation of mobile computers and tablets, as a companion set, which is the essential move for the future workforce and learning environment. Our goal is to make our graphics classes a design agency or studio simulation that helps our students to be more independent in the class, gain valuable problem-solving design experience while still learning graphics design and digital fundamentals at a high level.

We will begin to test the lab for more possibilities with enhanced macOS and iOS latest functions once the update is fully completed (expected Fall 2022). Finally, we continue to plan to build an AR/VR meta-design and learning lab. Our CNC cutter and Special garment printer requests in the resource plan will also bring digital fabric design experience and 3D module, package design, and experimental experiences, such as digital sculpture, industrial design, furniture design, and architecture design into our curriculum to enhance a conceptual "design as a one" graphics environment.

E. *Staffing projections - none*
F. *Other - other*

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.