2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024 **PROGRAM(S): GRAPHICS**
CLUSTER: HUMANITIES **AREA OF STUDY: GRAPHIC DESIGN**
LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: SPRING 2025 CURRENT DATE: 3/4/2024

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**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

Graphics, Certificate of Achievement

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

- This year, the Graphic Design program has seen significant advancements aimed at enriching the student experience and fostering inclusivity.
- We've redesigned our 7138 classrooms to ensure accessibility for all students, featuring height-adjustable desks and chairs and a versatile layout to accommodate special seating needs. We also provide additional displays for students who need DSPS support.
- The 7137 area has been transformed with an enhanced layout to accommodate our four new laser cutters and UV printers. We are working on a Design Business class that plans to teach student design entrepreneurship.
- AI enhancement: our lab was approved for about $100,000 on AI tools and servers; we are currently making a detailed purchase plan to support student success in the Gen-AI job market. Graphic student hosts the first Generative AI art show in Fall 2023.
- We are currently undergoing a technology review to implement a program-wide upgrade on our curriculum. This is due to the strong influence of generative AI on the creative arts fields. Detailed actions are listed at the end of the report.

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.

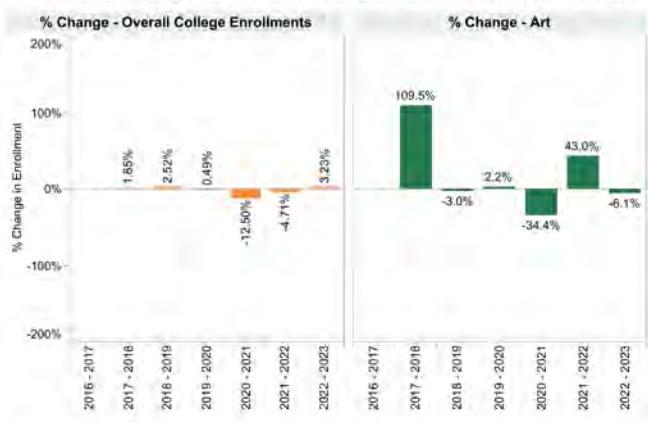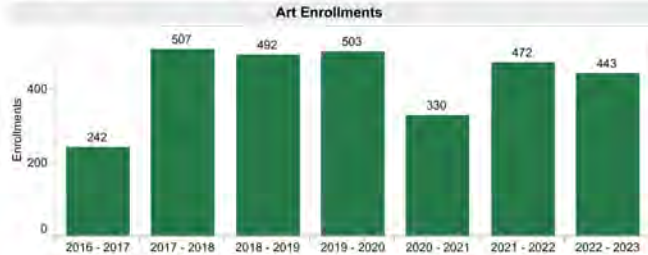## Data Analysis and Program-Specific Measurements

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.

A. **General Enrollment (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department: Art

Course: Multiple values

Dual Enrollment: All

Prison: All

Region: All

TERM All

Art Enrollments

Term	Enrollments
2016 - 2017	242
2017 - 2018	507
2018 - 2019	492
2019 - 2020	503
2020 - 2021	330
2021 - 2022	472
2022 - 2023	443

% Change - Overall College Enrollments

Term	% Change
2016 - 2017	
2017 - 2018	1.85%
2018 - 2019	2.52%
2019 - 2020	0.49%
2020 - 2021	-12.50%
2021 - 2022	-4.71%
2022 - 2023	3.23%

% Change - Art

Term	% Change
2016 - 2017	
2017 - 2018	109.5%
2018 - 2019	-3.0%
2019 - 2020	-2.2%
2020 - 2021	-34.4%
2021 - 2022	43.0%
2022 - 2023	-6.1%

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.

Instructional Annual Program Planning Worksheet
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

The enrollment at 443 shows a 6% adjustment after last year's 43% growth, demonstrating ongoing recovery. We will closely monitor and take action to maintain and seek new growth.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
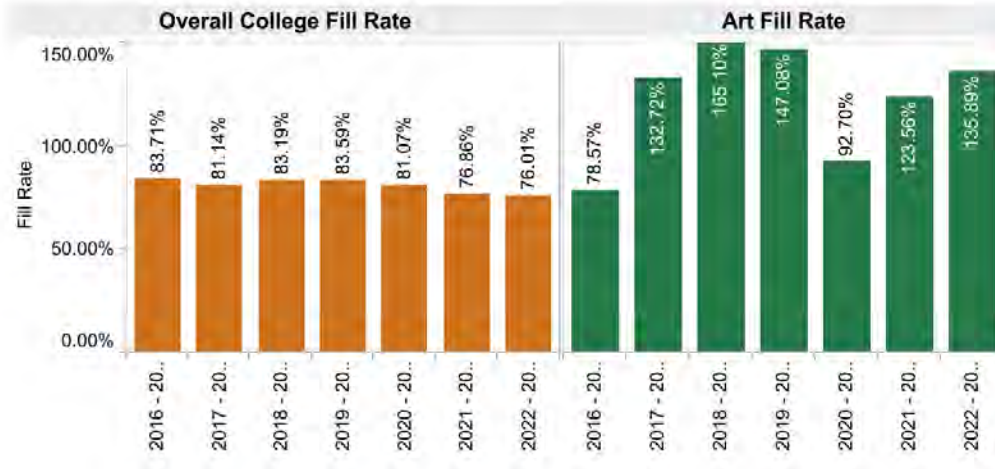   Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

Overall College Fill Rate | **Art Fill Rate**

Fill Rate

- Overall College Fill Rate:
  - 2016 - 20...: 83.71%
  - 2017 - 20...: 81.14%
  - 2018 - 20...: 83.19%
  - 2019 - 20...: 83.59%
  - 2020 - 20...: 81.07%
  - 2021 - 20...: 76.86%
  - 2022 - 20...: 76.01%
- Art Fill Rate:
  - 2016 - 20...: 78.57%
  - 2017 - 20...: 132.72%
  - 2018 - 20...: 165.10%
  - 2019 - 20...: 147.08%
  - 2020 - 20...: 92.70%
  - 2021 - 20...: 123.56%
  - 2022 - 20...: 135.89%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.
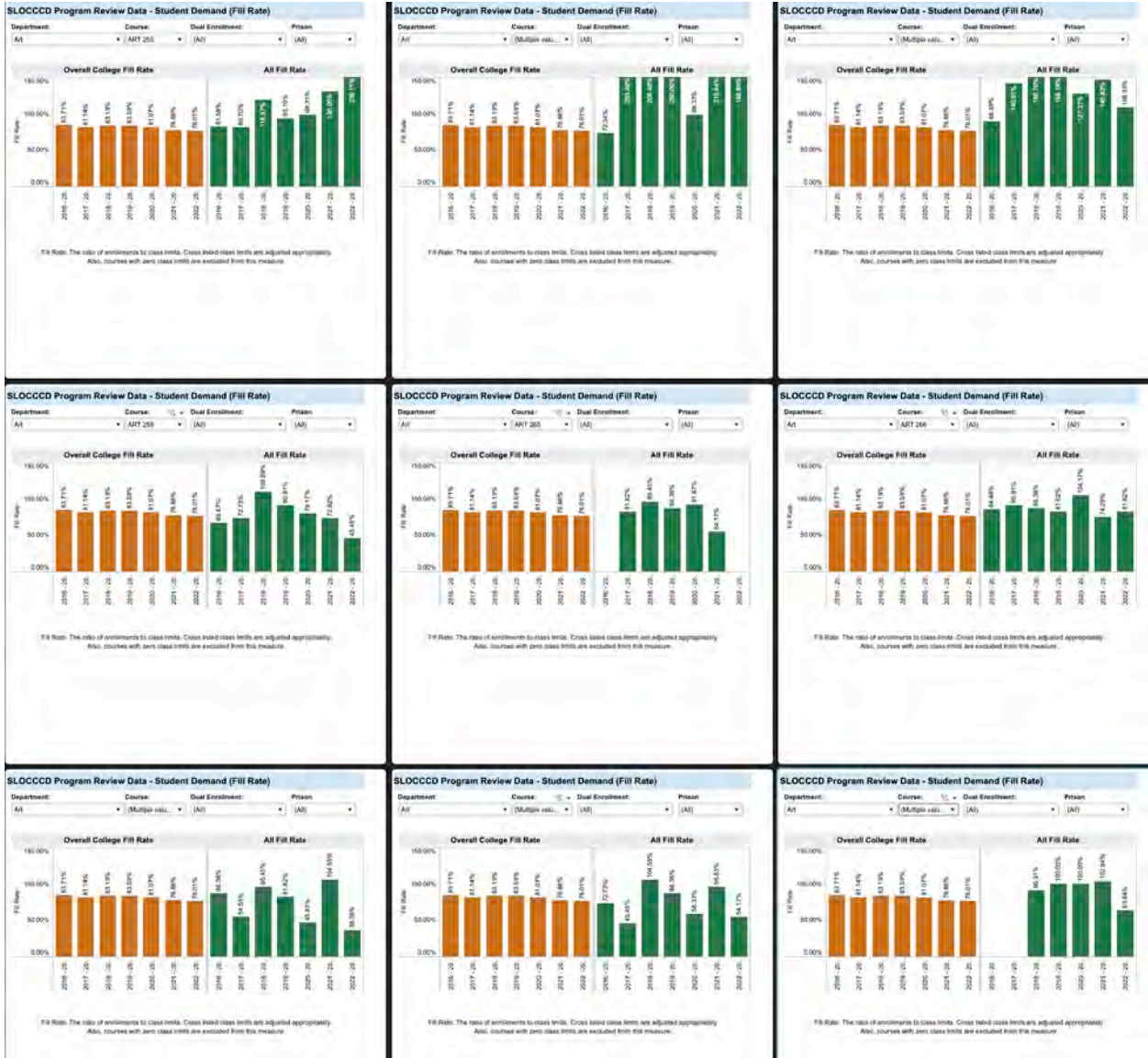
Data demonstrates that the fill rate for our core courses remains stable, while some classes display a decline. We will work on enhancing our class planning, while also taking action to improve our solutions and marketing strategies.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
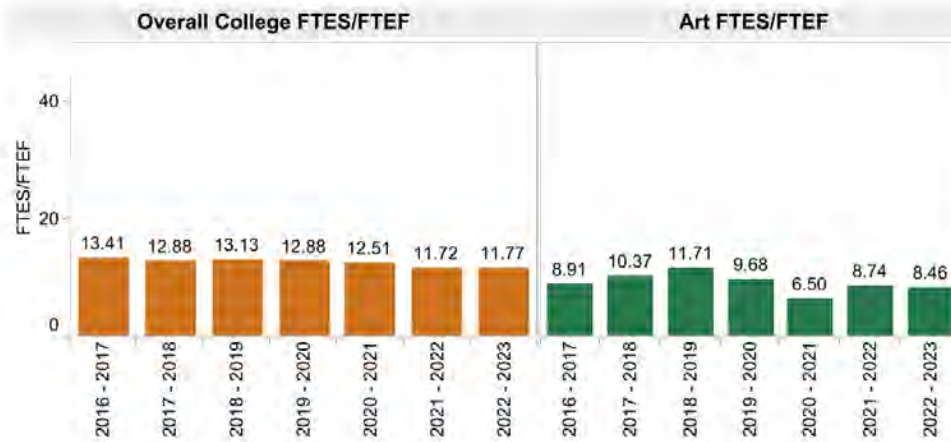   Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

Overall College FTES/FTEF

Art FTES/FTEF

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

As an Art major, our core courses seem to be consistently popular. However, some of our FETS data can vary as certain courses are only offered once per year. To address this issue, we will be focusing on courses that are offered each semester but have historically low FTES. We plan to enhance instruction and create more strategic solutions to improve the performance of these courses overall.

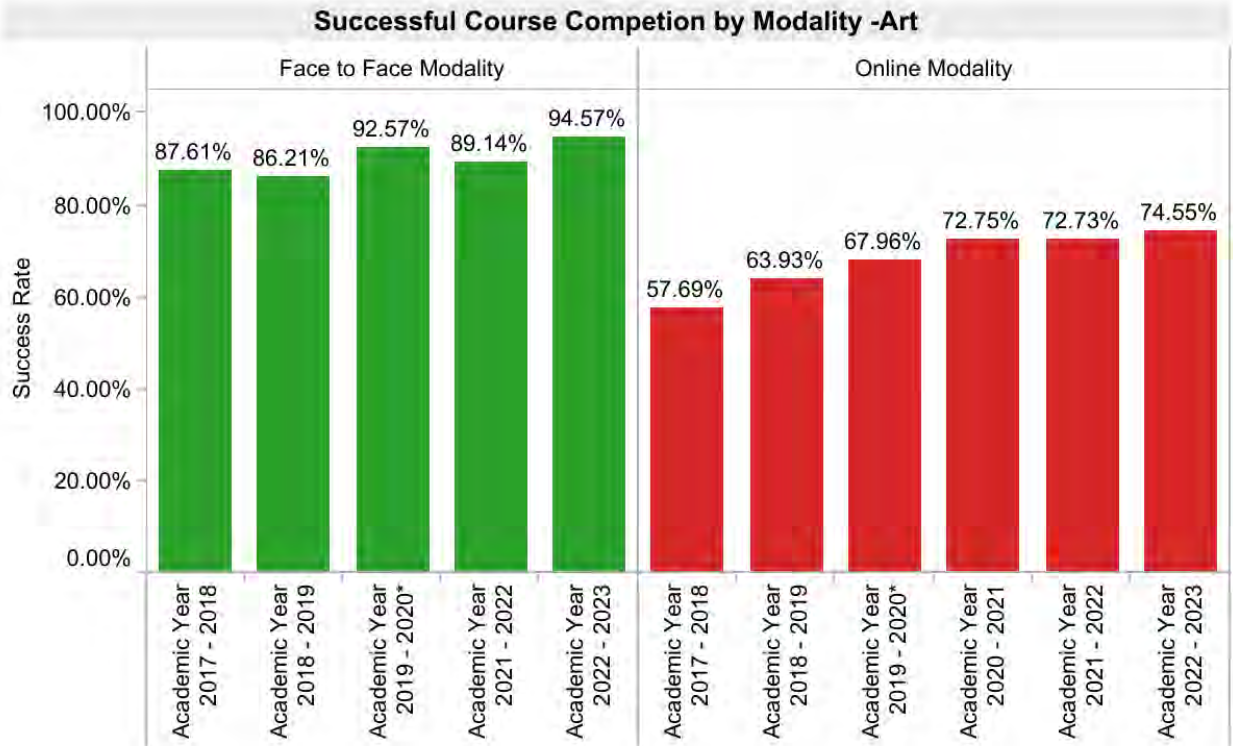D. **Student Success—Course Completion by Modality (Insert Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Art

Course:
Multiple values

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Art

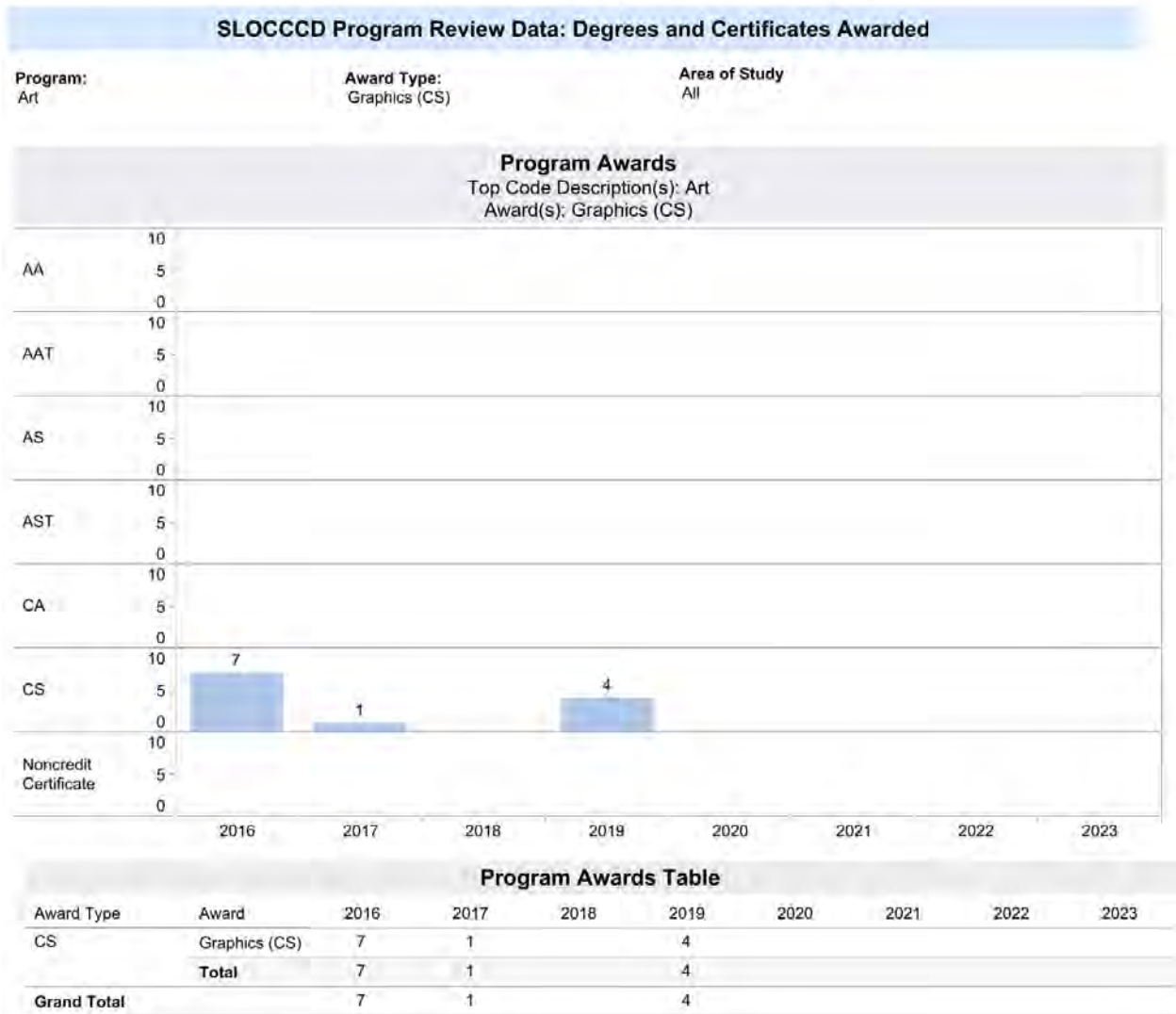### Successful Course Competion by Modality Table - Art

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	79.78%	79.09%	84.71%	83.56%	80.37%	82.07%
	Total Department Enrollm..	1,904	2,037	1,943	379	1,248	1,493
Online Modality	Department Success Rate	61.47%	68.21%	79.66%	72.60%	74.66%	74.97%
	Total Department Enrollm..	571	583	568	1,692	1,108	915

Data indicates an overall improvement with 94.57% in-person and 74.55% online. Increasing in-person classes will improve data.

E. **Degrees and Certificates Awarded (Insert Data Chart)**
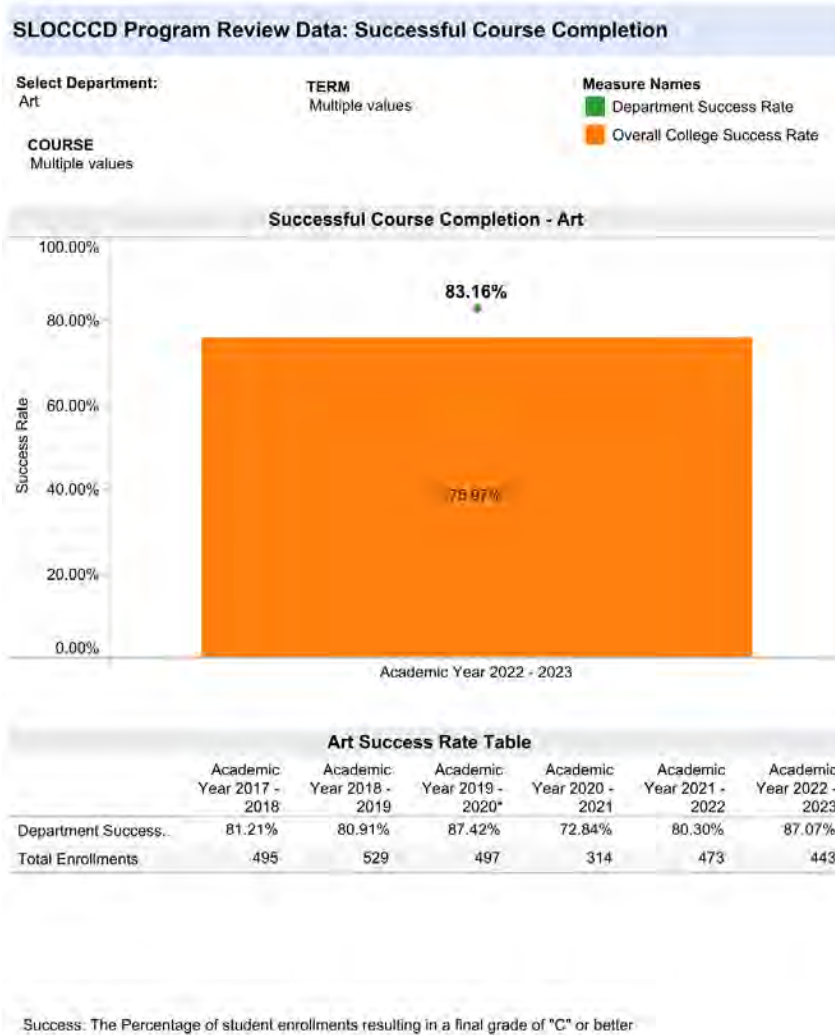Insert the data chart and explain observed differences between the program and the college.

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
CS	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.

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

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

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

83.16%

75.97%

Academic Year 2022 - 2023

Art Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success.	81.21%	80.91%	87.42%	72.84%	80.30%	87.07%
Total Enrollments	495	529	497	314	473	443

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

Our class successful completion rates at 83.16 for Spring 2023 and Fall 2023, Above the college success rate of 75.97%,

G. 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.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Click here to enter text.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the _____ year in the 5-year calendar of the Curriculum Review Worksheet.

Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the _____ year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

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.*

As we look ahead to the upcoming academic year, the Graphic Design program is poised to introduce innovative strategies and curriculum enhancements aimed at enriching our students' learning experience and addressing equity gaps, also focus on more student enrollments. We are committed to evolving our program to meet the dynamic needs of the design industry and our diverse student body.

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

Lead Faculty Canguo Liu is set to implement a "Portfolio First" approach, designed to equip students for the competitive job market. This strategy emphasizes using digital tools and a guided workflow to effectively bridge equity gaps. By assisting students in creating a portfolio-ready website, crafting a professional resume, and building a robust collection of design works, this approach aims to enhance their design skills and prepare them for the workforce. Our goal is to provide comprehensive support to all students, ensuring they have the resources and guidance to plan their future careers successfully.

B. Anticipated changes in curriculum, scheduling or delivery modality

In response to the rapidly evolving landscape of graphic design and digital marketing, we are planning several enhancements to our curriculum:

- **AI Visual Art, Design, and Video Class:** An innovative course that explores the intersection of artificial intelligence with visual art and design, preparing students for the future of digital creativity.
- **Art and Design Business Class:** A new offering focused on the business aspects of art and design, equipping students with essential skills for entrepreneurship, design, manufacturing products using lab equipment, and management within the creative sector.
- **Small Certification in Web and Digital Design Marketing Management:** This certification will address the growing demand for digital marketing expertise, focusing on web design and digital marketing strategies.

- **Expansion of Certification Programs:** We plan to introduce more two-class certification programs targeting trending creative technologies, ensuring our students remain at the forefront of industry developments.
- **Research on Apple Vision Pro-Based Virtual Design and Experience Class:** Our team has begun exploring the potential for a class centered around Apple Vision Pro technology, including spatial video, photo creation, and VR/AR tools. This research aims to integrate cutting-edge virtual design experiences into our curriculum.

We also add a booklet printer and finisher into our unit plan as it can upgrade our daily printing quality in our classroom and also help print booklet for class and program marketing, we are missing those items to introduce our program in consulting and other student services places, including local high schools and dual enrollment sites.

C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

14 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 November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

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.